

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

**Instructor:** Pamela Fenning, Ph.D.

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

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

**Online Format:** This course is presented in an online format. There will be one required meeting with the instructor. You can select either a face-to-face format in Dr. Fenning's office or via Zoom.

<https://luc.zoom.us/>. If selecting the Zoom format, please set up a meeting link and send to Dr. Fenning **two days prior** to your scheduled meeting. You will select a 30 minute time slot to occur on the following dates (June 5<sup>th</sup>, June 6<sup>th</sup>, June 12<sup>th</sup>, or June 13<sup>th</sup>). If none of these times are possible for you, please e-mail Dr. Fenning and we will make an adjusted time. The google form to select a meeting date and time is as follows:

[https://docs.google.com/spreadsheets/d/1CwIEZpxMojxJDsvTPkZ\\_q-VBMZ66EcWWiNzTus-TGLc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1CwIEZpxMojxJDsvTPkZ_q-VBMZ66EcWWiNzTus-TGLc/edit?usp=sharing)

**Please select a meeting time/date by Friday, May 26<sup>th</sup>.**

The purpose of the meeting is for the instructor to provide consultation and feedback to students related to the Individual Systems Change Project in terms of planning for each of the components.

#### **REQUIRED TEXTBOOKS AND READINGS**

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

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

Articles as posted on SAKAI throughout the course

Review and comment on assigned articles and voice threads related to supervision and systems changes posted by classmates and assigned below

#### **PRIMARY PURPOSE AND OVERARCHING COURSE GOALS**

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

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

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

## **CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS**

Our School of Education Conceptual Framework *Social Action through Education* and conceptual framework standards are available at: <http://www.luc.edu/education/mission/>. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on providing graduate students in school psychology with content knowledge in system level consultation and supervision and skills to apply that content knowledge in increasingly diverse school settings through an equity based approach. The course addresses diversity and social justice through a focus on analysis of system level issues which impact Pre-k-12 grade students of culturally and linguistically diverse, as well as having diverse learning needs being successful academically, behaviorally and social-emotionally. The course additionally integrates content on diversity by attending to the sociocultural systemic and institutional barriers that prevent students from culturally and linguistically diverse backgrounds from having access to appropriate educational supports to meet their needs. The supervision component of the course focuses on how school psychologists can become life-long learners through collaboration, consultation and supervisory experiences (as supervisors and supervisees) in an increasingly diverse school environment. We focus on ways in which supervision and system change efforts align with one another and how one can continue to engage in equitable, ethical and legal practices through one's career.

## DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our school psychology programs: **Professionalism, Inquiry, and Social Justice**. You will be assessed on all three areas of growth within the course. In this course, we focus on **professionalism** in applied school contexts related to system change planning and supervision in the field to further develop professional competencies and growth. We engage in this process through a **social justice** and equity lens, with a particular focus on the degree to which groups historically disenfranchised in schools can be supported in the learning environment through a systems analysis lens. The **inquiry** is focused on analysis of how system issues- both internal and external to schools-impact the delivery of interventions and support of students from culturally and linguistically diverse backgrounds. Disposition data is reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress. Every student in the school psychology program is assessed on all dispositions in every school psychology course. In CIEP 545, the specific disposition items that are particular to this course are related to finding and critiquing school-based system level interventions and having empathy and sensitivity as a supervisor/supervisee of school psychologists and other school-based professionals. You can find the rubric used by all school psychology faculty to assess your dispositions in the Ed.S. School Psychology handbook and posted on LiveText at [www.livetext.com](http://www.livetext.com) (login with your Loyola student ID and then click on the course "CIEP 545", whereby the School Psychology disposition rubric will populate).

