SAKAI: Group or Class mtgs: **Tuesdays 5:30-6:45pm on Zoom**

**School of Education Commitment - COVID-19:** Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola’s COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**
**SOE Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Conceptual Framework:**

Our mission is social justice, but our responsibility is *social action through education*.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment ([http://www.luc.edu/transformativeed/index.shtml](http://www.luc.edu/transformativeed/index.shtml)). Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.
In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be of those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in course work. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

CF3 Candidates demonstrate knowledge of ethics and social justice.
CF4 Candidates engage with local and/or global communities in ethical and socially just practices.

PSEL 1: Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.
PSEL 2: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
PSEL 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
PSEL 5: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

PSEL 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

PSEL 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

PSEL 10: Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

NATIONAL EDUCATIONAL LEADERSHIP PREPARATION STANDARDS (NELP) (2018):

This class addresses the following standards:

1.1 (Mission and Vision) Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

1.4 (Improvement) Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.

3.1 (Equitable Protocols) Program completers understand and demonstrate the capability to develop, implement and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

3.2 (Equitable Access) Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support and other resources necessary for success.

3.3 (Responsive Practice) Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling and low expectations.

3.4 (Supportive School Community) Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.

6.1 (Management and Operation Systems) Program completers understand and demonstrate the capability to develop, monitor and evaluate school management and operation systems to address and support each student’s learning needs.

6.3 (Communication Systems) Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS (2011)

This class addresses the following standards:

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service
Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school’s fidelity to mission, academic excellence, and operational vitality.

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Essential Course Information:

Course Description:
The most promising strategy for sustained, substantive school improvement is the development of future school administrators to function as leaders of collaborative capacity building communities. If schools are to be significantly more effective, they must break from the industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. These learning organizations, characterized as professional learning communities, suggest placing greater emphasis on relationships, shared ideals, data driven action plans, and a strong culture – all factors that are critical to significant school improvement and improved student achievement. The challenge for aspiring, as well as, veteran school leaders is to create a community of shared commitment, responsibility and accountability designed to serve the learning of the adults and the children in the school – a sustainable, professional learning community.

Learning Outcomes:
Mission is the life-blood of any Catholic organization, especially schools. This course explores how mission must be central to leadership and how all activities must align with that mission. Students will explore inputs, transformation processes and outputs as they relate to the workings of educational leadership and school improvement. Candidates will apply theoretical concepts and administrative strategies to their current work in schools. In particular, candidates will gain an understanding of:

- Mission driven leadership
- Systems’ leadership theory
- Change leadership theory
- Adult learning theory and how it affects professional practice
- Creating and Working with Problem Solving Team
**Required Texts:**


**Required Technology:**
This course will utilize Sakai as our learning platform. All modules will be housed in Sakai. Students will be expected to utilize various tools integrated into Sakai. Zoom will be utilized for synchronous sessions. All assignments will be uploaded to Sakai via the Assignments tool.

**Assessments:**

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Date Due</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) NSBECS Presentation (Partners)</td>
<td>9/15/2020</td>
<td>40</td>
</tr>
<tr>
<td>2) Twitter – 20 postings using #ELPS481</td>
<td>12/4/2020</td>
<td>15</td>
</tr>
<tr>
<td>3) Membership in School Leadership Team</td>
<td>9/22/2020</td>
<td>20</td>
</tr>
<tr>
<td>4) Monitoring the Mission &amp; Data Inventory</td>
<td>9/29/2020</td>
<td>20</td>
</tr>
<tr>
<td>5) Leader Interview</td>
<td>10/20/2020</td>
<td>45</td>
</tr>
<tr>
<td>6) School Improvement Plan Analysis</td>
<td>11/24/2020</td>
<td>100</td>
</tr>
<tr>
<td>7) Summative Reflection on Mission Driven Leadership</td>
<td>12/1/2020</td>
<td>80</td>
</tr>
<tr>
<td>8) Dispositions (assessed by instructor)</td>
<td>12/4/2020</td>
<td>22</td>
</tr>
<tr>
<td>9) Synchronous class participation and attendance</td>
<td>12/4/2020</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>398</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Late assignments will only be accepted with prior approval from the instructor.*  If you anticipate being unable to submit an assignment by the due date, you should proactively reach out to the instructor to explain the situation and propose an alternate submission deadline. The instructor will then indicate if the late submission will be accepted.
Grading Scale
A= 93% of total points and above
A-=90-92% of total points
B+= 87-89% of total points
B= 84-86% of total points
B-= 80-85% of total points
C=70-79% of total points
F= Below 69% of total points

Assessment Descriptions:
1) National Standards & Benchmarks Presentation (40 points) Due September 15
In the first class period, you will be divided into pairs. Each pair will be assigned one of the four Domains of the NSBECS. Your pair’s responsibility is to develop a 15-20 minute presentation to teach that area to the class. You only have a maximum of 20 minutes! Make sure that you are able to introduce the major elements of the standards, discuss the benchmarks and review the rubrics.

