

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
ACADEMIC ASSESSMENTS AND INTERVENTIONS
CIEP 477-002
FALL 2016, Thursday 1:00–3:30
WTC, CLC 423

INSTRUCTOR: Don Sibley, NCSP EMAIL: dsibley@luc.edu; donsibley@comcast.net
PHONE/TEXT: 708-609-9918 (cell) OFFICE HOURS:
Thursday, by appointment before or after class

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. Candidates will learn 1) effective assessment procedures to identify students at risk for academic difficulty; 2) to use assessment data for planning, evaluating, and modifying instructional support; 3) to evaluate interventions and match academic interventions to instructional needs; and 4) 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)/Multi-Tiered Systems of Support (MTSS) as a model of assessment and intervention in school settings; linking academic assessment to intervention; 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.

Candidates will gain practice in the application of course content through a long-term case study. The case study will require candidates, working in teams, to complete all steps of a problem solving process. Candidates will collect individual student data, determine the nature and magnitude of a student's academic difficulty, develop an intervention plan, implement the plan, collect progress-monitoring data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

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

ALIGNMENT WITH ISBE/NASP STANDARDS

- Development of basic communication and interviewing skills involved in working with client systems (ISBE/NASP 2,3)
- Development of competencies in psychological and educational assessment, including a special focus on issues related to non-biased assessment (ISBE/NASP 5,7,8)

- Development of competencies in the link between assessment and intervention in the Instructional/Consultative process (ISBE/NASP 1,2,3,6)
- Development of a comprehensive understanding of problems associated with the physical, social, emotional, and educational development of exceptional children and youth (ISBE/NASP 4).

REQUIRED TEXTBOOKS

NOTE: Please be sure to bring appropriate textbooks to class as there will be times that you will need to reference material in the text(s).

Hoover, J.J. (2013). Linking assessment to instruction in multi-tiered models. Boston. Pearson Education. ISBN 13: 978-0-13-254267-8.

Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). The ABCs of CBM. (3rd Ed). Guilford Press. ISBN: 978-1-59385-399-0.

Hunley, S. & McNamara, K. (2010). Tier 3 of the RtI model: Problem solving through a case study approach. Jointly published by NASP and Corwin. ISBN: 978-1-4129-5331-3.

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

Shapiro, E. (2011). Academic skills problems workbook. (4th Ed). New York, NY: The Guilford Press. ISBN 978-1-60918-021-8.

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 READINGS (Boldfaced materials strongly recommended)

- AERA, APA, NCME (1999). Standards for psychological and educational testing (3rd ed.). Washington, DC: Author.
- American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- Bradley-Johnson, S., & Johnson, C.M. (2006). A handbook for writing effective psychoeducational reports (2nd ed.). Austin, TX: PRO-ED.
- Brown-Chidsey, R. (Ed.). (2005). Assessment for intervention: A problem-solving approach. New York, NY: The Guilford Press. [Paperback reprint in 2007].
- **Daly, E.J., Neugebauer, S., Chafouleas, S., & Skinner, C.H. (2015). Interventions for reading problems (2nd ed.). New York. The Guilford Press.**
- **Rathvon, N. (2008). Effective school interventions: Evidence-based strategies for improving student outcomes. New York, NY: The Guilford Press.**

- Shapiro, E.S. (2010). **Academic skills problems: Direct assessment and intervention (4th ed.)**. New York: The Guilford Press.
- Shinn, M.R., & Walker, H.M. (Eds.). (2010). *Interventions for achievement and behavior problems III*. Bethesda, MD: National Association of School Psychologists. This would be an excellent book to get (possibly in preparation for Practicum)

OTHER RECOMMENDED 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/)

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/

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/

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***.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

Assignments must be completed on time and submitted by 1pm on the dates noted. Ten percent of the total points possible may be deducted for each day past the due date, ***unless you have made an alternative arrangement with me prior to the due date.*** Alternative arrangements will be considered for circumstances beyond your control. All written assignments (unless otherwise specified) must be word-processed and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. All assignments, except the case study report and portfolio are to be submitted electronically on Sakai.

Course Requirement	Individual/Group/School Team	Possible Points
Professional Behavior & Communication	Individual	15
In-Class Applications/Activities	Individual/Small Group	15
Systems of Support Analysis	School Teams	15
Case Study Report Section Drafts <ul style="list-style-type: none"> •Problem Identification •Problem Analysis •Plan Development •Plan Implementation/ Progress Monitoring 	School Teams	40
Intervention Critique	School Teams	20
Academic Problem-Solving Case Report	School Teams	60
Casework Portfolio	School Teams	40
School Summary Report	School Teams	20
Final Course Reflection	Individual	10
Total Points Possible		235

- 1. Professional Behavior & Communication.** These points are earned by demonstrating appropriate communication and behavior throughout the duration of this course and are aligned with the aforementioned program-wide assessment of dispositions. In-class behavior and on-time behavior are also considered for these points. In-class behavior expectations include bringing course books/readings and materials to class, attending to class lectures, presentations, guest speakers, videos, etc. and refraining from engaging in competing activities (e.g., text messaging, emailing, surfing the internet, side conversations, working on assignments for other courses, etc.). Class attendance is mandatory. If circumstances dictate you must miss a class meeting, or you have a day when you have to arrive late to class, you must alert the instructor ahead of the class meeting. If circumstances do not permit this, you must contact the instructor as soon as possible to make him/her aware of the situation. Being respectful of others and demonstrating the highest academic integrity easily earn professional behavior and communication points.

