As school psychologists who attend to issues of social justice, we sometimes find ourselves in positions where changes to systems need to be made in order to ensure that students’ needs are being met. The purpose of this course is to explore systems change from the role of the school psychologist, including conducting a needs assessment and data-based decision-making, and the role of supervisors within school settings to support P-12 students and the professionals who serve them in evolving schools and districts.

REQUIRED TEXTBOOKS

In addition to articles posted on Sakai, students are expected to obtain the following texts for this course:


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 school psychology program at Loyola University Chicago is a NASP approved EdS program. This course is aligned with NASP Standards for Graduate Preparation of School Psychologists in Domain II to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, students will be expected to learn content aligned to the following standards:

- 2.1 Data-Based Decision Making and Accountability
- 2.5 School-Wide Practices to Promote Learning
- 2.8 Diversity in Development and Learning
- 2.9 Research and Program Evaluation

**APA COMPETENCY BENCHMARKS**

The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- 2D Applications based on Individual and Cultural Context
- 6A Scientific Mindedness
- 15A Appraisal of Management and Leadership
- 15B Management
- 15C Administration
- 15D Leadership
- 16A Empowerment
- 16B Systems Change

**METHOD OF INSTRUCTION**

Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This course will be taught using an online platform via Sakai that will include assigned readings to inform online discussions and quizzes. The course is divided into four consecutive modules and each module is designed for students to complete at their own pace with respect to the due date for each module. Module two is dependent on the completion of module one, module three requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively and cannot be released before another is completed.

Students are also expected to meet at three points in the semester via Zoom in order to explore course content and connect with each other over new learning. These meetings are mandatory and attendance will be monitored. The dates for class-wide meetings are (all meetings will be held at 6pm CST and last 2 hours with the exception of the first meeting, which will begin at 5pm and last one hour):

- **Monday, August 26th**
- **Wednesday, October 9th**
- **Wednesday, December 4th**
**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.

**DISPOSITIONS**

Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of professionalism, inquiry, and social justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a student’s grade. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how faculty uses disposition data in the SOE is included in the SOE syllabus addendum.

**TECHNOLOGY**

Technology is an essential tool for developing one’s own professional skills and for completing any degree program. In addition to mastering the online learning technology, such as Sakai, Panopto, Zoom, and VoiceThread, 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 downloading Microsoft Word and Acrobat Reader files.

**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/](http://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. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

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.

STUDENTS WITH SPECIAL NEEDS

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.

COURSE EVALUATION

Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

ASSIGNMENTS

You will be asked to complete an in-depth System Change Project in phases throughout the semester. 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
- Ineffective systems of support for reading and math intervention/instruction
- Low family engagement
- Low 9th grade Algebra scores
- Large number of office referrals for off-task behavior in the classroom
- Exclusionary discipline practices
- “Achievement” gap in 3rd grade reading scores
The project is divided into four components where you will consequentially add content throughout the semester. The final draft should be a collection of all 4 components. Students will receive feedback on each component, and it will be expected that students incorporate feedback from the instructor into each subsequent component. For a copy of the rubric for this assignment see the end of this syllabus.

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 components should be completed as a Word document using Times New Roman and 12-point font with 1-inch margins and conform to the writing style and formats specified in the *Publication Manual of the American Psychological Association, 6th edition* (where appropriate). Note that papers submitted as PDF or RTF files will not be accepted. Papers that do not comply with formatting as described will be returned and not be graded.

**Part I.** For Part I, you are asked to describe your school setting 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.

**Part II.** Using the information you presented in Part I, create a problem of practice statement for Part II that clearly describes the issue for systems change and the focus of your project. School or student data and research literature should be used to craft this section. Remember to incorporate the literature and cite your sources. This component should be 2-3 pages in length.

**Part III.** Develop a research-based needs assessment or adapt a pre-existing assessment for establishing baseline data on a systems issue that could also be used to measure change. Be careful that your assessment is a system-wide assessment and not a screener for intervention. The needs assessment should 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. There is no page requirement for this section of the
project.

**Part IV.** After creating a needs assessment, use the information from Part I to create a
tentative plan for how you would conduct the needs assessment, the resources necessary for
completion, and the practice for how the data will be used to inform action. List 2-3 priorities
for change, which could unfold over a three to five-year period, using the data and research
shared in Part II. It is suggested that this component be written in 3-5 pages.

**Online Engagement.** Each module is comprised of various activities that students can complete
at their own pace within a certain time period. The estimated time required to complete each
module will be provided at the beginning of each module. Within each module, students will
be expected to apply the assigned readings through in depth discussions on the Forum in Sakai.
Students are responsible for keeping track of the due dates for completing each module.
Failure to complete an activity by the respective due date will result in a deduction of 10 points
for each incomplete activity from the online engagement grade.

