Data-based Decision-Making
CIEP 519
Fall Semester 2015
Tuesday 1:00 -3:30
Corboy Law Center - Room 208

Instructor: Diane Morrison, Ed.D.
Office: Lewis Towers 1035
Office Hours: By appointment
Email: dmorri@luc.edu
Work Phone: (312) 915-6202
Cell Phone: (312) 307-0626

REQUIRED READINGS

Burns, M.K., Riley-Tillman, T.C., & VanDerHeyden, A.M. (2012). *RTI applications (Volume 1). Academic and behavioral Interventions*. Guilford Press: New York. ISBN: 978-1-4625-0354-4

Riley-Tillman, T.C., Burns, M.K., & Gibbons, K. (2013). *RTI Applications (Volume 2). Assessment analysis and decision-making*. Guilford Press: New York. ISBN: 978-1-4625-0914-0

NOTE: Additional articles will be assigned for reading and posted by instructor on Sakai (listed on syllabus by class session)

COURSE DESCRIPTION

The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to gain understanding of the universal/system wide components of multi-tiered systems of support employed in schools. Multi-tiered systems of support focus on prevention of academic, behavioral and social-emotional issues through the delivery of sound core instruction to all. The use of commonly collected universal data in making team decisions to support all students in a population is a major focus of this course.

Candidates will learn how to effectively communicate the results of system-wide data in both oral and written form in order to help schools develop, monitor, and modify their schoolwide programs and interventions. Emphasis will be placed on understanding and mastery of response to intervention (RtI) as a model of assessment in school settings. Assessment in the context of determining appropriate academic interventions and identification of evidence based practices in academic areas will be stressed. Emphasis will be placed on linking academic assessment to intervention.

Schoolwide Case Study. Candidates are expected to complete a schoolwide case study that teaches how to make educational decisions using commonly collected universal (schoolwide)

academic and behavior data. Some examples of the types of data that schools collect on a schoolwide basis are curriculum-based measurement reading screenings, behavioral referrals to the office, and attendance data.

Students will help organize and review data that is already collected on a schoolwide basis and interview the school principal and one to two teachers about the schoolwide curriculum that is being delivered to address academics and/or behavioral issues. The case study will be a compilation of the universal data collected, and an analysis of interviews with school personnel and the types of interventions that are being delivered in the school for all students, as well as on group or individual basis.

Casework Portfolio. Candidates will gather schoolwide data for their case throughout the semester and will be expected to organize and present the data in a binder for each step of the problem-solving process. The portfolio should include all data collected such as consent forms, completed interview protocols, screening CBA, CBMs, descriptions and materials for interventions, etc. Essentially, each piece of data for the case must be included in the portfolio.

This course will be co-taught, at times with CIEP 477. Accordingly, there will be number of "combined" class meetings in which content relevant to both courses will be taught by both instructors. The intention of the "combined" instruction is to reduce redundancy of instruction and to streamline the delivery of course content. Similarly, since there is a fair amount of overlapping content in the two courses, efforts will be made to limit redundancy in reading assignments, as well.

COURSE OBJECTIVES

The following course objectives are seen as critical to this course. A major learning outcome is for students to gain understanding of the universal/system wide components of multi-tiered systems of support employed in schools. The use of commonly collected universal data in making team decisions to support all students in a population is a major focus of this course. As such, the most essential objectives, aligned with the IDEA Course Evaluation System, are as follows:

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

2. Learning to apply course material (to improve thinking, problem solving, and decisions)

3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

CONCEPTUAL FRAMEWORK

The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of *professionalism in service of social justice*, through its components of service, skills, knowledge and ethics. Within a social justice framework, professionals are prepared for advancing distributive justice. This course exemplifies social justice through a discussion of

scientifically-based academic and behavioral interventions that are appropriate and valid for the diverse populations of students and families served in schools. Students gain skills commensurate with professionalism in the service of social justice through the development of data-based decision-making and intervention planning skills in a multicultural context. Students also provide service to a wide range of schools through summarizing schoolwide data and making recommendations in an ethical and responsible manner, with a focus on needs of an increasingly diverse school population.

