

**CIEP 525: Leading for Social Justice in School Psychology
Summer 2016
Loyola University Chicago**

Instructor: David Shriberg, Ph.D.

Office: 1034 Lewis Towers

Office Hours: MTWR 2:30-3:30 and by appointment

Email: dshribe@luc.edu

Work Phone: (312) 915-7087

Cell Phone: (224) 456-9450

Class Time and Location: MTWTh, 4-7pm, Corboy 305

Course Objectives:

This course provides an overview of major leadership theories and practices with an emphasis on each student identifying her or his own leadership strengths and weaknesses and how these apply to each student's professional goals and practices. This course also provides an overview of individual, school-level, district-level and national perspectives on leadership and systems change in school psychology, with an emphasis on strategies for bringing about socially just changes in schools that result in positive outcomes for students, families, school personnel, and local communities.

For school psychology students, this course has been designed to cover many areas under the NASP Practice Standards (2010). Specifically, this course has a strong focus on all three areas—Diversity in Development and Learning, Research and Program Evaluation, and Legal, Ethical and Professional Practice—under the “Foundations of School Psychologists Service Delivery” category. This course also has a strong emphasis on “Systems-Level Services” throughout. The culminating assignment incorporates both elements—Data-Based Decision-Making and Accountability and Consultation and Collaboration—of the “Practices that Permeate All Aspects of Service Delivery” category. Within each assignment description the specific domains of practices emphasized are noted.

Course Structure and Instructor's Philosophy:

This course has two distinct but interrelated emphases. The first two weeks will focus on leadership theory and practice, with an emphasis on self-assessment of students' leadership skills and weaknesses. The first class is an introduction to leadership/preview of the class. The second class will take place at Loyola's Retreat and Ecology Campus, where we will be participate in a series of leadership development activities. Next, there will be an overview of prominent Western leadership theories and the core assumptions that guide these theories. We then will continue by exploring leadership from multiple perspectives, including but not limited to ethics, cultural diversity, power, motivation, and team-based approaches. The culminating project for this portion of the course will be a paper (see assignment #1 below) on your personal approach to leadership, which each student will present in class on Thursday, June 2.

The final week will focus on ways that school psychologists can harness their leadership potential towards socially just change efforts. During this week, we will cover

a range of topics germane to school psychology leadership from the local level on up to the national level. To wit, on Monday, June 6 we will have a three online visits. First, we will connect with *Dr. Amanda Clinton*. Dr. Clinton is a school psychologist who has served as an AAAS/American Psychological Congressional Fellow in Health Policy, working in the office of United States Senator Chris Murphy of Connecticut. I will ask Dr. Clinton to share a bit about her own leadership journey, as well as her experiences and lessons learned from working on the hill on children's mental health policy. Dr. Clinton is about to begin a new position at the American Psychological Association related to international outreach. Next, we will connect with *Kelly Vaillancourt Strobach*, Director, Government Relations, for the National Association of School Psychologists (NASP). Kelly will talk with us about her role at NASP, how policy impacts school psychology practice, and ways to leverage one's leadership skills towards policy advocacy. Finally, we will connect with *Dr. Melissa Reeves*, the incoming President of NASP (her term begins July 1). Dr. Reeves will talk about her leadership journey, her vision for NASP, advice for you as graduate students in school psychology, and lessons learned from her professional journey. For all three online visits, the plan is for the visit to be more of a dialogue than a formal presentation from the guest speaker, so you will have ample opportunity to ask questions and get involved in the discussion.

The next day, Tuesday, June 7, we will have in-class visits from Loyola school psychology alumni who are currently working in the field and exhibiting leadership in many ways, including school psychologists with formal leadership positions and those without formal administrative titles but who take on expanded roles. Specifically, we will meet (in alphabetical order), *Laura Caparelli*, Principal, Joseph Academy; *Yazmin Cintron*, Lead Bilingual Psychologist, Networks 5-8, CRS Office of Diverse Learning Supports + Services, Chicago Public Schools; *Christina Ramirez*, School Psychologist, Maine West High School; and *Dr. Laura Swanlund*, Coordinator of Psychological Services and PBIS, Palatine Public Schools

The next to last class of this unit will focus on strategies for getting started as a leader for social justice in school psychology. As part of this work, we will visit with several recent Loyola Ed.S. alumnae (*Mallory Burns, Melissa Caby, Karen Cronin, Jenn Dulek, Jennifer Immen, Lynae Maciel, Veronica Magaña, Emily Marder, Ayesha Qudrat, Kelly Rivera; Kaele Way; Emily Wesley*), who will share their lessons learned in the context of leadership and advocacy from the vantage point of being a newer school psychologist. During our final class meeting we will be synthesizing the ideas presented in our readings and by our speakers related to bringing about change in schools and talking about how we can best apply these ideas in practice utilizing our identified individual leadership strengths. As part of this discussion, students will be asked to share the highlights of the culminating assignment for this course, creating a personal action plan, which is due on this day. The format of this plan is described under "Assignment #2."