### IDEA COURSE EVALUATION OBJECTIVES

This course is an applied course in which students will gain an understanding of system variables that impact implementation of school supports. In addition, students will learn about effective models of school psychology supervision. The IDEA online course evaluation system, along with the link, is described in more detail within the Appendix of this syllabus. The particular IDEA objectives you will be assessed on in this course are listed below:

### IDEA OBJECTIVES FOR THE OBJECTIVES SELECTION FORM

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

- **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
- **Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**

The following course objective is considered to be an **essential** objective for the course:

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

**Please see the addendum within this syllabus to access important Loyola University Chicago School of Education Course Policies and Procedures. Please also see the word document entitled**

**“Assignment Due Dates and Instructions for Posting”, which is a condensed tabular summary of due dates and posting instructions of the information below under “Class Assignments”.**

## **CLASS ASSIGNMENTS**

**1). Voice Thread Introduction: What I Have Learned About System Change and Supervision and What I Want to Learn.** Please produce a 3-5 minute voice thread covering the following: (1) your two most critical lessons learned about system change, based on your training thus far; (2) two things (or more) that you want to learn about system change in the course; (3) your two most critical lessons learned about school psychology supervision, based on your training thus far; and (4) two things (or more) that you want to learn about school psychology supervision. Create a recording covering these four areas using “voice thread”. Please post your voice thread using the following voice thread group link entitled by **5/31/17 [20 points]**:

<https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/>

**2). Comment on Assigned Peers Voice Thread Introductions.** You will view and comment on voice threads of three classmates assigned to you within the voice thread group created for this assignment. Write at least one comment for each voice thread you are assigned. The names of the classmate assignments to review and comment on are listed in a word document attached within Sakai under assignments entitled “Comment on Assigned Peers Voice Thread Introductions”. Please comment on your assigned voice threads **by 6/2/17 [10 points]**. You will have access to all voice threads by accessing the following group link within Sakai voice threads as follows:

<https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/>

**3). Systems Change Article and Voice Thread Presentation.** Find and locate one article, published in the last five years on the topic of school system change efforts, critically review and produce a voice thread critique presentation about your selected article. Your article should: (a) pertain to system planning and implementation efforts in schools and (b): relate, as much as possible, to the system change issue that you have identified to analyze as part of your individual system change project. Your 5-7 minute voice thread presentation should cover the following: the strengths, weaknesses and implications of the article for system change planning and implementation efforts in schools and two practical implications for system change efforts in schools. Please post **both** the article and your voice thread presentation using the following group link by **6/5/17 [50 points]** by accessing the following group link “System Change Article and Voice Thread Presentation” which has been established within voice threads (Sakai):

<https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/>

**4). Comment on Assigned Peers System Change Article and Voice Thread Presentation.**

You will also view and comment on voice threads of three classmates assigned to you within the voice thread group created for this assignment. The names of the classmate assignments to review and comment on are listed in a word document attached within Sakai under the “Comment on Assigned Peers System Change Article and Voice Thread Presentation” assignment. Please comment on your assigned voice threads **by 6/12/17 [10 points]**. You will have access to the voice threads within Sakai by accessing the following group link:

<https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/>

**5). Annotated Bibliography on Systems Change.** This assignment is an annotated bibliography, in which you locate and briefly summarize **ten articles** on an area that you identify in need of system

change, based on your experiences within practicum and, if possible, connected to an area that you would like to focus on as part of your system change project due at the end of the course. Some examples related to system change could be systems and supports related to universal screening in academic, behavior and social emotional skills, tiered interventions, culturally responsive practices, early childhood screening, mental health supports, trauma-informed care, academic remediation, disproportionality, culturally responsive practices and professional development. The topic to focus on in system change is of your choosing and should be something that you found to be in need of systemic attention and focus, based on your practicum work, other applied work and plans/goals for future training and practice in internship and beyond. The articles should be published in the last five years (with some flexibility on topics that have not received as much attention in the field) and relevant to the system you would like to analyze, to the degree possible.

