

# **CIEP M30: Academic Intervention - Assessment and Supports**

## **Loyola University Chicago**

### **Spring 2011**

**Instructor:** Lauren McArdle, M.Ed.  
**Location:** Information Commons Room 215 (Lakeshore Campus)  
**Meeting time:** Mondays 4:15 – 6:45  
**Office Hours:** By Appointment

#### **Contact Information:**

Lauren McArdle, M.Ed.  
lmcardl@luc.edu  
773.339.3944

#### **Required Textbooks:**

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The ABCS of CBM: A Practical Guide to Curriculum-based Measurement*. New York, NY: Guilford Press.

Shapiro, E. S. (2004). *Academic Skills Problems Workbook*. New York, NY: Guilford Press.

#### **The Mission of the Loyola University Chicago, School of Education**

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The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

#### **Course Description**

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This course focuses on a Response to Intervention (RTI) approach for students who are struggling academically and the use of curriculum based measurement (CBM) to evaluate the impact of providing these students with strong, research-based interventions over time. The general characteristics of norm-referenced and criterion referenced tests will be examined as well as their use when making different kinds of educational decisions. Research based academic interventions in areas such as reading and math will be discussed.

#### **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/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Conceptual Framework**

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The Conceptual Framework for the Loyola University Chicago, School of Education is “Professionalism in service of social justice.” This objective is carried out within four domains (knowledge, skill, service, and ethics) and will be addressed throughout instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at: <http://www.luc.edu/education/about.shtml>. These domains include:

#### ***Knowledge and Ethics***

Candidates will develop their understanding of how context impacts exceptionality and labeling. Through activities and class discussions, candidates will discuss questions such as, “Why is it important to conduct non-biased assessment? How can assessment practices be biased? Who is impacted by biased assessment? How does biased assessment practices negatively impact students?”

#### ***Skills and Service***

Candidates will have the opportunity to apply and reflect upon the educational concepts they will learn during their formal course work through activities such as class role-plays, and conducting components of Curriculum Based Evaluation during their clinical activities.

#### ***Authentic Assessment***

Candidates will be provided with feedback through multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the candidate that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course. Candidates will leave this course with examples of assessments for their professional (candidate teaching) portfolios, and a cadre of informal and formal assessment tools with which they will have developed familiarity.

All four domains of the conceptual framework are embedded within the goals, objectives, activities, and instructional objectives to be discussed below.

### **Technology**

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Students will do research on the computer related to academic assessment, participate in online activities and access course materials on Blackboard.

### **Diversity, Social Justice, and Exceptionalities**

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The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities).

**Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities...**

(These are the qualities that have come to symbolize TASH's work (<http://www.tash.org/>). Described by many as pioneers of social change for persons with disabilities who have been under-served and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living.)

**Professional Expectations of the Instructor**

- Participation and class attendance are critical to student learning for this course. If you cannot make it to class, please let me know as soon as possible.
- Please adhere to the syllabus and turn in assignments in a timely fashion. I reserve the right to deduct 2 points for each day an assignment is late.
- When you are representing Loyola University Chicago, please dress and behave professionally.

**Instructional Objectives**

*The following objectives are derived from the CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Learning Disabilities*

<b>Special Education Standard #8</b>
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<b>Assessment</b>
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**Knowledge Indicator:** The competent teacher knows

- Basic terminology used in assessment (CC8K1)
- The uses and limitations of informal and formal assessments (LBS3E, CF2, CF6)

**Skills Indicator:** The competent teacher can

- Gather relevant background information (CC8S1, CF2)
- Administer nonbiased formal and informal assessments (CC8S2, LBS3B, CF2)
- Develop or modify individualized assessment strategies (CC8S4)
- Interprets information from formal and informal assessments (CC8S5)
- Report assessment results to all stakeholders using effective communication skills (CC8S7, CF2)
- Evaluate instruction and monitor progress of individuals with exceptional learning needs (CC8S8)
- Develop or modify individualized assessment strategies (CC8S9)

<b>Special Education Standard #9</b>
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<b>Professional and Ethical Practice</b>
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**Knowledge Indicator:** The competent teacher knows

- Personal cultural biases and differences that affect one's teaching (CC9K1, CF6)
- Methods to remain current regarding research-validated practice (CC9K4)

**Skills Indicator:** The competent teacher can

- Conduct professional activities in compliance with applicable laws and policies (CC9S4, CF2, CF6)
- Reflect on one's practice to improve instruction and guide professional growth (CC9S11, CF6)
- Use research findings and theories to guide practice (LD9S2)
- Maintain confidential communication about individuals with exceptional learning needs (CC10S1)
- Collaborate with families and others in assessment of individuals with exceptional learning needs (CC10S2, CF6)
- Use group problem solving skills to develop, implement and evaluate collaborative activities (CC10S7)

- Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs (CC10S9, CF6)

## EVALUATION PROCEDURES

Required Activities	Point Value
Class Participation	70 pts.
Classroom Assessments	20 pts.
Problem-Solving Case Report Mini Assignments	20 pts.
Problem-Solving Case Report and Presentation	60 pts.
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<b>TOTAL</b>	<b>310 points</b>

### Grades:

**A = 288 – 310 points**

**B = 263 – 287 points**

**C = 238 – 262 points**

**D = 201 – 237 points**

Problem-Solving Case Report (60 points): Students are expected to complete a problem-solving case report for a student at their clinical site with an academic problem. The report will include four different assessment methods (review, interview, observation, tests) along four different domains (curriculum, instruction, environment, and learner). The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process based on the data collected. The final project will be completed in a group on one student. See case report rubric for more information.

