

**CIEP 545**  
**Fall 2017**  
**Advanced System Consultation and School Psychology Supervision**

**Instructor:** Anna Hamilton, Ph.D.

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**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** in the Corby Law Center Room 204 as follows:

September 7<sup>th</sup>

October 19<sup>th</sup>

November 9<sup>th</sup>

December 7<sup>th</sup>

**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 (NASP Standard 5, APA Competency 16B)
- 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 (NASP Standard 5)
- 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 (NASP Standard 1, APA Competency 7B)
- 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 (NASP Standards 1 and 5)
- 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. (NASP Standard 5, APA Competency 16B)
- 6). to self-assess and explore one's own supervision style as a recipient and as a provider of supervision (NASP Standard 10, APA Competency 13B)
- 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 (NASP Standard 10, APA Competencies 13A and 13C)
- 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 (NASP Standard 10)

## **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

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. 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. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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.

## 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**

## COURSE MECHANICS

We will use Sakai as the “hub” of our course. All course materials will be organized on Sakai and all assignments submitted through Sakai. There will be folders in Sakai labeled Session 1, 2, 3 and so on for each week of class. Within these folders, you will find information for readings, PowerPoint presentations, other relevant course materials and information about the assignment that is due for that week. The course assignments are described below and will be submitted either as a Discussion Forum or through the Assignment Tab.

## CLASS ASSIGNMENTS

Assignments for this class are relatively straight-forward. We will have a series of Discussion Forums throughout the semester and you will complete an in-depth System Change Project. You

will have an assignment (i.e. forum post or part of your project) due each week our class meets online. See below for detailed information on the forums and System Change Project.

**1).DISCUSSION FORUMS [20 points each, 10 points for your post and 10 points for making meaningful comments to at least 2 posts from your peers].**

Below is a list of the discussion forums we will have over the course of the semester. There is a forum for each week our class meets online. You are expected to be thoughtful and reflective in your posts as well as in your comments to your peers. While you are only required to comment on 2 of your peers' posts, it is my hope there will be a lot of rich back and forth dialogue!

1. Introduction Assignment- Session 1
2. Tools/Strategies for Assessing Current Reality and Future Planning-Session 3
3. Leadership Video/s Reflection- Session 4
4. Role as a System Change Agent- Session 5
5. Connecting with the Broader Community- Session 6
6. Supervision Reflection- Session 10
7. Ethical Dilemma in Supervision- Session 12

2). 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 10/15/17.**
- 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 10/29/17.**
- 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 11/9/17.** 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 submission of your individual change project. Please submit to the Assignment section by 12/3/17.**

**See Appendix A for the Rubric for this project.**

**Examples of System Change topics** (*This is by no means an exhaustive list. It is meant to inspire you!*) :

- Low attendance rates
- Low enrollment in APA courses
- Poorly developed systems of support for reading and math
- Large number of office referrals for off-task behavior in the classroom
- Low parent involvement
- Low math scores for 9<sup>th</sup> graders taking Algebra 1
- Exclusionary disciplinary practices
- Low reading performance for students from minority background
- Minimum number of extracurricular offerings

The various sections of your paper are expected to be well thought out and thorough. Your project should be based on the literature relevant to the topic you are addressing. For example, the needs assessment tool you create needs to be developed with items that are supported in the literature. Additionally, the plan for change laid out in “part d” of your paper, needs to be grounded in best practice and research. Please cite your sources and include at least 5 sources published in the last 5 years.

**Grades:**

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

<i>Date</i>	<i>Course Outline</i>
<p><b>Session 1</b></p> <p><b>8/31/17</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/ OBJECTIVES:</u></b></p> <p>To provide an overview of the class content in supervision and system change.</p> <p>To outline the process for submitting assignments and engaging in online communication through discussion forums.</p> <p><b><u>REQUIRED READINGS:</u></b> None</p> <p><b><u>ASSIGNMENTS DUE:</u></b></p> <p>Discussion Forum: Introduce yourself to our class! You may do this in any way that you like (e.g. power point slides, audio clip, video clip, written paragraph with a picture). The instructions for what to include are available within the Session 1 tab as well as within the discussion thread.</p> <p><b>Due Sunday September 3<sup>rd</sup> by 9:00 pm</b></p> <p>Review the posts from your classmates and your instructor before attending class on the 7<sup>th</sup> of September.</p>
<p><b>Session 2</b></p> <p><b>9/7/17</b></p> <p><b>Face to Face (CLC 204)</b></p> <p><b>7:00 pm - 9:30 pm</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To provide an initial overview of organization learning and systems thinking.</p> <p>To begin understanding systemic factors that either serve as barriers or facilitators to system change.</p> <p>To engage in various activities from Senge's book.</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>Senge pages 70-156</p> <p><b><u>ASSIGNMENT DUE:</u></b> none</p>
<p><b>Session 3</b></p> <p><b>9/14/17</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To understand how to promote system thinking in students.</p> <p>To begin understanding how to utilize scenario planning and other tools/strategies relevant to</p>

