

CIEP 545
Summer 2019
Advanced System Consultation and School Psychology Supervision

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Instructor's Office hours: by appointment

Online Format: This course is presented in an entirely online format. The instructor is available for office hours, and by appointment either in a face-to-face or via "Zoom". Please expect a response 24-7, which means if you e-mail me, I will return your email within 24 hours.

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

Articles as posted on SAKAI throughout the course.

Review and comment on assigned articles and voice threads posted by classmates and assigned below.

COURSE FORMAT

This course will be taught entirely online. The links for instructor narrated course voice thread lectures will be posted on Sakai (organized by lesson number) by the instructor twice each week; the first voice thread lecture will be posted by Monday and the second voice thread lecture will be posted by Wednesday every week, with the exception of Memorial Day (5/27), in which **both** voice thread course lectures for this particular week will be posted by Wednesday (5/29). You

should plan on viewing all voice thread instructor presentation lectures each week **no later than the Sunday evening following the posting, but they will remain available throughout the course should you want to return to them.**

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 system consultation/systems change 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, particularly school psychologists in training.

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 change 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 which could be used to collect data to address 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 system wide 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 psychology consultation 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

The Loyola University Chicago School of Education Conceptual Framework – *Social Action through Education*- is exemplified in this course through a focus on ways in which school psychologists can lead systems change focused on creating more equitable and inclusive school environments as systems consultants. Further, the ways in which school psychologists can grow as professionals through professional supervision and provide effective supervision to others with the outcome of creating more accepting and inclusive school environments for those which have historically been disenfranchised or treated inequitably is the lens by which the course is structured. The atmosphere of dialogue and support of systems level change to support students and families and supervision growth opportunities to support such change are primary foci of the course and aligned with a "social action" perspective through analysis and understanding of system-wide efforts in schools which can affect change.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. You will be assessed on all three areas of growth within the course. The school psychology program disposition assessment is found within the Ed.S. School Psychology handbook and is also posted on LiveText. 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 (e.g. racial/ethnic minorities, those which are undocumented, students with disabilities, those that identify as LGBTQ) are receiving adequate support in schools. Further, we consider how school psychologists as system level consultants can identify and help to address issues of equity through data-collection, analysis and the direction of system level strategies as part of a team to reduce bias and inequities at the institutional level. Disposition data are reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress which occurs in the spring of every year.

COURSE OBJECTIVES TIED TO IDEA ONLINE COURSE EVALUATION

This course is an applied course in which students will gain an understanding of system variables that impact implementation of school supports and the role of system level consultation as a role that school psychologists can assume in schools. In addition, students will learn about effective models of school psychology supervision both in the role of supervisee and ultimately as a supervisor at some point in one's career.

The IDEA online course evaluation system, along with the link, is described in more detail within the Appendix of this syllabus.

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 syllabus addendum to access important Loyola University Chicago School of Education Course Policies and Procedures and the word document entitled “Assignment Due Dates and Instructions for Posting” appended at the end of the syllabus, which is a condensed tabular summary of the due dates and posting instructions for class assignments intended as an organizer for your work.

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 within Sakai using the following voice thread group link:

<https://voicethread.com/groups/subscribe/22703359/29f31a2ee/>

by 5/29/19 [20 points]. In order for others to view and comment on your voice thread you will need to go into your voice thread settings and allow others to not only “view” but “comment” on your voice thread when you post it.

2). Comment on Three Peers Voice Thread Introductions. You will view and comment on voice threads of **three** classmates of your choosing within the voice thread link created for this assignment. Make at least one comment for each voice thread you select by either leaving written comments and/or posting audio or video responses. Please post your three comments no later than **6/3/19 [5 points per posting up to 15 points]** at the following link:

<https://voicethread.com/groups/subscribe/22703359/29f31a2ee/>. If you have trouble accessing a voice thread that you would like to comment on, please let

the instructor know. Most of the time lack of access has to do with sharing features and can be rectified very quickly.

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 voice thread group link: <https://luc.voicethread.com/groups/subscribe/22704278/35a280e39/> by **6/10/19 [50 points]. In order for others to view and comment on your voice thread you will need to go into your voice thread settings and allow others to not only “view” but “comment” on your voice thread when you post it.**

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

You will view and comment on voice threads and posted system change articles of **two** classmates of your choosing within the voice thread link created for this assignment. You should select different classmates than those you have commented on previously as part of the voice thread introduction assignment. Make at least one comment for each voice thread you select by either leaving written comments and/or posting audio or video responses. Please post your two comments no later than **6/17/19 [5 points per posting up to 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/22704278/35a280e39/>

If you have trouble accessing a voice thread that you would like to comment on, please let the instructor know. Most of the time lack of access has to do with sharing features and can be rectified very quickly.

