

**CIEP 462: Ethics and Professional School Psychology**  
**Fall 2016**  
**Loyola University Chicago**

**Instructor:** Pamela Fenning

**Office:** Lewis Towers 1136

**Office Hours:** By appointment

**Email:** [dmorri@luc.edu](mailto:dmorri@luc.edu)

**Work Phone:** (312) 915-6803

**Cell Phone:** (847) 722-1134

**Class Time and Location:** Tu 10:00AM - 12:30PM Corboy Law Center - Room 711

Ethics and Professional School Psychology is an introduction to and overview of the profession of school psychology. The course consists of activities, lectures, readings, and discussions of the roles and activities of school psychologists. Class sessions and readings are devoted to topics and overall content as follows:

1. The history of school psychology (**NASP/ISBE Standard 10**)
2. The various roles and functions of school psychologists (**NASP/ISBE Standard 10**)
3. The cultural and societal context of school psychology practice (**NASP/ISE Standard 5**)
4. The relationship between school psychology and special education (**NASP/ISBE Standard 6**)
5. Organization and operation of the schools (**NASP/ISBE Standard 6**)
6. Emerging service roles and reform: early intervention, consultation, prevention, multi-tiered systems of support, alternative assessment models, etc. (**NASP/ISBE Standard 1, 2 & 8**)
7. Research on effectiveness of services and job satisfaction. (**NASP/ISBE Standard 9 & 10**)
8. Professional issues – ethics, licensure, certification, accreditation, standards, technology & computers. (**NASP/ISBE Standard 10 & 11**)
9. Legal influences and professional standards (**NASP/ISBE Standard 10**)
10. Relationships with other professionals – educational, mental health professionals, etc. (**NASP/ISBE Standard 2 & 8**)
11. Professional organizations – ISPA, NASP, and APA (**NASP/ISBE Standard 10**)
12. Current issues and future directions (**NASP/ISBE Standard 1**)

**Course Outline and Structure:** This course is divided into three primary sections. The first section is intended to provide a broad overall introduction to the field of school psychology. The second section provides an overview of the major functions and competencies within school psychology practice. In our last class meeting, we will come full circle, bringing these three strands together and focusing on lessons

learned moving forward. The third section focuses on the ethical context in which school psychology practice takes place, with consideration of pertinent professional, legal, and societal regulations and realities.

***Required Texts:***

Harrison, P. & Thomas, A. (Ed.s). (2014). *Best Practices in School Psychology Set of 4*. Washington, DC: National Association of School Psychologists

Merrell, K.W., Ervin, R.A., & Peacock, G. (2012). *School psychology for the 21<sup>st</sup> century: Foundation and Practices*. Guilford Press: New York

Additional readings will be made available either in-class or through the Sakai web site lesson that corresponds to the week of the course.

***School of Education Conceptual Framework:***

Our School of Education Conceptual Framework ***Social Action through Education*** is available at: <http://www.luc.edu/education/mission/>. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on introducing graduate students in school psychology to the ethical responsibility of serving as a school-based mental health professional in an educational context. The ethics and professional standards embodied in the major roles and functions of school psychologists, whether in an applied or academic setting are emphasized throughout the course. The course integrates content on diversity by attending to the system and institutional variables that impinge on the role of school psychologists in systems in which historical discrimination and a range of biases occurs, particularly among youth who have been marginalized within society. We explore how school psychologists can serve as a key professional within a school or district which advocates for children and families with diverse learning needs.

