Course Description:
The job of an educational administrator is very challenging, as well as, very rewarding. Administrators use their knowledge of theory, research, current educational best practices, and their judgement and ethical compass to provide the leadership needed to move schools and educational institutions forward. This course will provide the basis for school counseling candidates to make sound theoretical, ethical, and practical administrative decisions that support students, their fellow administrators, schools, and school communities.

Conceptual Framework:
This course is designed for school counseling candidates whose goals are to support school systems and school leader positions. “Social action through education” represents the foundation upon which this course had been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. Most importantly, we will simulate and create opportunities for practice what is “best practice,” with respect to instructional leadership, regardless of the circumstances of the day. Furthermore, the course explores various facets of school administration in educational organizations. School administration and school leadership will be explored to develop preferred professional practice that promotes integrity and social justice for the entire educational community.

The following School of Education conceptual framework standards will be assessed using Live-Text:
- CFS1: Candidates critically evaluate current bodies of knowledge in their field
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices

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

**Dispositions**
As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: **Professionalism, Inquiry, and Social Justice**. These dispositions will be directly assessed in this course and will comprise 22 out of the 100 points possible. The rubric for these dispositions can be found in this syllabus.

**Introduction**
This course explores the various aspects of school organizational theory and is designed as a survey of various facets of educational administration. Topics covered in this course will be grouped into a system’s framework. 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 Teams

**Course Standards**

**Loyola University Chicago School of Education Conceptual Framework Standards:**
- CFS1: Candidates critically evaluate current bodies of knowledge in their field
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices

**IDEA:**
(objectives in bold print are essential, the objective in italic print is important)
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

**National Council for Accreditation of Teacher Education (NCATE):**
- Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (NCATE 1.3)
- Identify and critique several theories of leadership and their application to various school environments. (NCATE 1.5)
- Manifest a professional code of ethics and values. (NCATE 1.7)
- Engage staff in an ongoing study of current best practices and relevant research and demographic data and analyze their implications for school improvement. (NCATE 2.3)
- Create with teachers, parents, and students a positive school culture that promotes learning. (NCATE 3.1)
- Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. (NCATE 6.2)
- Use appropriate interpersonal skills. (NCATE 7.1)
- Use appropriate written, verbal, and nonverbal communication in a variety of situations (NCATE 7.2)
- Use technology, telecommunications and information systems to enrich curriculum and instruction. (NCATE 9.1)
- Make decisions based on the moral and ethical implications of policy options and political strategies. (NCATE 11.5)

**ISLLC Standards:**
**ISLLC 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
**ISLLC 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student and staff professional growth.
**ISLLC 3:** An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
**ISLLC 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
**ISLLC 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
**ISLLC 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, and cultural context.

Required Texts:


The syllabus, rubrics, and additional readings/documents can be found on Sakai.

Things you need to find and bring to class:
- Copy of your school/district mission and your school’s improvement plan (SIP or CIWP).
- If you are not already, become a member (if not a leader) of a problem-solving team at your school site.
- Cases and additional readings will be posted in Sakai throughout the semester.
- Familiarize yourself with the American School Counseling Associations’ website, in particular the position statements as you complete the school improvement plan analysis paper.
- An account to access to Sakai and Live Text.
- Bring relevant course readings to class each week.
- A laptop/tablet device (power strips will be made available).

Embedded Field Experiences:
- School analysis plan (NCATE core assessment)
- Candidate becomes a member of a problem-solving team. This membership will provide opportunities for the candidate to apply theory to practice through the following activities and assessments listed in the evaluation section below.

All written assignments must be typed and doubled spaced. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher-level thinking skills. All assignments should include APA citation style. A rubric for each assignment will be posted in Sakai.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
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<tbody>
<tr>
<td>Dispositions</td>
<td>10 points</td>
</tr>
<tr>
<td>My Leadership Assignment</td>
<td>10 points</td>
</tr>
<tr>
<td>Reading Logs</td>
<td>10 points</td>
</tr>
<tr>
<td>Readiness Rubrics Paper</td>
<td>10 points</td>
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<tr>
<td>Resistance Reducer Paper</td>
<td>10 points</td>
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<tr>
<td>School Analysis Paper</td>
<td>20 points</td>
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<tr>
<td>Oral Presentation</td>
<td>15 points</td>
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<tr>
<td>Final</td>
<td>15 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>
### Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100% to 93%</td>
<td>A</td>
</tr>
<tr>
<td>92% to 90%</td>
<td>A-</td>
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<tr>
<td>90% to 89%</td>
<td>B</td>
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<tr>
<td>89% to 87%</td>
<td>B+</td>
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<tr>
<td>87% to 83%</td>
<td>B-</td>
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<td>83% to 82%</td>
<td>C</td>
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<td>82% to 80%</td>
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<tr>
<td>80% to 79%</td>
<td>D</td>
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<tr>
<td>79% to 72%</td>
<td>D+</td>
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<tr>
<td>72% to 69%</td>
<td>F</td>
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</table>

### Evaluations and Assignments

**Dispositions**  
10 points

Class participation and attendance:
Students will participate in discussions based on assigned readings and objectives for the day’s class. It is expected that students will attend class each week. Your level of participation is evaluated on attendance and your contributions to class learning.

