

## SPSY 590-11: Leadership in School Psychology

### GENERAL COURSE INFORMATION

**Instructor:** Cynthia Panko, MS  
**Class Day & Time:** Mondays 1:00pm-4:00pm  
**Dates** May 8th, thru June 12th  
**Class Location:** York 115

**Office Hours:** Phone or by appointment  
**Phone:** 503-616-8703  
**Email (preferred):** pankoc@lclark.edu

**Course Description:** This course is an interactive exploration of how a school psychologist can be a positive change agent for our schools. Students will be expected to read some of the inspirational work around the courage that is needed to lead. Students will explore some typical school data and demographics from the Oregon Department of Education resources. Students will select their own mock school. What does data tell us about the strengths of a school? How might the work of a school psychologist be impacted by the data? What are the areas of needed improvement? What barriers might be present? Finally, given the readings and discussions, how will leadership be needed to move a mock school's dial in a positive direction?

#### Required:

**Dare to Lead By Brene Browne**

#### Recommended

**The Coaching Habit by**

Date	Topic
5/8/23	<p><i>Readings: Part One Rumbling with Vulnerability</i></p> <p>1. Moment and Myth, 2. Call to Courage, 3. The Armor</p> <p><b>Small Group Participation: Introduction to course, review syllabus, Selection of mock schools.</b></p>
5/15/23	<p><i>Readings: Part One-Rumbling with Vulnerability</i></p> <p>4. Shame and Empathy and/or 5. Curiosity and Grounded Confidence</p> <p><b>Small Group Problem: What about Equity, and Disproportionality?</b></p>

	<p><b>Due by start of class:</b>  Week 2 Entry Form #1  5/8/23 Weekly Feedback Form</p>
5/22/23	<p><i>Readings: Living Into our Values</i> pages 183-218 pages 183-217</p> <p><b>Small Group Problem: What about Least Restrictive Environment?</b></p> <p><b>Due by start of class</b>  5/15/23 Weekly Feedback Form</p>
5/29/23	<p><b>Memorial Day- NO CLASS</b></p>
6/5/23	<p><i>Readings: Braving Trust</i> pages 219-238</p> <p><b>Small Group Problem: What about student Behavior/Discipline?</b></p> <p><b>Due by start of class</b>  5/22/23 Weekly Feedback Form</p>
6/12/23	<p><i>Readings: Learning to Rise</i> pages 239-272</p> <p><b>Small Group Problem: Socio-political?</b></p> <p><b>Due by start of class:</b>  6/5/23 Weekly Feedback Form</p>
6/19/23	<p><b>Juneteenth-NO CLASS-Evaluations Due</b></p>

### **Coursework and Assignments**

**Participation-** This course is designed to be interactive and reflective and therefore, active participation is a key requirement

**Outside Readings:** Students are encouraged to read outside of class, to enhance classroom discussions and self-reflections and there will be time in class to skim highlights of readings.

### **Written Assignments-**

- A. Self Reflection #1- Write a one page reflection on your current thoughts about your contribution to school leadership. Why is leadership needed in school psychology? What strengths do you bring to the table? What challenges might you expect? How will you keep yourself grounded to your work?

- B. Self Reflection #2- Given what you have learned during the course, write a second one page reflection on your new thoughts about your contribution to school leadership. Why is leadership needed in school psychology? What strengths do you bring to the table? What challenges might you expect? How will you keep yourself grounded to your work?

### **In-class group projects**

At the beginning of the term students will select one of four mock schools with accompanying data and demographics, which they follow as a small group throughout the course. Using their selected schools information, small groups will review a variety of school issues and determine how they might help lead a positive path forward for their school of choice. Small groups will work together in class on the selected issue and their data. Small group will then present their work to the rest of the class.

Students will use the work Brene Brown Dare to Lead outside of class that will shape the problem of the week to solve.

### **5 Weekly Feedback/Reflection surveys**

Each week you will be expected to complete a quick Google Form survey outlining your takeaways from the class, remaining questions and how your learning may be enhanced.

### **Class Structure**

At the beginning of the term students will select one of four mock schools with accompanying data and demographics, which they follow as a small group throughout the course. Using their selected school's information, small groups will review a variety of school issues and determine how they might help lead a positive path forward for their school of choice. Each week all share their thoughts with the rest of the class.

Students will be expected to read and reflect on the work of Brene Brown on leadership. Each class will begin with a class discussion of the readings. Students will use the weekly readings as a backdrop to addressing common problems they may encounter as a school psychologist in their mock school.

### **Grading**

50 points-	Participation
25 points each-	2 Written Assignments
20 points each -	5 In class group projects
10 points each -	5 Weekly Feedback/Reflection surveys

<b>Total Points</b>	<b>250</b>	
A+	242-250	97%-100%
A	232-241	93%-96%

A-	225-231	90%-92%
B+	217-224	87%-89%
B	207-216	83%-86%
B-	200-206	80%-82%
C+	192-199	77%-79%
C	182-191	73%-76%
C-	175-181	70%-72%
D	<175	<70%

**Non-Discrimination Policy and Special Assistance:**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor ASAP.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies.

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

*If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork at the Student Support Services Office for the current semester requesting accommodations, staff in that office will notify us of the accommodations for which you are eligible.*