

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION  
ACADEMIC ASSESSMENTS AND INTERVENTIONS  
CIEP 477-001  
FALL 2016, Wednesday 5:00 – 7:30  
LSC, Cuneo Hall, 117

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INSTRUCTOR: Don Sibley, NCSP

EMAIL: dsibley@luc.edu; donsibley@comcast.net

PHONE/TEXT: 708-609-9918 (cell)

OFFICE HOURS:

Wednesday, by Appointment, before or after class

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### **Course Description**

The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students experiencing academic difficulties. Students will learn how to use assessment data for planning, evaluating, and modifying instructional support. Students will also learn how to evaluate interventions and match academic interventions to instructional needs. Moreover, students will learn how to effectively communicate the results of academic assessments in both oral and written form in order to help teachers and parents develop, monitor, and modify academic intervention plans. Emphasis will be placed on understanding and mastery of Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS) as a model of assessment in school settings, interpretation of time-series data for evaluating and monitoring student progress, and the basic tenets of standardized assessment in achievement. 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.

### **General Course Objectives**

- The development of effective and appropriate interventions for school-based academic concerns
- The collection and interpretation of data from informal academic assessments and observations for intervention development and evaluation
- The use of curriculum-based assessments for monitoring students' academic programs and teacher decision-making
- Understanding of effective instructional strategies and their application to academic intervention

### **Required Textbooks**

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). RTI in the classroom. Guilford Press. ISBN: 978-1-60623-297-2

Brown-Chidsey, R. & Steege, M.W. (2012). Response to Intervention: Principles and Strategies for Effective Practice, 2nd Ed. Guilford Press. ISBN: 978-1-60623-923-0

Hoover, J.J. (2013). Linking Assessment to Instruction in Multi-Tiered Models. Pearson. ISBN 13: 978-0-13-254267-8

Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). The ABCs of CBM. Guilford Press. ISBN: 978-1- 59385-399-0

Shapiro, E. (2004). Academic skills problems workbook-revised edition. New York, NY: The Guilford Press. 978-1572309685

Additional readings/materials will be assigned by the instructor and will be either posted on Sakai or available for download from websites.

## **OTHER REQUIRED MATERIALS**

In addition to general class materials, you will need an actual stopwatch. “Kitchen” timers, countdown timers, or cell phone timer/stopwatch are not acceptable. Very inexpensive (less than \$20) stopwatches can be purchased from Target, Walmart, Dick’s Sporting Goods, and Amazon. All of those sources also sell “multi-packs” which a number of you could purchase together, further reducing the cost per unit.

### **Recommended Texts** (for professional library)

(If you don’t wish to buy these books, you may want to check them out of the library – if they are available – or see if they are available for rental/lease. They both have lots of good information about empirically-based interventions).

Shapiro, E.: Academic Skills: Direct Assessment and Intervention, 4<sup>th</sup> Ed. ISBN 978-1-60623-961-2 (hardcover). Guilford Press.

Rathvon, N.: Effective School Interventions: Evidence-base Strategies for Improving Student Outcomes. 2<sup>nd</sup> Edition. ISBN 978-1-60623-791-5 (hardcover). Guilford Press.

Additional readings may be assigned by the instructor. These may be journal articles or internet resources that students will either find on Sakai or will search for and download from online sources. In most cases, reading assignments should be completed prior to the class meeting time.

### **Other Course Materials**

There is a very useful – but somewhat expensive (\$30) – app for iOS and Android smartphones and tablets called “School Psychology Tools”. This app has a lot of useful tools, the most useful of which will probably be the “Observation” tool, which is, essentially, the BOSS for your smartphone or tablet. Other tools are a calendar, stopwatch, evaluation/intervention planner and checklist, student data manager, etc. Probably well worth the \$\$ but that’s your call! For the same price you can buy the BOSS alone from Pearson.

## **METHODS OF INSTRUCTION**

This course will consist of lectures, group discussions, online learning activities, and in-class activities. Students are expected to have read the assigned materials before class to ensure questions and concerns may be addressed during the class period (although general discussion of relevant topics is always encouraged).