It is the philosophy of this instructor that there is no one model of leadership that applies equally well to all individuals nor is there one strategy or set of strategies for facilitating socially just change that applies equally well to all school settings. It is also the philosophy of this instructor that it is important for all voices to be heard and respected. I therefore encourage you to challenge the ideas and values that I put forth and to challenge one another respectfully (I know from teaching all of you in the past that you

are excellent in terms of treating each other respectfully so I have every reason to believe that this will not be a problem in this course). I promise to do my utmost to promote a safe, supportive, and professional climate through which each of us (including myself) can emerge with a much greater awareness not only of pertinent theory, research, and direct experiences regarding leadership, social justice, and systems change in schools, but how this knowledge can best be applied in the messy world of public schools. I believe that in order to best utilize this knowledge, one must first have great self-awareness of her/his strengths and weaknesses, a commitment to action, and then the ability to develop and implement a flexible plan of action for bringing about socially just change (thus, the two primary assignments in this course). This is a deliberately ambitious goal and I look forward to working together with you to move your personal leadership agenda forward.

IDEA Objectives for the Objectives Selection Form:

As the instructor for this course, I am asked to identify from the list below 3-5 IDEA course objectives that I view as most essential or important for this particular course. In bold below are the IDEA areas that I have selected for this purpose:

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

Near the end of this course you will be receiving an email reminding you to complete your evaluation of this course. I strongly encourage you to complete a course evaluation. This feedback is invaluable both for myself as the course instructor and for the university. Here is a link to the IDEA Campus Labs website: <http://luc.edu/idea/>. From here, please select “*Student IDEA Log In*” and take it from there.

Diversity Statement:

A commitment to culturally responsive practice is part and parcel of being an effective agent of social justice. Through the exploration of different leadership models—including our course meeting where cultural diversity is the primary topic of the day—we will read about and discuss ways in which cultural responsiveness reflects one’s ability to be an effective leader. We then will continue our focus on cultural diversity considerations as we move towards discussing methods of bringing about systemic change in schools. Often, the reasons behind why we might desire change—e.g., discriminatory school discipline practices based on race/ethnicity and/or class, unfair special education evaluation practices for English language learners, lower educational expectations for students of color—relate to cultural diversity. As part of the open and supportive climate that I am seeking to create in our course a central goal is for us to be able to speak openly and honestly about cultural diversity topics. I will endeavor to do my best to facilitate such a climate.

Link Between this Class and the SOE’s Conceptual Framework:

The School of Education at Loyola University Chicago’s conceptual framework states, “Our mission is social justice, but our responsibility is social action through education.” This course is intended to reflect this framework directly. The emphasis on leadership speaks to examination of one’s own leadership strengths and weaknesses and greater knowledge of major leadership theories. For those of you who have had me in a class before—which I believe is everyone in this course—you likely have heard me say that “social justice is a verb, it’s something we DO as school psychologists”. In this spirit, my philosophy is: Why lead unless you are leading towards socially just ends? Thus, in this course we will explore areas in which school psychologists can lead for social justice, tapping into your beliefs and experiences, as well as the pertinent research and the advice from our numerous guest speakers.

Course Assignments:

1. Class Participation- 30%

This is a brief (11 class meetings) course and as such regular attendance (including coming to class on time) is paramount. It is expected that all students will arrive to class in a timely manner, be active participants in all classes, and have no more than one unexcused absence. If you have more than one unexcused absence, this may result in a lowered final grade.

I know that you all are in practicum and I understand if you get stuck in a crisis situation or if an IEP meeting runs long or something like that occurs in the field where you cannot tell me ahead of time that you will be late. However, I also expect that you will not schedule a non-emergency meeting that you know will make you late. I take a very dim view of that, but I do understand when you are delayed at practicum due to unforeseen events that you could not have planned for. If this occurs, please text me at 224-456-9450.