DISPOSITIONS

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning. Students in school psychology training programs should know that the faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., student, collegial, professional, public, supervisory, teaching) in an effective and appropriate manner. Your dispositions in the areas of **Professionalism, Fairness, and the Belief that all students can learn** will be assessed via the assessment instrument found in Appendix H of the program handbook for those in the PhD school psychology program as follows: http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-phd_7,16.pdf and in Appendix 1 of the program handbook for those in the Ed.S. school psychology program as follows: http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-eds_1.21.2014.pdf

DIVERSITY AND CULTURALLY COMPETENT PRACTICE

The development of professional skills and ethical data-based decision-making to meet the changing needs of a diverse population in public schools is a thread throughout the course and a mainstay of the school psychology program that is addressed through our core focus on the use of data-based decision making to facilitate socially just school psychology practice. We focus on the practice of culturally competent practice and sensitivity to diversity in work with other professionals (e.g., teachers, principals, and school service personnel) as well as students and families. Students are evaluated on their sensitivity to diverse populations during in-class exercises, in the completion of a reflection paper and in the case study project that involves the integration of schoolwide behavior and academic data.

Syllabus Addendum Link: http://luc.edu/education/syllabus-addendum/
This link provides information related to Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline and Electronic Communication Policies and Guidelines.

REQUIREMENTS
- **Rubrics for Assignments Are Appended to this Syllabus**

Reflection Paper (1-page): Completion of a reflection paper that is an individual response to a topic of interest from class or in reading assignments. This is a reaction paper to something that you took particular note of. For example, you might consider and react to ways in which you have learned about how schools use data to make decisions in schools, or how this might not occur as readily as we would like. You might also consider reflecting on ways in which school psychologists can facilitate data-based decision making
(**5% of grade**)**: Due on 9/22/15**

*Critique of a Scientifically-Based Behavioral Intervention Project***:** Completion of a report critiquing a scientifically-based behavioral intervention at the universal/schoolwide level. (**20% of grade**): **Due on 10/13/15**

- Description of intervention
- Review of research to supports its use
- Description of population for which it is validated
- Recommendations for applications to schools

Critique of a Scientifically-Based Academic Intervention Individual Project: Completion of a report critiquing a scientifically-based academic intervention at the universal/schoolwide level (**20% of grade**): **Due on 10/27/15**

- Description of intervention
- Review of research to supports its use
- Description of population for which it is validated
- Recommendations for applications to schools

Schoolwide Culminating Case Study Group Project and Presentation: Completion of a schoolwide case study and presentation (**50% of grade**): **Due on 12/1/15**. The requirements of the case study are as follows:

- Interview with school administrator about current schoolwide initiatives that in place as well as established priorities
- Interview with classroom teacher about current schoolwide initiatives that in place as well as established priorities
- Completion of Three-Tiered Triangle (initiatives across multiple tiers) with school administrator and classroom teacher
- Collection, organization and use of system-wide (schoolwide) academic (benchmarking) and behavioral data available in the school
- Recommendation of at least two scientifically-based academic and two scientifically-based behavioral practices/instructional applications to use in the school setting

- Description of foundational pieces that will need to be in place/established to make proposed practices successful (e.g., administrative support, team structure, meeting time, staff and study buy-in)
- Develop rationale for the selection of these proposed practices, based on schoolwide data that was gathered and knowledge of school context, using research literature to support recommendations and the findings from system-wide data review
- Completion of one written case summary and power point/prezi presentation per group. Group presentation is shared with the class

Class Participation: Coming to class periods prepared and ready to discuss topic at hand, as well as completion of in-class assignments
(5% of grade)

GRADING SYSTEM:
    90 - 100 points = A
    89 - 80 points= B
    79-70 points = C
    69 - 60 points= D
    59 points or less = F

NASP/NCATE STANDARDS COVERED TIED TO EXPECTED COURSE OUTCOMES

Understand the functions of schoolwide academic data bases (e.g. AIMSweb), particularly their use as tools that monitor evaluate scientifically-based practice along three tiers of intervention (tier 1-schoolwide; tier 2-groups of students and tier 3-individual students). (**NASP Standard 2.1: Data-based Decision-Making and Accountability**).

Understand the functions of schoolwide behavioral data bases (e.g. SWIS) that address student behavior along three tiers of intervention (tier 1-schoolwide; tier 2-groups of students and tier 3-individual students). (**NASP Standard 2.1: Data-based Decision-Making and Accountability).**

Become familiar with and critically evaluate schoolwide academic curriculum in the core content areas (e.g. reading, math, spelling and writing). **(NASP Standard 2.9: Research and Program Evaluation**).

Become familiar with and critically evaluate schoolwide behavioral and social emotional learning curriculum and interventions. (**NASP Standard 2.4: Socialization and Development of Life Skills)**.