## **IDEA OBJECTIVES FOR THE OBJECTIVES SELECTION FORM**

- To facilitate the process for online course evaluations developed by IDEA and delivered by Campus Labs, please include no more than 3 – 5 objectives as an essential or important objective for the course on your syllabus.
- Multiple sections of the same course should have the same essential and/or important objectives (check with your Program Chair to see if your course is in this category).
- Be sure to rate these objectives as essential or important on your Objectives Selection Form (OSF) for the IDEA online course assessment, and to rate the remaining objectives as minor.

The 13 possible objectives you will select from are listed below: (The essential objectives for evaluation of this course are **boldfaced**):

- 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)**
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 (inventing; designing; writing; 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, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

## **DISPOSITIONS**

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

## **CONCEPTUAL FRAMEWORK**

**Our mission is social justice, but our responsibility is social action through education.**

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and

capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none. (Reprinted from [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/))

### **SOE Conceptual Framework Standards (CFS)**

Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

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

This course addresses these standards by establishing the following expectations:

1. Professionals are responsive to the long-term social and ethical implications of their decisions and actions.
2. Professional educators 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.

3. Professional educators in service of social justice will...
  - a. Know the subjects they teach and how to convey content of those subjects to learners;
  - b. Engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation;
  - c. Evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences;
  - d. Evaluate the effects of their decisions on others learners, families, and other professionals in the learning community;
  - e. Provide learning opportunities to support all learners' intellectual, social, and personal development;
  - f. Possess the knowledge and skills to teach all learners well and with rigor;
  - g. Create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation;
  - h. Maintain high standards of professional and ethical conduct.

## **DIVERSITY**

In concert with the conceptual framework for the School of Education, faculty and candidates will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

## **CLASS COMMUNICATION**

**Sakai and University email will be the main methods of communication with candidates enrolled in this course.** Given that Sakai uses your Loyola computer account, candidates are responsible for making sure that their account is in good working order. Also, candidates are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

## **DISPOSITIONS**

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

## **PLAGIARISM**

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all candidates.

*"Definition: Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts.*

*Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.”*

Some candidates seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is, and what is not, plagiarism at <http://www.indiana.edu/~istd/>. In addition, I reserve the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

## **ACCESSIBILITY**

Candidates 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, candidates must schedule an appointment with an SSWD coordinator. Candidates should contact SSWD at least four weeks before their first semester or term at Loyola. Returning candidates 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: [www.luc.edu/sswd/](http://www.luc.edu/sswd/)

## **TECHNOLOGY**

This course acknowledges and addresses the belief that technology for educators is multidimensional and helps the educator make informed decisions by applying this technology within the school community. Candidates will have opportunities to use technology in order to locate essential resources, complete course documents and projects, score assessments, develop presentations, and prepare reports. Course materials will be disseminated primarily via Sakai. Course information will be communicated via Loyola email; therefore it is essential that candidates check their university assigned email at least once a week, if not more frequently.

## LOYOLA UNIVERSITY CHICAGO SCHOOL OF EDUCATION SYLLABUS ADDENDUM

### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn**. 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. 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](#).

### **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

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***.

