

CIEP 545

Summer 2020

Advanced System Consultation and School Psychology Supervision

Instructor: Anna Hamilton, Ph.D.

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Instructor's Virtual Office Hours: Mondays from 1:30-3:30 CST
(Zoom Links will be shared)

Online Format: This course is presented in an entirely online format. The instructor is available for office hours on Mondays between 1:30-3:30 CST and by appointment via "Zoom". Please expect a response 24-7, which means if you e-mail me, I will return your email within 24 hours. Assignments will be graded within a week of the due date.

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.

COURSE FORMAT

This course will be taught entirely online. The links for instructor narrated course lectures will be posted on Sakai (organized by lesson number) by the instructor twice each week; the first lecture will be posted by Monday and the second lecture will be posted by Wednesday every week, with the exception of Memorial Day (5/25), in which **both** voice thread course lectures for this particular week will be posted by Wednesday (5/27). You should plan on viewing all instructor 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.**

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

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

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 & CONCEPTUAL FRAMEWORK STANDARDS

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.

SMART EVALUATION

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.

- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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 following objectives will be assessed:

1. Learning to apply knowledge and skills to benefit others or serve the public good
2. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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". You will receive up to 5 points for each of these 4 components for up to 20 points possible. Please post your voice thread within Sakai using the following voice thread group link:

<https://luc.voicethread.com/groups/subscribe/22895983/4fc9f96ac/>

DUE: 5/27/20 [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 are expected to view all of your peers' voice threads 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. Your comments are expected to be engaging and reflect critical thinking. Let's make sure everyone gets some love with at least one peer comment! You will receive up to 5 points for each comment for a total of 15 points. Please post your three comments at the following link:

<https://luc.voicethread.com/groups/subscribe/22895983/4fc9f96ac/>

DUE: 6/1/2020 [5 points per posting up to 15 points]

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. This assignment is worth 50 points and points are allocated accordingly:

- Thoughtful analysis of strengths- up to 10 points
- Thoughtful analysis of weaknesses- up to 10 points
- Reflection of at least 2 implications-up to 20- points
- Relevance of article to course and systems change project- up to 5 points
- Article is uploaded as well as your critique- up to 5 points

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

<https://luc.voicethread.com/groups/subscribe/22895984/3a1034111/>

DUE: 6/8/20 [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 Two 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 and everyone should get some comment love. Make at least one comment for each voice thread you select by

either leaving written comments and/or posting audio or video responses. Your comments are expected to be engaging and reflect critical thinking and you will receive up to 5 points for each comment for a total of 10 points. Please post your two comments by accessing the following group link within Sakai voice threads as follows:

<https://luc.voicethread.com/groups/subscribe/22895984/3a1034111/>

DUE: 6/15/20 [5 points per posting up to 10 points].

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. This assignment is worth 50 points and points are allocated accordingly:

- Thoughtful analysis of strengths- up to 8 points
- Thoughtful analysis of weaknesses- up to 8 points
- Reflection of implications- up to 10- points
- Future directions for improving supervision practices- up 10 points
- Relevance of article to course and your beliefs/hopes about the type of supervision you hope to receive on internship- up to 10 points
- Article is uploaded as well as your critique- up to 4 points

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

<https://luc.voicethread.com/groups/subscribe/22895985/a4a0fd20f/>

DUE: 6/17/20 [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 Two 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. Your comments are expected to be engaging and reflect critical thinking and you will receive up to 5 points for each comment for a total of 10 points. Please post your two comments by accessing the following group link within Sakai voice threads as follows:

<https://luc.voicethread.com/groups/subscribe/22895985/a4a0fd20f/>

DUE: 6/22/20 [5 points per posting up to 10 points]

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. You will submit this assignment as an attachment on Sakai through the Assignment tab. The instructor is available for consultation throughout the course regarding this assignment. This assignment is due the last week of class but you can submit components earlier for feedback if you wish.

