

**CIEP 545
Fall 2016
Advanced System Consultation and School Psychology Supervision**

Instructor: Pamela Fenning, Ph.D.

Instructor's Work Phone: (312) 915-6803

Instructor's Cell Phone: (847) 722-1134

Instructor's E-mail: pfennin@luc.edu

Instructor's Office: Lewis Towers 1136 (Water Tower Campus)

Instructor's Office hours: Tuesdays 1:00 pm -3:00 pm and by appointment

Classroom: This is a blended course, with a significant portion of the instruction occurring in an online format. We will meet **face-to face** one Thursday per month from **7:00 pm –9:30 pm** as follows:

September 15th (Room CLC 425)

October 13th (Room:TBA)

November 10th (Room:TBA)

December 8th (Room: TBA)

REQUIRED TEXTBOOKS AND READINGS

Senge, P. (2012). *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. Crown Publishers. ISBN: 978-03-855-18222

Salina, C., Girtz, S., Eppinga, J. (2016). *Powerless to Powerful: Leadership for School Change*. Salinas, Girtz and Eppinga Publishers. ISBN: 978-1-4758-2235-9 (paperback)

Articles as posted on SAKAI throughout the course

RECOMMENDED TEXTBOOKS

Harvey, V., & Struzziero, J. (2008). *Professional development and supervision of school psychologists*. Thousand Oaks, CA: Corwin Press and the National Association of School Psychologists.

PRIMARY PURPOSE AND OVERARCHING COURSE GOALS

The purpose of this course is to integrate and apply two inter-related broad literature bases within the field of school psychology: (1) the system change needs assessment and implementation process within pre-k -12 school settings and (2) the role of school psychologists as effective supervisors within school settings to support P-12 students and the professionals who serve them in evolving schools and districts.

Within the broad domains of system change and supervision, the course objectives are as follows:

- 1). to increase student's understanding of the ways in which the system change literature can inform school and district efforts through the development of a needs assessment intended to direct system change efforts specific to a local context

- 2). to gain experience in creating a need assessment tool specific to a local school, district or state-level school-related P-12 issue as a component which could be used to direct a school reform effort
- 3). to gain experience in reviewing and analyzing publicly available school and district level data specific to a local, district or state-level school-related P-12 issue
- 4). to explore goals, intervention ideas, and evaluation techniques as a result of a needs assessment and analysis of school and district level data specific to a local P-12 school issue
- 5). to consider how one could lead/facilitate a school system change effort using the results of a hypothetical needs assessment/analysis of existing data as a school psychologist or school psychology supervisor of other professionals.
- 6). to self-assess and explore one's own supervision style as a recipient and as a provider of supervision
- 7). to understand one's role as a supervisor and school leader in supporting others through a system change process and in solving daily educational problems and ethical issues
- 8). to create a long-term professional growth plan involving facilitating growth in others as a supervisor and in one's own evolving role as a professional in the field of school psychology

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 critically exploring the system reform and supervision literature in creating a needs assessment used to address a school-based problem. The school-based problem is based on the needs of a local context, either a school or district, and the focus is on how to better serve diverse students through a carefully-designed needs assessment and system reform plan. The course integrates content on diversity by attending to the system and institutional variables that often operate through historical discrimination and marginalize our culturally and linguistically diverse youth most in need of support and not privileged with a voice. We explore how school psychologists can serve as a key professional within a school or district through a supervision, leadership and system-reform style that includes all voices at the table, particularly youth, families and staff who are often underserved and excluded from the high stakes decisions that often promote school reform efforts and priorities within a building or district.

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 and for those in the Ed.S. School Psychology program at: 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 treat others equitably within school settings, inclusive of other school staff, those in training or supervision, as well as the students, families and communities served by individual schools and districts. Further, students in this

course demonstrate dispositions fitting of school psychologists with the belief that all student can learn and applying this belief by describing instructional innovation that support all students, including those with diverse learning, behavioral and social-emotional needs.