**Professional Expectations of the Instructor:** (Borrowed, in part, from Dr. Bohanon!)

1. I make a strong effort be where I say I am going to be, when I say I'll be there, and do what I say I am going to do. I value these characteristics in others. I also know that things in life just happen. If something does happen, I would like to know, especially, if you have an emergency and cannot make it to class. Similarly, will let you know, in as timely manner as possible, when an emergency occurs and the class start time will be delayed, when I cannot make it to class, or when I need to reschedule a meeting.
2. When assignments are turned in on time, I am happy. Everyone wants a happy grader for their assignment! I reserve the right to give partial credit or no credit for assignments turned in after the stated due date *unless you have made prior arrangements with me.*
3. I like to know what is expected from the beginning of any undertaking and I assume that you do too. During the first class session we will discuss expectations of instructors and student behaviors that will make the class run smoothly. Be thinking about 2 or 3 expectations you believe make university classes run smoothly. I will also endeavor to be as clear as possible about my expectations throughout the course.
4. The course syllabus is developed prior to the start of the term and assumes that things will run essentially according to plan. However, circumstances can, and do change. In Chicago it's the weather! We will respond as appropriate to those changes in circumstances. I will make you aware of those changes as soon as possible, modify the course schedule as appropriate, and post the revised version of the syllabus as soon as possible.
5. I really want to know what you think, and what you have learned from the course. It is frustrating when I cannot read students' work. Therefore, I expect that you will word process your assignments utilizing spellcheck, (unless otherwise specified). Similarly, it is frustrating when students do not participate in discussions. I expect that every student will be a participant in our discussions of the course content.



## **Course Requirements & Evaluation Procedures**

Assignments must be completed on time and submitted in class on the dates noted. Depending upon how quickly you are able to initiate your clinical activities in the schools, adjustments to due dates may, or may not, be necessary. Sufficient notice will be provided for any changes in due dates that become necessary.

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition. Required paper submissions are noted in the sections that follow.

<b>Course Requirement/Assignment</b>	<b>Points Possible</b>	<b>Points Earned</b>
Professional Behavior and Communication	15	
Systems of Support Analysis	15	
In-Class and Online Practice Activities (5 pts. each)	30	
Case Study Written Component Drafts (40 points total) <ul style="list-style-type: none"><li>• Problem Identification</li><li>• Problem Analysis</li><li>• Plan Development</li><li>• Plan Implementation</li></ul>	10 10 10 10	
Intervention Critique (Choose from the following): <ul style="list-style-type: none"><li>• Reading (Early Literacy, fluency, comprehension)</li><li>• Math (facts, operations, number concepts, etc.)</li></ul>	30	
Case Study Oral and Written Reports	60	
Case Study Portfolio	40	
<b>Total Points Possible</b>	<b>230</b>	

1. **Professional Behavior and Communication.** Your regular attendance and active participation are expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by reading or writing of papers. Participation will be measured by participation in class discussions and in-class activities/assignments. You may not earn participation points when you are engaged in activities such as side conversations with classmates, browsing the net, instant messaging, emailing, text messaging, and/or making/accepting phone calls during class. *If you use a cellular device or computer for non-instructional purposes during class, you are subject to losing all 15 class participation points, at the discretion of the instructor.*

Clearly, you will not earn participation points when you do not attend class! Therefore, regular attendance is strongly encouraged. If circumstances dictate that you must miss more than one class meeting, or you have a day when you must arrive late to class, I expect you to alert me prior to the start of the class meeting. If circumstances do not permit this, I expect you to contact me as soon as possible to make me aware of the situation.

2. **In-Class and Online Practice Activities:** Students will actively participate in the in-class and online practice activities. In-class practice activities will be completed in groups of 2 or 3 using materials downloaded from Sakai. Online activities will be completed sometime during the week of the assignment. Assessment activities will use materials that you will download from Sakai. Requirements for online practices activities are as follows:
  - a. **Developing measurable and observable hypotheses.** Using data provided by the instructor, develop at least 2 measurable and observable hypotheses for why the problem is occurring. Post to Sakai by Sunday, 11 pm.
  - b. **Charting and Graphing.** Part 1) Review online video of graphing using Excel. Part 2) Using data provided by the instructor create a progress monitoring graph. Post to Sakai by Sunday, 11 pm.
  - c. **Administration and Scoring of TEN.** Administer the TEN to two students in your class/school or as arranged by you (children of relatives, friends, etc.). It is preferred that children in the appropriate age range be used. Since formal parental consent is required by Loyola, the appropriate document will be provided by the instructor. Post to Sakai by Sunday, 11 pm.
  - d. **Administration and Scoring of TEL.** Administer the TEL to two students in your class/school or as arranged by you (children of relatives, friends, etc.). It is preferred that children in the appropriate age range be used. Since formal parental consent is required by Loyola, the appropriate document will be provided by the instructor. Post to Sakai by Sunday, 11 pm.
3. **Systems of Support Analysis.** *Each student team* will complete and submit the Systems of Support Analysis document (posted on Sakai). This document is intended to help you determine what systems are in place that will support quality instruction for students at all three tiers, what systems are in place that can support ongoing interventions for students at all three tiers, and it will help you to determine if there are any barriers or roadblocks to ongoing interventions for students at all three tiers. This is a "completion" assignment: full credit if it is done, no credit if it is not completed.
4. **Case Study Component Drafts.** *Each student team* will submit written drafts of the first three components of the case study – Problem Identification, Problem Analysis, Plan Development, and Plan Implementation. Since each of these drafts will, ultimately, be incorporated into the