2. **In-Class Applications.** Individual students and/or small groups will complete activities during class related to the readings, assignments, and class content. Students must attend class to earn these points. Examples are CBM administration and practice, observation practice, interview practice, etc.
3. **Systems of Support Analysis.** *Each school 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.
4. **Case Study Section Drafts.** *Each school team* will submit drafts for four (4) of the five problem solving components reflected in the case study report. The intent of this assignment is for students to receive instructor feedback on each case study section before they are integrated into a complete report. Content guidelines and an evaluation rubric will be posted on Sakai.
5. **Intervention Critique.** *Each school team* will critique an existing evidence-based early reading, reading fluency, reading comprehension, spelling, writing, or math intervention that can be used within the context of consultation in schools. For this project, you will 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 briefly share your critique during class. A scoring rubric will be posted on Sakai.
6. **Academic Problem-Solving Case Report.** *Each school team* will complete a problem-solving case (resulting in a case report) in the schools. 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. 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. Content guidelines and an evaluation rubric will be posted on Sakai. Case study will be due the final week of the course and must also be posted on LiveText. (This is the only assignment that needs to be posted to LiveText).
7. **Casework Portfolio.** *Each school team* 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, screening CBA, CBMs, descriptions and materials for interventions, etc. Essentially, each piece of data for the case must be included in the portfolio.
8. **School Summary Report:** *Each school team* will prepare and share a summary of their intervention including an introduction and summaries of each major component: Problem Identification, Problem Analysis, Plan Development and Implementation, and Evaluation of outcomes. An evaluation rubric will be posted on Sakai. Meetings with schools will be

scheduled during the first two weeks in December to the greatest extent possible. At least one member of each team should plan to attend the school summary meetings.

9. **Final Course Reflection:** *Each student* will prepare and submit a final course reflection. Papers should include **reflections** on their clinical experiences in the schools (unexpected learning experiences, particularly challenging events/experiences, etc.), the content of the course (what worked/what didn't), and/or experiences that were particularly meaningful professionally or personally. Students may add additional topics or content as desired. Due the final week of the course.

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
219-235	93-100	A
211-218	90-92	A-
204-210	87-89	B+
195-203	83-86	B
188-194	80-82	B-
181-187	77-79	C+
171-180	73-76	C
164-170	70-72	C-
157-163	67-69	D+
141-156	60-66	D
<141	<60	F

FINAL NOTE...

Your role in this course is to come to class prepared to actively discuss the readings and participate in class, and to complete course assignments in a timely manner. It is also your responsibility to notify me via text or email if you will be late to, or absent from class.

My role in this course is to come to class prepared to teach. I will plan to be where I say I'll be at the time I say I'll be there unless circumstances prevent. In case of illness on my part, I will endeavor to have a colleague cover the course content rather than cancel class. I will also endeavor to return graded course documents in a timely manner so that you will know where you stand with regard to the course requirements. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

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 Sep 1	<ul style="list-style-type: none"> • Introductions • Review of course syllabus and schedule • Introduction to RTI/MTSS 	<p>Ungraded pre-test</p> <p>School Team Sign-up</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> •Hunley & McNamara: Ch. 1 •Hoover: Ch: 1 & 2 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> •A New Era: Revitalizing SE.pdf •NADSE White paper on Response to Intervention.pdf •Myths about RtI.pdf
Week 2 Sept 8	<p><u>PROBLEM SOLVING</u></p> <p>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"> • Assessment within RTI/MTSS • Introduction to 5-Step Problem Solving Model • RIOT and ICEL 	<p>Initiate School Contacts and schedule initial school visits</p> <p>Plan to practice the B.O.S.S using YouTube videos (links provided)</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hunley & McNamara: Ch. 2 & 4 • Riley-Tilman, Burns, & Gibbons: Ch. 2 & 3 •Shapiro: REVIEW Teacher Interview, Student Interview, Academic Performance Rating Scale and B.O.S.S (pgs. 7-58) <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> •RIOT/ICEL Matric