IDEA OBJECTIVES FOR THE OBJECTIVES SELECTION FORM

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

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

- **Learning to apply knowledge and skills to benefit others or serve the public good**

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

CLASS ASSIGNMENTS

1). **VOICE THREAD INTRODUCTION ASSIGNMENT:** Produce a 3-4 minute introduction of yourself, stating a little bit about your background in school psychology, one interesting fact about yourself, and one thing that you would like to learn about system change and/or supervision in the course, using “voice thread”. You will post your voice thread in Sakai under “Voice Thread Introduction Assignment” at the following link by **9/8/16 at 5:00 pm**: <https://sakai.luc.edu/x/YyvX83> . [5 points]. Your classmates will view your voice thread to learn a little more about you and to build classroom community in the Discussion Form “Voice Thread Introduction Assignment”.

2). **SYSTEMS CHANGE ARTICLE AND VOICE THREAD PRESENTATION:** Find and locate one article, published in the last five years on the topic of school system change efforts, critically review and produce a voice thread critique presentation about your selected article. Your article should: (a) pertain to system planning and implementation efforts in schools and (b): relate, as much as possible, to the system issue that you are analyzing as part of your individual system change project. Your 5-7 minute voice thread presentation should cover the following: the strengths, weaknesses and implications of the article for system change planning and implementation efforts in schools. Your voice thread presentation should also provide future directions for research as a result of what you learned from the article. You will post **both** the article and your voice thread presentation **in** Sakai under “Systems Change Article and Voice Thread Assignment” at the following link by **9/22/16 at 5:00 pm**: <https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/> [50 points] and also in the **Sakai Discussion Forum “System Change Article Discussion”**. Your classmates will review selected articles/voice thread presentations that are posted in the Discussion Forum, and post one/comment question in the Discussion Forum by **9/29/16 at 5:00 pm**. The articles/voice thread assignments to be reviewed are listed in the word document “System Change Article and Student Voice Thread Presentation Reviewer Assignments” which has been posted in the Discussion Forum “System Change Article Discussion”, as well as in the Assignment Tab for the Assignment [10 points for posting a response/questions to the assigned articles and voice thread presentations].

3). **SUPERVISION ARTICLE AND VOICE THREAD PRESENTATION:** Find and locate one article, published in the last five years on the topic of supervision, and selected, in part, due to your own experience as either receiving or giving supervision in school psychology. Please critically review and produce a voice thread critique presentation about your selected article. Your article should: (a) pertain to supervision in schools and (b): relate, as much as possible, to your supervision as either a supervisor or supervisee. Your 5-7 minute voice thread presentation should cover the following: the strengths, weaknesses and implications of the article for school psychology supervision. Your voice thread presentation should also provide future directions for research as a result of what you learned from the article. You will post **both** the article and your voice thread presentation in Sakai under “Supervision Article and Voice Thread Assignment” at the following link by **11/10/16 at 5:00 pm:** <https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/> [50 points] and also in the Sakai Discussion Forum “Supervision Article Discussion”. Your classmates will review selected articles/voice thread presentations that are posted in the Discussion Forum, and post one/comment question in the Discussion Forum by **11/17/16 at 5:00 pm**. The articles/voice thread assignments to be reviewed are listed in the word document “Supervision Article and Student Voice Thread Presentation Reviewer Assignments” which has been posted in the Discussion Forum “Supervision Article Discussion”, as well as in the Assignment Tab for the Assignment [10 points for posting responses/questions to the assigned articles and voice thread presentations].

