CIEP 525: Leading for Social Justice in School Psychology  
Summer 2015  
Loyola University Chicago

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Class Time and Location: MW 4-7PM, TTh 3-6PM, Corboy 711

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

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

Course Structure and Instructor’s Philosophy:
This course has two distinct but interrelated emphases. The first two weeks will focus on leadership theory and practice, with an emphasis on self-assessment of students’ leadership skills and weaknesses. We will begin with an overview of prominent Western leadership theories (including psychological perspectives on leadership) and their core assumptions. We then will continue by exploring leadership from multiple perspectives, including but not limited to ethics, cultural diversity, power, motivation, and team-based approaches. The culminating project for this portion of the course will be a paper (see assignment #1 below) on your personal approach to leadership, which each student will present in class on Thursday, May 28.

The final week will focus on ways that school psychologists can harness their leadership potential towards socially just change efforts. During this week, we will cover a range of topics germane to school psychology leadership from the local level on up to the national level. To wit, on Monday, June 1 we will have a Google hangout with Dr.
**Amanda Clinton.** Dr. Clinton is a school psychologist who is currently serving as an AAAS/American Psychological Congressional Fellow in Health Policy, where she is working in the office of United States Senator Chris Murphy of Connecticut. I will ask Dr. Clinton to share a bit about her own leadership journey, as well as her experiences and lessons learned from working on the hill on children’s mental health policy. You will have ample time to ask her questions. We will also have a Skype conference with incoming National Association of School Psychologists President Dr. Todd Savage on Tuesday, June 2. Among other topics, I anticipate that Dr. Savage will share some of his own experiences as relates to leadership and social justice, his views on where the field of school psychology is heading, and respond to your questions.

Concurrently, we will have in-class visits from Loyola school psychology alumni (and one “honorary” alumnus) who are currently working in the field in formal leadership positions. On Monday, June 1, we will be visited by two program alums and one “honorary” alum, all of whom hold building or district-level positions related to supporting students. These visitors will be Brigid Cain, Student Services Director, James B. Conant High School; Dr. Christina Conolly (she is the “honorary” alum. I call her that because she is so close with Dr. Pesce and has worked collaboratively with Loyola for years. For full disclosure, Dr. Conolly received her doctorate in school psychology from James Madison University), Director of Crisis Intervention and Safety, Waukegan Public Schools; and Dr. Laura Swanlund, Counselor of Psychological Services and PBIS, Palatine Public Schools.

On Tuesday, June 2 we will be visited by two program alums who are now school principals. These visitors are Ed.S. program alum Laura Caparelli, who is the Principal of Joseph Academy, a therapeutic day school in Melrose Park, and Ph.D. alum Dr. Jason Ness, who is the principal of Niles West High School. Both Laura and Jason have visited this class several times and never fail to be both informative and inspiring.

The next to last class of this unit will focus on strategies for getting started as a leader for social justice in school psychology. As part of this work, we will visit with several recent Loyola Ed.S. and Ph.D. alumnae (Rosalinda Barragan, Mallory Burns, Melissa Caby, Jenn Dulek, Nora Feyerer, Rachel Fulara Lesiak, Katie Furrey, Kelly Fernandez, Anna Hamilton, Aaron Hosek, Lynae Maciel, Veronica Magaña, Emily Marder, Amy Peters, Kelly Rivera, Sandra Santillian), who will share their lessons learned in the context of leadership and advocacy from the vantage point of being a newer school psychologist. During our final class meeting we will be synthesizing the ideas presented in our readings and by our speakers related to bringing about change in schools and talking about how we can best apply these ideas in practice utilizing our identified individual leadership strengths. As part of this discussion, students will be asked to share the highlights of the culminating assignment for this course, creating a personal action plan, which is due on this day. The format of this plan is described under “Assignment #2.”

It is the philosophy of this instructor that there is no one model of leadership that applies equally well to all individuals nor is there one strategy or set of strategies for facilitating socially just change that applies equally well to all school settings. It is also the philosophy of this instructor that it is important for all voices to be heard and respected. I therefore encourage you to challenge the ideas and values that I put forth and to challenge one another respectfully (I know from teaching all of you in the past that you
are excellent in terms of treating each other respectfully so I have every reason to believe that this will not be a problem in this course. I promise to do my utmost to promote a safe, supportive, and professional climate through which each of us (including myself) can emerge with a much greater awareness not only of pertinent theory, research, and direct experiences regarding leadership, social justice, and systems change in schools, but how this knowledge can best be applied in the messy world of public schools. I believe that in order to best utilize this knowledge, one must first have great self-awareness of her/his strengths and weaknesses, a commitment to action, and then the ability to develop and implement a flexible plan of action for bringing about socially just change (thus, the two primary assignments in this course). This is a deliberately ambitious goal and I look forward to working together with you to move your personal leadership agenda forward.

**Diversity Statement:**

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

**Required Text:**


All other required readings are posted in Sakai.