***Dispositions:***

Dispositions are an essential component of becoming a school-based professional, such as a school psychologist. The School of Education dispositions of ***professionalism, fairness*** and a ***belief that all students can learn*** is evaluated with specific behaviors and professional skills that are contained in the School Psychology graduate program rubric, which is located for those in the PhD School Psychology program at:

[http://www.luc.edu/media/lucedu/education/pdfs/handbk\\_spsy-phd-2014.pdf](http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-phd-2014.pdf) and for those in the Ed.S. School Psychology program at:  
[http://www.luc.edu/media/lucedu/education/pdfs/handbk\\_spsy-eds.pdf](http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-eds.pdf)

Dispositions for school psychology graduate students are assessed in each course using all items contained in the rubric. In this course, the behaviors most evident are one's ability to represent the field of school psychology in a professional and ethical manner, and to engage in the utmost professional, equitable and respectful practice within applied school settings that serve as the critical backdrop where students are learning the roles and functions of school psychologists. Further, students in this course demonstrate dispositions fitting of school psychologists with the belief that all student can learn and by applying this belief in

their shadowing, interviewing and observational activities.

***IDEA Objectives for the Objectives Selection Form:***

The following course objectives are considered to be **important** objectives for the course:

**Developing ethical reasoning and/or ethical decision-making**

- **Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**

The following course objective is considered to be an **essential** objective for the course:

- **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**

**Please see the syllabus addendum to access important Loyola University Chicago School of Education Course Policies and Procedures**

***Course Assignments:***

**1. Class Participation and Weekly Journal Reports- 15%**

Students are expected to arrive to class prepared both to discuss class readings and assignments and to participate in class discussions and activities. It is assumed that most students will receive the maximum class participation grade. However, if a student is clearly unprepared from week to week, consistently arrives late to class and/or leaves early, and/or consistently is a non-participant in class, this grade can be lowered at the instructor's discretion. Students will receive a maximum of five points towards their in-class participation grade.

Students will also receive a maximum of ten points towards their class participation grade based on their efforts outside of the classroom. Each week an informal blog posting is due by 8AM of the day of each class period. Please provide a minimum of a 250 word journal type entry regarding your questions, comments, thoughts, and/or reactions to the readings from the previous week and/or questions, comments, or other reactions to experiences related to school psychology conversations and/or visits. Though informal please take care that these blogs postings (which are set up such that they can only be viewed by you and I) are thoughtful and express your honest opinions, reactions, and/or questions. You will receive a maximum of ten points for these weekly emails/ blog postings. One point will be lost for any week missed and students who miss two or more weeks without instructor consent to do so will receive a 0 for their class participation grade.

**Student Use of Technology in the Classroom**

With the understanding that we are in a digital age in which many of us prefer to have lots of technological devices (cell phones, laptops, etc.) at our side during class, I ask for your consideration with respect to classroom usage and that you use these devices only for legitimate classroom purposes. Your cooperation in acting professionally in this regard is the expectation but I reserve the right to make changes to policies regarding student use of technology in the classroom if the need arises.

**2. School Visits- 30%      NASP Standard 10**

Over the course of the semester, you are to visit with three school psychologists. You should arrange to spend a full school day with each person and then provide a short written summary (four double-spaced pages or less) of your experience (each summary counts for 10% of your final grade). I will make every effort to provide a listing of local school psychologists as a resource (I will share with all of you so that you can see the most updated listing and also so that you can correct any inaccurate information and/or provide updates (e.g., “this person said that they do not have time for any other shadowing visits this semester”) about these individuals, but you are free to visit any currently practicing school psychologist regardless of whether or not they are on this list (and please feel free to recommend anybody that you know of that is not on the list that you have spoken to and is open to having students shadow her/him). After each visit, please complete an evaluation of your visit using the form provided on Sakai and turn this form in to the instructor. Please also provide the email address of this school psychologist so I can send her/him a thank you note.

If possible, please try to arrange to observe your school psychologists and other school professionals engaged in what they consider to be a “typical” day, whatever that means to them. While I would like to know a bit about what type of activities you observed, I am particularly interested in your reactions to these experiences. Was it like you expected? What surprised you? What did you take away from the experience that is pertinent to your preparation as a future school psychologist? The emphasis of this paper should therefore be on critical reflection rather than a schedule of the day’s activities. Please write as if the reader has little to no background with the school you are visiting and with school psychology. Grading will be based on the quality of your writing (e.g., it is clear to me what you observed?) (half your grade) and your ability to reflect on what you observed (e.g., it is clear to me why you felt the way you did about what you observed?) (the other half of your grade). I strongly encourage you to raise questions based on what you observed that you do not yet have the answer for. This to me is not a sign of weakness, but rather of critical reflection. It is also quite appropriate to use first person in this paper given the nature of this assignment.