final report, submission of drafts will allow the instructor and student to be sure that each component is as complete as possible. Each document will be submitted via Sakai.

5. **Intervention Critique.** Students will select and critique an evidence-based early reading, reading fluency, reading comprehension, or math intervention that could be used within the context of school-based collaboration. Your sources may be texts, Internet sites, or publisher sites. For this project, you will be required to complete a 3-5 page written critique of the intervention containing a brief description of the intervention, its applications, implementation, treatment components, outcome measures, research or program evaluation support, and your own evaluation of the intervention. You will share your critique in class. The class presentations *may* include a Powerpoint presentation and *must* include a one-page summary handout for each student.
  
6. **Academic Problem-Solving Case Reports – Oral and Written.** Students are expected to complete one problem-solving case study (resulting in a written and oral case report) in the schools to which they are assigned. Casework involves applied work in the schools with teachers and students and is likely to require, on average, approximately 1-2 hours in the schools per week. Students will work in pairs or triads. The report will include four different assessment methods (review, interview, observation, test) 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 (Problem Identification, Problem Analysis, Plan Development, Plan Implementation, Plan Evaluation) based on the data you have collected (not just the summary of the quantitative information). At the end of the semester, students will present their cases. An overhead, PowerPoint, or handouts should be made of data, protocols, and tables to share with others during discussion.
  
7. **Academic Case Study Portfolio.** Students will gather assessment 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, file review, baseline and monitoring CBMs, descriptions and materials for interventions, etc. Essentially, each piece of data developed or collected for the case must be included in the portfolio. ***Each entry in the portfolio must be clearly labeled. Items should be organized by problem-solving stages.***

***Scoring rubrics and guidelines for the Systems of Support, Case Study Section Drafts, Intervention Critique, and Academic Case Study assignments will be posted on Sakai.***

## SELF-EVALUATION

You are encouraged to monitor your performance in class using the table above. If you find that you are struggling to meet your personal goals for this class, I encourage you to examine how you prepare for class, how you manage your assignments, your level of participation, etc. to determine where the problem might be. If you find that you need assistance with this process please don't hesitate to make an appointment with me.

Grades in the course will be assigned as follows:

<b>Total Points Earned</b>	<b>%</b>	<b>Grade</b>
214 or higher	93-100	A
207-213	90-92	A-
200-206	87-89	B+
191-199	83-86	B
183-190	80-82	B-
177-182	77-79	C+
168-176	73-76	C
161-167	70-72	C-
154-160	67-69	D+
138-155	60-66	D
137 or less	<60	F

## COURSE SCHEDULE

This course schedule and due dates for assignments were established prior to the start of classes. They are subject to change as situations, such as school access, develop. Should any changes become necessary, they will be announced in class and via email as early as possible. The most current course schedule will be posted on Sakai. It is your responsibility to be sure you are working from the most current version.