5). **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. Please post **both** the article and your voice thread presentation using the following voice thread group link:

<https://luc.voicethread.com/groups/subscribe/22704284/22411dc1d/>

by 6/19/19 [50 points]. **In order for others to view and comment on your voice thread you will need to go into your voice thread settings and allow others to not only “view” but “comment” on your voice thread when you post it.**

6). **Comments on Assigned Peers Supervision Article and Voice Thread Presentation.** You will view and comment on voice threads and posted supervision articles of **two** classmates of your choosing within the voice thread link created for this assignment. You should select different classmates than those you have commented on previously as part of the voice thread introduction assignment and voice thread system change article presentations. Make at least one comment for each voice thread you select by either leaving written comments and/or posting audio or video responses. Please post your two comments no later than **6/24/19 [5 points per posting up to 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/22704284/22411dc1d/>

If you have trouble accessing a voice thread that you would like to comment on, please let the instructor know. Most of the time lack of access has to do with sharing features and can be rectified very quickly.

7). **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 and is due on **6/24/19 [100 points]**. You will submit this assignment as an attachment on Sakai. The instructor is available for consultation throughout this assignment. You can also submit earlier components for feedback if you wish.

As part of this system change project, you will submit a final paper, that we will contain the following sections:

- 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).
- 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. The need could be addressing social emotional/mental health concerns, creating more equitable behavior and discipline practices, providing effective academic instruction at tier 1 in reading, etc.
- 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.

- 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

Grades:

A= 92.5% or more

A-= 89.5-92.49 % ore 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>Week #1</p> <p>5/20/19</p>	<p><u>OVERVIEW/ OBJECTIVES:</u></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><u>REQUIRED READINGS:</u></p> <p>None</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></p> <p>None</p>
<p>5/22/19</p>	<p><u>OVERVIEW/OBJECTIVES:</u></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><u>REQUIRED READINGS:</u></p> <p>Senge pages 70-156</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR SAKAI ASSIGNMENT SUBMISSION:</u></p> <p>None</p>
<p>Week #2</p> <p>5/27/19</p>	<p>Online materials will not be posted today due to Memorial Day Holiday (instead two class sessions of materials will be posted on Wednesday,</p>

<p>No Class Memorial Day</p>	<p>5/29/19)</p>
<p>5/29/19</p>	<p><u>OVERVIEW/OBJECTIVES:</u></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><u>REQUIRED READINGS:</u></p> <p>Senge pages 275-316 and 360 -413</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT:</u></p> <p>Voice Thread Introduction: What I have learned about system change and supervision and what I want to learn)</p> <p>Post at the following link:</p> <p>https://voicethread.com/groups/subscribe/22703359/29f31a2ee/ [20 points]</p>
<p>Week #3 6/2/19</p>	<p><u>OVERVIEW/OBJECTIVES:</u></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</p>

	<p>effort and one's role as a system change consultant</p> <p><u>REQUIRED READINGS:</u></p> <p>Senge pages 341-359 and 414-459</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS</u></p> <p>Comment on Three Peers Voice Thread Introductions</p> <p>Post at the following link:</p> <p>https://voicethread.com/groups/subscribe/22703359/29f31a2ee/ [15 points]</p>
6/5/19	<p><u>OVERVIEW/OBJECTIVES:</u></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><u>REQUIRED READINGS:</u></p> <p>Augustyniak, K.M. (2014). Identifying and cultivating leadership potential in school psychology: A conceptual framework. <i>Psychology in the Schools</i>, 51(1), 15-31. DOI: 10.1002/pits.21731. (posted on Sakai) under this class session (week #3).</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></p> <p>None</p>
<p>Week #4</p> <p>6/10/19</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To begin to understand the role of local, state and national context as school psychologists in a 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><u>REQUIRED READINGS:</u></p> <p>Senge, pages 462-519</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></p> <p>System Change Article and Voice Thread Presentation</p> <p>Please post both the article and your voice thread presentation at the following link: https://luc.voicethread.com/groups/subscribe/22704278/35a280e39 / [50 points]</p>
6/12/19	<p><u>OVERVIEW/OBJECTIVES:</u></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><u>REQUIRED READINGS:</u></p> <p>Senge, pages 520-578</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u></p> <p>None</p>