You can find the NSBECS & rubrics at: https://www.catholicschoolstandards.org

2) Twitter Assignment (15 points) Sign up for account by 9/15/2020, Assignment to be assessed 12/4/2020
Twitter can be a powerful professional development tool and there is a great deal of material out there. If you do not have a twitter account, go to twitter.com to create a free twitter account. Here are some suggested people you might want to follow:
   @mjboyle3       @GCCE_LUC     @SandriaM
   @mliaCCE        @SullivanDeb2  @Teach_Data
   @huizar_patricia @RiggJim      @HBelkaoui
   @PCavallone     @ChiCathSchools @LoyolaSOE
   @JenniferFarrand @lisamarierieger @mkendrick_SJS
   @MeehanEDU      @mtcathschools  @engelworks
   @ncekpmears     @kbaxter56     @john_reyes
   @gdonahue1811   @Leadershipfreak @GeralynLawler

Follow any of these people and/or others that you may find that interest you. Read their tweets and make a comment. When you comment, use the #ELPS481. Throughout the course of the semester, you will be responsible to use the #ELPS481 to post 15 comments/tweets.

3) Member of the School Leadership Team (20 points) Due September 22
You are expected to join a leadership team within the school. This team could be a Problem-Solving Team, a grade-level team, a leadership team, a curriculum revision team, etc. It is the expectation that the candidate is a member that begins to take a leadership role within the team with the intention of leading the team no later than the second year of
the program. Submit a half page write up that includes the following: the name of the team, the purpose of the team, your role on the team.

4) Monitoring the Mission & Data Portfolio Inventory (20 points) Due Sept. 29
   A. Using the “Monitoring the Mission” templates found in Sakai, analyze the mission of your school. Determine the areas where you are meeting your mission and identify the areas where the mission could be met in a more comprehensive manner.
   B. Using the three pillars (Spiritual, Academic, and Social/Emotional/Behavioral), develop a chart that inventories the current sources of data used to document these pillars. By pillar, identify possible data sources that are missing and suggest ways to start to gather that information.

5) Leader Interview (45 points) Due October 20
   Choose a leader (pastor, principal, or another leader in your community-please check in with me about who you are choosing). How was this person called to leadership? What are the joys? What are the sorrows? What strategies do they use to build resilience? What lessons can you apply to yourself, as a developing leader? The interview can go in a variety of directions. Your 3-5 page write up will include a brief summary of the interview and then focus on your reflections on what you learned about yourself as a future school leader. What challenges do you see in making the transition to school leadership? What are the strengths that you possess that will help you overcome these obstacles?

6) School Improvement Plan Analysis (100 points) Due November 24
   As an instructional leader, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the School Improvement Plan. This assessment will ask you to apply the knowledge gained in this class to analyze the School Improvement Plan within your current school building.

   As an instructional leader, you will be required to present your ideas and decisions based on data to your colleagues and superiors. To simulate this experience, you will create a 15-20 minute VoiceThread presentation describing your SIP analysis and recommendations for improving the effectiveness of the process in your school. The presentation should contain the following:

   Part 1: An overview of the School Improvement Plan
   a. Describe the context of your school.
   b. Describe the challenges that your school is currently facing.
   c. State your school’s mission.
   d. Now, name 2-3 goals that are stated within your school’s current school improvement plan. For each goal describe how each goal is:
      • Aligned with the school mission; (NELP 1.1)
      • Reflects the current school context (NELP 3.1)
      • Addresses the need to improve student outcomes. (NELP 1.4)

   Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions
Select one of the goals identified in Part 1. For that goal area, analyze the current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data or community needs assessment data.

a. Display and analyze these data in a user-friendly manner.

b. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.

c. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (NELP 6.3)

**Part 3: Involving the Community and the Needs of Diverse Learners**

a. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (NELP 3.2) – Loyola CF 4

b. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (NELP 3.3)

c. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (NELP 3.4) – Loyola CF 3

**Part 4: Professional Development Needs**

a. For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning.

b. These professional development plans may be the one’s currently listed within the SIP or maybe different from what is currently stated.

c. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (NELP 6.1)

7) **Summative Reflection on Mission Driven Leadership (80 points)**

Due December 1

Complete the Ignatian Leadership Inventory (ILI). Identify areas of growth and develop a plan of next steps to engage in activities that will help you to grow in these areas. You should submit the completed ILI and a 1-2-page reflection on how your understanding/perception of Mission Driven Leadership has changed or grown over the course of the semester.