As further examples, if you are analyzing a school system in terms of the reading performance of students who are English Language Learners in your district, then you could search for 10 articles focusing on school and district level efforts to meet the academic needs of English Language Learners. Another example could be high failure rates for math/algebra among freshman in the high school you serve, in which you would locate articles in which system-level planning and interventions were engaged in for this issue. A third example could be high rates of school dropout among students who receive exclusionary discipline, with disproportionate impact on African American males. You would review and annotate articles/research that have considered and attempted to address the issue of discipline disproportionality. I am happy to help you narrow your search and help you think through the system change area that you would like to explore. As much as possible, the annotated bibliography should help you understand and be connected with your system change project. **However, after doing this assignment, you may decide to change your focus for the system change project and that would be based on your discretion.** Your annotated bibliography will be posted within Sakai assignment "Annotated Bibliography on Systems Change" **by 6/14/17 [40 points]**.

6). **Supervision Article and Voice Thread Presentation.** Find and locate one article, published in the last five years on the topic of supervision, and selected, in part, due to your own experience receiving supervision in school psychology and your hopes for future supervision in internship. Please critically review and produce a voice thread critique presentation about your selected article. Your article should: (a) pertain to supervision in schools and (b) relate, as much as possible, to the school psychology supervision you have received and your beliefs/hopes about the type of supervision you would like to receive while on internship. Your 5-7 minute voice thread presentation should cover the following: the strengths, weaknesses and implications of the article for school psychology supervision. Your voice thread presentation should also provide future directions for improving supervision in school psychology based on what you learned from the article. You will post **both** the article and your voice thread presentation at the following group link entitled "Supervision Article and Voice Thread Presentation" within voice threads and accessed through Sakai by 6/21/17 **[50 points]** at:

<https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/>

7). **Comment on Assigned Peers Supervision Article and Voice Thread Presentation.** You will also view and comment on voice threads of three classmates assigned to you within the voice thread group created for this assignment. The names of the classmate assignments to review and comment on are listed in a word document attached within Sakai under "Comments on Assigned Peers Supervision Article and Voice Thread Presentation" assignment. Please comment on your assigned voice threads **by 6/26/17 [10 points]**. You will have access to the voice threads within Sakai by accessing the following group link:

<https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/>

8). **Annotated Bibliography on School Psychology Supervision.** This assignment is an annotated bibliography, in which you locate and briefly summarize **ten articles** within school psychology

supervision, based on your experiences within practicum and, if possible, connected to an area that you would like to focus on next year when receiving supervision as an intern and beyond as a professional. In addition, you could focus on articles related to building training school psychology competencies and models of continuing professional development for school psychologists. Please post your annotated bibliography on school psychology supervision to the Sakai assignment labeled "Annotated Bibliography on School Psychology Supervision" **by 6/26/17 [40 points]**.

9). **Individual System Change Project.** In this final project, you will create a written product in which you analyze a system and identify a major system change issue that you would like to address. As part of this system change project, you will write a final paper, that we will be created in stages, as follows

- a. Describe the system to be analyzed by identifying critical features, such as demographic composition of students, teachers, and the community from your practicum site, upcoming internship site or another school/district you have worked in. You will identify 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 a system change effort you would like to enact (e.g., engaging in mental health screening and supports, tiered academic supports, addressing literacy/reading concerns, organizing professional development in trauma-informed care, implementing universal behavioral procedures). A draft (which will be ungraded, but feedback provided) of Part A should be submitted to the instructor on the Sakai Assignment page for the Individual System Change Project **by 6/14/17**. The draft can be in outline form.
- b. Using your findings and reflection from the system level issues you identify in "a" above, describe and define the primary need that is a priority for system change (which will be ungraded, but feedback provided). A draft of Part B should be submitted to the instructor on the Sakai Assignment page for the Individual System Change Project **by 6/19/17**. The draft can be in rough/outline form.
- c. In part C, you will create a needs assessment tool that could be to collect data with key stakeholders that you identify as important to be part of the planning and decision-making process. Your needs assessment items will further refine priorities for change and direct your efforts in creating an action plan for change. You will not actually administer the needs assessment tool, but you will develop the needs assessment tool as if you were planning an actual system change effort to address the primary need you identified in part B. You will submit part c as a component of your final system change project submitted on the Sakai Assignment page **by 6/28/17**.
- d. In this component, you will identify and describe 2 -3 priorities for change, which would unfold over a three to five year period if you were actually working as a school psychologist. Link your plan for change to your analysis of the system and questions from the needs assessment. You will complete part d and revise the earlier components. You will submit all components of the final system change project as a written document and submit on the Sakai Assignment page **by 6/28/17**.