3). **ANNOTATED BIBLIOGRAPHY ON SYSTEMS CHANGE:** This assignment is an annotated bibliography, in which you locate and briefly summarize ten articles on system change, published in the last five years, relevant to the system you would like to analyze. Your annotated bibliography will be posted on the Sakai assignment link, as follows: <https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/> by **10/27/16 at 5:00 pm**. For example, if you are analyzing your system in terms of the reading performance of students who are English Language Learners in your district, then you could search for 10 articles focusing on school and district level efforts to meet the academic needs of English Language Learners. Another example could be high failure rates for math/algebra among freshman in the high school you serve, in which you would locate articles in which system-level planning and interventions were engaged in for this issue. A third example could be high rates of school dropout among students who receive exclusionary discipline, with disproportionate impact on African American males. You would review and annotate articles/research that have considered and attempted to address the issue of discipline disproportionality. I am happy to help you narrow your search and help you think through the system change area that you would like to explore. As much as possible, the annotated bibliography should help you understand and be connected with your system change project [100 points].

4). **ANNOTATED BIBLIOGRAPHY ON SCHOOL PSYCHOLOGY SUPERVISION:** Annotated bibliography, in which you locate and briefly summarize ten articles on supervision, published in the last five years (as much as possible), related, to the degree possible from your own experience in either giving or receiving supervision. For each article, describe one implication of the article for your future practice as a supervisor in addition to your summary of each article. Your annotated bibliography should be posted on the Sakai assignment link, as follows, by **11/10/16 at 5:00 pm**. at <https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/> [100 points]

5). **ETHICAL DILEMMA PAPER:** In this assignment, you will produce a written response to an ethical dilemma related to supervision in school psychology. You will either select an ethical dilemma posted by the instructor on Sakai at: <https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/> from *Effective Supervision in School Psychology* (Harvey & Struzziero, 2008) or you can create your own ethical dilemma from your personal practice in serving as a supervisor or as someone receiving supervision. You will write a written response to the dilemma and share it on a discussion forum for classmates to comment]. You should post your ethical dilemma and solution through following a problem-solving model, such as NASP’s ethical problem solving model by **11/17/16 at 5:00 pm**. on the Discussion Forum “Ethical Dilemma in Supervision and Solution Paper” and also on the Sakai Assignment page at: <https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/> [100 points]. Your assignment will be commented on by peers who are assigned as reviewers/readers for the ethical

dilemmas you will create. Classmates should review and comment on ethical dilemmas they have been assigned to on the Discussion Forum by **12/1/16** [10 points for posting response on Discussion Forum]

6). One written reflection about your personal experience with school psychology supervision and analysis of the type of supervision style that you experienced and the degree to which it matched your personal learning and growth style [50 points]. Your reflection should be posted on Sakai at the following link by **11/3/16** at 5:00 pm at: <https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/>

7). Individual system change project [**350 points**], in which you analyze a system and identify a major system change issue that you would like to address. As part of this system change project, you will write a final paper, that we will be created in stages, as follows

- a. **Describe the system to be analyzed** by identifying critical features, such as demographic composition of students, teachers, and the community. In addition, you will want to consider system factors that will either facilitate or be a possible barrier in enacting system change in the environment, such as the history of the issue that you would like to address, and foundational system wide features, such as staff, administrative buy-in to examining the system change issue, system level data and reliability and utility of analysis and other relevant system-wide features that you think might pertain to considering the issue. Determine the key stakeholders in your building/district that would need to weigh in and support your system change effort. **A draft (which will be ungraded, but feedback provided) of part A should be submitted to the instructor on the Sakai Assignment page for the Individual System Change Project by 10/20/16.**
- b. **Using your findings and reflection from “a” above, operationally describe and define the problem to be addressed in clear and measurable terms.** A draft (which will be ungraded, but feedback provided) of part B should be submitted to the instructor on the Sakai **Assignment page for the Individual System Change Project by 11/3/16**
- c. **Develop a needs assessment to establish baseline data and to be used to measure change.** The needs assessment would be a tool that could be used with key stakeholders that you identify as important to be part of the planning and decision-making process as to what to prioritize with the system change issue you would like to address and how to move forward to address it. You will not actually administer the needs assessment tool, but you will develop the needs assessment tool as part of this class. **You should bring a hard copy of your needs assessment draft and computer with the document saved electronically to the face-to-face class on 11/10/16.** During class, we will break into small groups and review the draft. Peers and the instructor will provide feedback on the draft needs assessment. The needs assessment will not be graded at this time, but the feedback will be incorporated into the final product.
- d. Using factors that you identify in your analysis of the system to develop a tentative plan for change (part d of this project), which would need to be borne out if you were to actually conduct the needs assessment. List 2 -3 priorities for change, which would unfold over a three to five year period. Link your plan for change to your analysis of the system and questions from the needs assessment. **You will complete part d and revise the earlier components for a complete and final individual change project, due by submitting to the Sakai page for the Individual System Change Project by 12/1/16 at: <https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/>**