Much of the course will be run in seminar format. It is my hope and expectation that there will be many lively debates in this course where students will express points of view that differ from each other and from this instructor. While I support and encourage your right to express your opinion, confidentiality and mutual respect and support for all classmates is a must at all times and I will not tolerate any disrespectful comments or behavior towards either myself or towards one of your classmates.

While there are many benefits to teaching a “speed” course—most notably, the fact that you are not taking another course at the same time and, as such, can really “hone in” on this class and its contents for a focused period of time—this also presents a challenge given the breadth of the core topics of leadership and social justice. Accordingly, given that the “leadership” content is likely newer to most class members whereas the “social justice” content reflects a synthesis of an ongoing theme throughout your school psychology program, greater emphasis is placed on leadership. However, it is important that everyone leave this course with an enhanced knowledge base and set of resources when it comes to access to information germane to putting social justice principles into action. For this reason, by Monday, June 6, each of you are required to make one entry to a page that I will set up in Sakai (the page is labeled “Social Justice Resources”). The point of this page is to share pertinent resources related to a social justice topic of your choosing. Specifically, for your final paper (see Assignment #2 below), each of you will be writing out an action plan for a social justice challenge that a school that you have worked in for practicum is facing. On this Sakai page, you are to provide a brief synopsis of the social justice challenge as you see it, and then provide a description of a pertinent resource—a resource that has not been part of a previous class—that one might utilize as a practitioner that speaks to this challenge. For example, suppose that the emphasis of your paper will be on addressing racial disproportionality in school discipline practices. You would then in the page put in your name, a short synopsis of the situation as you see it, and then a description and link to a pertinent resource (e.g., perhaps you would link to a paper like “The Color of Discipline” that documents this problem, or maybe to an organization that is providing leadership and advocacy on this issue locally or nationally). The idea is to think like a practitioner—if you were seeking to take action on a social justice challenge, you would want to access pertinent resources and select ones that are most helpful and applicable.

During the week of June 6-9, you may be called upon in class to provide a short (approximately 2-3 minutes) description of the situation you choose and of the resource you highlighted. Depending on time, interest, and the amount of overlap between your topic and the topics that others have selected, we may go into a longer discussion, but your responsibility is simply to come ready that week to provide an overview. This overview will not be formally graded, but will be considered part of your class participation grade.

There are two primary anticipated benefits of this activity. First, it will give all of you a head start on the final paper due at the last class meeting (see Assignment #2 below). Second, through the shared page you all are creating, as a class you all will leave with an extensive list of resources on a variety of topics, resources that may well be helpful to you on internship and beyond. In this way, while our time is too short in this speed class to do extensive reading on each of these topics, everyone will leave with information that they can access and utilize well beyond the end of this class.

2. Assignment #1: Developing Your Personal Theory of Leadership (35%)

NASP Practice Domain Covered Most Heavily: Legal, Ethical, and Professional Practice

A recurring theme in this course is that there is no one “correct” definition of leadership. Instead, both the course readings and the course instructor will challenge you to develop your own leadership model. For your first paper, you are to develop your own theory on leadership and discuss how you intend to apply this theory in your professional practice. This paper will be evaluated using an adaptation of the “Critical Thinking Rubric” created by the Critical Thinking Project at Washington State University. Specifically, you will be rated on a ten point scale (see next to last page of this syllabus) with a score of 1 indicating “scant evidence” and a score of 10 indicating “substantially developed” in the following four areas:

- Does your paper reflect your *own* perspective and position? (e.g., are you clearly writing about your theory and not simply describing someone else’s)
- Do you identify and assess the key assumptions that underlie your perspective and position? (e.g., do you talk about how you arrived at your theory or do you simply state your conclusions?)
- Do you identify and consider the influence of context on your theory? (e.g., do you describe how your theory applies to the specific context and setting of your profession?)
- Do you identify and assess the logical conclusions, implications, and/or consequences of acting on your theory of leadership, including considerations of diversity and social justice? (e.g., do you describe how your professional life and work setting would be different if your theory were practiced by you and by others?).

Your paper should be approximately 5-7 double spaced pages in length. Figure 14-1 (p. 280) in Chapter 14 of the Shriberg & Shriberg leadership post (posted in Sakai) provides a structured template that you can use for this assignment, but you are not required to use this format if you prefer a different approach. *It is very important, however, that your paper represents a coherent whole rather than a listing of various attributes that describe your approach. It is also important that you think through what schools would look like if your model was widely adapted in schools* Pages 275-279 of Chapter 14 provides a superlative example of this assignment completed by 2013 Loyola school psychology graduate Dr. Mary Satchwell when she took this course a few years ago. I have posted a few other sample superlative papers from previous years in the Sakai site for this class.