**Your individual meeting with Dr. Fenning will focus on planning/discussing your individual system change project, with a focus on a narrowed definition and determination of what information and resources you will need. An individual sign-up sheet will be circulated for this individual meeting on the following dates: June 5th, June 6th, June 9th, June 12th, and June 13th. The meetings will be scheduled in 30 minute time slots. You can choose to meet in person (in Dr. Fenning's Office -LT1137) or virtually via Zoom:**

<https://luc.zoom.us/>. If selecting zoom, please make arrangements to set up a Zoom link/call with Dr. Fenning 2 days prior to the meeting. If you are absolutely not able to make one of the times work, please email Dr. Fenning to make an individual adjustment. Below is the google link to select a time slot below. Please make your selection by May 26<sup>th</sup>, 2017

[https://docs.google.com/spreadsheets/d/1CwlEZpxMojxJDsvTPkZ\\_q-VBMZ66EcWWiNZTus-TGLc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1CwlEZpxMojxJDsvTPkZ_q-VBMZ66EcWWiNZTus-TGLc/edit?usp=sharing)

**Grades:**

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

Date	Course Outline
<p>5/22/17 (Online)</p>	<p><b><u>OVERVIEW/ OBJECTIVES:</u></b></p> <p>To provide an overview of the class content in supervision and system change</p> <p>To outline the process for submitting assignments, engaging in online communication through discussion forums, and creating a voice thread.</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>None</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></b></p> <p>None</p>
<p>5/24/17 (Online)</p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To provide an initial overview of organization learning and systems thinking</p> <p>To begin to understanding systemic factors that either serve as barriers or facilitators to system change</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>Senge pages 70-156</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR SAKAI ASSIGNMENT SUBMISSION:</u></b></p>

	None
<b>5/29/17</b>  <b>No Class</b>  <b>Memorial Day</b>	<b>Online materials will not be posted today due to Memorial Day Holiday (instead materials will be posted on (6/2/17) as an alternative for this week only</b>
<b>5/31/17</b>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To engage in the hands on iceberg activity from Senge's book</p> <p>To begin practicing how to do a root cause analysis of a system level problem/issue</p> <p>To model practicing the "scenario activity" from Senge's book</p> <p>To begin analyzing system variables as it pertains to a system change effort and one's role as a system change consultant</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>Senge pages 275-316 and 360 -413</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT:</u></b></p> <p><b>Voice Thread Introduction:</b> What I have learned about system change and supervision and what I want to learn)</p> <p>Post within Voice Threads –Found within Sakai using the following group link created for this assignment:</p> <p><a href="https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/">https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/</a></p>
<b>6/2/17</b>  <b>(posting on Friday of this week only)</b>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To begin to understand models of leadership</p> <p>To analyze administrative leadership styles within a school context</p> <p>To understand the role of administrative buy-in and philosophical belief systems in systems change</p> <p>To continue analyzing system variables as it pertains to a system change effort and one's role as a system change consultant</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>Senge pages 341-359 and 414-459</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS</u></b></p>