This assignment has been identified for use by the school psychology program to show evidence of evaluating NCATE/NASP Standard 10. Accordingly, in addition to being graded on a scale of 1-10, your first paper will also be evaluated using the rubric below:

Domain	Target	Acceptable	Unacceptable
--------	--------	------------	--------------

<b>Quality of writing</b>	Description of visit is extremely clear in terms of what student observed	Description of visit is mostly clear in terms of what student observed	Description of visit is mostly unclear in terms of what student observed
<b>Quality of reflection</b>	Student provides a very high quality analysis of what he/she observed, including providing substantiation for all claims (e.g., don't say, "the parent was angry", say instead, "the parent appeared angry as she began to raise her voice in response to the educator's comments")	Student provides a moderately high quality analysis of what he/she observed, including substantiation of most claims.	Student provides a low quality analysis of what he/she observed, including but not limited to multiple examples of unsubstantiated claims.

The first paper is due at the start of our class meeting of **Week 6 (10/4/16)**. This paper must be posted to the Sakai Assignments section by the start of class on this day. The second paper is due at the start of class of **Week 8 (10/18/16)**, and the third paper is due at the start of class of **Week 10 (11/1/16)**. If you are having trouble finding persons to shadow, please let me know well in advance of the due dates and I will work with you to find someone. During class time you may be asked to give a short overview (approximately five minutes) of your visit to your classmates. This overview will not be graded, but rather is a mechanism for you to share your experiences with others.

### 3. Ethics Presentation- 15%

As stated, this course is intended to provide an introduction to the broad scope of school psychology practice. Without a commitment to ethics, however, none of these skills or frameworks matter. How can a school psychologist effectively serve children and families if she/he uses unethical methods to do so? As part of setting the stage for the second phase of this class— The Ethical Context of School Psychology Practice: Legal, Educational, Political, and Social Justice Considerations—and to enhance for your understanding of school psychology covered in the third phase of the class— Core School Psychology Functions and Practices—there are a number of readings centered on Ethics. These readings form the foundation of this assignment.

During class you will be divided into 7-8 presentation groups of approximately 3-5 students. Each of these groups is to choose an ethical dilemma/challenge based on one of the four principles (Respecting the Dignity and Rights of All Persons, Professional Competence and Responsibility, Honesty and Integrity in Professional Relationships, Responsibilities to Schools, Families, Communities, the Profession and Society)—we will divide topics appropriately equally across

these four NASP principles. Your group will lead a 10 minute in-class presentation (with an accompanying short handout summarizing your presentation) with the following components:

- 1) A role play or verbal description of the ethically ambiguous situation or ethical error
- 2) A description of the APA Ethical Principles of Psychologists, NASP Ethical Principles and relevant legal considerations and other ethical considerations that might apply (e.g., age at which one can consent to mental health treatment)
- 3) A discussion of how, if you were a school psychologist who encountered the scenario, you would handle the scenario using a problem-solving model of ethical decision making, such as the NASP ethical problem-solving model (McNamara, 2008) and then arriving at a solutions

You will be graded on a 100 point scale based on the following dimensions:

- 1) Relevance/reality of your scenario and its pertinence to the NASP Ethical Principle selected (20 points)
- 2) Description of relevant ethical and legal considerations that apply (e.g., APA, NASP, relevant state laws) (40 points)
- 3) Problem-solving and judgment used to solve the problem) (40 points)

#### **4. Interview with a leader in school psychology- 10%**

Please select a school psychologist who is a leader in the field to interview. Possible interview subjects include but are not limited to chapter authors in Best Practices, persons in leadership in major national or international school psychology organizations (e.g., NASP, Division 16 of APA, International School Psychology Association), school psychology journal editors, and officers in state or regional school psychology organizations.