Class Date	Topics	Activity for the Week	Reading/Assignments Due
Week 1 Aug 31  <b>In-Person</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review of course syllabus and schedule</li> <li>• Introduction to MTSS: What is it and where did it come from?</li> </ul>		<u>Reading: Texts</u> •Brown-Chidsey, Bronaugh & McGraw: Intro •Hoover: Ch: 1  <u>Reading/Materials: Sakai</u> •A New Era: Revitalizing SE.pdf •NADSE White paper on Response to Intervention.pdf •Myths about Rtl.pdf
Week 2 Sept 7  <b>In-Person</b>	MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) <ul style="list-style-type: none"> <li>• Essential components</li> <li>• Understanding the tiered system of supports</li> <li>• Assessment within MTSS</li> </ul>	Begin working on Systems of Support Analysis	<u>Reading: Texts</u> •Brown-Chidsey & Steege: Ch. 2 & 3 •Hoover: Ch: 2 •Brown-Chidsey, Bronaugh & McGraw: Ch. 2  <u>Reading/Materials: Sakai</u>
<b>RECOMMENDED READING FOR CASE STUDY SECTION DRAFTS: Brown-Chidsey &amp; Steege: Ch. 11</b>			

<p>Week 3 Sept 14</p> <p><b>In- Person</b></p>	<p><u>PROBLEM SOLVING</u> Step 1: Problem identification</p> <p><u>Question:</u> <i>Is there a problem that may warrant intervention?</i></p> <ul style="list-style-type: none"> <li>• Introduction to 5-Step Problem Solving Model</li> <li>• RIOT and ICEL</li> </ul>	<p>Begin Problem identification data collection</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> <li>•Brown-Chidsey &amp; Steege: Ch. 1</li> <li>•Shapiro: REVIEW Teacher Interview, Student Interview, Academic Performance Rating Scale and B.O.S.S (pgs. 7-58)</li> </ul> <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> <li>•RIOT/ICEL Matrix</li> </ul>
<p>Week 4 Sept 21</p> <p><b>In- Person</b></p>	<p><u>CURRICULUM-BASED MEASUREMENT</u></p> <ul style="list-style-type: none"> <li>• Introduction to CBM</li> <li>• 5 Big Ideas of Reading</li> </ul> <p><u>In-Class Activity:</u> Administration Practice for R-CBM, Maze, M-COMP, &amp; M-CAP</p>	<p>BE FAMILIAR WITH AIMSweb MATERIALS PRIOR TO CLASS!</p> <p>BRING STOPWATCHES!</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> <li>•Hosp, Hosp, &amp; Howell: Ch. 1, 2 &amp; 3</li> </ul> <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> <li>•Summary Report of the National Reading Panel, 2000</li> <li>•AIMSWeb Administration and Scoring Guides for R-CBM, Maze, M-CAP and M-COMP</li> <li>•DOWNLOAD practice materials for R-CBM, Maze, M-COMP and M-CAP</li> </ul> <p><u>DUE:</u></p> <ul style="list-style-type: none"> <li>•Systems of Support Analysis. Post to Sakai by 11:00 pm Sunday, Sept. 25.</li> </ul>

<p>Week 5 Sept 28</p> <p><b>Online</b></p>	<p><u>PROBLEM SOLVING</u> Step 2: Problem analysis</p> <p><u>Question:</u> <i>What is the nature of the problem?</i> <u>Question:</u> <i>How big is the problem?</i> <u>Question:</u> <i>Why do we think it is occurring?</i></p> <ul style="list-style-type: none"> <li>Analyzing PI data</li> <li>Determining magnitude of problem</li> <li>Student v. class problem?</li> <li>Developing hypotheses</li> </ul> <p><u>Online Practice Activity:</u> Developing measurable and observable hypotheses.</p>		<p><u>Reading: Texts</u> •<b>REVIEW:</b> Brown-Chidsey &amp; Steege: Ch. 1 •<b>REVIEW:</b> Brown-Chidsey, Bronaugh &amp; McGraw: Ch. 2</p> <p><u>Reading/Materials: Sakai</u> •</p> <p><u>DUE:</u> •<b>Online practice activity artifacts. Post to Sakai by 11:00 pm Sunday, Oct. 2.</b></p>
<p>Week 6 Oct 5</p> <p><b>In-Person</b></p>	<p><u>PROBLEM SOLVING MODEL</u> Step 3: Plan Development</p> <p><u>Question:</u> <i>What are we going to do to fix the problem?</i></p> <ul style="list-style-type: none"> <li>Matching interventions to student need</li> <li>Planning effective interventions</li> <li>Writing measurable goals</li> <li>What do we mean by “Evidence-based”?</li> </ul>	<p>Begin planning intervention. Consult with me if needed!</p>	<p><u>Reading: Texts</u> •Brown-Chidsey, Bronaugh &amp; McGraw: Ch. 6 &amp; 8 •Hoover: Ch: 4 &amp; 6 •Brown-Chidsey &amp; Steege: Ch. 4 &amp; 6</p> <p><u>Reading/Materials: Sakai</u> •</p> <p><u>DUE:</u> •<b>Problem Identification Section Draft. Post to Sakai by 11:00 pm Sunday, Oct. 9.</b></p>