Each course in the School of Education focuses on one or more professional dispositions. Students are opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness, and the belief that all students can learn. The specific dispositions for this course are listed in the syllabus and the descriptions for the expected behaviors for the dispositions can be found on the rubric in this syllabus and in Live Text for this course.

**“My Leadership” Assignment**  
10 points

Each candidate is expected to join a leadership team within the school. This team could be a problem-solving team, a building leadership team, a curriculum development team, etc. As the semester progresses, it is expected you are actively contributing in a leadership role within the team. In order to receive full credit for this assignment, students are expected to complete and submit the following:

1. Problem Solving Team Fact Sheet (posted in Sakai)
2. A one-page to two-page written description of your leadership style. Share your thoughts, ideas, values, and/or practices as a leader in your current role or previous leadership roles.

**Article and Critical Analysis Paper**  
10 points

Leaders are readers. In a journal, find an article related to a topic or issue currently facing educational leaders (for example, standards-based grading practices, teacher observation/improvement/evaluation process, data informed/driven practices). Analyze the article and make connections to course readings and discussions. Write a two-page overview/summary of the article along with a discussion of the implications for educational leaders. Be prepared to share your analysis during class.

**Readiness Rubrics Paper**  
10 points

Using the SPIRO Readiness Rubric template (pages 31-42), collect data from the appropriate stakeholders within the problem-solving team of which you are a member of within your internship site. Report these data from all stakeholders on the SPIRO Readiness Rubric template. Based on these aforementioned data and relevant leadership
literature (Bolman and Deal, Green, and Spiro), describe the strategies to consider for each major stakeholder group (page 43). The narrative for this paper should be between three-pages to five-pages, and containing appropriate in-text citations and a reference list.

**Resistance Reducer Paper**

10 points

Describe the change strategy under consideration and detail how it is aligned with the school mission. Using the *SPIRO Resistance Reducer template* (pages 78-82), collect these data from the appropriate stakeholders within the problem-solving team of which you are a member of within your internship site. Report these data on the *SPIRO Resistance Reducer template*. Based on these aforementioned data and relevant leadership literature (Bolman and Deal, Green, Spiro), describe the implications for going forward for each subsection: prevention, reducing, and tolerance (pages 82-83). The narrative for this paper should be between three-pages to five-pages containing appropriate in-text citations and a reference list.

**Culminating Assessment**

ELCC SPA Assessment #2- Live Text

**Analysis of a School Improvement Plan (SIPPA/CIWP)- A case study**

Final Compilation 20 points

You are to use all of the assignments you have completed this semester (parts one through four, including any revisions/additions you wish to make based upon new learning and professor’s feedback) for the creation of the culminating assessment.

As a school leader, in the role of a school counselor, collaborate with teachers and/or other school leaders to analyze results from summative assessments and formative assessments as sources of evidence to identify adjustments to the school improvement plan (SIPPA/CIWP). An outcome of this collaborative meeting is to adjustments to the school improvement plan. This assessment is an opportunity to apply the knowledge gained in this class to the analysis of the school improvement plan in your school.

**Part One: An overview of the school improvement plan**

a. Describe the school (location, district/governing body, size of students and staff, demographics, relevant but brief historical context).

b. Describe the school’s areas in need of improvement. What is the evidence that shows the needs?

c. State the school’s mission statement.

d. Describe the school improvement plan and process. How were these goals identified? Who was involved in creating the school improvement plan? Who is involved in monitoring the school improvement plan and what is the process?

e. Identify one goal stated in the school improvement plan and how it is aligned with the school’s mission statement (ELCC 1.1), reflects the current school context (ELCC 6.1, Loyola CF 3), and addresses the need to improve student outcomes (ELCC 1.4).

