

EEA 516: Professional Growth Assessment and Practicum

School of Education and Leadership

3 Credits

Effective Date 4/1/2022)

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 Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

Candidates complete a self-assessment of their current knowledge and skills related to educational leadership. Topics covered include professional development, reflection, certification standards, professional and collegial networks. An experienced educational leader supports the candidates' self-assessment in the knowledge, skills, and dispositions for school leadership, analysis of their instructional context, and development of a Professional Growth Plan for school and/or program leadership.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Assess the professional environment through multiple lenses
- Explain and apply the essential elements of the professional standards
- Examine personal strengths and growth areas in each of the strands of the professional standards

Core Concepts, Knowledge, and Skills

- Analysis of educational issues
- Location, evaluation, application of information to inform leadership and student learning
- Professional certification standards relating to educational leadership
- Reflective practice

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

CityU's Standard Graduate Rubric Scale

| | | | | | |
|------------|---------------------------|----------------|----------------------|----------------|------------------|
| % of Grade | Graduate Percentage Scale | 0.00 - 68.74% | 68.75 - 86.24% | 86.25 - 93.74% | 93.75 - 100% |
| | Graduate Scaled Score | 0.0 - 1.5 | 1.6 - 2.9 | 3.0 - 3.5 | 3.6 - 4.0 |
| | | Below Standard | Approaching Standard | At Standard | Exceeds Standard |

Participation (20% of Final Grade)

Participation fosters interactive learning and meaningful synthesis of course content considering multiple perspectives and contexts. Candidates engage with faculty and classmates in a mix of synchronous and asynchronous activities that reflect the class's delivery mode (Online, Mixed-Mode, In-person). Examples of *synchronous* activities include in-person class discussions and activities, check-in conversations, webinars, and other activities that occur simultaneously in the same physical or electronic space and time. Examples of *asynchronous* activities include discussion forums, blogs, Wikis, and other remote interactions that develop over time. All forms of participation have expectations for timely and ample engagement, meaningful contribution, and professional communication. The faculty defines expectations for each form of engagement. The instructor scores Participation weekly.

Each week in an Online course requires participation in a Zoom class or discussion forum. For a timeline of these participation activities, see the Course Schedule.

- Discussion forums occur in the Discussion Board. Minimally, candidates respond to the prompt by Thursday, and reply by Sunday to two or more classmates' posts and to all candidates and faculty who have replied to their own post. Posts must indicate completion of learning activities, understanding of related concepts, and direct response to the prompt.
- Zoom classes appear on the course schedule and candidates are expected to attend as part of their Participation grade. Candidates earn full credit by preparing and participating actively in the synchronous class. When candidates have conflicts beyond their reasonable control that prevent them from participating in the live webinar, they may earn up to 75% of full credit by viewing the recording of the webinar and completing follow-up activity required by the faculty. *Class* attendance is required.
- Zoom sessions are extra, optional sessions, currently hosted in Zoom, and may be scheduled at the faculty's discretion on one or more topics of shared interest to the attending students. *Session* attendance is optional.

Components

Engagement
Contribution
Communication
TOTAL

% of Grade

35%
35%
30%
100%

Student Learning Context, Professional Environment, and Case Study (20% of Final Grade)

Leadership decisions depend on a clear, comprehensive, accurate understanding of the students and their learning context as well as of educators and the professional environment in which they perform their roles. Candidates describe and analyze the student learning context and the professional environment of a specific school with which the candidate is familiar. This assignment informs leadership development in this course and may serve as foundation for assignments in other courses.

The format of the submitted assignment is a written paper in APA style, 5-7 pages not including introductory and supplemental sections, or other format of equivalent rigor approved by the instructor.

Part 1: Description and Analysis of a Student Learning Context and Professional Environment.

This is a description of the candidate's school environment, to include the characteristics of the school, school system, and community, as well as the demographic and developmental characteristics of the students. Characteristics of student and adult populations also include such factors as socio-economic status, achievement data, school system goals and values, community expectation and values, the cultural heritage and interests of staff and students and school improvement plans.

Part 2: Case Study. Select and analyze a case study that promotes your professional growth as a leader. Case studies 1-3 are samples of typical dilemmas, which candidates may revise if desired to reflect actual scenarios experienced. As suggested in option 4, candidates may choose other similarly complex and challenging case study topics from their experience. In each case study, describe the scenario, analyze its dynamics and constraining factors, and outline your logical approach to resolve the issue.