**EVALUATION & GRADING PROCEDURES**

Grades will be assigned based on one’s collective performance on graded assignments and
engagement online with the course. Both reflection papers will be graded using a rubric that
clearly indicates the criteria for grading in order to provide consistency and transparency. The
rubric for each assignment is posted in Sakai for the respective assignment. **Students are
responsible for asking questions and seeking further clarification if the expectations for the
assignment are unclear.** The components of one’s grade are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>100</td>
</tr>
<tr>
<td>Part II</td>
<td>100</td>
</tr>
<tr>
<td>Part III</td>
<td>100</td>
</tr>
<tr>
<td>Part IV</td>
<td>100</td>
</tr>
<tr>
<td>Online Engagement</td>
<td>100</td>
</tr>
</tbody>
</table>

Grades will be given using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>
**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.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 26th</td>
<td>Introduction &amp; Overview</td>
<td>None</td>
<td>Class meeting on August 26th from 5-6pm</td>
</tr>
<tr>
<td>Week of September 2nd</td>
<td>Module One: Conceptualizing Change <em>(12-16 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td>Systems Change Project Part I due 9/22 before midnight*</td>
</tr>
<tr>
<td>Week of September 9th</td>
<td>Module One: Conceptualizing Change <em>(12-16 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td></td>
</tr>
<tr>
<td>Week of September 16th</td>
<td>Module Two: Conditions for Enacting Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td>Class meeting on October 9th from 6-8pm</td>
</tr>
<tr>
<td>Week of September 23rd</td>
<td>Module Two: Conditions for Enacting Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td>Systems Change Project Part II due 10/13 before midnight*</td>
</tr>
<tr>
<td>Week of September 30th</td>
<td>Module Three: Tools for Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td></td>
</tr>
<tr>
<td>Week of October 7th</td>
<td>Module Three: Tools for Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td>Systems Change Project Part III due 11/10 before midnight*</td>
</tr>
<tr>
<td>Week of October 14th</td>
<td>Module Three: Tools for Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td></td>
</tr>
<tr>
<td>Week of October 21st</td>
<td>Module Four: Supervising and Leading Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td></td>
</tr>
<tr>
<td>Week of October 28th</td>
<td>Module Four: Supervising and Leading Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td></td>
</tr>
<tr>
<td>Week of November 4th</td>
<td>Module Four: Supervising and Leading Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td></td>
</tr>
<tr>
<td>Week of November 11th</td>
<td>Module Four: Supervising and Leading Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td>Class meeting on Wednesday, December 4th from 6-8pm</td>
</tr>
<tr>
<td>Week of November 18th</td>
<td>Module Four: Supervising and Leading Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td>Systems Change Project Part IV due 12/8 before midnight*</td>
</tr>
<tr>
<td>Week of November 25th</td>
<td>Module Four: Supervising and Leading Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td></td>
</tr>
<tr>
<td>Week of December 2nd</td>
<td>Module Four: Supervising and Leading Change <em>(24-32 hours)</em></td>
<td>See Sakai for reading assignments and questions for Forum discussions</td>
<td></td>
</tr>
</tbody>
</table>

*All major assignments are highlighted in yellow. This does not include Forum discussions that count towards the Online Engagement grade.
## Systems Consultation Project (Parts I-IV) Rubric

<table>
<thead>
<tr>
<th>CIEP 545 System Change Project Component</th>
<th>Does not Meet Standard</th>
<th>Partially Meets Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of System Contextual Foundational Issues, Setting Demographics</strong></td>
<td>No understanding of key system-level contextual issues and stakeholders</td>
<td>Limited understanding of key system-level contextual issues and stakeholders</td>
<td>Acceptable understanding of key system-level contextual issues and stakeholders</td>
<td>Exceptional understanding of key system-level contextual issues and stakeholders beyond what would be expected for level of training</td>
</tr>
<tr>
<td><strong>Operational Definition of System Issue in Measurable Terms</strong></td>
<td>Operational definition of system-level issue is incomplete and/or unclear and not stated in measurable terms</td>
<td>Operational definition of system-level issue is somewhat incomplete and/or unclear and/or not stated in measurable terms</td>
<td>Operational definition of system-level issue is complete, clear and stated in measurable terms</td>
<td>Operational definition of system-level issue is exceptionally complete, clear and stated in measurable terms</td>
</tr>
<tr>
<td><strong>Needs Assessment Tool</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>Plan for Change</strong></td>
<td>Plan for change is not linked to analysis of the system and needs assessment tool</td>
<td>Plan for change is marginally linked to analysis of the system and needs assessment tool</td>
<td>Plan for change is adequately linked to analysis of the system and needs assessment tool</td>
<td>Plan for change is outstanding and the integration to the analysis of the system-level contextual issues and needs assessment tool is exceptional</td>
</tr>
<tr>
<td><strong>Total Assessment</strong></td>
<td>Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.</td>
<td>Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.</td>
<td>All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.</td>
<td>At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>Does not Meet Standard</td>
<td>Partially Meets Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
</tbody>
</table>
Loyola University Chicago  
School of Education  
Syllabus Addendum

**Smart Evaluation**  
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**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*. 