<p>Week 7 Oct 12</p> <p><b>Online</b></p>	<p><u>PROBLEM SOLVING MODEL (Cont.)</u> Step 4: Plan Implementation &amp; Progress Monitoring</p> <p><u>Question:</u> <i>What does the intervention look like?</i> <u>Question:</u> <i>How will we know it's done correctly?</i> <u>Question:</u> <i>How will we monitor progress?</i></p> <ul style="list-style-type: none"> <li>• Writing the Intervention Plan</li> <li>• Writing an implementation fidelity plan</li> <li>• Writing a progress monitoring plan</li> <li>• Displaying data in tables, charts, and graphs</li> </ul> <p><u>Online Practice Activity:</u> Charting and Graphing. Part 1) Review online video of graphing using Excel. Part 2) Using data provided by the instructor create a progress monitoring graph and post to Sakai.</p>		<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> <li>•Hosp, Hosp, &amp; Howell: Ch. 8</li> <li>•Shapiro: pgs. 147-165</li> <li>•Brown-Chidsey &amp; Steege: Ch. 5</li> <li>•Brown-Chidsey, Bronaugh &amp; McGraw: Ch. 4</li> </ul> <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> <li>•Excel Worksheet: Graphing Practice</li> </ul> <p><u>DUE:</u></p> <ul style="list-style-type: none"> <li>• <b>Problem Analysis Section Draft. Post to Sakai by 11:00 pm Sunday, Oct. 16.</b></li> <li>• <b>Online practice activity artifacts. Post to Sakai by 11:00 pm Sunday, Oct. 16.</b></li> </ul>
<p>Week 8 Oct 19</p> <p><b>In-Person</b></p>	<p><u>PROBLEM SOLVING MODEL (Cont.)</u> <u>Step 5: Plan Evaluation</u></p> <p><u>Question:</u> <i>Was the intervention implemented as intended?</i> <u>Question:</u> <i>Was the intervention successful?</i> <u>Question:</u> <i>What's next?</i></p> <ul style="list-style-type: none"> <li>• Evaluating intervention integrity data</li> <li>• Reviewing and Evaluating Progress Monitoring Data</li> <li>• Making decisions about individuals and groups</li> <li>• Using Decision Rules to make data-based decisions</li> </ul>		<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Reading/Materials: Sakai</u></p>