1. Analysis of a diversity issue: As a principal, you oversee a high school of 1500. This school is in a largely White area. A Spanish speaking family has moved into the area. Their son, a sophomore, has been enrolled in your school. The father of this boy asks to meet with you. He shares that during the first two weeks of his son's enrollment, his son has experienced constant harassment. The father provides specific examples to include a note that was posted on his son's door, a copy of an e-mail that his son received at home, and a written description of a phone call he received at home. He also shares that his son has received verbal taunts and has been given the "silent treatment" by several students. The father is quite upset and demands action. He states if something isn't done and done quickly, he will submit an official complaint to the school district. How would you deal with this matter? What specific steps would you take to reach a solution?
2. Analysis of a family problem: As a principal, you lead an elementary school of 500. You have a teacher in your building who is recently divorced from her husband who is a principal in a neighboring district. Their two sons attend your school. The teacher/mother wants nothing to do with her former husband and has made efforts to keep the children from him. The husband/father's winter, mid-winter and spring breaks are at different times than the ones in your district. He has come to you requesting that he be allowed to volunteer in his son's classrooms. They don't have their mother for a

teacher. How would you deal with the matter? What specific steps would you take to reach a solution.

3. Analysis of the discipline program: When you are hired for your first job as an administrator, you will probably have to deal directly with discipline; however, every building seems to have a unique way of handling discipline. What is the current system of discipline in your building from the teacher's perspective and from the principal's perspective? What systems are being used in at least two other comparable building? What do you think is an ideal system and how would you approach the current system to make changes if you think they need to be made? What laws do you need to be aware of such as how special education students are affected by your discipline system?
4. Other issues: For your case study, you may choose another leadership issue that is one of your concerns. You would design the paper with the help of your field supervisor and then you would proceed to describe the issue, research the issue, analyze what you find and then propose solutions. The purpose of this exercise is to expand your knowledge of a specific issue but also to develop a model for analyzing any new issue in the future.

| Components | % of Grade |
|---|-------------------|
| Student Learning Context and Professional Environment | 40% |
| Case Study | 40% |
| Communication | 20% |
| TOTAL | 100% |

Quarterly Reflection: Inventories, Reflections, Assessments, and Goals (20% of Final Grade)

To engage intentionally in their own growth as a leader, candidates conduct a comprehensive inventory of leadership experiences, assess their knowledge and skill levels, and reflect upon their strengths and needs relative to those of successful first-year leaders as defined by current Educational Leadership standards. Candidates seek input and feedback from peers and supervisors in order to self-assess competencies. Inventory, assessment, and reflection serve as the basis for planning goals and actions for further professional growth relative to leadership standards.

To accomplish this assignment, candidates complete and submit the program's *Quarterly Reflection template* available in the course shell.

| Components | % of Grade |
|--|-------------------|
| Understanding of the Leadership Standards | 40% |
| Inventories, Reflections, Assessments, and Goals | 60% |
| TOTAL | 100% |

Summary and Reflection on Professional Reading (20% of Final Grade)

Leaders are readers who devour scholarly and professional books, journal articles, and publications that inform and inspire them to forefront of their practice so they can lead effectively. In this assignment, the candidate chooses and reads a previously unread leadership book or equivalent in shorter professional and scholarly works. Candidates log and reflect upon this reading in the eJournal and as an action for a goal in the Quarterly Reflection. Candidates share summar(ies) and reflection(s) with classmates in a designated discussion forum.

| Components | % of Grade |
|-------------------|-------------------|
| Content | 30% |
| Reflection | 40% |
| Communication | 30% |
| TOTAL | 100% |

Leadership Portfolio (20% of Final Grade)

In this course-long assignment, candidates seek pre-internship leadership experiences and leadership learning activities available to them in their current employed practice and other opportunities available to them. Candidates use the program-provided eJournal template to log and reflect upon these leadership experiences. Leadership learning activities may assume a wide range of learning types and sources to learn about leadership. The candidate targets both experiences and activities toward improved knowledge and skills relative to the current leadership standards. Candidates log at least 30 leadership hours and reflect weekly on a meaningful leadership experience or emergent leadership theme. Candidates include these items in the Portfolio: eJournal, Quarterly Reflection, 1-3 artifacts per standard. The Portfolio evidence as a whole demonstrates connections with and growth in each standard.

| Components | % of Grade |
|--------------------------------------|-------------------|
| eJournal Log Entries and Reflections | 40% |
| Quarterly Reflection | 20% |
| Connections with Standards | 40% |
| TOTAL | 100% |

Course Policies

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly. 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 22-item 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.

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students 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 Harassment

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 the [CityU website](#) 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 [CityU in Canada](#) website.

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](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

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 in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment 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 a 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 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with 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.

Online Tutoring

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.