Instructor Information
Name: Celia Arresola, Ed. D.
Email: carresco@luc.edu
Office /Office Hours: LT 1142
Meetings by appointment.
Phone: Office-312-915-7022

Course Information
Dates: August 30, 2016 through December 6, 2016
Days: Tuesdays
Times: 7:00 p.m.to 9:30 p.m.
Location: Corboy Law Center – Room 602

Course Description
This course is designed to examine the significance of effective school supervision. Examination of both formative and summative models will be examined as well as their role in improving teaching and learning. Specifically, this course will provide a critical examination of school supervision and instructional leadership to enable today’s 21st century administrators to:

1. Build administrator (as well as teacher) leadership and instructional capacity
2. Provide meaningful and constructive observation and feedback for teachers and staff
3. Design and sustain meaningful curriculum planning working with teachers and building leadership teams
4. Move student and staff culture from vision to system
5. Design and implement daily, weekly, and monthly schedules to effectively manage the principal’s time to make a significant impact on teacher development, student achievement, and cultural richness
6. Reduce the amount of the time during the school day (when students and teachers are in the building) devoted to managerial tasks that take away from high impact instructional leadership
7. Design meaningful and powerful professional development for their school communities based on local school data and teacher developmental needs.

Alignment of Course Goals with the School of Education’s Conceptual Framework
This course is designed for candidates whose goal is to become a school- or district- level leader. Our mission is social justice, but our responsibility is social action through education. This statement represents the heart of the SOE’s Conceptual Framework. The framework represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, this course will utilize the professional framework as a lens through which to examine our readings, presentations, and discussions. Specifically, we will develop the understanding and practice of supervision as it honors individual and social justice for all in the improvement of teaching for improved student outcomes for every student.
In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

**LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK STANDARDS (2016):**

CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS3: Candidates demonstrate knowledge of ethics and social justice.

**Course Objectives:**
By applying theory to practice (Bambrick-Santoyo, 2012; Connors, 2000, 2010; Danielson, 2011, and Whitaker, 2012), this course is designed to scrutinize current issues in school supervision for the improvement of principal effectiveness, teacher growth and retention, as well as student engagement, achievement, and success. In addition, this course will provide the candidate an opportunity to examine the opportunities and challenges that regularly confront CPS principal instructional leaders, while developing the appropriate knowledge, skills, and dispositions to successfully identify and address these issues when they arise. Specifically, this course will address:

1. A theoretical basis for understanding 21st century school supervisory needs, priorities, and practices.
2. Adult learning and how this affects professional practice, principal/teacher interaction, and staff culture.
3. The nature of teaching and learning for diverse populations and implications for today’s instructional leader to improve engagement, achievement, and success for all students.
4. A critical examination of options in supervision including the differentiated model. How to implement a differentiated supervisory cycles (both formative and summative) for tenured and non-tenured teaching faculty to improve student outcomes and to nurture teacher growth and development (PERA and Senate Bill 7).
5. The use of school-wide, as well as teacher-specific, data to determine gaps in student achievement for multiple student populations and to use this data to improve teacher effectiveness and plan targeted professional development for the teachers who require it.
6. The need for specific, targeted, and differentiated professional development to improve professional practice, refine instructional strategies to improve student achievement outcomes, and to nurture teacher effectiveness, growth, and leadership.
7. The moral imperative to develop the ability (through role play and video analysis) to have honest, specific, constructive, and meaningful conversations with teachers to assist them to develop and implement strategies to promote teacher growth/development, student engagement, a positive student culture, and to eliminate gaps in student learning and achievement.
8. The ethical and equitable imperatives to create a collaborative school community where the school staff, families, and community interact regularly to share ownership for the school’s success.

**COURSE STANDARDS**

**CPS Principal Competencies**

**Competency A: Champions teacher and staff excellence through a focus on continuous improvement:** Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district priorities.

1. Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan (CIWP) and school-wide student achievement data results to improve student achievement.
   a. Assesses the current state of school performance
   b. Develops a continuous improvement work plan (CIWP)
   c. Maintains focus on results
2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.
   a. Implements data-driven decision making
   b. Implements data-driven instruction
   c. Establishes systems to collect and review data on attendance, lateness, discipline, and student referrals
3. Collaborates with staff to allocate personnel, time, material, and adult-learning resources appropriately to achieve Continuous Improvement Work Plan (CIWP) targets
   a. Allocates resources to support student learning
   b. Prioritizes time
4. Utilizes current technologies to support leadership and management functions
   a. Employs current technologies

**Competency B: Creates powerful professional learning systems that guarantee learning for students:** Principal works with the school staff and community to utilize the district’s framework for effective teaching and learning to improve instruction for all students.