<p>Week 9 Oct 26</p> <p><b>Online</b></p>	<p><u>ASSESSMENT OF EARLY MATH</u></p> <ul style="list-style-type: none"> <li>• Introduction to early MATH</li> <li>• Introduction to Test of Early Numeracy – TEN</li> <li>• Interventions for early Math</li> </ul> <p><u>Online Practice Activity:</u> Administration and Scoring of TEN</p>		<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> <li>•AIMSweb Administration and Scoring manual for Test of Early Numeracy (TEN)</li> <li>•DOWNLOAD TEN practice materials</li> </ul> <p><u>DUE:</u></p> <ul style="list-style-type: none"> <li>• <b>Intervention Critiques. Post to Sakai by 11:00pm Sunday, Oct. 30.</b></li> <li>• <b>Online practice activity artifacts. Post to Sakai by 11:00 pm Sunday, Oct. 30.</b></li> </ul>
<p>Week 11 Nov 2</p> <p><b>In-Person</b></p>	<p><u>ASSESSMENT OF SPELLING AND WRITING</u></p> <ul style="list-style-type: none"> <li>• Curriculum-based assessment of spelling and writing fluency</li> <li>• Interventions for Spelling and Writing</li> </ul> <p><u>In-Class Activity:</u> Administration and Scoring of Spelling and Writing CBM</p>	<p>Share Intervention Critiques</p> <p><b>BRING STOPWATCHES!</b></p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> <li>•Hosp, Hosp, &amp; Howell: Ch. 5 &amp; 6</li> <li>•Hoover: Ch: 5</li> <li>•Brown-Chidsey, Bronaugh &amp; McGraw: Ch. 7</li> </ul> <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> <li>•AIMSweb Administration and Scoring Manuals for Spelling and Writing</li> <li>•DOWNLOAD spelling and writing practice materials</li> </ul> <p><u>DUE:</u></p> <ul style="list-style-type: none"> <li>• <b>Plan Development Draft. Post to Sakai by 11:00pm Sunday, Nov. 6.</b></li> </ul>

<p>Week 10 Nov 9</p> <p><b>Online</b></p>	<p><u>ASSESSMENT OF EARLY LITERACY</u></p> <ul style="list-style-type: none"> <li>• Introduction to Early Literacy</li> <li>• Introduction to Test of Early Literacy (AIMSweb)</li> <li>• Interventions for early Literacy</li> </ul> <p><u>Online Practice Activity:</u> Administration and Scoring of TEL</p>	<p>Share Intervention Critiques</p> <p><b>BRING STOPWATCHES!</b></p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> <li>•Hosp, Hosp, &amp; Howell: Ch. 4</li> </ul> <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> <li>•AIMSweb Administration and Scoring manual for Test of Early Literacy (TEL)</li> <li>•DOWNLOAD TEL practice materials</li> </ul> <p><u>DUE:</u></p> <ul style="list-style-type: none"> <li>•Online practice activity artifacts. Post to Sakai by 11:00 pm Sunday, Nov. 13.</li> <li>•Plan Implementation Draft. Post to Sakai by 11:00 pm Sunday, Nov. 13.</li> </ul>
<p><b>RECOMMENDED READING FOR WRITING CASE STUDY REPORTS: •Brown-Chidsey &amp; Steege: Ch. 11</b></p>			
<p>Week 12 Nov 16</p>	<p><u>MOVING FROM GE TO SE</u></p> <ul style="list-style-type: none"> <li>• Determining when/if SE is indicated</li> <li>• Exceptionalities: Identification, Assessment, and Definitions</li> <li>• Illinois procedures for SLD</li> </ul> <p><u>MTSS with DIVERSE and ENGLISH LANGUAGE LEARNERS</u></p> <p><u>Question:</u> <i>How can MTSS meet the needs of diverse/ELL students?</i></p>		<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> <li>•Brown-Chidsey &amp; Steege: Ch. 8</li> <li>•Brown-Chidsey, Bronaugh &amp; McGraw: Ch. 10</li> </ul> <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> <li>•Sped rti framework.pdf</li> <li>•State Entitlement Requirements.pdf</li> <li>•REVIEW IEP_English.pdf</li> </ul>
<p>Week 13 Nov 23</p>	<p><b>CLASS WILL NOT MEET - THANKSGIVING</b></p>		

Week 14 Nov 30	<b>SIGN UP FOR INDIVIDUAL CONFERENCES TO DISCUSS REPORTS – CLASS WILL NOT MEET</b>
<b>Week 15</b> Dec 7 and Dec 8	<b>CASE STUDY PRESENTATIONS FOR 477 AND 478</b> <b>ACADEMIC-ONLY PRESENTATIONS ON DEC. 7; COMBINED PRESENTATIONS ON DEC. 8</b>
Week 16 Dec 14	<b>WRITTEN CASE STUDY REPORTS AND PORTFOLIOS DUE</b>