It is expected that literature be cited throughout your paper. Literature should be cited related to:

- data used to describe your system
- the systems change issue that is identified
- the needs assessment tool that is selected/designed
- identifying priorities for change.

The first step of this project is to identify a major system change issue that you would like to select. Students are expected to identify the major system change issue they would like to address by **6/8/2020**. Students will use the Forums tab within Sakai to communicate their major system issue to the instructor and their classmates.

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

PART 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). **(25 points)**

PART 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. **(25 points)**

PART C: In part C, you will create or find a published needs assessment tool that could be used 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. **(25 points)**

PART 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 **(25 points)**

DUE: 6/22/2020 [100 points/up to 25 points per section].

The instructor will post sample papers submitted by previous students that exemplify the expectations for this assignment.

Grades:

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

Date	Course Outline
<p>Week #1</p> <p>5/18/20</p> <p>Lesson 1</p>	<p><u>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 & Materials to Review:</u></p> <p>Review lecture and supplemental materials on the Introduction to CIEP 545</p> <p><u>Assignments Due:</u></p> <p>Join Live Zoom at 7:00 p.m. CST to meet instructor and go over syllabus and expectations for the class.</p> <p>Zoom Link: https://luc.zoom.us/j/99658427724</p>
<p>5/20/20</p> <p>Lesson 2</p>	<p><u>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 & Materials to Review:</u></p> <p>Senge pages 70-156</p> <p>Review lecture and supplemental materials on The 5 Disciplines</p> <p><u>Assignments Due:</u></p> <p>None</p>
<p>Week #2</p> <p>5/25/20</p> <p>Lesson 3</p>	<p style="text-align: center;">NO CLASS</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, 5/27/20)</p>
<p>5/27/20</p> <p>Lesson 4</p>	<p><u>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</p>

	<p>change consultant</p> <p><u>Required Readings & Materials to Review:</u></p> <p>Senge pages 275-316 and 360 -413</p> <p>Review lectures and supplemental materials on Overview of Casual Loops and Root Cause Analysis</p> <p><u>Assignments Due:</u></p> <p>Voice Thread Introduction: What I have learned about system change and supervision and what I want to learn. Post at the following link:</p> <p>https://luc.voicethread.com/groups/subscribe/22895983/4fc9f96ac/</p>
<p>Week #3</p> <p>6/1/20</p> <p>Lesson 5</p>	<p><u>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 effort and one’s role as a system change consultant</p> <p><u>Required Readings & Materials to Review:</u></p> <p>Senge pages 341-359 and 414-459</p> <p>Review lecture and supplemental material on Leadership</p> <p><u>Assignments Due:</u></p> <p>Comment on Three Peers Voice Thread Introductions Post at the following link:</p> <p>https://luc.voicethread.com/groups/subscribe/22895983/4fc9f96ac/</p>
<p>6/3/20</p> <p>Lesson 6</p>	<p><u>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 & Materials to Review:</u></p> <p>Augustyniak, K.M. (2014). Identifying and cultivating leadership potential in school psychology: A conceptual framework. <i>Psychology in the Schools, 51(1)</i>, 15-31. DOI: 10.1002/pits.21731.</p> <p>Review lecture and supplemental material on Establishing Buy-In</p> <p><u>Assignments Due:</u></p> <p>None</p>
<p><u>Week #4</u></p> <p>6/8/20</p> <p>Lesson 7</p>	<p><u>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 & Materials to Review:</u></p> <p>Senge, pages 462-519</p> <p>Review lecture and supplemental material on Building Community Connections</p> <p><u>Assignments Due:</u></p> <p>System Change Article and Voice Thread Presentation Please post both the article and your voice thread presentation at the following link:</p> <p>https://luc.voicethread.com/groups/subscribe/22895984/3a1034111/</p> <p>Share your Major Systems Change Issue within the Forum Tab</p>
<p><u>Week #5</u></p> <p>6/10/20</p> <p>Lesson 8</p>	<p><u>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 & Materials to Review:</u></p> <p>Senge, pages 520-578</p> <p>Review lecture and supplemental materials on Systems Change Project</p> <p><u>Assignments Due:</u></p> <p>None</p>
<p>Week #5</p> <p>6/15/20</p> <p>Lesson 9</p>	<p><u>Objectives:</u></p> <p>To learn the critical components of a school-based needs assessment</p> <p>To practice constructing needs assessment questions pertaining to an identified system issue</p> <p>To review and critique examples of needs assessment tools from the school psychology and education literature</p> <p>To begin constructing general ideas for a needs assessment for the system being analyzed as part of the final individual system change project</p> <p>To consider the key stakeholders that would need to be consulting in the development of the needs assessment and who will complete the needs assessment as those impacted by the system change issue and possible solution</p> <p>Needs assessment examples posted on Sakai within the Week 5 Lesson 9 tab.</p> <p><u>Required Readings & Material to Review:</u></p> <p>National Center on Intensive Intervention. (2013). <i>Support Systems for Intense Behaviors: Conducting a School-wide Needs Assessment</i>. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention.</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> <p>Review lecture and supplemental materials on Needs Assessments</p> <p><u>Assignments Due:</u></p> <p>Comment on Two Peers' System Change Articles and Voice Thread Presentations Post at the following link: https://luc.voicethread.com/groups/subscribe/22895984/3a1034111/</p>

