

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**ADVANCED SYSTEM CONSULTATION AND SCHOOL PSYCHOLOGY SUPERVISION
CIEP 545-001
FALL 2018**

Instructor: Amy Nelson Christensen, PhD
Phone: (312) 915-6854
Email: anelsonchristensen@luc.edu

Graduate Assistant: Melissa Bravo
Phone: (773) 387-1446
Email: mbravo1@luc.edu

COURSE DESCRIPTION: 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 P-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.

METHOD OF INSTRUCTION: This course will be taught using an online platform via Sakai that includes some voice-narrated PowerPoint lectures, online discussions, readings, and assignments. Any lectures will be posted by 5pm on Monday of the corresponding week and students are responsible for monitoring due dates of readings, assignments, and any online discussions.

ESSENTIAL COURSE OBJECTIVES:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public

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

- 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

This course also aligns with NASP and APA Standards as follows:

- 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)

- 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)
- 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)
- 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)
- 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)
- Self-assess and explore one's own supervision style as a recipient and as a provider of supervision (NASP Standard 10, APA Competency 13B)
- 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)
- 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)

CLASS COMMUNICATION: Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

ONLINE ENGAGEMENT: Students are responsible for completing the assigned readings each week, viewing online lectures, and participating in the discussion forums on Sakai. Students will be asked to provide input at the beginning of the semester on norms for the course that will guide our responsibility to each other when having dialogue online. The establishment of norms will support an environment of discourse that is respectful and safe and students will be expected to participate in dialogue that perpetuates a safe and welcoming online classroom environment.

DISPOSITIONS: Professionalism, Inquiry, and Social justice are indicators of growth for different levels in the program. Dispositions will be assessed through LiveText and are not factored into your grade. Refer to the Dispositions rubric in Live Text for information about those assessed in RMTD 400.

TECHNOLOGY: Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of

technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to assist students in navigating library resources.

SPECIAL NEEDS & ACCOMMODATIONS: If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center to ensure your needs are being met at Loyola standards.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK: The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY: In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

PEOPLE-FIRST LANGUAGE: Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of "Autistic kid." See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

REQUIRED READINGS: In addition to articles posted on Sakai, students are expected to obtain the two texts for the course.

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)

RECOMMENDED SOURCES:

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

EVALUATION & GRADING PROCEDURES: In addition to weekly online discussions, you will be asked to complete an in-depth System Change Project. The purpose of the project is to analyze a system and identify a major system change issue that you would like to address. Examples of topics include (*This is by no means an exhaustive list. It is meant to inspire you!*):

Low attendance rates	Exclusionary discipline practices
Ineffective systems of support for reading and math intervention/instruction	“Achievement” gap in 3 rd grade reading scores
Large number of office referrals for off-task behavior in the classroom	Minimum number of extracurricular offerings
Low family engagement	Disproportionate number of students of color enrolled in AP courses
Low 9th grade Algebra scores	

The project is divided in to four components where you will consequentially add argument or content throughout the semester. The final draft should be a collection of all 4 components and be considered your final draft. Students will receive feedback on each component and it will be expected that students incorporate feedback from the instructor in to each subsequent component.

The four components 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 plan to target. Each component needs to show a connection to empirical evidence and best practice. All sources should be cited and at least five sources published in the last five years should be included. Please limit using sources 10 years old or later. Each component of the project is described in further detail below including respective due dates. When completing each component, note the following:

- Work will only be accepted via Sakai. Work submitted via email or in person will not be accepted.
- All work must be completed on time and submitted via Sakai on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date. It is the student’s responsibility to discuss extensions for due dates ahead of time.
- All components must be typewritten, double-spaced, 12-pt font, and conform to the writing style and formats specified in the *Publication Manual of the American Psychological Association*, 6th edition.

Individual System Change Project: Part I

DUE 10/15/18 by 11:59pm

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. It is suggested that this component be 2-3 pages in length.

Individual System Change Project: Part II

DUE 10/29/18 by 11:59pm

Using your findings and reflection from Part I, operationally describe and define the problem to be addressed in clear and measurable terms. Remember to incorporate the literature and cite your sources. This component should be 1-2 pages in length.

Individual System Change Project: Part III

DUE 11/12/18 by 11:59pm

Develop a research-based 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. Students will be paired with another student in the class to provide peer feedback on your needs assessment. Students are responsible for setting up a time to meet to discuss each other's assessment. A rubric will be provided to guide the criteria used for feedback.

Individual System Change Project: Final

DUE 12/3/18 by 11:59pm

Write an analysis of the system you have identified that is supported by research. Use factors that you identify in your analysis to develop a tentative plan for change, 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. The plan for change should be

linked to your analysis of the system and questions from the needs assessment. It is suggested that this component be written in 3-5 pages.