**Part Two: Analysis of student data and adjustments to the school improvement plan**

For the goal selected from the school improvement plan, analyze the current data that has informed the creation of this goal. Examples of these data can be student achievement data in reading, math, or science, social-emotional data, or community needs assessment.
a. Analyze a visual display of the results.
b. From this analysis, hypothesize whether or not the identified intervention in the current 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 adjustments to the school improvement plan. Provide a rationale for the adjustments. If you determine that the identified intervention/strategy is appropriate for the goal, provide a rationale for the intervention/strategy.

**Part Three: Involving the community and the needs of diverse learners**

a. For the intervention process identified in part 2, make recommendations regarding the design and implementation process that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1, 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. (ELCC 4.2)
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.

**Part Four: 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. Identify the professional development plans that are listed in the school improvement plan; and/or identify the professional development activities the staff have completed to support school improvement efforts.
c. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3)

**Oral Presentation**

As a leader of learning, you will be presenting ideas to colleagues. This is intended to simulate an experience of presenting to colleagues and other stakeholders. You are to give a 20-minute presentation on your work to the class. This presentation should highlight data collected and recommendations made within each section (parts one through four) of your paper.

**Final Exam**

The final provides the opportunity to reflect upon the learning gained from the course (readings and discussions). The final exam consists of answering two essay questions. The comprehensive questions allow you to respond in a simulated form to issues surrounding decision-making and instructional leadership. Answers to questions posed are graded for thoughtful treatment of the topics with demonstration of understanding of equitable and ethical considerations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Introduction to educational leadership</td>
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<tr>
<td>1/23</td>
<td>o Leadership overview</td>
<td>o B and D: Ch 1 and Ch 2</td>
<td>o “My Leadership” Assignment</td>
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<td></td>
<td>o Adult learning</td>
<td>o Spiro: Intro and Step One</td>
<td>o Membership of PS Team and Fact Sheet</td>
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<td></td>
<td>o Motivation</td>
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<td>o Change Theory</td>
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<tr>
<td>1/30</td>
<td>o Systems Theory</td>
<td>o B and D: Ch 3</td>
<td>o Locate and save/print your SIPP/CIWP plan</td>
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<tr>
<td></td>
<td>o Authority and Power</td>
<td>o Green: Ch 1</td>
<td>o Reading Log #1</td>
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<td>2/6</td>
<td>Danielson’s <em>Framework for Teaching</em></td>
<td>o B and D: Ch 4</td>
<td>Part One: An Overview of the SIP</td>
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<td></td>
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<td>o Green: Ch 2 and Ch 3</td>
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<td>2/13</td>
<td>Supervision and Evaluation:</td>
<td>o Green: Ch 4</td>
<td>Reading Log #2</td>
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<td></td>
<td>o will/capacity</td>
<td>o Spiro: Step Two</td>
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<td></td>
<td>o ethics and decision making</td>
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<td>2/20</td>
<td>o Root Cause Analysis</td>
<td>o B and D: Ch 5 and Ch 6</td>
<td>Part Two: Analysis of Student Data and adjustments</td>
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<td></td>
<td>o Theory of Action</td>
<td>o Green: Ch 5</td>
<td>to the school improvement plan</td>
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<td></td>
<td>o Spiro: Step Three and Step Four</td>
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<td>2/27</td>
<td>Communication</td>
<td>o B and D: Ch 7 and Ch 8</td>
<td>Reading Log #3</td>
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<td></td>
<td>o Green: Ch 6</td>
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<td></td>
<td>o Spiro: Step Five</td>
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<td>3/6</td>
<td>Rambler’s Spring Break: no class</td>
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<td>3/13</td>
<td>o Enhancing leadership</td>
<td>o B and D: Ch 9 and Ch 10</td>
<td>Readiness Rubric</td>
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<td></td>
<td>o Goals and Vision</td>
<td>o Green: Ch 7</td>
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<td>o Spiro: Step Six</td>
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<td>3/20</td>
<td>Instructional Leadership and Change</td>
<td>o B and D: Ch 11</td>
<td>Resistance Reducer</td>
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<td></td>
<td>o Spiro: Ch 7</td>
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<tr>
<td>3/27</td>
<td>Conflict Management</td>
<td>o B and D: Ch 12 and Ch 13</td>
<td>Part Three: Involving the Community and Needs of</td>
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<td></td>
<td></td>
<td>o Green: Ch 8</td>
<td>Diverse Learners</td>
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<td></td>
<td>o Spiro: Step 8</td>
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<td>4/3</td>
<td>Special Education</td>
<td>o B and D: Ch 14, Ch 15, Ch 16, and Ch 19</td>
<td>Reading Log #4</td>
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<tr>
<td>Date</td>
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<td>4/10</td>
<td>Leadership and School, Family, and Community</td>
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<td>4/17</td>
<td>Work Week</td>
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<td>4/24</td>
<td>Presentations</td>
<td>SIPPA/CIWP Presentations</td>
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<tr>
<td>5/1</td>
<td>Final Exam</td>
<td>Submitted in Sakai</td>
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</table>