**Course Assignments:**

1. **Class Participation- 30%**

   This is a brief (11 class meetings) course and as such regular attendance (including coming to class on time) is paramount. Also, much of the course will be run in seminar format and as such is it critical that all students will be active participants in class activities and discussions.

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

While there are many benefits to teaching a “speed” course—most notably, the fact that you are not taking another course at the same time and, as such, can really “hone in” on this class and its contents for a focused period of time—this also presents a challenge given the breadth of the core topics of leadership and social justice. Accordingly, given that the “leadership” content is likely newer to most class members whereas the “social justice” content reflects a synthesis of an ongoing theme throughout your school psychology program, I have decided to skew towards more required readings on leadership. However, it is important that everyone leave this course with an enhanced knowledge base and set of resources when it comes to access to information germane to putting social justice principles into action. For this reason, by Monday, June 1, each of you are required to make one entry to a class wiki that I will set up in Sakai. The point of the wiki is to share pertinent resources related to a social justice topic of your choosing. Specifically, for your final paper (see Assignment #2 below), each of you will be writing out an action plan for a social justice challenges that a school that you have worked in for practicum is facing. On this wiki, you are to provide a brief synopsis of the social justice challenge as you see it, and then provide a description of a pertinent resource that one might utilize as a practitioner that speaks to this challenge. For example, suppose that the emphasis of your paper will be on addressing racial disproportionality in school discipline practices. You would then in the wiki put in your name, a short synopsis of the situation as you see it, and then a description and link to a pertinent resource (e.g., perhaps you would link to a paper like “The Color of Discipline” that documents this problem, or maybe to an organization that is providing leadership and advocacy on this issue locally or nationally). The idea is to think like a practitioner—if you were seeking to take action on a social justice challenge, you would want to access pertinent resources and select ones that are most helpful and applicable.

During the week of June 1-4, you may be called upon in class to provide a short (approximately 5 minutes) description of the situation you choose and of the resource you highlighted. Depending on time, interest, and the amount of overlap between your topic and the topics that others have selected, we may go into a longer discussion, but your responsibility is simply to come ready that week to provide an overview. This overview will not be formally graded, but will be considered part of your class participation grade.

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

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

   NASP Practice Domains Covered Most Heavily: Legal, Ethical, and Professional Practice
The leadership book that we are utilizing in this class takes the position that there is no one “correct” definition of leadership and instead challenges the reader to create her or his own theory of leadership integrating multiple content areas. For your first paper, you are to develop your own theory on leadership and discuss how you intend to apply this theory in your professional practice. This paper will be evaluated using an adaptation of the “Critical Thinking Rubric” created by the Critical Thinking Project at Washington State University. Specifically, you will be rated on a ten point scale (see next to last page of this syllabus) with a score of 1 indicating “scant evidence” and a score of 10 indicating “substantially developed” in the following four areas:

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

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

This assignment is due at the start of class on Thursday, May 28. Please turn in this assignment to me electronically in the Sakai site for this class. If you go to the “Assignments” area you will see where to upload this file. On this day, you will be asked to provide a short overview of your paper (this will not be graded) to your classmates during the class meeting, so you may wish to bring a hard copy of your paper to class (or be able to pull up your paper electronically), but you do not need to turn in a hard copy.

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

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

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

You are expected to have your topic selected by Monday, June 1. This assignment is due by the start of our last class meeting on Thursday, June 4. Please submit this assignment to me electronically via the “Assignments” area in the class’s Sakai site. During our last class meeting, students will be asked to provide an overview of their papers so that we all can learn from your ideas (these in-class overviews will not be formally graded), so, as with your other paper, you may wish to either bring a hard copy of your paper to class or be able to pull this paper up electronically, but you do not need to turn in a hard copy to me.

Grades:

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

A= 3.85 or greater
A-=3.5-3.84
B+=3.15-3.49
B= 2.85-3.14
B-=2.5-2.84
Etc.

**Class Rules and Expectations and Disposition Process:**

It is expected that all students will arrive to class in a timely manner, be active participants in all classes, and have no more than one unexcused absence per term. If you have more than one unexcused absence, this may result in a lowered final grade. It is my hope and expectation that there will be many lively debates in this course where students will express points of view that vary dramatically from each other and from this instructor. While I support and encourage your right to express your opinion, confidentiality and mutual respect and support for all classmates is a must at all times and I will not tolerate any disrespectful comments or behavior towards either myself or towards one of your classmates.

**SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

The School of Education, as part of a Catholic, Jesuit University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice “professionalism in the service of social justice” (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance culturally responsive distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. This course aspires to maintain this focus on social justice with regard to envisioning students as future educational leaders for social justice. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. **Knowledge:** candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. **Skills:** candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others—particularly the sick, the poor, and the young.
3. **Ethics:** candidates know and practice the ethical standards of their professions.
4. **Service:** from whatever faith or tradition they may come, candidates strive to be "persons for others."