Week #5	<u>OVERVIEW/OBJECTIVES:</u>
6/17/19	<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 within the Week 5 Lesson 9 tab.</p>
	<u>REQUIRED READINGS AND REVIEW:</u>
	<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.</p>
	<p>Dr. Lori Newcomer webinar on conducting a needs assessment: http://www.intensiveintervention.org/video-resource/support-systems-intense-behaviors-conducting-school-wide-needs-assessment</p>
	<u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS:</u>
	<p>Comment on Two Peers' System Change Articles and Voice Thread Presentations (select peers you haven't commented on before)</p>

	<p>Post at the following link: https://uc.voicethread.com/groups/subscribe/22704278/35a280e39/ If you have trouble accessing a voice thread that you would like to comment on, please let the instructor know. Most of the time lack of access has to do with sharing features and can be rectified very quickly.</p>
<p>6/19/19</p>	<p><u>OVERVIEW/OBJECTIVES:</u></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><u>REQUIRED READINGS AND PREPARATION:</u></p> <p>Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & 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., & 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><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS</u></p> <p>Please post both the supervision article and your voice thread presentation at the following link:</p>

	<p>https://luc.voicethread.com/groups/subscribe/22704284/22411dc1d/ [50 points]</p>
<p>Week #6 6/24/19</p>	<p><u>OVERVIEW/OBJECTIVES:</u></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><u>REQUIRED READINGS AND PREPARATION:</u></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., & Smith, A. (2015). <i>NASP Practice Model Implementation Guide</i>. Bethesda, MD: National Association of School Psychologists.</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT SUBMISSIONS</u></p> <p>Please post comments on supervision articles and voice thread presentations for two peers (those you haven't commented on before at the following link:</p> <p>https://luc.voicethread.com/groups/subscribe/22704284/22411dc1d/</p> <p>If you have trouble accessing a voice thread that you would like to comment on, please let the instructor know. Most of the time lack of access has to do with sharing features and can be rectified very quickly.</p> <p>Submit individual system change paper project as an attachment on Sakai under the corresponding assignment.</p>

6/26/19	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>To examine school psychology leadership at the state and national level in advocacy for the profession and leadership</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><u>REQUIRED READINGS AND PREPARATION</u></p> <p>Swanlund, L., Satchwell, M., & Pesce, R. (2017). School psychology practice in Illinois Revised (Part I). School Psychology in Illinois. Illinois School Psychologists Association (ISPA): Author</p> <p>Swanlund, L., Satchwell, M., Lawrence, E., & Pesce, R. (2017). School psychology practice in Illinois Revised (Part II). Forthcoming in School Psychology in Illinois. Illinois School Psychologists Association (ISPA): Author.</p> <p><u>ASSIGNMENT(S) DUE AND LINKS FOR ASSIGNMENT</u></p> <p>None</p>
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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.

<i>Assignment</i>	<i>Due Date</i>	<i>Posting Instructions</i>	<i>Total Points</i>
Voice Thread Introduction: What I have learned about system change and supervision and what I want to learn)	5/29/19	Post within Sakai at the following link: https://voicethread.com/groups/subscribe/22703359/29f31a2ee/	20
Comment on Three Peers’ Voice Thread Introductions	6/3/19	Post at least one written, audio/video comments in response to voice thread introductions from three peers of your choosing at the following link: https://voicethread.com/groups/subscribe/22703359/29f31a2ee/ At least three comments total	15
Systems Change Article and Voice Thread Presentation	6/10/19	Please post both the article and your voice thread presentation at the following link: https://luc.voicethread.com/groups/subscribe/22704278/35a280e39/	50
Comment on Two Peers (of your choosing but not ones you have commented on previously) for the System	6/17/19	Please post at least one written, audio, video comment to two of your peers voice thread on systems change at the following link: https://luc.voicethread.com/groups/subscribe/22704278/35a280e39/ At least two comments total	10

Change Article and Voice Thread Presentation			
Supervision Article and Voice Thread Presentation	6/19/19	Please post both the article and your voice thread presentation using the following voice thread group link: https://luc.voicethread.com/groups/subscribe/22704284/22411dc1d/	50
Comment on Two Peers (of your choosing but not ones you have commented on previously) Supervision Article and Voice Thread Presentation	6/24/19	Please post at least one written, audio, video comment to two of your peers voice thread on supervision at the following link: https://luc.voicethread.com/groups/subscribe/22704284/22411dc1d/ At least two comments total	10
Individual System Change Project	6/24/19	Post final project as an attachment within Sakai under Assignments	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.

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*.