Problem-Solving Case Mini Assignments (20 points): Each group will submit components of the problem-solving case report during the clinical experience. This gives groups the opportunity to get feedback from the instructor before the final case report is due. There will be three mini assignments (Problem Identification, Problem Analysis, and Plan Development). Please see Blackboard under “Assignments” for a more elaborate description of these assignments.

Classroom Assessments (100 points): Students will complete 5 application-based assessments involving each of the problem solving steps (e.g., problem identification, problem analysis) throughout the course of the semester. Each assessment is worth 20 points.

Class Participation (70 points): Students are expected to attend each class prepared to discuss the assigned reading and clinical experiences. There are 14 formal class meetings, and students can receive up to 5 points per class meeting for attendance and participation.

**Academic Assessment and Intervention**  
**CIEP M30**  
**Course Agenda**

<b>Date</b>	<b>Topic</b>	<b>Readings</b> <i>(readings with an asterisk* can be reviewed)</i>	<b>Assignments/ Assessments</b>
1/17/11	<b>MLK HOLIDAY – NO CLASS</b>		
1/24/11	Introduction/course overview  Overview of problem solving model  Overview of three-tiered models and Response to Intervention (RtI)	Syllabus  RtI reading posted in BB	
1/31/11	Review of core reading/math skills  Problem Identification <ul style="list-style-type: none"> <li>• Record review</li> <li>• Observation</li> <li>• Interview-instructional planning form</li> </ul>	National Reading Panel Report (7-17)*  Feifer & Toffalo Ch 3*  <b>Math reading posted in BB (UPDATED)</b>  <b>Brown-Chidsey &amp; Steege Ch 7 (moved from week 3)</b>  Shapiro text – review forms on pp. 7-30	
2/7/11	Problem Identification (continued) <ul style="list-style-type: none"> <li>• Testing (curriculum-based measurement)</li> </ul> Administration/scoring of CBMs  Survey level assessment (SLA)	Hosp text Ch 1*  Hosp text Ch 2  Hosp text Ch 3, 4, 6, & 7*  Shapiro text pp. 125-132	Classroom Assessment #1
2/14/11	Survey level assessment (continued)  Writing discrepancy statements  Graphing discrepancy statements	Hosp text Ch 8  <b><i>Bring all case materials to date to class</i></b>	Classroom Assessment #2
2/21/11	Problem Analysis <ul style="list-style-type: none"> <li>• Overview CBE</li> <li>• Review RIOT data</li> <li>• Hypotheses development</li> <li>• Goal writing</li> </ul>	BP Ch 9  BP Ch 10	Mini-Assignment #1 Due (Problem Identification)

2/28/11	Problem Analysis (continued)	<b>Bring all case materials to date to class</b>	Classroom Assessment #3
3/7/11	<b>NO CLASS – SPRING BREAK</b>		
3/14/11	Plan Development & Implementation <ul style="list-style-type: none"> <li>• Intervention Selection</li> <li>• Evidence-based Practices</li> <li>• Treatment Integrity</li> </ul>	BP Ch 11 Review form 7.3 from Ch 7 in Brown-Chidsey & Steege	Mini-Assignment #2 Due (Problem Analysis)
3/21/11	Plan Development & Implementation (continued)  Evidence-based interventions I <ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Writing/Spelling</li> </ul> Goal writing	BP Ch 72 Feifer & Toffalo Ch 9  Additional readings posted to BB  <b>Bring all case materials to date to class</b>	Classroom Assessment #4  <b>Begin implementing plan with student</b>
3/28/11	Plan Evaluation <ul style="list-style-type: none"> <li>• Interpreting progress monitoring data</li> <li>• Making changes to the instructional plan</li> <li>• Evaluating treatment integrity</li> </ul>	BP Ch 12	Mini-Assignment #3 Due (Plan Development)  <b>Continue implementing plan</b>
4/4/11	Plan Evaluation (continued)	<b>Bring all case materials to date to class</b>	Classroom Assessment #5  <b>Continue implementing plan</b>
4/11/11	Evidence-based interventions II	Readings posted to BB	<b>Continue implementing plan</b>
4/18/11 <b>CPS Spring Break</b>	Administration of standardized assessments  Law overview  Online resources	None	
4/25/10	Synthesizing Your Case	<b>Bring all case materials to date to class</b>	
5/2/11	<b>FINAL PRESENTATIONS</b>		

**\*NOTE: BP chapter 74 available upon request; covers DIBELS administration/scoring topics**