Grades:

- A= 92.5% or more**
- A-= 89.5-92.49 % ore more**
- B+= 87.5-89.49 % or more**
- B= 82.5-87.49 % or more**
- B- = 80.00 -82.46% or more**
- C + =77.5-79.49 % or more**
- C=82.5-87.49 % or more**
- C-=70.00 -72.46% or more**
- D=69.99 -60.00**
- F=59.99 and below**

Date	Course Outline
<p>9/1/16 (Online)</p>	<p><u>OVERVIEW/ OBJECTIVES:</u></p> <p>To provide an overview of the class content in supervision and system change</p> <p>To outline the process for submitting assignments, engaging in online communication through discussion forums, and creating a voice thread.</p> <p>To provide instructions for how to create and comment on a voice thread within Sakai:</p> <p>http://www.luc.edu/itrs/teachingwithtechnology/voicethread/voicethreadinsakaiforstudents/</p> <p><u>REQUIRED READINGS:</u></p> <p>None</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM:</u></p>
<p>9/8/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To provide an initial overview of organization learning and systems thinking</p> <p>To begin to understanding systemic factors that either serve as barriers or facilitators to system change</p> <p><u>REQUIRED READINGS:</u></p> <p>Senge pages 70-156</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR SAKAI ASSIGNMENT SUBMISSION AND POSTING ON DISCUSSION FORUM:</u></p> <p>Please post your voice thread personal introduction in Sakai under "Voice Thread Introduction Assignment" at https://sakai.luc.edu/x/YyvX83</p>

<p>9/15/16 –Face to Face (CLC 425)</p> <p>7:00 pm -9:30 pm</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To engage in the hands on iceberg activity from Senge’s book</p> <p>To begin practicing how to do a root cause analysis of a system level problem/issue</p> <p>To practice the “scenario activity” from Senge’s book</p> <p>To begin analyzing system variables as it pertains to a system change effort and one’s role as a system change consultant</p> <p><u>REQUIRED READINGS:</u></p> <p>Senge pages 275-316 and 360 -413</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM:</u></p> <p>Review the “Voice Thread Introduction” from your classmates and your instructor on the CIEP 545 Forum and Discussion “Voice Thread Introduction Assignment”</p>
<p>9/22/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To begin to understand models of leadership</p> <p>To analyze administrative leadership styles within a school context</p> <p>To understand the role of administrative buy-in and philosophical belief systems in systems change</p> <p>To continue analyzing system variables as it pertains to a system change effort and one’s role as a system change consultant</p> <p><u>REQUIRED READINGS:</u></p> <p>Senge pages 341-359 and 414-459</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM:</u></p> <p>Post both the Systems Change article and your voice thread presentation on the Systems Change article in Sakai Assignment Page under “Systems Change Article and Voice Thread Assignment” at the following link and also on the CIEP 545 Forum and Discussion “System Change Article Discussion”.</p>
<p>9/29/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To begin to understand the role of leadership as school psychologists in a system change effort</p> <p>To begin to understand how team facilitation skills and leading teams is an important leadership role for school psychologists</p> <p>To continue analyzing system variables as it pertains to a system change effort and one’s role as a system change consultant</p>