<p><b>(Online)</b></p>	<p>assessing current reality and future planning.</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><b><u>REQUIRED READINGS:</u></b></p> <p>Senge pages 275-316 and 360 -413</p> <p><b><u>ASSIGNMENT DUE:</u></b></p> <p>Discussion Forum: Which tool/strategy presented in Chapter X: Current Reality most resonated with you as one that seemed practical and effective? What did you like most about this tool/strategy and why?</p> <p><b>Please post your initial response by Thursday the 14<sup>th</sup> at midnight and your response to at least two of your peers by Sunday the 17<sup>th</sup> at midnight.</b></p>
<p><b>Session 4</b></p> <p><b>9/21/17</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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><b><u>REQUIRED READINGS:</u></b></p> <p>Senge pages 341-359 and 414-459</p> <p><b><u>ASSIGNMENT DUE:</u></b></p> <p>Discussion Forum: Select one or more the following <a href="#">TED Talks</a> on leadership and share your reactions to what you watched. What did you learn from the clip/s? Was there a leader in your life that came to mind as you watched? How did the clip/s relate to our readings for this week?</p> <p><b>Please post your initial response by Thursday the 21<sup>th</sup> at midnight and your response to at least two of your peers by Sunday the 24<sup>th</sup> at midnight.</b></p>
<p><b>Session 5</b></p> <p><b>9/28/17</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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</p>

	<p>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><b><u>REQUIRED READINGS:</u></b></p> <p>Salina, Girtz, &amp; Eppinga (2016) entire book (forward –page 81)</p> <p><b><u>ASSIGNMENT DUE:</u></b></p> <p>Discussion Forum: How did this book shape your view regarding your role in the system’s level change process? What lessons shared by the author impacted your thinking to the greatest degree?</p> <p><b>Please post your initial response by Thursday the 28<sup>th</sup> at midnight and your response to at least two of your peers by Sunday the 1<sup>st</sup> at midnight.</b></p>
<p><b>Session 6</b></p> <p><b>10/5/17</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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><b><u>REQUIRED READINGS:</u></b></p> <p>Senge, pages 462-519</p> <p><b><u>ASSIGNMENT DUE:</u></b></p> <p>Discussion Forum: In what ways have the schools you have had experience in connected with their broader communities? What are some good examples, either in theory or practice, of how a school can partner with it’s community to affect change? What ideas do you have for promoting stronger connections?</p> <p><b>Please post your initial response by Thursday the 5<sup>th</sup> at midnight and your response to at least two of your peers by Sunday the 8<sup>th</sup> at midnight.</b></p>
<p><b>Session 7</b></p> <p><b>10/12/17 –</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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><b><u>REQUIRED READINGS:</u></b></p> <p>Senge, pages 520-578</p> <p><b><u>ASSIGNMENT DUE:</u></b></p> <p>Submit “part a” of the individual system change project (describe the system being analyzed) 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 <b>Sunday the 15<sup>th</sup> at midnight.</b></p>
<p><b>Session 8</b></p> <p><b>10/19/17</b></p> <p><b>Face to Face (CLC 204)</b></p> <p><b>7:00 pm - 9:30 pm</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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><b><u>REQUIRED READINGS:</u></b></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:  <a href="http://www.intensiveintervention.org/video-resource/support-systems-intense-behaviors-conducting-school-wide-needs-assessment">http://www.intensiveintervention.org/video-resource/support-systems-intense-behaviors-conducting-school-wide-needs-assessment</a></p> <p><b><u>ASSIGNMENT DUE:</u></b> none</p>
<p><b>Session 9</b></p> <p><b>10/26/17</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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</p>

	<p>change issue and possible solution.</p> <p><b><u>REQUIRED READINGS AND PREPARATION:</u></b></p> <p>Needs assessment examples posted on Sakai within the Session 9 folder.</p> <p><b><u>ASSIGNMENT DUE:</u></b></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. <b>Please submit by the 29<sup>th</sup> at midnight.</b></p>
<p><b>Session 10</b></p> <p><b>11/2/17</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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><b><u>REQUIRED READINGS:</u></b></p> <p>Simon, D.J., Cruise, T.K., Huber, B.J., Swerdlik, M.E., &amp; 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>Other readings as assigned on Sakai</p> <p><b><u>ASSIGNMENT DUE:</u></b></p> <p>Discussion Forum: Reflect on your personal experiences with supervision. Analyze the types of supervision you received and the degree to which it matched your personal learning and growth style.</p> <p><b>Please post your initial response by Thursday the 2<sup>nd</sup> at midnight and your response to at least two of your peers by Sunday the 5<sup>th</sup> at midnight.</b></p>
<p><b>Session 11</b></p> <p><b>11/9/17 -</b></p> <p><b>Face to</b></p> <p><b>Face</b></p> <p><b>(CLC 204)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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><b><u>REQUIRED READINGS:</u></b></p> <p>American Psychological Association (2012). Revised competency benchmarks. APA: Author.</p>