This assignment is due at the start of class on Thursday, June 2. Please turn in this assignment to me electronically in the Sakai site for this class. If you go to the “Assignments” area you will see where to upload this file. On this day, you will be asked to provide a short overview of your paper (this will not be graded) to your classmates during the class meeting, so you may wish to bring a hard copy of your paper to class (or be able to pull up your paper electronically), but you do not need to turn in a hard copy.

3. Assignment #2: Development of an Action Plan (35%)

NASP Practice Domains Covered Most Heavily: Systems-Level Services, Diversity in Development and Learning, Research and Program Evaluation

****this assignment is also a component of your Ed.S. portfolio**

Although I am an educator and love schools, I am the first to admit that schools are typically far from perfect and often have substantive social justice limitations. As such, a significant portion of this class will be spent discussing school structures and how these structures may or may not facilitate positive change and social justice. However, it is one thing to critique school structures (a crucial first step) and it is quite another to lead a successful change effort that reflects social justice (a much tougher task). For assignment #2, you are to examine critically an area from your practicum experience where you feel that a systems change that would lead to enhanced social justice is needed. Examples might include but certainly are not limited to: gaps in teacher training and support, poor school climate, poor school/family communication, poor assessment/intervention practices, faulty referral and retention norms, ethics violations, etc. For this assignment assume that you are the full-time school psychologist in this school and that you are going to initiate and lead a systems change effort there. Specifically, your paper should cover the following areas: 1) identification of a problem or set of interrelated problems, 2) analysis of factors that are contributing to this problem or set of problems, 3) a BRIEF (no more than two pages) description of any pertinent literature that speaks to how one might address this problem or problems, 4) articulation of a strategy or set of strategies to address this problem or problems that is directly connected to your personal theory of leadership as described in Assignment #1 and is clearly linked to steps #1 (problem identification), #2 (problem analysis), and #3 (literature review) of this paper, 5) describe how you would assess progress or effectiveness towards improving this problem or problems, including formative and summative approaches, 6) describe contingencies that would cause you to adapt, expand, or perhaps discard part of your action plan and describe how you see your plan growing and changing over time. This last two parts are sometime overlooked—make it clear what this plan might actually look like in your school if it were to be implemented, including potential contingencies (e.g., if your school has a principal who tends to micro-manage, this should be accounted for) that would impact implementation, either positively or negatively.

Each of these six areas will be evaluated on a “target/acceptable/not acceptable” basis (see rubric on the last page of this syllabus). You also be evaluated on how your paper fits together as a whole in terms of the overall comprehensiveness and feasibility of your plan and to whether the link to social justice is clear. I am not a stickler about page lengths, but as a guideline it is expected that most papers will be approximately 10-15 double-spaced pages in length. I have also posted papers from previous years that have received strong grades as samples.

You are expected to have your topic selected by Thursday, June 2. This assignment is due by the start of our last class meeting on Thursday, June 9. **This assignment is a required element for your Ed.S. portfolio, which is graded in LiveText. As such, please upload this paper into LiveText by the start of our final class (4pm on Thursday, June 9).** During our last class meeting, students will be asked to provide an overview of their papers so that we all can learn from your ideas (these in-class

overviews will not be formally graded), so, as with your other paper, you may wish to either bring a hard copy of your paper to class or be able to pull this paper up electronically, but you do not need to turn in a hard copy to me.

Grades:

All assignments will be graded on an A+-F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A= 3.85 or greater

A-=3.5-3.84

B+=3.15-3.49

B= 2.85-3.14

B-=2.5-2.84

Etc.

Required Text:

There are no required textbooks for this course. There are, however, some required readings and some optional readings (see Course Format and Schedule section). All of these readings are posted in Sakai in the Resources section.

All students in the School of Education who are working towards a degree are expected to have active LiveText accounts. There is one assignment—Development of an Action Plan—that will need to be turned in to LiveText as this is part of your Ed.S. portfolio assessment. Additionally, as described in the Dispositions section (see next section) of this syllabus, LiveText is used to enter disposition grades for all students in all courses. As second year graduate students who have utilized LiveText throughout, it is my assumption that you all have active LiveText accounts. If not, or if you are not sure, here is a hyperlink to [LiveText](#).