	<p><b>Comment on Assigned Peers Voice Thread Introduction</b></p> <p>Post comments within voice threads for assigned classmates Voice Thread Introduction at the following link: <a href="https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/">https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/</a></p> <p>The classmates whose voice threads you are assigned to review and comment on are located within Sakai under the Assignment “Voice Thread Introduction: What I have learned about system change...”</p>
<p><b>6/5/17</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To begin to understand the role of leadership as school psychologists in a system change effort</p> <p>To begin to understand how team facilitation skills and leading teams is an important leadership role for school psychologists</p> <p>To continue analyzing system variables as it pertains to a system change effort and one’s role as a system change consultant</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>Salina, Girtz, &amp; Eppinga (2016) book (forward –page 81)</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></b></p> <p><b>System Change Article and Voice Thread Presentation</b></p> <p>Post within Voice Threads –Found within Sakai using the following group link created for this assignment:  <a href="https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/">https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/</a></p>
<p><b>6/7/17</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To begin to understand the role of local, state and national context as school psychologists in a</p>

	<p>system change effort</p> <p>To consider the impact of community variables on systems change thinking and efforts</p> <p>To continue analyzing system variables as it pertains to a system change effort and one’s role as a system change consultant</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>Senge, pages 462-519</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></b></p> <p><b>None</b></p>
<p><b>6/12/17</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To engage in practical activities that involve analyzing a school or district from a systems theory perspective</p> <p>To consider one’s role in a system-wide system change efforts</p> <p>To practice and descriptively discuss the “system” one is analyzing as part of the system change project</p> <p><b><u>REQUIRED READINGS:</u></b></p> <p>Senge, pages 520-578</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></b></p> <p><b>Comment on Assigned Peers System Change Article and Voice Thread Presentation</b></p> <p>Post comments within voice threads for assigned classmates Voice Thread Peer System Change Article and Voice Thread Presentation at the following link</p> <p><a href="https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/">https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/</a></p> <p>The classmates whose voice threads you are assigned to review and comment on is located within Sakai</p>

	<p>under the Assignment “System Change Article and Voice Thread Presentation</p>
<p><b>6/14/17</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To learn the critical components of a school-based needs assessment</p> <p>To practice constructing needs assessment questions pertaining to an identified system issue</p> <p>To review and critique examples of needs assessment tools from the school psychology and education literature</p> <p>To begin constructing general ideas for a needs assessment for the system being analyzed as part of the final individual system change project</p> <p>To consider the key stakeholders that would need to be consulting in the development of the needs assessment and who will complete the needs assessment as those impacted by the system change issue and possible solution</p> <p>Needs assessment examples posted on Sakai under the 6/14/17 lesson</p> <p><b><u>REQUIRED READINGS AND REVIEW:</u></b></p> <p>National Center on Intensive Intervention. (2013). <i>Support Systems for Intense Behaviors: Conducting a School-wide Needs Assessment</i>. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. [power point based on webinar to be uploaded to the lesson on Sakai under the 10/20/16 session]</p> <p>Dr. Lori Newcomer webinar on conducting a needs assessment:  <a href="http://www.intensiveintervention.org/video-resource/support-systems-intense-behaviors-conducting-school-wide-needs-assessment">http://www.intensiveintervention.org/video-resource/support-systems-intense-behaviors-conducting-school-wide-needs-assessment</a></p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></b></p> <p><b>Annotated Bibliography on Systems Change</b></p> <p>Post within Sakai assignments under the assignment labeled “Annotated Bibliography on Systems Change”</p> <p><b>Part A “System to be Analyzed” Draft (for ungraded review) component of Individual System</b></p>