The purpose of this assignment is for you to have contact with a leader in the field who has done work in an area of interest to you. Since the person you select is presumably someone of personal interest to you, you have the freedom to pose any questions to your subject that he or she is willing to respond to. Among the questions I would like all of you to pose to your interviewees are: 1) why did he/she choose school psychology as a profession?, 2) what were his or her career goals when he or she was a first year graduate student in school psychology?, 3) what twists and turns have their careers taken since graduate school?, 4) what do they know now that they wish they knew when they were at your stage in graduate school?, and 5) what changes do they anticipate taking place in the field of school psychology in the future?

This assignment is due at the start of class of Week 14(11/29). Please upload a typed transcript of your interview to the assignment site on Sakai. Please also provide the email address of the person you interviewed so I can send this person a thank you note. Finally, please also describe your reaction to this experience. Total page length should be approximately five pages, but there is no maximum or minimum page length. If you would like any help finding persons to interview, please speak with me. This paper will be graded out of a possible fifteen points, with primary emphasis placed on the quality of

questions asked.

**5. Parent Interview- 10% NASP Standard 8**

For this assignment, you are to identify a parent/primary caregiver of a current or former school-age child or children to interview. Family members are excluded from consideration as interviewees. Your primary goal with this assignment is to get this parent/caregiver’s perspective on what he/she views as the role of families and of schools in facilitating the education of children. Does he/she view educators as being the “experts” and his/her role as more secondary when it comes to education? Does he/she think that families and schools should be actively collaborating? If so, in what way? What types of contacts has he/she received from schools about his/her children and were these contacts helpful?

What I would like you to get at in your interview is this parent/caregiver’s view of the ideal relationship between home and school. I would also like for you to ask specific questions relating to their own experiences interacting with their child or children’s schools and their reaction to these experiences. Also, all papers should provide the interviewee’s perspective on why it is that in so many cases educators end up frustrated with parents/caregivers and vice-versa. This perspective might come from their direct experiences with schools or through feedback that they have heard from other parents/caregivers and educators. Finally, your paper should close with your analysis of the interview and lessons learned from this experience.

Your paper will be evaluated on the following two dimensions: 1) quality of questions asked (you may turn in this part of the paper in transcript form. Alternatively, provide a listing of the primary questions that you asked.), and 2) your analysis of the interview.

In addition to being graded on a scale of 1-15, with a score of 15 being the highest score, this assignment is also the school psychology program’s current identified assessment for standard 8 for NCATE/NASP. As such, your performance on the two indicators described above (quality of questions asked, quality of analysis) will also be assessed using the rubric below.

<b>Domain</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Quality of questions asked</b>	Questions are always thought-provoking and directly related to the interaction between families and schools	Questions are typically thought provoking and directly related to the interaction between families and schools.	Questions are not typically thought provoking or directly related to the interaction between families and schools.
<b>Quality of interview analysis</b>	Analysis reflects that interviewer has fully absorbed the interviewee’s responses and has come to many new learnings based on these responses.	Analysis reflects that the interviewer has mostly absorbed the interviewee’s responses and has come to some new learning based on these responses.	Analysis reflects that the interviewer has not absorbed the interviewee’s responses and has not come to any new learning based on these responses.

This assignment is due at the start of class on Week 13 (November 22<sup>nd</sup>). Students are expected both to post their paper to Sakai Assignments section at or before this time.

## **6. Class Portfolio- 20%**

Please choose from the activities listed below tasks that total at least 100 points.

### **PROJECT A: PROFESSIONAL AFFILIATIONS (0-10 points)**

- Objective: To be active in at least two professional organizations.
- Task: Identify two organizations related to your profession or related to the field of special education. Become a member of those professional organizations.
- Output: Documentation of your membership.