Dispositions:

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, fairness and the belief that all students can learn. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. All school psychology students are evaluated in these dispositions in every required class for your degree, including this one. Please log on to [LiveText](#) to see the specific dispositions rubrics created for school psychology students.

Academic Honestly, Conceptual Framework, EthicsLine Reporting Hotline, Electronic Communication Policies and Guidelines:

The description of these elements are uniform across the School of Education. As such, rather than replicate these exact statements in every syllabi, this information has been posted online. Here is a link to the this information:

www.luc.edu/education/syllabus-addendum/

Technology:

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community. We will be utilizing technology in multiple ways throughout the course, including through the use of Sakai, Skype, and Google hangout as teaching tools.

Course Format and Schedule:

Readings, topics, speakers, and assignments are subject to change at the instructor's discretion. Readings in bold italics are required reading for all students. Readings in italics are optional readings.

Phase I: Leadership Theory/Developing Your Personal Approach to Leadership

May 23: Syllabus, Overview of course/goals, Introduction to Leadership

May 24: Your Leadership and Team Member Strengths: Ropes Course

**class meets this day at Loyola University Chicago's Retreat and Ecology Campus, 2710 S. Country Club Road, Woodstock, IL, 60098*

May 25: The Evolution of Western Leadership; Psychological Approaches to Leadership

Optional Readings: Chs. 1, 4, 5- Shriberg & Shriberg

May 26: Ethical Leadership; Culturally Responsive Leadership

Optional Readings: 1) Ch. 2, Ch. 3- Shriberg & Shriberg

Required Readings:

*1) "Viewing Ethical Dilemmas Through Multiple Paradigms". Chapter in J. P. Shapiro & J. A. Stefkovich's **Ethical Leadership and Decision-Making** (3rd ed.). New York: Routledge.*

*2) "The Third Tool: Cultural Competency Continuum: and "The Fourth Tool: The Essential Elements". Chapters from **Cultural Proficiency: A Manual for School Leaders** by Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell*

May 30: No Class- Memorial Day

May 31: Power & Influence; Working in Teams

Optional Reading: Ch. 8 (pp.151-160)- Shriberg & Shriberg

Required Readings:

- 1) Salm, T. (2014). *Action research to improve collaboration among student support service teams. Educational Action Research, 21, 93-108.*
- 2) Song, S., Anderson, J., & Kuvinka, A. (2014). *Best practices in conducting school-based action research. In P. L. Harrison & A. Thomas (Eds.), Best Practice in School Psychology: Foundations. National Association of School Psychologists: Bethesda, MD.*

June 1: Motivation

Optional Reading: Ch.6 (pp.105-114)- Shriberg & Shriberg

Required Reading: Bear, G. C. (2013). Teacher resistance to frequent rewards and praise: Lack of skill or a wise decision? Journal of Educational and Psychological Consultation, 23, 318-330.

June 2: Personal Perspectives

Optional Reading: Ch. 14- Shriberg & Shriberg

Assignment #1 (Personal Leadership theory papers) due

Phase II: Leading for Social Justice in School Psychology

June 6: Applied Social Justice: National and Public Policy Perspectives

Optional Readings:

- 1) Bemak, F., & Chung, R. C. Y. (2008). *New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. Journal of Counseling & Development, 86, 372-381.*
- 2) Briggs, A. (2013). *The school psychologist as social justice advocate. In D. Shriberg, S. Y. Song, A. H., Miranda, & K. M. Radliff (Eds.). School psychology and social justice: Conceptual foundations and tools for practice (pp. 294-310). New York, NY: Routledge.*
- 3) Shriberg, D., Satchwell, M., McArdle, L., & Mills, J. (2010). *An exploration of school psychologists' views on effective leadership practice in school psychology. School Psychology Forum: Research in Practice, 4(4), 8-21.*
- 4) Singh, A. A., Urbano, A., Haston, M., & McMahon, E. (2010). *School counselors' strategies for social justice change: A grounded theory of what works in the real world. Professional School Counseling, 13, 135-145.*

Guest Speakers:

Amanda Clinton, Recent AAAS/American Psychological Association Congressional Fellow in Health Policy, Office of Senator Chris Murphy (CT)

Kelly Vaillancourt Strobach, Director, Government Relations, National Association of School Psychologists

Melissa Reeves, President-Elect, National Association of School Psychologists

June 7: Building and District Level Perspectives

Guest Speakers:

