



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **EEA 521: Educational Leadership**

3 Credits
Effective: Spring 2013/2014

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course develops the candidate's capacity for leadership in an educational/school setting. The course is a survey of such topics as positive impact on student learning; moral, resilient, servant, shared, and/or transformational leadership; diversity in schools; and the role of schools in modern society. The candidate begins work on the program's e-portfolio that includes a self-assessment and Professional Growth Plan addressing the competencies for school and program leadership.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Commitment to ethical practice and service

COURSE OUTCOMES

In this course, learners:

- Develop a clear sense of the traits leaders exhibit, particularly in the domains of visioning, communication, empowerment, ethics, and courage
- Apply professional standards to personal and professional knowledge, skills, and dispositions

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Achieving equity and excellence

- Location, evaluation, and application of professional and scholarly information on leadership and school improvement
- Professional associations
- School climate improvement
- Transformational and resilient leadership and the power of the team

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Washington State Leadership Standard Common Performance Task 1: School Vision and Improvement Plan, Based on Equity and Data	30%
Leadership Standards Assessment,	30%
Visionary and Transformational Leadership: Options Assignment Presentation	20%
Participation and/or Instructor Determined Assignments	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Issues of

Washington State Leadership Standard Common Performance Task 1: Study of the School or District Program Vision

Focusing on the two pillars of highly effective schools, the instructional program (curriculum, instruction and assessment) and school culture, a candidate will develop a school vision and improvement plan for one school-based priority area. The candidate will collect and analyze quantitative and qualitative data on student performance with attention to issues of equity, disproportionality, and inclusion, student and teacher relationships and school culture, select a priority area for focus, document existing school programs, services and practices, and develop a set of goals, objectives and action strategies with input from school leaders and key stakeholder groups.

- Identify gaps in student learning in your building and determine the student subgroup(s) that are facing the most challenging inequities (have the greatest need).
- Select an equity-driven priority area (or Problem of Practice) as your focus.
- Determine what programs and/or services exist in your school/district that are designed to support students in this particular program or content area. Review the services in detail.

- Analyze teacher practice data and student services to determine what is the current state of practice and how well these actual practices align to the intention of the service
- Locate 3-5 resources on evidence-based practices (research or practitioner articles, curated video, books, etc.)
- Use this research to inform a hypothesis (or Theory of Action) on how to improve equitable student learning outcomes in your chosen focus area.
- Set goals for improvement in student learning (outcome) and measured changes in teacher practice (output)
- Develop a plan to improve student learning based on your research.
- Develop/evaluate school hiring policies or procedures in light of equitable, inclusive and culturally responsive practice among teachers and staff.
- Evaluate root causes of inequity and bias within your school and/or district.
- What additional supports and/or services do you see needed to achieve the goals of your plan?
- Design an evaluation plan. What data and other feedback needs to be collected and from whom? (Consider stakeholder voices and perspectives beyond school or district personnel, e.g. youth, parents, or community perspectives.)
- Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team's (including your) role will be in this project.

Aligned NELP Standards and Components:

- Primary: 1.1, 1.2, 6.1, 6.2
 - Secondary: 3.1, 3.2, 3.3, 4.3, 4.4, 5.3, 7.1
- The assignment rubric measures primary components and communication.

Suggested Work Possibilities:

- Participate/define mission/vision work
- Participate in developing improvement plan
- Align with board policy and procedures
- Define and include stakeholders in process
- Develop, plan, review cycle
- Define school committee's membership
- Compare your school with school-alikes and school differences inside and outside of your district
- Committee agendas, minutes, competed documents
- Committee agendas, minutes, competed documents
- Copies of policies and references
- Agendas, newsletters, emails, sign-ups, rosters
- Cycle document, documented as policy
- Agendas, minutes, staff rosters, constituencies list
- Data analysis, slides, school visits, calendars, internship logs, evaluation forms