	<p><b>Change Project</b></p> <p>Post within Sakai assignments under the assignment labeled “Individual System Change Project”</p>
<p><b>6/19/17 (Online)</b></p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To engage in a process in which goals are set for a three-to five year personal growth plan in supporting system change</p> <p>To engage in a process in which goals are set for a three-to-five year personal growth plan in supporting the supervision process as a supervisee as well as a supervisor</p> <p>To examine models of school psychology supervision within the context of school leadership and system change</p> <p>To examine one’s own preferred model of supervision as a school psychologist receiving and giving supervision</p> <p><b><u>REQUIRED READINGS AND PREPARATION:</u></b></p> <p>Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. &amp; Wallace, F. (2005). <i>Implementation Research: A Synthesis of the Literature</i>: Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).</p> <p>Simon, D.J., Cruise, T.K., Huber, B.J., Swerdlik, M.E., &amp; Newman, D.C. (2014). Supervision in school psychology: The developmental/ecological problem solving model. <i>Psychology in the Schools</i>, 51(6), 636-646.</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS</u></b></p> <p><b>Part B Draft of System Change Project “Define the primary need” that is a priority for system change (for ungraded review) component of Individual System Change Project (for ungraded review only)</b></p> <p>Post within Sakai assignments under the assignment labeled “Individual System Change Project”</p>

6/21/17	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To examine models and national perspectives on school psychology training and professional growth/continued professional development</p> <p>To apply NASP Practice model in developing goals for future work as a supervisor and supervisee</p> <p><b><u>REQUIRED READINGS AND PREPARATION:</u></b></p> <p>American Psychological Association (2012). Revised competency benchmarks. APA: Author. Washington, DC</p> <p>National Association of School Psychologists. (2010). <i>Model for comprehensive and integrated school psychological services</i>. Bethesda, MD: Author</p> <p>Skalski, A. K., Minke, K., Rossen, E., Cowan, K. C., Kelly, J., Armistead, R., &amp; Smith, A. (2015). NASP Practice Model Implementation Guide. Bethesda, MD: National Association of School Psychologists.</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS</u></b></p> <p><b>Supervision Article and Voice Thread Presentation</b></p> <p>Post within Voice Threads –Found within Sakai using the following group link created for this assignment:</p> <p><a href="https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/">https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/</a></p>
6/26/17	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To continue discussion of school psychology supervision and recommendations for best practices espoused by national associations</p> <p>To examine school psychology leadership at the state level in advocacy for the profession and leadership</p> <p>To examine school psychology leadership at the national level as part of advocacy for the profession and leadership</p> <p><b><u>REQUIRED READINGS AND PREPARATION</u></b></p> <p>As posted on Sakai</p>

	<p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT</u></b></p> <p><b>Comment on Assigned Peers Supervision Article and Voice Thread Presentation</b></p> <p>Post comments within voice threads for assigned classmates Voice Thread Introduction at the following link</p> <p><a href="https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/">https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/</a></p> <p>The classmates whose voice threads you are assigned to review and comment on is located within Sakai under the Assignment “Supervision Article and Voice Thread Presentation”</p> <p><b>Annotated Bibliography on School Psychology Supervision</b></p> <p>Post within Sakai assignments under the assignment labeled “Annotated Bibliography on School Psychology Supervision”</p>
<p>6/28/17</p>	<p><b><u>OVERVIEW/OBJECTIVES:</u></b></p> <p>To consider one’s role as a school psychology leader and supervisor in conducting a needs assessment and developing a plan for system change</p> <p>To examine necessary facilitation, collaboration, leadership skills and relationships with other school support personnel, administrators, teachers, families, students and other stakeholders in feasibility implementing a system change plan</p> <p>Class wrap-up</p> <p><b><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSION</u></b></p> <p>Post final project within Sakai assignments under the assignment labeled “Individual System Change Project”. The final submitted project will include any revisions made to earlier components (part A and B) as well as part C (Needs Assessment) and part D (plan for change). Final written document should be posted as follows:</p> <p>Post final project within Sakai assignments under the assignment labeled “Individual System Change Project”</p>

### Assignment Due Dates and Instructions for Posting

All instructions/criteria for completing the assignments are posted under “Assignments” and within the course syllabus. The following table shows information as to where to post your voice threads, review of classmates’ voice threads that have been assigned to you and other assignments for the course.