Laura Caparelli, Principal, Joseph Academy; **Yazmin Cintron**, Lead Bilingual Psychologist, Networks 5-8, CRS Office of Diverse Learner Supports + Services, Chicago Public Schools; **Cristina Ramirez**, Maine West High School; **Laura Swanlund**, Counselor of Psychological Services and PBIS, CCSD 15 (Palatine)

June 8: Perspectives of New and Newish School Psychologists

Guest Speakers:

First Year Practitioners: **Karen Cronin**, Ed.S., SPEED SEJA 802 (Chicago Heights), **Jennifer Immen** Ed.S., District 57 (Mount Prospect), **Ayesha Qudrat** , Ed.S., SD Unit 46 (Elgin), **Kaele Way**, Ed.S., CUSD 220 (Barrington), **Emily Wesley**, Ed.S., CUSD 205 (Elmhurst)

Second Year Practitioner: **Mallory Burns**, Ed.S., SD Unit 365 (Valley View Public Schools)

Third Year Practitioner: **Jenn Dulek**, Ed.S., (Chicago Public Schools)

Fourth Year Practitioners: **Emily Marder**, Ed.S., District 99 (Cicero), **Lynae Maciel**, Ed.S., District 87 (Berkeley)

Fifth Year Practitioners: **Melissa Caby**, Ed.S., District 96 (Riverside), **Veronica Magaña**, Ed.S., District 41 (Glen Ellyn), **Kelly Rivera**, Ed.S. (and current Loyola school psychology Ed.D. student), (Chicago Public Schools)

June 9: Student presentations on action plan/wrap-up Assignment #2 (Action Plan) due

CIEP 525
Summer 2016
Instructor: David Shriberg

Student:

Grading Rubric for Assignment #1: Developing Your Personal Theory of Leadership

The ratings below are based on a 10 point scale with a score of 1 indicating “scant evidence” and a score of 10 indicating “substantially developed.”

Rating	Dimension
	Does your paper reflect your <i>own</i> perspective and position? (e.g., are you clearly writing about your theory and not simply describing someone else’s)
	Do you identify and assess the key assumptions that underlie your perspective and position? (e.g., do you talk about how you arrived at your theory or do you simply state your conclusions?)
	Do you identify and consider the influence of context on your theory? (e.g., do you describe how your theory applies to the specific context and setting of your profession?)
	Do you identify and assess the logical conclusions, implications, and/or consequences of acting on your theory of leadership including considerations of diversity and social justice? (e.g., do you describe how your professional life and work setting would be different if your theory were practiced by you and by others?)

Total Grade:

Comments:

Grading Rubric for Assignment #2: Development of an Action Plan
 CIEP 525- Summer 2016
 Instructor: David Shriberg

Domain	Target	Acceptable	Unacceptable
<i>Problem Identification</i>	Problem identified is very clear and measurable	Problem is somewhat clear and/or measurable	Problem is not clear or measurable
<i>Problem Analysis</i>	Potential contributors to problem are described and analyzed in a very clear and comprehensive way, including considerations of diversity/ social justice.	Potential contributors to problem are described and analyzed in a somewhat clear and/or comprehensive way, including considerations of diversity/ social justice.	Potential contributors to problems are described and analyzed in an unclear or non-comprehensive way, including considerations of diversity/ social justice.
<i>Lit Review</i>	Items cited in literature review are very pertinent and concisely summarized	Items cited in literature review are somewhat pertinent or somewhat concisely summarized.	Items cited in literature review are not pertinent and/or nor concisely summarized.
<i>Strategy/Plan</i>	Strategy/plan is very clear, comprehensive, realistic, and linked to previous three steps.	Strategy/plan is somewhat clear, comprehensive, realistic, and/or linked to previous three steps.	Strategy plan is unclear, not comprehensive, unrealistic and/or not linked to previous three steps.
<i>Monitor Progress/Evaluate Effectiveness</i>	Evaluation procedures are very clear and realistic.	Evaluation procedures are somewhat clear and/or somewhat realistic.	Evaluation procedures are not clear and/or unrealistic.
<i>Contingencies/ Adaptability/ Growth Over Time</i>	Anticipates possible contingencies in a very realistic way and proposes adjustments based on ecological considerations.	Anticipates possible contingencies in a somewhat realistic way and/or adjustments only somewhat reflect ecological considerations.	Anticipates possible contingencies in an unrealistic way and/or adjustments do not reflect ecological considerations.
<i>Reflects Social Justice</i>	Link to social justice is very explicit, clear, and compelling.	Link to social justice is somewhat explicit, clear, and/or compelling.	Link to social justice is not explicit, unclear, and/or not compelling.