

Loyola University Chicago- School of Education

CIEP 545: Advanced System Consultation

Summer 2021

Instructor: Anna Hamilton, Ph.D.

Cell Phone: (773) 288-9603

E-mail: arawlin@luc.edu

Instructor's Office Hours: I value meeting with students any time. Office hours are scheduled flexibly and as needed. If a student would like meet, I am happy to accommodate that request. Call or send me an e-mail and I will accommodate your request within 24 hours.

Synchronous Class Meeting Times:

[Welcome & Overview](#): Monday, May 24h 6:00 pm-7:30 pm CST

At our first synchronous meeting, as a class we will decide any additional future synchronous dates.

SCHOOL OF EDUCATION COMMITMENT - COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer– 2021

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

COURSE DESCRIPTION

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.

COURSE FORMAT

Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This course will be taught primarily through online platform via Sakai that will include some voice narrated lectures, assigned readings, assigned videos, online discussions, and assignments. This course is delivered over the span of 4 Modules each containing 2-4 Lessons, as well as an opening Synchronous Session to welcome students and orient them to the course. Each Module will contain various required materials, optional resources, application activities, and additional assignments. Each module is designed for students to complete at their own pace with respect to the due date for each module. Module 2 is dependent on the completion of Module 1, Module 3 requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively and cannot be released before another is completed.

As a class, we will decide if we will meet synchronously another time or two throughout the course. This course was historically delivered in an online format pre-COVID. All assignments, outside of the capstone assignment, will be completed through the Forums Tab and students will be expected to comment on at least 2 of their peers' posts. Suggested pacing dates will be listed in each of the Modules under the "To Do List". There are 3 application assignments for the course:

- 1. Systems Change & Supervision: What I have Learned and What I Want to Learn**
- 2. Systems Change Article Presentation**
- 3. Supervision Article Presentation**

Additionally, there is a capstone project due at the end of the course, the **Individual System Change Project**. More specific details for these assignments are outlined later in the syllabus.

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.

STUDENT PARTICIPATION AND CLASS CONDUCT

Students are expected to engage meaningfully with the course materials and assignments. Students are expected to complete all assigned readings, lectures, and activities by the specified due dates. For live synchronous sessions, students are expected to attend the session prepared to engage in meaningful and reflective dialogue, as well as meet the timelines outlined in the syllabus. One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

STUDENT SUPPORT

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

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 OBJECTIVES

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

NASP STANDARDS

The school psychology program at Loyola University Chicago is a NASP approved EdS program. This course is aligned with the following NASP Practice Model Domains:

- Domain 1 Data-Based Decision Making
- Domain 2: Consultation & Collaboration
- Domain 5: School-Wide Practices to Promote Learning
- Domain 8: Equitable Practices for Diverse Student Population
- Domain 9: Research & Evidenced-Based Practice
- Domain 10: Legal, Ethical & Professional Practice

APA COMPETENCY BENCHMARKS

The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- 1E Professional Identity
- 2C Interactions of Self & Others as Shaped by Individual & Cultural Diversity & Context
- 2D Applications based on Individual & Cultural Context
- 4A Reflective Practice

- 4B Self-Assessment
- 4D Participation in Supervision Process
- 6A Scientific Mindedness
- 8A Knowledge and Application of Evidence-Based Practice
- 10A Intervention Planning
- 10C Intervention Implementation
- 11A Role of Consultant
- 13A Supervision: Expectations & Roles
- 16A Empowerment
- 16B Systems Change

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts. You can expect to hear back from me within 24 hours of you reaching out. When I reach out to you directly, please respond within 48 hours.

SOE VISION

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

SCHOOL OF EDUCATION MISSION

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

CONCEPTUAL FRAMEWORK AND 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.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

DISPOSITIONS

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. 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 educators 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. A description of how we use disposition data in the SOE is included in the [SOE syllabus addendum](#).

**Please see the syllabus addendum to access important
Loyola University Chicago School of Education Course Policies and Procedures.**

CLASS ASSIGNMENTS

What I Have Learned about Systems Change & Supervision & What I Want to Learn. Please produce a visual in a format of your choice that includes the following components:

- (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
- (4) two things (or more) that you want to learn about school psychology supervision.

Create a visual of your choice (PowerPoint, Handout, Info Graphic, etc). covering these four areas and post in the corresponding Forums Tab. You will receive up to 6 points for each of these 4 components for up to 30 points possible.

You are also required to comment on at least 2 of your peers' posts. Each comment will be worth 5 points for a total of 10 points. 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!