1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing standards-based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.
   a. Implements curricular scope and sequence
   b. Reviews instructional practices
2. Implements student interventions that differentiate instruction based on student needs
   a. Uses disaggregated data
3. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.
   a. Selects and assigns effective teachers
   b. Retains effective teachers
4. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.
   a. Observes staff and gives feedback
   b. Evaluates staff
5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.
   a. Develops instructional team
6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally for this purpose.
   a. Implements professional learning
7. Advances instructional technology within the learning environment.
   a. Promoting growth of technology
Competency C: Builds a culture focused on college and career readiness:

Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.

1. Builds a culture of high aspirations and achievement for every student
   a. Links aspirations to college and career opportunities
   b. Develops student goal-setting process
2. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission.
   a. Translates the school values into specific behaviors
   b. Develops codes of conduct.
3. Leads a school culture and environment that successfully develops the full range of students’ learning capacities-academic, creative, social-emotional, behavioral and physical
   a. Creates a culture that supports social emotional learning
   b. Creates a culture that supports effective effort.
4. Creates a safe, clean, and orderly learning environment
   a. Builds, evaluates, and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly

Competency D: Empowers and motivates families and community to become engaged:

Principal creates a collaborative school community where the school star, families, and community interact regularly and share ownership for the success of the school.

1. Creates, develops, and sustains relationships that result in active student engagement in the learning process.
   a. Builds on-going relationships
   b. Develops strategic plan to communicate with key community leaders
2. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies.
   a. Includes multiple voices and perspectives
3. Proactively engages families and communities in supporting their child’s learning and the school’s goals.
   a. Engages families
4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.
   a. Builds capacity to manage change
   b. Demonstrates personal resolve and response to challenges
   c. Expands relationships with LSC and external partnerships to facilitate budget process.

Competency E: Relentlessly pursues self-disciplined thinking and action:

Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

1. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff.
   a. Models equity and dignity
2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
   a. Protects rights and confidentiality
3. Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.
   a. Recognizes the strengths of a diverse population
   b. Creates a culturally responsive climate
   c. Engages in courageous conversations about diversity
4. Relentlessly pursues reflective behavior.
   a. Reflective practitioner

**Competency F: Leads toward school vision:**

*Principal works with the staff and community to build a shared mission and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.*

1. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners.
   a. Collaborates to develop and maintain a shared vision of high expectations.
2. Ensures that the school’s identity, vision, mission, drive school decisions.
   a. Ensures vision and mission drive school decisions
   b. Confronts low expectations
3. Conducts difficult, but crucial, conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing learning and results.
   a. Conducts difficult conversations to improve student results.
   b. Creates a culturally responsive climate

**Southern Regional Education Board (SREB) Critical Success Factors (2009)**

CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of elements of school, curriculum, and instructional practices that make higher achievement possible.

CSF 4: The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.

CSF 6: The school leader is able to keep everyone informed and focused on student achievement. CSF 7: The school leader is able to make parents partners in their student’s education and create a structure for parent and educator collaboration.

CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.

CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.

CSF 11: The school leader is able to acquire and use resources wisely.

CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.

CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

**Interstate Leadership Licensure Consortium (ISLLC 2008):**

ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Functions A-E).

ISLLC 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (Functions A-D).

ISLLC 5: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (Functions A-E).

ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context (Functions A-C).
Educational Leadership Constituent Council-District-Level (ELCC Standards 2011)

ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision-making in the district.
ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.
ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

IDEA Objectives for ELPS 571:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)

At the end of the course, you will be prompted to complete the module evaluation. Please go to http://luc.edu/idea/ and click on the Student IDEA Log In. Your feedback is important to the continual development and improvement of the course. Please complete the course evaluation by the posted deadline.

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students taking this course will receive feedback on their dispositional growth in the areas of professionalism, fairness and the belief that all students can learn. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.
COURSE INFORMATION:

Required Text:


Relevant Course Websites:

The following website allow candidates to access and to review information about Supervision & Leadership:

1. Illinois State Board of Education: www.isbe.net
2. U.S. Office of Education Website: www.ed.gov/
4. Illinois Association of School Boards: www.iasb.com
7. Solution Tree http://www.solutiion-tree.com/
8. All Things PLC http://www.allthingsplc.info/

Sakai:

• You will need to have access to, and be familiar with Sakai - Loyola University Chicago’s Electronic Classroom.

Things you will need to bring to class:

You are required to bring the course texts to class each week.
• Download and read any assigned course readings placed on Sakai.
• Access to or copies of your school’s or district’s evaluation process and PD plan

Embedded Field Experience:

1. Create an informal observation and feedback calendar (Bambrick-Santoyo, 2012) to work with one teacher for two weeks this semester. You will be responsible for sharing the work you are doing with the instructor and other members of the class weekly once we begin this assignment. You will also submit a brief reflective email to the instructor within a week of completing each your informal observations.