**PROFESSIONALS IN SERVICE OF SOCIAL JUSTICE**

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators to be competent in the exercise of professional skills, to display a respect for diversity, to embrace culturally response distributive justice as social justice, and to
recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners’ intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

The content of this course is consistent with this framework in that having knowledge of major leadership theories, knowledge of one’s personal strengths and weaknesses as a leader, knowledge of one’s personal approach to leadership and readings/resources that speaks to one’s ability to be an agent of social justice, obtaining the ideas of educational experts on leading for social justice, and analyzing one’s own experiences in schools and how one can best lead for social justice are all considered by this instructor to be critically important towards developing a social justice mindset and skill set within future education professionals.

**IDEA Objectives:**

As part of the course evaluation process, utilizing a system labeled “IDEA” all courses within the School of Education are evaluated based on a selection of the twelve learning objectives listed below. The learning objectives that are essential or important to this course are bolded. All non-bolded learning objectives are considered of minor importance as relates to this particular course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. **Learning to apply course material (to improve thinking, problem solving, and decisions)**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

5. **Acquiring skills in working with others as a member of a team**

6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

8. Developing skill in expressing oneself orally or in writing

9. Learning how to find and use resources for answering questions or solving problems

10. **Developing a clearer understanding of, and commitment to, personal values**

11. Learning to analyze and critically evaluate ideas, arguments, and points of view

12. Acquiring an interest in learning more by asking questions and seeking answers

**Academic Honesty:**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**EthicsLine Reporting Hotline:**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)
Dispositions:
Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

Electronic Communication Policies and Guidelines:
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

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

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

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

May 18: Syllabus, Overview of course/goals, Introduction to Leadership

May 19: The Evolution of Western Leadership; Psychological Approaches to Leadership
Readings: Chs. 1, 4, 5- Shriberg & Shriberg

May 20: Ethical Leadership
Reading: Ch. 2- Shriberg & Shriberg

May 21: Cultural Diversity
Readings:
1) Ch. 3- Shriberg & Shriberg

May 25: No Class- Memorial Day

May 26: Power & Influence
Reading: 1) Chapter 8 (pp.151-160)- Shriberg & Shriberg

May 27: Motivation and Working in Teams
Reading: Ch.6 (pp.105-114)- Shriberg & Shriberg

May 28: Personal Perspectives
Optional Reading: Ch. 14- Shriberg & Shriberg
Assignment #1 (Personal Leadership theory papers) due

Phase II: Leading for Social Justice in School Psychology

June 1: Applied Social Justice, District-Level Leadership Perspectives
Readings: 1) American Counseling Association Advocacy Competencies

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

Brigit Cain, Student Services Director, James B. Conant High School, Christina Conolly, Director of Crisis Intervention and Safety, Waukegan Public Schools; Laura Swanlund, Counselor of Psychological Services and PBIS, Palatine Public Schools
June 2: Building-Level and National-Level Leadership Perspectives

Guest Speakers: Todd Savage, President-Elect, National Association of School Psychologists; Associate Professor, School Psychology Program, University of Wisconsin-River Falls

Laura Caparelli, Principal, Joseph Academy; Jason Ness, Principal, Niles West High School

June 3: Perspectives of New and Newish School Psychologists

Guest Speakers:
First Year Practitioners: Mallory Burns, Ed.S., SD Unit 365 (Valley View Public Schools); Aaron Hosek (Ed.S. (and current Loyola school psychology Ed.D. student) (Chicago Public Schools)

Second Year Practitioners: Jenn Dulek, Ed.S., (Chicago Public Schools), Rachel Fulara Lesiak, Ed.S., District 124 (Fox Lake), Amy Peters, Ed.S. (Chicago Public Schools)

Third Year Practitioners: Katie Furrey, Ed.S., District 67 (Gulf), Lynae Maciel, Ed.S., District 87 (Berkeley), Emily Marder, Ed.S., District 99 (Cicero)

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

Fifth Year Practitioner: Anna Hamilton, Ph.D., District 219 (Niles)

Sixth Year Practitioners: Kelly Fernandez, Ed.S., District 121 (Hoffman Estates High School); Nora Feyerer, Ed.S. District 34 (Glenview)

Seventh Year Practitioners: Rosalinda Barragan, Ed.S. (and current Loyola school psychology Ed.D. student), Proviso Area for Exceptional Children, Sandra Santillan, Ed.S. (and current Loyola school psychology Ed.D. student), District 98 (Berwyn North)

June 4: Student presentations on action plan/wrap-up
Assignment #2 (Action Plan) due
Grading Rubric for Assignment #1: Developing Your Personal Theory of Leadership

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Dimension</th>
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<tr>
<td></td>
<td>Does your paper reflect your own perspective and position? (e.g., are you clearly writing about your theory and not simply describing someone else’s)</td>
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Total Grade:

Comments:
# Grading Rubric for Assignment #2: Development of an Action Plan

CIEP 525- Summer 2015  
Instructor: David Shriberg

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