	<p>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., &amp; Smith, A. (2015). <i>NASP Practice Model Implementation Guide</i>. Bethesda, MD: National Association of School Psychologists.</p> <p><b><u>ASSIGNMENT DUE:</u></b>  <b>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 11/9/17.</b> 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><b>Session 12</b></p> <p><b>11/17/16</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To examine ethical considerations related to supervision.</p> <p>To practice solving various ethical dilemmas that could arise.</p> <p><b><u>REQUIRED READINGS PREPARATION:</u></b></p> <p>As posted on Sakai</p> <p><b><u>ASSIGNMENT DUE:</u></b></p> <p>Discussion Forum: You will either select an ethical dilemma posted by the instructor on Sakai from <i>Effective Supervision in School Psychology</i> (Harvey &amp; Struzziero, 2008) or you can create your own ethical dilemma from your personal practice in serving as a supervisor or receiving supervision. You will identify the dilemma and discuss a plan for responding to the dilemma. The solution you describe should be framed within a problem-solving model, such as written response to the dilemma. You should post your ethical dilemma and solution following a problem-solving model, such as NASP’s ethical problem solving model.</p> <p><b>Please post your initial response by Thursday the 17<sup>th</sup> at midnight and your response to at least two of your peers by Sunday the 20<sup>th</sup> at midnight.</b></p>
<p><b>11/23 –No Class Happy Thanksgiving</b></p>	
<p><b>Session 13</b></p> <p><b>11/30/2017</b></p> <p><b>(Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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</p>

	<p>profession and leadership.</p> <p>To examine school psychology leadership at the school level.</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>As posted on Sakai</p> <p><b><u>ASSIGNMENT DUE:</u></b></p> <p><b>Please submit your Individual System Change Project by the 3<sup>rd</sup> at Midnight.</b></p>
<p><b>Session 14</b></p> <p><b>12/7/17 –</b></p> <p><b>Face to Face</b></p> <p><b>(CLC 204)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></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><b><u>REQUIRED READINGS:</u></b> None</p> <p><b><u>ASSIGNMENT DUE:</u></b> None</p>

**Appendix A: Rubric for Systems Change Project**

<b>Components</b>	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>Total Points</b>
<i>Description of System</i>	The system is described in a thorough manner. Demographic information is cited. At least 3 factors that can facilitate change or serve as a barrier/s are identified. Key stakeholders are identified.  69-75 points	The system is described in a thorough manner. Demographic information is provided. At least 2 factors that can facilitate change or serve as a barrier/s are identified. Key stakeholders are identified.  57-68 points	The system is described in a somewhat thorough manner with some demographic data included. Key stakeholders are identified.  56-45 points	The system is described in an incomplete manner. Factors/ barriers and stakeholders are not addressed.  0-44 points	/75
<i>Operational Definition</i>	Problem is clearly defined in measurable and operational terms.  45-50 points	Problem is somewhat defined in measurable and operational terms.  38-44 points	Problem is defined in operational terms but measurement is unclear.  30-37 points	Problem and measurement are not clearly defined.  0-29 points	/50
<i>Needs Assessment</i>	The needs assessment tool is thorough and clearly linked to the operational definition of the problem. The needs assessment tool is grounded in literature.  69-75 points	The needs assessment tool is somewhat thorough and linked to operational definition of problem. There is some research support for the tool.  57-68 points	The needs assessment tool is partially aligned to the operational definition of the problem. Literature support is unclear.  56-45 points	The needs assessment tool does not match the problem and is not supported by the literature.  0-44 points	/75
<i>Plan for Change</i>	At least 2-3 priorities for change are identified. The plan for change is supported by the literature and linked to the analysis and questions posed in the needs assessment. The plan is laid out in stages over a 3-5 year period.  90-100 points	At least 1-2 priorities for change are identified. The plan is supported by the literature and somewhat linked to the system analysis and needs assessment.  89-80 points	Priorities for change are somewhat clear and linked to the system analysis and needs assessment. There is lack of evidence that the plan is supported by the literature  65-79 points	Priorities for change are unclear and not supported by the literature.  0-65 points	/100
<i>Quality of Writing</i>	Writing is well organized, succinct and grammatically correct.  35-40 points	Writing is well organized and grammatically correct.  23-34 points	There are a few grammatical errors but overall paper is well written.  11-22 points	Writing is disjointed and hard to follow  0-10 points	/40
<i>APA Style</i>	At least 5 sources and all cited correctly.  9-10 points	At least 4 sources and no more than 1 error in citation.  6-8 points	At least sources and no more than 2 errors in citation  3-5 points	Less than 3 sources and multiple citations errors  0-2 points	/10

**Total Score: /350**

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

**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/> 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, Inquiry, and Social Justice. 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. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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](#).

**Syllabus Addendum Link**

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