	<p><u>REQUIRED READINGS:</u></p> <p>Salina, Girtz, & Eppinga (2016) entire book (forward –page 81)</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM:</u></p> <p>Post Comments/Question on CIEP 545 Forum and Discussion “System Change/Article Discussion for the projects you have been assigned to (See Sakai Assignments and the Discussion Forum for your group assignments in the posted word document)</p>
<p>10/6/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To begin to understand the role of local, state and national context as school psychologists in a system change effort</p> <p>To consider the impact of community variables on systems change thinking and efforts</p> <p>To continue analyzing system variables as it pertains to a system change effort and one’s role as a system change consultant</p> <p><u>REQUIRED READINGS:</u></p> <p>Senge, pages 462-519</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM:</u></p>
<p>10/13/16 – Face to Face (CLC 425)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To engage in practical activities that involve analyzing a school or district from a systems theory perspective</p> <p>To consider one’s role in a system-wide system change efforts</p> <p>To practice and descriptively discuss the “system” one is analyzing as part of the system change project</p> <p><u>REQUIRED READINGS:</u></p> <p>Senge, pages 520-578</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM:</u></p>

<p>10/20/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To learn the critical components of a school-based needs assessment</p> <p>To practice constructing needs assessment questions pertaining to an identified system issue</p> <p>To review and critique examples of needs assessment tools from the school psychology and education literature</p> <p><u>REQUIRED READINGS AND REVIEW:</u></p> <p>National Center on Intensive Intervention. (2013). <i>Support Systems for Intense Behaviors: Conducting a School-wide Needs Assessment</i>. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. [power point based on webinar to be uploaded to the lesson on Sakai under the 10/20/16 session]</p> <p>Dr. Lori Newcomer webinar on conducting a needs assessment: http://www.intensiveintervention.org/video-resource/support-systems-intense-behaviors-conducting-school-wide-needs-assessment</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM:</u></p> <p>Draft of part a of system change project “describe the system being analyzed” due for feedback by the instructor. The draft will be ungraded and submitted to the instructor on the Sakai Assignment page for the Individual System Change Project by 10/20/16.</p>
<p>10/27/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To begin constructing general ideas for a needs assessment for the system being analyzed as part of the final individual system change project</p> <p>To consider the key stakeholders that would need to be consulting in the development of the needs assessment and who will complete the needs assessment as those impacted by the system change issue and possible solution</p> <p><u>REQUIRED READINGS AND PREPARATION:</u></p> <p>Needs assessment examples posted on Sakai under the 10/27/16 lesson</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM</u></p> <p>Post annotated bibliography on system change on the Sakai assignment link, as follows: https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/</p>

<p>11/3/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To examine models of school psychology supervision within the context of school leadership and system change</p> <p>To examine one’s own preferred model of supervision as a school psychologist receiving and giving supervision</p> <p><u>REQUIRED READINGS AND PREPARATION:</u></p> <p>Simon, D.J., Cruise, T.K., Huber, B.J., Swerdlik, M.E., & Newman, D.C. (2014). Supervision in school psychology: The developmental/ecological problem solving model. <i>Psychology in the Schools</i>, 51(6), 636-646.</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM</u></p> <p>Please post your reflection about personal experiences with school psychology supervision on Sakai at: https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/</p> <p>Submit draft of part b of your individual system change project (operationally describe and define the problem to be addresses in clear and measurable terms) to the instructor on the Sakai Assignment page, a component of the Individual System Change Project. The draft of part b will not be graded, but the instructor will provide feedback which can be used to direct the rest of the project.</p>
<p>11/10/16 - Face to Face (CLC 425)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To examine models and national perspectives on school psychology training and professional growth</p> <p>To apply NASP Practice model in developing goals for future work as a supervisor and supervisee</p> <p><u>REQUIRED READINGS AND PREPARATION:</u></p> <p>American Psychological Association (2012). Revised competency benchmarks. APA: Author. Washington, DC</p> <p>National Association of School Psychologists. (2010). <i>Model for comprehensive and integrated school psychological services</i>. Bethesda, MD: Author</p> <p>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.</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM</u></p> <p>You will post both the article and your voice thread presentation in Sakai under “Supervision Article and Voice Thread Assignment” at the following link by 11/10/16 at 5:00 pm: https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/</p>