This assignment is due at the end of Module 1 **by 6/6/21 at 11:59 p.m.**

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 narrated presentation in a format of your choice 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 are interested in as part of your individual system change project. Your 5-7 minute narrated presentation should cover the following:

- 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
- Citation for Article is included in APA format- up to 5 points

This assignment is worth 50 points and should be posted in the corresponding Forums Tab.

You are also required to comment on at least 2 of your peers' posts. Each comment will be worth 5 points for a total of 10 points. 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!

This assignment is due at the end of Module 2 **by 6/20/21 at 11:59 p.m.**

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 narrated presentation in a format of your choice 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 narrated presentation should cover the following:

- 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

This assignment is worth 50 points and should be posted in the corresponding Forums Tab.

You are also required to comment on at least 2 of your peers' posts. Each comment will be worth 5 points for a total of 10 points. 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!

This assignment is due at the end of Module 3 **by 6/27/21 at 11:59 p.m.**

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 at the end of the course 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 **6/20/2021**. 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 3-5 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)**

This assignment is due at the end of Module 4 **by 7/2/21 at 11:59 p.m.**
[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.

EVALUATION & GRADING PROCEDURES

Grades will be assigned based on one’s collective performance on graded assignments and engagement online with the course. Both reflection papers will be graded using a rubric that clearly indicates the criteria for grading in order to provide consistency and transparency. The rubric for each assignment is posted in Sakai for the respective assignment. *Students are responsible for asking questions and seeking further clarification if the expectations for the assignment are unclear.* The components of one’s grade are as follows:

Assignment	Points Possible
What I Have Learned and What I Want to Learn Post	30
What I Have Learned and What I Want to Learn Peer Comments	10
Systems Change Article Presentation	50
Systems Change Article Peer Comments	10
Identification of Major System Change Issue	0
Supervision Article Presentation	50
Supervision Article Peer Comments	10
Individual System Change Project	100
Total Points Possible	260

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

COURSE OUTLINE

Dates	Overview
<p><u>Welcome and Overview</u></p> <p>Monday 5/24</p> <p>Attend Live Zoom 6:00-7:30 pm CST</p>	<p><u>Topic:</u> Introduction & Overview of Course</p>
<p><u>Module 1</u></p> <p>Introduction to Systems Change</p> <p>5/25-6/6</p>	<p><u>Lesson 1:</u> Intro to Systems Level Thinking and The 5 Disciplines</p>
	<p><u>Lesson 2:</u> Systems Thinking</p>
	<p><u>Lesson 3:</u> Root Cause Analysis</p>
	<p><u>Assignment:</u> What I Have Learned and What I Hope to Learn & 2 Peer Comments Due by 6/6/21</p>
<p><u>Module 2</u></p> <p>Leadership and School Psychologists as Agents of Change</p> <p>6/7-6/20</p>	<p><u>Lesson 1:</u> Models of Leadership</p>
	<p><u>Lesson 2:</u> School Psychologist's Role in Teaming & Fostering Buy-In</p>
	<p><u>Lesson 3:</u> Building Communities that Learn</p>
	<p><u>Lesson 4:</u> Sustainability</p>
	<p><u>Assignment:</u> Systems Change Article Presentation & 2 Peer Comments Due by 6/20/21</p>
<p><u>Module 3</u></p> <p>Needs Assessment Process</p> <p>6/21-6/25</p>	<p><u>Lesson 1:</u> Intro to School-Based Needs Assessment Process</p>
	<p><u>Lesson 2:</u> Needs Assessment Process Continued & Implementation Science Considerations</p>
	<p><u>Assignment:</u> Supervision Article Presentation & 2 Peer Comments Due by 6/27/21</p>
<p><u>Module 4</u></p> <p>Supervision & Professional Growth</p> <p>6/26-7/2</p>	<p><u>Lesson 1:</u> Models of Supervision</p>
	<p><u>Lesson 2:</u> Professional Growth</p>
	<p><u>Lesson 3:</u> Leadership Opportunities in the Field</p>
	<p><u>Assignment:</u> Evidenced-Based Intervention Action Plan Due 7/2 before midnight.</p>

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**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.

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.

Objectives for this course include:

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)

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, Digication 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](#).

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.

Synchronous Sessions

We will meet on Zoom Monday, May 24th to review expectations for the course. During this session we will determine any future synchronous dates.

Student Participation

Students are expected to engage meaningfully with the materials for each lesson and to keep pace with the dates for each module. It is expected students complete all readings and listen and reflect on the lectures and additional resources posted. Posts on the forum should demonstrate critical thinking of the concepts we are covering. Additionally, responses to peers should be thoughtful. This is a summer course that moves quickly. Students should be interacting with the material on an almost daily basis.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

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.***

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>