### **PROJECT B: WORKING IN THE FIELD (0-30 points)**

- Objective: To obtain an understanding of what is important to practicing school psychologists.
- Task: Interview three (3) school psychologists at different stages of their careers (beginning, over 10 years' experience, nearing retirement). Ask them questions such as:  
Why did you enter the profession?  
What have been your major professional achievements?  
What have been your major disappointments?  
What advice would you give to a beginning professional?
- Output: A written summary of each interview along with your own comments, insights, and opinions included.

### **PROJECT C: AN ADMINISTRATOR'S VIEW (0-25 points)**

- Objective: To obtain input from a school administrator on his or her views regarding the role and function of the school psychologist.
- Task: Interview a school administrator. Ask questions such as:  
What skills do you look for when hiring a school psychologist?  
What services does your school psychologist provide?  
What are the barriers to more effective delivery of school psychological services?
- Output: A written summary of the interview along with your own comments, insights, and opinions included.

### **PROJECT D: PROFESSIONAL DEVELOPMENT (0-20 points)**

- Objective: To participate in a professional development workshop sponsored by a professional association (e.g., NASP, ISPA, etc.)
- Task: Attend a workshop or conference sponsored by a professional organization.
- Output: Write a summary of the workshop and include a photocopy of



the brochure or flyer that describes the program.

**PROJECT E: ANNOTATED BIBLIOGRAPHY (0-40 points)**

Objective: To research an area of interest within the field of school psychology. **(Note: this is a good choice to make as it links directly to your M.ED. portfolio.)**

Task: Pick one topic related to the role and function of a school psychology that you would like to learn more about (e.g., Prevention, Family/School/Community Collaboration, Consultation, etc.) and read up to ten related journal articles.

Output: Write an annotated bibliography for each of the ten articles. The annotated bibliography should contain the citation of the article (using APA style), a brief description on what the article covered, and a reflection of how the article has expanded your knowledge of the topic and how you might use this knowledge in your professional practice.

**PROJECT F: THE BILINGUAL SCHOOL PSYCHOLOGIST (0-25 points)**

Objective: To obtain an understanding of the role and function of a bilingual school psychologist in a large urban school district.

Task: Interview a bilingual school psychologist who is affiliated with a large urban school system. Ask him or her questions such as:  
Why did you enter the profession?  
What are the challenges and rewards of being a bilingual school psychologist?

Describe a typical school day.

What advice would you give to a new bilingual school psychologist?

Output: A written summary of the interview along with your own comments, insights, and opinions included.

**PROJECT G: INDIVIDUAL/GROUP ADVOCACY PROJECT (0-30 points)**

Objective: To set your own objective, design your own advocacy project, and carry it out. May be done alone or with several other students.

Task: To be determined by you with approval from the instructor. You need to approval in writing via e-mail.

Output: To be determined by you. Include a print out of the instructor's approval that is sent via email.

This portfolio must be completed and turned in by the start of class of Week 14 (November 29<sup>th</sup>). I am happy to review and provide feedback on components as you complete them and to help you make connections to getting your project completing by making introductions to administrators, connecting you with advocacy projects, etc.

***Point Distribution and Grade Assignment:***

**Class Participation-** 15 points possible

**Site Visits**- 30 points possible

**Ethics Presentation** – 15 points possible (presentation score (which is out of 100 points) is multiplied by .15)

**Interview with a Leader in School Psychology**- 10 points possible

**Parent Interview**- 10 points possible

**Class Portfolio**- 100 points possible (while there are 100 points possible within this assignment, in total this assignment counts as 20% of your final grade. As such, your score out of 100 will be divided by 5 to find the equivalent score out of 20 points)

A= 92.5 points or Higher

A-= 89.5-92.49

B+= 87.5-89.49

B= 82.5-87.49

Etc.

**Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor's discretion):**

**Section I: Introduction to the Field of School Psychology**

***Week 1- Introduction***

***Week 2-The Past, Present, and Future of School Psychology***

*Discussion of Readings:*

Merrell, K. W., Erving, R. A.& Peacock, G. G. (2012). *School psychology for the 21<sup>st</sup> century: Foundations and Practices*. Chapter 1: Introduction to the field of school psychology. New York: The Guilford Press.

BP 1: The National Association of School Psychologists *Model for comprehensive and integrated school psychological services*. Bethesda, MD: National Association of School Psychologists

BP4: The evolution of school psychology: Origins, Contemporary Status and Future Directions

***Week 3: Becoming and Working as a School Psychologist***

*Discussion of Readings:*

Merrell, K. W., Erving, R. A.& Peacock, G. G. (2012). *School psychology for the 21<sup>st</sup> century: Foundations and Practices*. Chapter 4: Becoming a school psychologist: Training and credentialing issues. New York: The Guilford Press. [SAKAI]

Merrell, K. W., Erving, R. A.& Peacock, G. G. (2012). *School psychology for the 21<sup>st</sup> century: Foundations and Practices*. Chapter 5: Working as a school psychologist: Employment trends, opportunities, and challenges. New York: The Guilford Press.

Skalski, A. K., Minke, K., Rossen, E., Cowan, K. C., Kelly, J., Armistead, R., & Smith, A. (2015). *NASP Practice Model Implementation Guide*. Bethesda, MD: National Association of School Psychologists

**Section II: Core School Psychology Functions and Practices**

***Week 4 - Consultation and the "Science" of School Psychology***

*Discussion of Readings:*

BP 29: Best practices in school consultation

BP 30: Best practices in school-based problem solving, consultation: Applications in prevention and intervention systems

BP 33: Best practices I in instructional consultation and instructional consultation teams

## ***Week 5 - Prevention and Intervention I: Academic Assessment/RTI***

### *Discussion of Readings:*

Best Practices in Student Level Services: Best Practices in Instructional Strategies for Reading in General Education

Data Based Decision Making and Accountability: Best Practices in Diagnosis of Mental Health and Academic Difficulties in a Multi-tier Problem Solving Approach

National Association of School Psychologists. (2009). *Appropriate Academic Supports to Meet the Needs of All Students* (Position Statement). Bethesda, MD: Author.

## ***Week 6 - Prevention/Intervention I: Mental Health***

### *Discussion of Readings:*

BP83: Best Practices in Population-Based School Mental Health Services

BP84: Best Practices in Developing Exemplary Mental Health Programs in Schools

Dever, B.V., Kamphaus, R.W., Dowdy, E., Raines, T.C., & DiStefano, C. (2013).  
Surveillance of middle and high school mental health risk by student self-report screener. *Western Journal of Emergency Medicine*, XIV (4), 384-390.

### **Visit #1 due**

## ***Week 7 FALL BREAK: NO CLASS***

## ***Week 8 - The School Psychologist's Role as Developer and Shaper of School Culture***

### *Discussion of Readings:*

BP 140: Best Practices in Planning and Conducting a Needs Assessment

BP 78: A Comprehensive Approach to Promoting Social, Emotional, and Academic Growth in Contemporary Schools

BP 79: Best Practices in Bullying Prevention

Selected Readings Posted

on Sakai: Peter Senge

### **Visit #2 due**

## ***Week 9 - Family/School/Community Collaboration***

### *Discussion of Readings:*

BP56: Best Practices in Supporting School-Family Partnerships

BP58: Best Practices in School-Community Partnerships

BP61: Best Practices for Working with Families: Instilling a Family-Centered Approach

### ***Week 10 - Leadership/Systems Change***

#### *Discussion of Readings:*

BP54: Best Practices in System-Level Change

BP 132: Best Practices in Transitioning to Problem-Solving Practice

#### **Visit #3 due**

### **Section III: The Ethical Context of School Psychology Practice: Legal, Educational, Political, and Social Justice Considerations**

### ***Week 11 - Foundations in Ethical School Psychology Practice***

#### *Discussion of Readings:*

APA (2012). Ethical principles of psychologists and code of conduct. American Psychological Association. Washington, DC: Author.