**Selected References**


**Professional Dispositions for Administration and Supervision**

The School of Education has three dispositions—*Professionalism, Inquiry, and Social Justice*—as indicators of students’ growth for different levels in their program. Your status on these dispositions is a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course. Your dispositions will be assessed over the course of the internship using the following rubric:

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<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</td>
<td>Candidate regularly attends class, maintains professional appointments, and is</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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill</th>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery (4)</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></td>
<td>appointments, and is punctual for all professional obligations.</td>
<td>punctual for most professional obligations.</td>
<td>appointments/obligations.</td>
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<tr>
<td><strong>Integrity</strong></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></td>
</tr>
<tr>
<td><strong>Communication</strong></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></td>
</tr>
<tr>
<td><strong>Technology</strong></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></td>
</tr>
<tr>
<td><strong>Appearance</strong></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></td>
</tr>
<tr>
<td><strong>Quality of Work (Grammar &amp; Mechanics)</strong></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 do not adhere to the rules of grammar.</td>
<td></td>
</tr>
<tr>
<td><strong>Accuracy</strong></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 does not contain data or contains inaccurate data.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-expression</strong></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></td>
</tr>
<tr>
<td><strong>Openness to coaching</strong></td>
<td>Candidate always accepts suggestions/feedback and seeks it out for</td>
<td>Candidate is receptive to suggestions/feedback.</td>
<td>Candidate listens to, but is not always receptive to suggestions/feedback.</td>
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<tr>
<td></td>
<td>appointments/obligations.</td>
<td></td>
<td>Candidate is resistant to suggestions/feedback.</td>
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</table>
### Inquiry

<table>
<thead>
<tr>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

#### Use of evidence
- **Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.**
- **Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.**
- **Candidate's work inconsistently uses evidence to support responses to questions.**
- **Candidate's work does not identify quality evidence to support responses to questions.**

#### Analysis
- **Candidate consistently demonstrates critical thinking skills in written assignments.**
- **Candidate sometimes demonstrates critical thinking in written assignments.**
- **Candidate inconsistently demonstrates critical thinking in written assignments.**
- **Candidate does not demonstrate critical thinking skills.**

#### Quality of sources
- **Candidate critically evaluates information from reliable sources relevant to the profession.**
- **Candidate uses information from reliable sources without critically evaluating it.**
- **Candidate occasionally uses information from non-reliable or irrelevant sources.**
- **Candidate regularly uses information from non-reliable or irrelevant sources.**

#### Synthesis and Application
- **Candidate effectively integrates feedback to improve performance.**
- **Candidate attempts to integrate feedback to improve performance.**
- **Candidate selectively integrates feedback to improve performance.**
- **Candidate does not apply feedback.**

### Social Justice

<table>
<thead>
<tr>
<th>Mastery (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Does Not Meet Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

#### Reflective
- **Candidate consistently reflects on and respects other points of view.**
- **Candidate regularly reflects on and respects other points of view.**
- **Candidate occasionally demonstrates reflection on and respect for other points of view.**
- **Candidate does not demonstrate personal reflection on or respect for other points of view.**

#### Supportive
- **Candidate is consistently supportive of others.**
- **Candidate is usually supportive of others.**
- **Candidate occasionally offers support to others.**
- **Candidate does not demonstrate support for others.**
| **Empathy** | Candidate is consistently empathetic with others. | Candidate is usually empathetic with others. | Candidate is occasionally empathetic to others. | Candidate does not demonstrate empathy for others. |
| **Cultural Sensitivity** | Candidate is consistently sensitive to cultural differences. | Candidate is usually sensitive to cultural differences. | Candidate demonstrates inconsistent sensitivity to cultural differences. | Candidate does not demonstrate sensitivity to cultural differences. |
| **Respect** | Candidate consistently respects the diversity of learning styles. | Candidate usually respects the diversity of learning styles. | Candidate is inconsistent in demonstrating respect for the diversity of learning styles. | Candidate does not demonstrate respect for the diversity of learning styles. |
| **Decision-making** | Candidate consistently uses the framework of social justice in decision-making. | Candidate usually uses the framework of social justice in decision-making. | Candidate occasionally demonstrates the use of the framework of social justice in decision-making. | Candidate does not demonstrate use of the framework of social justice in decision-making. |

**IDEA Objectives** (objectives in bold print are essential, the objective in italic print is important)

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
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

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

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education