<p>Lesson 11</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>Review lecture and supplemental materials on Professional Growth</p> <p><u>Assignments Due:</u> Comment on Two Peers’ Supervision Articles and Voice Thread Presentations Post at the following link:</p> <p>https://luc.voicethread.com/groups/subscribe/22895985/a4a0fd20f/</p> <p>Submit Individual System Change Project as an attachment in the Assignment tab within Sakai.</p>
<p>6/24/20</p> <p>Lesson 12</p>	<p><u>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 & Materials to Review</u></p> <p>Swanlund, L., Satchwell, M., & Pesce, R. (2017). <i>School psychology practice in Illinois Revised (Part I)</i>. School Psychology in Illinois. Illinois School Psychologists Association (ISPA): Author</p> <p>Swanlund, L., Satchwell, M., Lawrence, E., & Pesce, R. (2017). <i>School psychology practice in Illinois Revised (Part II)</i>. Forthcoming in <i>School Psychology in Illinois</i>. Illinois School Psychologists Association (ISPA): Author.</p> <p>Review lecture and supplemental materials on Leadership within the Field of School Psychology</p> <p><u>Assignments Due:</u> None</p>

Assignment Due Dates and Instructions for Posting

All instructions/criteria for completing the assignments are within the course syllabus. The following table highlights key dates and links.

<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)	5/27/20	Post within Sakai at the following link: https://luc.voicethread.com/groups/subscribe/22895983/4fc9f96ac/	20
Comment on Three Peers' Voice Thread Introductions	6/1/20	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://luc.voicethread.com/groups/subscribe/22895983/4fc9f96ac/	15
Systems Change Article and Voice Thread Presentation	6/8/20	Post both the article and your voice thread presentation at the following link: https://luc.voicethread.com/groups/subscribe/22895984/3a1034111/	50
Major Systems Change Issue Identified	6/8/20	Under the Forum tab, share the major system issue you have identified for your final project.	0
Comment on Two Peers' System Change Article and Voice Thread Presentation	6/15/20	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/22895984/3a1034111/	10
Supervision Article and Voice Thread Presentation	6/17/20	Please post both the article and your voice thread presentation at the following link: https://luc.voicethread.com/groups/subscribe/22895985/a4a0fd20f/	50
Comment on Two Peers' Supervision Article and Voice Thread Presentation	6/22/20	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/22895985/a4a0fd20f/	10
Individual System Change Project	6/22/20	Post final project as an attachment within Sakai under Assignments	100

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

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/

Center for Student Access and Assistance (CSAA)

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

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

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