<i>Components</i>	<i>% of Grade</i>
Develop a School Mission and Vision	20%
Lead the Improvement Process	20%
Support Student Learning Needs	20%
Develop a Data-informed and Equitable Resourcing Plan	20%
Communication	20%
TOTAL	100%

Leadership Standards Self-assessment

Candidates inventory, assess, and reflect upon their professional activities, leadership experiences, knowledge, skills, and cultural competence relative to professional standards and Washington state residency certification requirements. Based upon inventory, assessment, and reflection, they develop a professional growth plan comprised of future goals and actions leading to goal attainment. This assignment is the first of several intentional opportunities to build capacity for leadership development and to track that growth throughout the program and on a quarterly basis during the internship. Additional information, direction, and activities are provided by other instructors and the Educational Leadership Program throughout the program journey. See the Quarterly Reflection template for additional information and instructions, and use the template to complete the assignment. Candidates upload this EEA 521 Leadership Standards Self-assessment to the Quarterly Reflections page of the certification ePortfolio.

<i>Components</i>	<i>% of Grade</i>
Inventory	25%
Assessment	25%
Reflection	25%
Goals and Actions	25%
TOTAL	100%

Visionary and Transformational Leadership: Options Assignment Presentation

Candidates choose from one of four "options" and make a multimedia presentation to the class of a book review or research process and findings. The presentation to the class is 7-10 minutes in length. As appropriate, include three to five current research studies and/or sources in addition to citations from the two course texts and class notes in an additional references slide. The instructor may provide additional details for the presentation, including procedures for peer assessment.

Option 1: Leadership and Courage Book Review. Select and read a book on courage and leadership based on the premise that risk taking is an important quality in demonstrating moral leadership. The book may be a biography, fiction, or non-fiction that addresses courageous leadership. The review includes: a summary of the leader's story, a description of the setting(s) of the story, and the political and cultural events that affected the leader's behaviors and decision(s). Describe how the leader exhibited courage and examine the leader's values and abilities to lead. Relate your analysis to the professional practice of school leadership. For recommended titles, see the course resource guide in the Blackboard shell.

Option 2: Unheard Voices: An Examination of Your School. Identify a group of "unheard voices" in your school and examine who they are, what they have to say, and why they are not heard. The premise of this assignment is that often the "heard voices" in any school community may cover or obscure other "unheard voices". An educational leader has the responsibility to develop the instincts, skills, and strategies to respectfully hear all voices. In the report, include the methodology for discovery of the group, their concern(s), and your reflections on considerations in giving them voice. Develop a specific plan or protocol as to how the principal (you) would assure that the group is heard. Contemporary issues that may be addressed in this research might include: teacher quality, school reform standards and assessments, student safety, and/or students with unique and/or special needs.

Option 3: Gender Equity Issues: Boys and Girls in Our Schools. Examine the premise that male and female students have unique characteristics and needs as learners which, if understood and appropriately reinforced, will increase their confidence and success. Review current literature and research on boys and girls and its implications for school leadership. Seek the background information needed to guide a staff

in developing the insights and skills to understand and address more effectively the needs of all students in our schools by gender. For a list of possible recommended titles see the course resource guide.

Option 4: Transformational Leadership Book Review. Select and read a book by or about a leader recognized for having an exceptional impact on an organization or community. Describe the skills and strategies used by the leader and rationale for their use. Reflect on any of the leader's methods that can be applied to leadership in schools and one's own leadership repertoire (e.g., effective communications, collaborative decision making, shared vision).

<i>Components</i>	<i>% of Grade</i>
Content	50%
Communication	50%
TOTAL	100%

Participation

Participation fosters interactive learning and understanding of course content from multiple perspectives. Each week in an Online course requires participation in a discussion forum or a webinar. Mixed-mode courses require participation on-site and online. Instructors may determine and communicate other participation requirements.

<i>Components</i>	<i>% of Grade</i>
Presence in the Discussion	30%
Content and Cognition	40%
Oral and Written Communication	30%
TOTAL	100%

COURSE POLICIES

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course

requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.