	<p>[50 points] and also in the CIEP 545 Forum and Discussion “Supervision Article Discussion”.</p> <p>Your annotated bibliography on school psychology supervision should be posted on the Sakai assignment link at https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/</p> <p>You should bring a hard copy of your needs assessment draft and computer with the document saved electronically to the face-to-face class on 11/10/16. During class, we will break into small groups and review the draft. Peers and the instructor will provide feedback on the draft needs assessment. The needs assessment will not be graded at this time, but the feedback will be incorporated into the final product.</p>
<p>11/17/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To examine school psychology leadership at the state level in advocacy for the profession and leadership</p> <p>To examine school psychology leadership at the national level as part of advocacy for the profession and leadership</p> <p><u>REQUIRED READINGS AND PREPARATION</u></p> <p>As posted on Sakai</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM</u></p> <p>Post comments/questions for the “Supervision Article and Voice Thread” presentations you have been assigned. Your group assignments are in the Sakai Assignment page and also posted as a word document on the CIEP 545 Forum and Discussion “Supervision Article Discussion</p> <p>Post your ethical dilemma and solution through following a problem-solving model, such as NASP’s ethical problem solving model on the Discussion Forum “Ethical Dilemma in Supervision and Solution Paper” and also on the Sakai Assignment page at: https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/</p>
<p>11/24 –No Class</p> <p>Happy Thanksgiving</p>	
<p>12/1/16 (Online)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To consider one’s role as a school psychology leader and supervisor in conducting a needs</p>

	<p>assessment and developing a plan for system change</p> <p>To examine necessary facilitation, collaboration, leadership skills and relationships with other school support personnel, administrators, teachers, families, students and other stakeholders in feasibility implementing a system change plan</p> <p>To consider implementation science as a perspective in implementation of system change efforts</p> <p><u>REQUIRED READINGS AND PREPARATION</u></p> <p>Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION FORUM</u></p> <p>Classmates should review and comment on ethical dilemmas they have been assigned to on the Discussion Forum. Your group assignment is posted on the Discussion Forum “Ethical Dilemma in Supervision and Solution Paper” and on the Sakai assignments page</p> <p>Using factors that you identify in your analysis of the system to develop a tentative plan for change (part d of this project), which would need to be borne out if you were to actually conduct the needs assessment. List 2 -3 priorities for change, which would unfold over a three to five year period. Link your plan for change to your analysis of the system and questions from the needs assessment. You will complete part d and revise the earlier components for a complete and final individual change project, due by submitting to the Sakai page for the Individual System Change Project at: https://sakai.luc.edu/portal/directtool/a2f35c75-8e38-4c72-9556-31ef4632e902/</p>
<p>12/8/16 –Face to Face (CLC 425)</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To process the semester in terms of system change and lessons learned as applied to the system change process</p> <p>To process the semester in terms of supervision roles as applied to the school psychology supervision process</p> <p>To engage in a process in which goals are set for a three-to five year personal growth plan in supporting system change</p> <p>To engage in a process in which goals are set for a three-to-five year personal growth plan in supporting the supervision process as a supervisee as well as a supervisor</p> <p>Class wrap-up</p> <p><u>REQUIRED READINGS AND PREPARATION</u></p> <p>None</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS AND DISCUSSION</u></p>



FORUM

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.

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/

This link directs students 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**.