COURSE SCHEDULE

This course schedule and due dates for assignments (except the case study) are subject to change. Should any changes become necessary, they will be announced in class and via email. A revised course schedule will be posted on Sakai as necessary.

Class Date	Topics	Activity for the Week	Reading/Assignments Due
Week 1 Aug 25 1:00 – 3:30	JOINT CLASS: 477 & 519 • Introduction to CIEP 477 and 519 • Review of course syllabi • Introduction to RTI/MTSS • Powerpoint	School Team Sign-up	Reading: Texts •Hunley & McNamara: Ch. 1 & 3 Reading: Sakai (477) •A New Era: Revitalizing SE.pdf •NADSE White paper on Response to Intervention.pdf •Myths about RtI.pdf
Week 1 Aug 27 1:00-3:30	**Universal Supports/Foundational Features for Schools (Teaming Structures, Administrative/faculty support and buy-in, data collection systems)** JOINT CLASS: 477 & 519 • Characteristics of effective meetings • Assessment within RTI/MTSS		Reading: Texts •Hunley & McNamara: Ch. 2 • Riley-Tilman, Burns, & Gibbons: Ch. 2, pp. 8-17 Reading: Sakai (477 & 519) •*Meeting Facilitation Rubric* •*Meeting ppt.* *Nellis, L.M. (2012). Maximizing the effectiveness of building teams in response to intervention implementation. Psychology in the Schools, 49(3), 245-256. doi: 10.1002/pits.21594* *Ball, C.R. & Christ, T.J. (2012). Supporting valid decision-making: Uses and misuses of assessment data within the context of RTI. Psychology in the Schools, 49(3), 231-244. doi: 10.1002/pits21592*

Week 2 Sept 1 1:00 – 3:30	JOINT CLASS: 477 & 519 • Introduction to CBM • 5 Big Ideas of Reading • Introduction to Early Literacy	Initiate School Contacts and visit schools	Reading: Texts •Hosp, Hosp, & Howell: Ch. 1 & 2 Reading: Sakai •Summary Report of the National Reading Panel, 2000
Week 2 Sept 3 1:00-3:30	JOINT CLASS: 477 & 519 • CBM Administration Practice for R-CBM, Maze, Early Literacy, M-CAP, & M-COMP	Begin working on Systems of Support Analysis	Reading: Texts • Hosp, Hosp, & Howell: Ch. 3 & 4 Reading: Sakai (477) •AIMSWeb Administration and Scoring for M-CAP and M-COMP •AIMSweb Administration and Scoring manuals for Test of Early Literacy (TEL) **BRING STOPWATCHES!**
Week 3 Sept 8	**Universal Supports: Formative Academic Data Collection Systems within a Problem Solving Model**		Assigned Readings RTI Applications (Volume 1) Chapters 1-2 RTI Applications (Volume 2) Chapters 1-3

Week 4 Sept 15	**Universal Academic Screening and Universal/Group Interventions for Reading**		Assigned Readings Lembke, E. S., McMaster, K. L. and Stecker, P. M. (2010). The prevention science of reading research within a Response-to-Intervention model. *Psychology in the Schools*, *47*(*1*), 22-35. DOI: 10.1002/pits RTI Applications (Volume 1) Chapters 3, 5, and 9
Week 5 Sept 22	**Universal Behavioral Screening and SWPBS**		Assigned Readings RTI Applications (Volume 1) Chapter 4. 10 and 11 McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C. and Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of School-wide Positive Behavior Support to promote durable systems. *Psychology in the Schools*, *47*(*1*), 5-21. DOI: 10.1002/PITS **Assignment Due:** Reflection Paper

			Assigned Readings
Week 6 Sept 29	**Integration of Academic and Behavioral Universal Data**		Algozzine, B., Wang, C., and Violette, A. S. (2011). Reexamining the relationship between academic achievement and social behavior. *Journal of Positive Behavioral Intervention*, *13*(*3*), 3-16 Lane, K.L., Oakes, W.P., Jenkins, A., Menzies, H.M., Kalberg, J.R. (2014) A Team-Based Process for Designing Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: How Does My School-Site Leadership Team Design a CI3T Model? *Preventing School Failure: Alternative Education for Children and Youth, 58* (*3*), 129-142, DOI: 10.1080/1045988X.2014.893976
Week 7 Oct 6	**BREAK**		