8) **Dispositions (22 points)**

Each course in the School of Education focuses on one or more professional
dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, inquiry, and social justice.

9) **Synchronous class participation and attendance (56 points)**
Students will participate in discussions based on assigned readings and handouts as well as extemporaneous role-play, debate, and simulations. It is expected that students will attend class every session. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities. If an absence is inevitable, you must notify the instructor (before the class session if at all possible).

<table>
<thead>
<tr>
<th>Rubric for Synchronous Participation and Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Attitude and Demeanor Part I</strong></td>
</tr>
<tr>
<td>□ Always prompt and regularly attend classes. (4)</td>
</tr>
<tr>
<td>□ Rarely late to class and regularly attend classes (No more than 1 absence). (3)</td>
</tr>
<tr>
<td>□ Sometimes late to class and regularly attend classes. (No more than 2 absences). (2)</td>
</tr>
<tr>
<td>□ Often late to class and/or poor attendance of classes (More than 2 absences). (1)</td>
</tr>
<tr>
<td><strong>Professional Attitude and Demeanor Part II</strong></td>
</tr>
<tr>
<td>□ Always prepared for class with assignments and required class materials. (4)</td>
</tr>
<tr>
<td>□ Rarely unprepared for class with assignments and required class materials. (3)</td>
</tr>
<tr>
<td>□ Often unprepared for class with assignments and required class materials. (2)</td>
</tr>
<tr>
<td>□ Rarely prepared for class with assignments and required class materials. (1)</td>
</tr>
<tr>
<td><strong>Level of Engagement in Class</strong></td>
</tr>
<tr>
<td>□ Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class. (4)</td>
</tr>
<tr>
<td>□ Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class. (3)</td>
</tr>
<tr>
<td>□ Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions. (2)</td>
</tr>
<tr>
<td>□ Never a willing participant. Never contributes to class by offering ideas or asking questions. (1)</td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
</tr>
<tr>
<td>□ Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others. Never distracted by personal/professional email or cell phone. (4)</td>
</tr>
<tr>
<td>□ Listen when others talk, both in groups and in class. Rarely distracted by personal/professional email or cell phone. (3)</td>
</tr>
<tr>
<td>□ Rarely listen when others talk, both in groups and in class. Sometimes distracted by personal/professional email or cell phone. (2)</td>
</tr>
<tr>
<td>□ Do not listen or interrupt when others talk, both in groups and in class. Often distracted by personal/professional email or cell phone. (1)</td>
</tr>
<tr>
<td>Week</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| 1 8/25 | Introduction to the CPPP and LUC  
Review Syllabus  
NSBECS | - Miller: Sections 1-3  
- 2 articles in Sakai  
- NSBECS |  |
| 2 9/01 | Introduction to the Course  
*What is a Leader?*  
*What defines an effective leader?* | Caruso: Introduction and Chapters 1-3 | Reading:  
- Miller  
- 2 articles in Sakai |
| 3 9/08 | Module One  
*What is a Catholic School?*  
*What makes a Catholic School “Catholic”?*  
*How is Catholic Identity evidenced in schools?* | Caruso: Introduction and Chapters 1-3 |  |
| 4 9/15 | Module One Continued  
NSBECS presentations | Caruso: Chapters 4-7 | NSBECS presentation |
| 5 9/22 | Module 2  
Monitoring the Mission  
*What is the Mission?*  
*What is a core value and how does it shape an organization?*  
*What is an effective “mission statement”?*  
*What is the mission of Catholic Schools?*  
*How is mission transmitted?*  
*Are Charism and Mission related?* | Caruspo: Chapters 8-11 and Postscript | Leadership Team membership |
| 6 9/29 | Mission Effectiveness  
*How do you determine if the mission is being achieved?*  
*What are the data sources that can be used in this process?*  
**Discuss: When the Sisters Said Farewell** | Lowney: Chapters 1-3  
Spiro: Introduction and Steps 1-3 | Finish Caruso book |
| 7 10/06 | Where’s the Data?  
*How do you create a data portfolio-including academic, behavioral and spiritual development?*  
*How do you balance quantitative and qualitative data?* | Lowney Chapters 4-6  
Spiro Steps 4-5 |  |
| 8 10/13 | MODULE 3  
The Principalship  
Formation-Professionally AND Spiritually  
*How is the principal “the pastor of the school”?* | Lowney Chapter 7-9  
Spiro Steps 6-8 and Conclusion |  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Materials</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principal as Change Agent</td>
<td>Lowney Chapters 10-12</td>
<td>Leader Interview</td>
</tr>
<tr>
<td>10/20</td>
<td><em>How do I assess my school for readiness for change?</em></td>
<td>Brinig &amp; Garnett: Introduction and Chapters 1-2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><em>How do I react to change?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td><em>What are the structures and supports needed to implement effective change?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What are the obstacles to systemic change?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td><strong>MODULE 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td><strong>LEADERSHIP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Styles</td>
<td>Brinig &amp; Garnett: Chapters 3-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Who am I as a leader?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What are the strengths that I possess?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Are there areas in need of improvement?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>How do I transition from teacher to leader?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/3</td>
<td>Book Discussion: Heroic Leadership</td>
<td>Brinig &amp; Garnett: Chapters 6-7</td>
<td>Finish Lowney Book</td>
</tr>
<tr>
<td>11/3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/10</td>
<td>Planning for Effective Professional Development</td>
<td>Brinig &amp; Garnett: Chapters 8-9</td>
<td></td>
</tr>
<tr>
<td>11/10</td>
<td><em>How do I plan with the End in Mind, when it comes to professional development?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>Book Discussion: Lost Classroom, Lost Community</td>
<td></td>
<td>Finish Brinig &amp; Garnett book</td>
</tr>
<tr>
<td>11/24</td>
<td></td>
<td>Stp Analysis VoiceThread Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No class meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Happy Thanksgiving!</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>LAST CLASS</td>
<td>Summative Reflection paper</td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td><em>“I used to think…Now I think…”</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This schedule is tentative and is subject to change based on the instructor’s assessment of the needs of the class. Any changes will be posted on Sakai.
## DISPOSITIONS RUBRIC for ADSU:

<table>
<thead>
<tr>
<th>Professional</th>
<th>Mastery (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Does Not Meet Standard (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Deadlines</td>
<td>Candidate meets all deadlines.</td>
<td>Candidate meets most, but not all, deadlines.</td>
<td>Candidate meets some deadlines.</td>
<td>Candidate rarely meets deadlines.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Candidate initiates collaboration with peers on assignments as appropriate.</td>
<td>Candidate works effectively with peers on assignments.</td>
<td>Candidate works with peers on assignments, but effectiveness is inconsistent.</td>
<td>Candidate does not work effectively with peers on assignments.</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations.</td>
<td>Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations.</td>
<td>Candidate attends class and professional appointments/obligations, but is occasionally late.</td>
<td>Candidate is consistently late or absent from class and/or professional appointments/obligations.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.</td>
<td>Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work</td>
<td>Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) &amp; initiates communication when appropriate.</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).</td>
<td>Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days)</td>
<td>Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students.</td>
</tr>
<tr>
<td>Technology</td>
<td>Candidate’s use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate’s use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate occasionally uses technology in the classroom for tasks not related to current class work.</td>
<td>Candidate regularly uses technology for tasks not related to current class work.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Candidate always dresses in a professionally appropriate manner.</td>
<td>Candidate consistently dresses in a professionally appropriate manner.</td>
<td>Candidate’s attire is occasionally inappropriate for a professional setting.</td>
<td>Candidate’s appearance does not adhere to professional dress codes.</td>
</tr>
<tr>
<td>Quality of Work (Grammar &amp; Mechanics)</td>
<td>Candidate’s papers are free of grammatical and typographical errors.</td>
<td>Candidate’s papers have few grammatical or typographical errors.</td>
<td>Candidate’s papers have occasional grammar or typographical errors.</td>
<td>Candidate’s papers do not adhere to the rules of grammar.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Candidate’s papers are free of data-reporting errors and/or fabricated data.</td>
<td>Candidate’s papers have few data-reporting errors and no fabricated data.</td>
<td>Candidate’s work has some data errors and/or fabricated data.</td>
<td>Candidate’s work does not contain data or contains inaccurate data.</td>
</tr>
<tr>
<td>Self-expression</td>
<td>Candidate consistently shares his/her ideas and insights verbally with faculty, peers, and school colleagues.</td>
<td>Candidate occasionally shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate rarely shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate does not share his/her ideas verbally with faculty, peers and school colleagues.</td>
</tr>
<tr>
<td>Openness to coaching</td>
<td>Candidate always accepts suggestions/feedback and seeks it out for growth.</td>
<td>Candidate is receptive to suggestions/feedback.</td>
<td>Candidate listens to, but is not always receptive to suggestions/feedback.</td>
<td>Candidate is resistant to suggestions/feedback.</td>
</tr>
<tr>
<td>Inquiry</td>
<td>Mastery (3) Candidate consistently performs at a level commensurate with training.</td>
<td>Proficient (2) Candidate regularly performs at a level commensurate with training.</td>
<td>Developing (1) Candidate inconsistently performs at a level commensurate with training.</td>
<td>Does Not Meet Standard (0) Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Use of evidence</td>
<td>Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate’s work inconsistently uses evidence to support responses to questions.</td>
<td>Candidate’s work does not identify quality evidence to support responses to questions.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Candidate consistently demonstrates critical thinking skills in written assignments.</td>
<td>Candidate sometimes demonstrates critical thinking in written assignments.</td>