Assignment	Due Date	Posting Instructions	Total Points
<b>Voice Thread Introduction: What I have learned about system change and supervision and what I want to learn)</b>	5/31/17	Post within Voice Threads –Found within Sakai using the following group link created for this assignment:  <a href="https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/">https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/</a>	20
<b>Comment on Assigned Peers Voice Thread Introduction</b>	6/2/17	Post comments within voice threads for assigned classmates Voice Thread Introduction at the following link: <a href="https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/">https://luc.voicethread.com/groups/subscribe/1130560/8c5a7acb3/</a>  The classmates whose voice threads you are assigned to review and comment on are located within Sakai under the Assignment “Voice Thread Introduction: What I have learned about system change...”	10
<b>System Change Article and Voice Thread Presentation</b>	6/5/17	Post within Voice Threads –Found within Sakai using the following group link created for this assignment:  <a href="https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/">https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/</a>	50
<b>Comment on Assigned Peers System Change Article and Voice Thread Presentation</b>	6/12/17	Post comments within voice threads for assigned classmates Voice Thread Peer Systems Change Article and Voice Thread Presentation at the following link  <a href="https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/">https://luc.voicethread.com/groups/subscribe/1130574/2d10e9a49/</a>  The classmates whose voice threads you are assigned to review and comment on is located within Sakai under the Assignment “System Change Article and Voice Thread Presentation	10
<b>Annotated Bibliography on Systems Change</b>	6/14/17	Post within Sakai assignments under the assignment labeled “Annotated Bibliography on Systems Change”	40
<b>Part A: “System to be Analyzed” (Draft Component of Final Systems Change Project</b>	6/14/17	A draft (which will be ungraded, but feedback provided) of Part A should be submitted to the instructor on the Sakai Assignment page for the Individual System Change Project <b>by 6/14/17</b> ). The draft can be in outline form.	N/A
<b>Part B: “Define the Primary Need” Component of Final Systems Change Project</b>	6/19/17	Part B Draft of System Change Project “Define the primary need” that is a priority for system change (for ungraded review) component of Individual System Change Project (for ungraded review only)  Post within Sakai assignments under the assignment labeled “Individual System Change Project”	

<b>Supervision Article and Voice Thread Presentation</b>	6/21/17	Post within Voice Threads –Found within Sakai using the following group link created for this assignment:  <a href="https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/">https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/</a>	50
<b>Comment on Assigned Peers Supervision Article and Voice Thread Presentation</b>	6/26/17	Post comments within voice threads for assigned classmates Voice Thread Introduction at the following link  <a href="https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/">https://luc.voicethread.com/groups/subscribe/1130578/56f9c2ece/</a>  The classmates whose voice threads you are assigned to review and comment on is located within Sakai under the Assignment “Supervision Article and Voice Thread Presentation”	10
<b>Annotated Bibliography on School Psychology Supervision</b>	6/26/17	Post within Sakai assignments under the assignment labeled “Annotated Bibliography on School Psychology Supervision”	40
<b>Individual System Change Project Checkpoints are:</b> A) System to be analyzed B) Define the primary need for change C) Needs assessment D) Plan for change	6/28/17	Post final project, including any revisions to Part A and Part B, as well as the other components (C + D) within Sakai assignments under the assignment labeled “Individual System Change Project”  A) System to be analyzed B) Define the primary need that is a priority for system change C) Needs assessment D) Plan for change  <b>Your individual meeting with Dr. Fenning will focus on planning/discussing your individual system change project, with a focus on a narrowed definition and determination of what information and resources you will need. You can either attend this meeting in-person (Dr. Fenning’s office) or via Zoom. Please see further instructions within the syllabus above under “Class Assignments” and on the Google-Sign-up Sheet. Link follows:</b>  <a href="https://docs.google.com/spreadsheets/d/1CwIEZpxMojxJDsvTPkZ_q-VBMZ66EcWWiNZTus-TGLc/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1CwIEZpxMojxJDsvTPkZ_q-VBMZ66EcWWiNZTus-TGLc/edit?usp=sharing</a>	100

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.

**SOE Statement on 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***.