2. Conduct one formal classroom observations consistent with PERA and CPS evaluation protocols. Each formal observation cycle will include a pre-conference, a 45-minute classroom observation, a post-conference, and a written summary (NCATE Assessment).

3. Develop and present a targeted professional development plan using data you have collected in your work with teachers in both informal and formal observation settings as well as recent student NWEA data.
COURSE ASSIGNMENTS AND POLICIES:

Course Evaluation:

• Attendance, Participation, Professional Dispositions 11 points
• Weekly informal observation and formative feedback notes 11 points
• Informal Observation/ Formative Feedback Paper 25 points
• Formal Observations and Summary: 25 points
• Professional Development Plan 28 points

Total 100 points

Grading Scale:

A 93% and above
A- 90-92%
B+ 87-89%
B 86-84%
B- 83-80%
C 70-79%
F Below 70%

Assignments will not be accepted past the stated due date on the syllabus.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher-level thinking skills. A rubric for each assignment is attached to this syllabus. References must be cited using APA 6th edition style.

Attendance, Participation, and Professional Dispositions 11 points

Regular attendance, class preparation, and class participation are required. Communication and interaction in class on issues are essential. Further, as a necessary part of this course, candidates will be provided in-class activities wherein their analysis and their thinking processes to address these activities are an integral part of the objectives of the course. Regular attendance, preparation, and participation are therefore necessary.

Attendance for all class sessions is required. If you are going to miss a class for professional reasons (i.e., LSC meeting, report card pickup, etc.), please notify the instructor via e-mail of your intended absence at least 48 hours in advance. If you have a personal or professional emergency the night of class, you are responsible for personally notifying the instructor on her cell phone 312-262-8568 via text message or voice mail message. Failure to notify the instructor in a timely manner will result in an unexcused absence.

Course readings are provided to candidates in advance, so candidates are expected to prepare for each class session. This preparation is a pre-condition to the class because the session’s activities assume candidates have read the material and thus, can make the necessary applications of the content to the school/district setting. Readings will be analyzed, and students will be demonstrate understanding of these readings in the context of the assigned class including, but not limited to, entrance slips, in-class reflections, case study analysis, and small group work.
DESCRIPTION OF COURSE ASSIGNMENTS

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style. **ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED.** It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. All assignments are due on the date indicated. Late work is not accepted.

**Attendance, Participation, Professional Dispositions**

11 points

This class is designed as a workshop; therefore, candidates will participate individually and cooperatively in a variety of activities, and discussions. We will use our time together to develop and hone our understanding and application of instructional leadership strategies and best practice in regard to effective school supervision, which foster improved teaching and learning. Your participation score will be based upon your attendance pattern, class participation, as well as your contributions to class discussions and activities.

**Informal Observations and Formative Feedback Sessions**

25 points

Using your own evaluation materials as well as information presented by Paul Bambrick-Santoyo (2012) in his book, Leveraged Leadership, candidates will create and maintain an informal observation and formative feedback cycle with one (1) cooperating teacher in their school. These formative cycles will occur weekly over a period of three weeks during the semester. The goal of this experience is for candidates to learn the “concrete actions...an excellent school leader takes at each moment to make his or school exceptional” (Bambrick-Santoyo, 2012, p.5). Candidates will learn how one uses his or her time during the school day has a significant impact on the quality of the student learning and achievement as well as teacher growth and development that occurs in their schools.

Additionally, candidates will write a reflective summary in a paper of these experiences, which will detail the successes and challenges of this type of principal leadership in their schools. Teacher identity is to remain confidential. Teachers will be referenced as “Teacher A.” It will, however, be helpful to know what subject(s) these teachers teach as well as his/her grade level.

These observations will be conducted consistent with your district’s Collective Bargaining Agreement and PERA/Senate Bill 7. The candidate will confer with his/her building principal in regard to this assignment prior to beginning this work.

Due Dates:

- 1st Informal Summary due September 20, 2016;
- 2nd Informal Summary due September 27, 2016;
- Weekly reflection on your experience following each informal observation.

**Supervision/Evaluation Cycle: Formal Observations (NCATE Assessment):** 25 points

In this course, we will be developing and practicing the knowledge, skills, dispositions, and techniques of effective instructional leadership and supervision. We will study the supervision models and frameworks of Bambrick-Santoyo and Danielson. We will also review the state-mandated Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7.
Part One:
The candidate will conduct one full cycle of clinical supervision with the teacher he/she has been working with during the informal observation/formative feedback sessions during the semester. A full cycle of clinical supervision includes the pre-observation conference, the formal observation, the post-observation conference, and written summative narrative. The written summative evaluation will include overall comments, timeline for follow-up discussions with the teachers, including next steps and recommendations for improving teaching and learning. This summative evaluation cycle should be consistent with all documents associated for this purpose in your district. Be sure to include documentation pertinent to the clinical evaluation cycle (i.e. preconference form, observation notes, student achievement data as related to classroom observation, and the written feedback provided to your teachers). (ELCC 2.2, 2.4.)