National Association of School Psychologists (2010). *Principles for Professional Ethics*. Bethesda, MD: National Association of School Psychologists. [

BP 121: Best Practices in Developing Ethical School Psychology

Practice BP 122: Best Practices in the Application of Professional Ethics

McNamara, K. & Jacobs, S. (2008). Making ethical decisions in challenging situations. NASP Ethics and Professional Practice Committee

### ***Week 12 - School Psychology and the Law***

#### *Discussion of Readings:*

BP 120: Best Practices in School Psychology and the Law

**Parent/Primary Caregiver Interview Due**

### ***Week 13 – Sociocultural Factors in Education and School Psychology***

#### *Discussion of Presentation:*

Alexander, M. (2013) The New Jim Crow: 2013 George E. Kent Lecture: <https://www.youtube.com/watch?v=Gln1JwDUI64>

#### *Discussion of Readings:*

Staats, C. (2015) Understanding implicit bias: What educators should know. *American educator*, 29-35.

#### **First ethics presentations**

***Week 14 - Week 14 - School Psychology, Social Justice, Equity and Cultural Competence***

*Discussion of Readings:*

Shriberg, D., Wynne, M. E., Bartucci, G., Briggs, A., & Lombardo, A. (2011). School psychologists' perspectives on social justice. *School Psychology Forum: Research in Practice*, 5(2), 37-53. [SAKAI]

BP108: Best Practices in Working With Culturally Diverse Children and Families

BP109: Best Practices in Increasing Cross-Cultural Competence

**Second grouping of ethics presentations**

**Leader Interview Due**

**Portfolio Due**

***December 3- Class Wrap-Up***

**PORTFOLIO RUBRIC  
CIEP 462**

**Name** \_\_\_\_\_

1. Professional Affiliations  
 A. Membership in One \_\_\_\_\_  
 B. Membership in Two \_\_\_\_\_  
 Total Points (10 possible) \_\_\_\_\_

- | 2. Working in the Field        | Beginning | Midcareer | Late Career |
|--------------------------------|-----------|-----------|-------------|
| A. Appropriate Questions Asked | _____     | _____     | _____       |
| B. Quality of Written Summary  | _____     | _____     | _____       |
| Total Points (30 possible)     |           |           | _____       |

3. Administrator's View  
 A. Appropriate Questions Asked \_\_\_\_\_  
 B. Quality of Written Summary \_\_\_\_\_  
 Total Points (25 possible) \_\_\_\_\_

4. Professional Development  
 A. Attend workshop or conference \_\_\_\_\_  
 B. Written summary of Workshop \_\_\_\_\_  
 Total Points (20 possible) \_\_\_\_\_

5. Annotated Bibliography  
 A. Ten annotated articles \_\_\_\_\_  
 B. Brief Description \_\_\_\_\_  
 C. Reflection on Each \_\_\_\_\_  
 Total Points (40 possible) \_\_\_\_\_

6. Bilingual School Psychologist  
 A. Appropriate Questions Asked \_\_\_\_\_  
 B. Written Summary \_\_\_\_\_  
 C. Reflections on Interview \_\_\_\_\_  
 Total Points (25 possible) \_\_\_\_\_

7. Individual/Group Advocacy Project

A. Prior Approval Obtained

B. Comprehensive in Content

C. Professionally Relevant

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total Points (30 possible)

\_\_\_\_\_

Total Portfolio Points

\_\_\_\_\_



**Loyola University Chicago  
School of Education  
Syllabus Addendum**

**IDEA COURSE EVALUATION LINK**

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/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**SOE STATEMENT ON 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.

**LIVE TEXT**

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](#).

**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 School of Education conceptual framework that guides the work of the School – ***Social Action through Education***.