Grades will be assigned based on one's collective performance on graded assignments, including online engagement. Rubrics will be provided for the project and online engagement for students to review before submitting their work. The components of one's grade are as follows:

Assignment	Points Possible
System Change Project Part I	100
System Change Project Part II	100
System Change Project Part III	100
System Change Project Part IV	100
Online Engagement	100

Grades will be given using the following scale:

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

Systems Consultation Project Rubric

CIEP 545 System Change Project Component	Does not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
Analysis of System Contextual Foundational Issues, Setting Demographics	No understanding of key system-level contextual issues and stakeholders	Limited understanding of key system-level contextual issues and stakeholders	Acceptable understanding of key system-level contextual issues and stakeholders	Exceptional understanding of key system-level contextual issues and stakeholders beyond what would be expected for level of training
Operational Definition of System Issue in Measurable Terms	Operational definition of system-level issue is incomplete and/or unclear and not stated in measurable terms	Operational definition of system-level issue is somewhat incomplete and/or unclear and/or not stated in measurable terms	Operational definition of system-level issue is complete, clear and stated in measurable terms	Operational definition of system-level issue is exceptionally complete, clear and stated in measurable terms
Needs Assessment Tool	Needs assessment tool is poorly constructed nor aligned with the operational definition of the system issue. It does not adequately serve as a baseline tool to assess the identified system level issue and measure change	Needs assessment tool is either poorly constructed or is not aligned with the operational definition of the system issue. It is a marginal baseline tool to assess the identified system level issue and measure change	Needs assessment tool is adequately constructed and is aligned with the operational definition of the system issue. It adequately serves as a baseline tool to assess the identified system level issue and measure change	Needs assessment tool is exceptionally well constructed and strongly aligned with the operational definition of the system issue. It serves as an exceptionally strong baseline tool to assess the identified system level issue and measure change
Plan for Change	Plan for change is not linked to analysis of the system and needs assessment tool	Plan for change is marginally linked to analysis of the system and needs assessment tool	Plan for change is adequately linked to analysis of the system and needs assessment tool	Plan for change is outstanding and the integration to the analysis of the system-level contextual issues and needs assessment tool is exceptional
Total Assessment	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.
Overall	Does not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard

Course Outline

(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)

Date	Topics	Readings	Assignments
Week of 8/27/18	Introduction to the requirements of the course	None	See Sakai for directions on how to introduce yourself to the class ☺
Week of 9/3/18	Systems Change Through Systems Thinking	<ul style="list-style-type: none"> • Senge pgs. 70-56 	None
Week of 9/10/18	Tools for Systems Change	<ul style="list-style-type: none"> • Senge pgs. 275-316 • Senge pgs. 360-413 	<i>Discussion Forum: see directions and due date in Sakai</i>
Week of 9/17/18	Leadership for Systems Change	<ul style="list-style-type: none"> • Senge pgs. 341-359 • Senge pgs. 414-459 	<i>Discussion Forum: see directions and due date in Sakai</i>
Week of 9/24/18	School Psychologists as Leaders of Systems Change	Read all of Salina, Girtz, & Eppinga (2016)	<i>Discussion Forum: see directions and due date in Sakai</i>
Week of 10/1/18	Contextual Factors for Systems Change	<ul style="list-style-type: none"> • Senge pgs. 462-519 	<i>Discussion Forum: see directions and due date in Sakai</i>
Week of 10/8/18	Applying the Tools of Systems Change	<ul style="list-style-type: none"> • Senge pgs. 520-578 	None
Week of 10/15/18	Components and Administration of a Needs Assessment	See folder for Oct. 15th on Sakai site for <ul style="list-style-type: none"> • webinars to be viewed • examples of Needs Assessments 	Individual System Change Project: Part I due 10/15 before midnight.
Week of 10/22/18	Individual Virtual Meetings with Instructor to discuss feedback on the System Change Project in preparation for Part II		
Week of 10/29/18	Models of Supervision in School Psychology	See folder for Oct. 29th on Sakai site for articles	Individual System Change Project: Part II due 10/29 before midnight. <i>Discussion Forum: see directions and due date in Sakai</i>
Week of 11/5/18	National Standards for School Psychology Practice	See folder for Nov. 5th on Sakai site for articles	None
Week of 11/12/18	Ethical Dilemmas in Supervision	See folder for Nov. 12th on Sakai site for articles	Individual System Change Project: Part III due 11/12 before midnight.
Week of 11/19/18	Thanksgiving Break		
Week of 11/26/18	School Psychologists as Advocates at the Local, State, and National Levels	See folder for Nov. 26th on Sakai site for articles	<i>Provide peer feedback on Needs Assessments</i>
Week of 12/3/18	Reflection, Goal Setting, and Wrap-Up	None	Individual System Change Project: Final due 12/3 before midnight. <i>Discussion Forum: see directions and due date in Sakai</i>

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/

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***.