Due by October 18, 2016

Part Two:
Finally, candidates will write a reflective paper (between 8-10 pages) on the full, clinical supervision process and discuss the following:

1. Articulate your school’s vision, student and community demographics, identified school needs, and a summary of the school’s most recent NWEA data (Fall 2014).
2. Describe what you consider to be the strengths and challenges of using your district’s Framework for Teaching when evaluating teachers.
3. How does your district’s Framework for Teaching evaluation model support your school’s vision? For instance, are data-based research strategies (i.e., student assessment results, student and family demographic data, and community needs) that focus on student learning incorporated as part of the process and/or used to inform the development of the vision? (ELCC 1.1)
4. Describe professional development initiatives that could be proposed as a result of the evaluation process (which also includes the informal, formative work you have done with these teachers) that would serve to motivate staff to achieve the school’s vision. (ELCC 1.2, 2.4)
5. How might consistent informal observations and formative feedback coupled with summative evaluation and subsequent professional development nurture teacher growth and promote leadership within your school? (ELCC 1.3, 1.4)
6. How can the formative assessment and the summative evaluation process be utilized to improve staff culture at your school? What are some context-appropriate strategies you have learned through this process that capitalize on the professional growth of teachers to improve school programs and staff, as well as student, culture? (ELCC 2.1, 2.4)
7. Convey your communication plan to all stakeholders (including parents) about the supporting the school’s vision.
8. Discuss how you will assess staff culture on a regular basis to keep a pulse on your school culture and climate (Bambrick-Santoyo, 2012, Chapter 6).
9. Ensure your recommendations and comments reflect integrity (honesty and respect for the rights of others), fairness (impartiality and sensitivity to student diversity and colleagues), and ethical considerations and decisions for students, staff, parents, and community.

Due Date: November 4, 2016. Upload to LiveText.
Professional Development Plan 28 points

During the course of this semester, you have visited one classroom on a regular basis (both formally and informally). You have developed a sense of the needs of the faculty member based upon these observations, formative feedback, and written summative documents. Collaborating with the teacher with whom you have worked all semester, you will now develop a professional development plan based upon the instructional needs identified as a result of the classroom observations and the discussions which you have had with the teacher.

There are two (2) components to this assignment: a written paper and an oral presentation.

Written Paper:
1. Define the professional development needs that need to be addressed as a result of your informal and formal observations.
2. Define the stakeholders who need to participate in this professional development. Remember, not all teachers may need this particular professional development (Bambrick-Santoyo, 2012).
3. Research, develop, and articulate in detail the actual professional development plan you would provide for these stakeholders at your school. The plan should include the steps, key activities, communication plan, and best-practice, research-based resources you will use to provide the professional development to the stakeholders. Include these resources in your reference list (Bambrick-Santoyo, 2012, Chapter 12).
4. As part of the written portion of this assignment, articulate what CPS Principal Competencies and other standards you addressed in the preparation and delivery of this professional development session.
5. Write a seven- to eight-page scholarly paper (using APA style) describing the components above. Include a reference list of materials and sources you consider for the delivery of this professional development plan. You are to upload a copy of this paper to Sakai on the night you are making your oral presentation (see information below).

Oral Presentation:
1. Prepare the actual professional development presentation, as you would deliver it to the faculty stakeholders. This presentation should include:
2. Power Point Presentation used to engage your faculty audience in the session. You are to provide hard copies for everyone in our class.
3. Handouts or artifacts you would provide to the faculty (with enough copies for members of this class).
4. One activity you would do with the faculty to engage them in the session and facilitate their learning (you will do this activity with your colleagues on the night you present).
5. A timeline for follow-up sessions with the faculty stakeholders, so they understand the professional development is an ongoing process and need for your school. The follow-up sessions also communicate the leadership’s commitment to the initiative and the importance of school community accountability.
6. Clearly define what the faculty needs to do between this current professional development session and the next time the group reconvenes to revisit this important initiative.
7. Each candidate will have exactly 30 minutes for his/her presentation.

Due Dates: You will present this professional development session for your colleagues either November 22, November 29 or December 6. Note: You must submit your written paper and presentation on the night your presentation is due.
**School of Education Policies and Information**

**IDEA Course Evaluation Link for Students**
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn.* The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](http://luc.edu/education/livetext/).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs you to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines.* We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*