<td>Candidate inconsistently demonstrates critical thinking in written assignments.</td>
<td>Candidate does not demonstrate critical thinking skills.</td>
</tr>
<tr>
<td>Quality of sources</td>
<td>Candidate critically evaluates information from reliable sources relevant to the profession.</td>
<td>Candidate uses information from reliable sources without critically evaluating it.</td>
<td>Candidate occasionally uses information from non-reliable or irrelevant sources.</td>
<td>Candidate regularly uses information from non-reliable or irrelevant sources.</td>
</tr>
<tr>
<td>Synthesis and Application</td>
<td>Candidate effectively integrates feedback to improve performance.</td>
<td>Candidate attempts to integrate feedback to improve performance.</td>
<td>Candidate selectively integrates feedback to improve performance.</td>
<td>Candidate does not apply feedback.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Mastery (3) Candidate consistently performs at a level commensurate with training.</td>
<td>Proficient (2) Candidate regularly performs at a level commensurate with training.</td>
<td>Developing (1) Candidate inconsistently performs at a level commensurate with training.</td>
<td>Does Not Meet Standard (0) Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects other points of view.</td>
<td>Candidate regularly reflects on and respects other points of view.</td>
<td>Candidate occasionally demonstrates reflection on and respect for other points of view.</td>
<td>Candidate does not demonstrate personal reflection on or respect for other points of view.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Candidate is consistently supportive of others.</td>
<td>Candidate is usually supportive of others.</td>
<td>Candidate occasionally offers support to others.</td>
<td>Candidate does not demonstrate support for others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Candidate is consistently empathetic with others.</td>
<td>Candidate is usually empathetic with others.</td>
<td>Candidate is occasionally empathetic to others.</td>
<td>Candidate does not demonstrate empathy for others.</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Candidate is consistently sensitive to cultural differences.</td>
<td>Candidate is usually sensitive to cultural differences.</td>
<td>Candidate demonstrates inconsistent sensitivity to cultural differences.</td>
<td>Candidate does not demonstrate sensitivity to cultural differences.</td>
</tr>
<tr>
<td>Respect</td>
<td>Candidate consistently respects the diversity of learning styles.</td>
<td>Candidate usually respects the diversity of learning styles.</td>
<td>Candidate is inconsistent in demonstrating respect for the diversity of learning styles.</td>
<td>Candidate does not demonstrate respect for the diversity of learning styles.</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Candidate consistently uses the framework of social justice in decision-making.</td>
<td>Candidate usually uses the framework of social justice in decision-making.</td>
<td>Candidate occasionally demonstrates the use of the framework of social justice in decision-making.</td>
<td>Candidate does not demonstrate use of the framework of social justice in decision-making.</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 reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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 into how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**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.

**Additional ONLINE Course Policies**

*Privacy Statement*

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Synchronous Meetings*

This course will meet synchronously each week on Tuesdays, 5:30-6:45pm on Zoom.

*Student Participation*
Students will participate in discussions based on assigned readings and handouts as well as extemporaneous role-play, debate, and simulations. It is expected that students will attend class every session. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities. If an absence is inevitable, you must notify the instructor (before the class session if at all possible).

*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support*

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

*Center for Student Access and Assistance (CSAA)*

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.*

**Syllabus Addendum Link:** www.luc.edu/education/syllabus-addendum/