Week 8 Oct 13	**Special Considerations: Universal Screening and Multi-Tiered Supports with an English Language Learning Population (ELL)**		Esparza Brown, J. & Sanford, A. (2011). RTI for English Language Learners: Appropriately using screening and progress monitoring tools to improve instructional outcomes. *National Center on Response to Intervention*. Washington, DC: Author. Sun, J.W., Nam, J.E., & Vanderwood, M.L. (2010). English Language Learners (ELL) and response to intervention: Information for K-6 educators. *National Association of School Psychologists*. Bethesda, MD: Author. Assignments Due **Universal Behavior Intervention Critique**
Week 9 Oct 20	**Universal Academic Scientifically Based Core Curriculum: Reading Review of Big Five Elements of Reading**		Assigned Readings *Common Core standards for English, Language Arts, & Literacy in History/Social Studies, Science and Technical Subjects* (2010). Common Core State Standards Initiative, Retrieved from: http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf National Early Literacy Panel (U.S.) (2008). Developing early literacy: Report of the National Early Literacy Panel [Washington,DC]: National Institute for Literacy Pearson, P.D., & Hiebert, E.H. (2010). National reports in literacy: Building a scientific base for practice and psychology. *Educational Researcher*, *39(4)*, 286-294.

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| Week 10 Oct 27 | **Universal Academic Scientifically Based Core Curriculum: Math**
Review of Big Five Elements of Math | | <u>Assigned Readings</u>

Lembke, E.S., Hampton, D. & Beyers, S.J. (2012). Response to intervention in mathematics: Critical elements. Psychology in the Schools, 49(3), 257-279. doi: 10.1002/pits.21596

U.S. Department of Education (2008). The final report of the National Mathematics Advisory Panel. Washington, DC: Author.

<u>Assignments Due</u>
Universal Academic Intervention Critique |
| Week 11 Nov 3 | **Universal Academic Scientifically Based Core Curriculum: Written Language and Spelling** | | <u>Assigned Readings</u>

McMaster, K.L. (2012). Using curriculum-based measurement for beginning writers within a response to intervention framework. *Reading Psychology*, *33*, 190-216. doi: 10.1080/02702711.2012.631867. |

Week 12 Nov 10	**Universal Applications in Addressing Academic-Related Issues: Academic Enablers (Motivation/Organization/Self-Determination)**		Assigned Readings DiPerna, J. (2006). Academic enablers and student achievement: Implications for assessment and intervention services in the schools. *Psychology in the Schools*, *43*(*1*), 7-17. Bulgren, J.A., Graner, P.S., & Deshler, D.D. (2013). Literacy challenges and opportunities for students with learning disabilities in social studies and history. *Learning Disabilities Research & Practice, 28*(1), 17-27.
Week 13 Nov 17	**Social Emotional Screening and Assessment**		Assigned Reading BP 11: Best Practices in Population-Based School Mental Health Services

Week 14 Nov 24 (Thur. Nov 26 – no class)	**Special Considerations for RTI Implementation and Final Class Wrap-up**		
Week 15 Dec 1		**Combined Class for Case Study Reports**	

Week 15 Dec 3 1:00 – 3:30		**Combined Class for Case Study Reports**	
Week 16 Dec 7 – 11		**Report Back to Schools**	

RUBRICS FOR COURSE REQUIREMENTS
Behavioral Intervention Critique Rubric

Due Date: October 13, 2015

Name _____

Component	Points	Comments
Description of intervention	/5	
Review of research to supports its use	/5	
Description of Population for Which it is Validated	/5	
Recommendations for Applications to Schools	/5	
Total Score	**/20**	

Due Date: October 27, 2015

Name _____

Component	Points	Comments
Description of Intervention	/5	
Review of Research to Support its use	/5	
Description of Population for Which it is Validated	/5	
Recommendations for Applications to Schools	/5	
Total Score	**/20**	

School-wide Culminating Case Study Rubric

Due Date: December 1, 2015

Name _____

<u>**Collaboration/Team Work among Group**</u>	0	2	4

<u>**Universal Data:**</u>

Academic	0	2	4
Behavioral	0	2	4
Presentation of Data	0	2	4
Analysis of Data	0	2	4

<u>**Recommendations:**</u>

Using data for Decision-making	0	2	4
Provides at least 2 School-wide Recommendations	0	2	4
Describes foundational pieces that facilitate practices (e.g., buy-in, administrative support, teaming structure)	0	2	4

<u>**Presentation:**</u>

Organization	0	2	4
Use of Visuals	0	2	3
Clarity/Conciseness	0	2	3
Able to Respond to Questions	0	2	4
Presentation Style and Poise	0		
	0	2	4

TOTAL POINTS : /50