<p>Week 3 Sept 15</p>	<p><u>CURRICULUM-BASED MEASUREMENT</u></p> <ul style="list-style-type: none"> • Introduction to CBM • 5 Big Ideas of Reading <p><u>In-Class Activity:</u> Administration Practice for R-CBM, Maze, M-COMP, & M-CAP</p>	<p>Initial School Visits Should Happen this Week!</p> <p>Begin working on Systems of Support Analysis</p> <p>BE FAMILIAR WITH AIMSweb MATERIALS PRIOR TO CLASS!</p> <p>BRING STOPWATCHES!</p>	<p><u>Reading: Texts</u> •Hosp, Hosp, & Howell: Ch. 1, 2 & 3</p> <p><u>Reading/Materials: Sakai</u> •Summary Report of the National Reading Panel, 2000 •AIMSweb Administration and Scoring Guides for R-CBM, Maze, M-CAP and M-COMP •DOWNLOAD practice materials for R-CBM, Maze, M-COMP and M-CAP</p>
<p>Week 4 Sept 22</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"> • Analyzing PI data • Determining magnitude of problem • Student v. class problem? • Developing hypotheses <p><u>In-Class Activity:</u> Developing measurable and observable hypotheses.</p>		<p><u>Reading: Texts</u> •Review Riley-Tilman, Burns, & Gibbons: Ch. 3 •Read Riley-Tilman, Burns, & Gibbons: Ch. 6 •Hunley & McNamara: Ch. 5</p> <p><u>Reading/Materials: Sakai</u> •</p> <p><u>DUE:</u> Systems of Support Analysis. Post to Sakai by 11:00 pm Sunday, Sept. 25.</p>

<p>Week 5 Sept 29</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"> • Matching interventions to student need • Writing measurable goals • What do we mean by “Evidence-based”? <p><u>In-Class Activity:</u> Work with your partner to write measurable goals and objectives</p>		<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> •Shapiro: pp. 7-58 •Hunley & McNamara: Ch. 7 •Riley-Tilman, Burns, & Gibbons: Ch. 3 & 6 •Hoover: Ch: 4 & 6 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> • <p><u>DUE:</u> Problem Identification Section Draft. Post to Sakai by 11:00 pm Sunday, Oct. 2.</p>
<p>Week 6 Oct 6</p>	<p><u>PROBLEM SOLVING MODEL (Cont.)</u> Step 4: Plan Implementation & Progress Monitoring</p> <p><u>Question:</u> <i>What does the intervention look like?</i></p> <p><u>Question:</u> <i>How will we know it's done correctly?</i></p> <p><u>Question:</u> <i>How will we monitor progress?</i></p> <ul style="list-style-type: none"> • Describing/Writing the Intervention Plan • Writing an implementation fidelity plan • Writing a progress monitoring plan <p><u>In-Class Activity:</u> In-Class Practice: Displaying data in tables, charts, and graphs</p>	<p>BRING LAPTOPS OR TABLETS!</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> •Hosp, Hosp, & Howell: Ch. 8 •Shapiro: pgs. 147-165 •Hunley & McNamara: Ch. 6 •Riley-Tilman, Burns, & Gibbons: Ch. 4 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> •Excel Worksheet: Graphing Practice <p><u>DUE:</u> Problem Analysis Section Draft. Post to Sakai by 11:00 pm Sunday, Oct. 9.</p>

<p>Week 7 Oct 13</p>	<p><u>PROBLEM SOLVING MODEL (Cont.)</u> <u>Step 5: Plan Evaluation</u> <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"> • Evaluating intervention integrity data • Reviewing and Evaluating Progress Monitoring Data • Making decisions about individuals and groups • Using Decision Rules to make data-based decisions 	<p>Develop/determine intervention plan</p>	<p><u>Reading: Texts</u> •Hunley & McNamara: Ch. 2, pp. 18-24 •Riley-Tilman, Burns, & Gibbons: Review Ch. 5</p> <p><u>Reading/Materials: Sakai</u></p> <p><u>DUE:</u> Intervention Critiques. Post to Sakai by 11:00pm Sunday, Oct. 16.</p>
<p>Week 8 Oct 20</p>	<p><u>ASSESSMENT OF EARLY MATH</u></p> <ul style="list-style-type: none"> • Introduction to early MATH • Introduction to Test of Early Numeracy – TEN • Interventions for early Math <p><u>In-Class Activity:</u> Administration and Scoring of TEN</p>	<p>Share Intervention Critiques</p> <p>BRING STOPWATCHES!</p>	<p><u>Reading: Texts</u> • Hosp, Hosp, & Howell: Ch.</p> <p><u>Reading/Materials: Sakai</u> •AIMSweb Administration and Scoring manual for Test of Early Numeracy (TEN) •DOWNLOAD TEN practice materials</p> <p><u>DUE:</u> Plan Development Draft. Post to Sakai by 11:00pm Sunday, Oct. 16.</p>

<p>Week 9 Oct 27</p>	<p><u>ASSESSMENT OF EARLY LITERACY</u></p> <ul style="list-style-type: none"> • Introduction to Early Literacy • Introduction to Test of Early Literacy (AIMSweb) • Interventions for early Literacy <p><u>In-Class Activity:</u> Administration and Scoring of TEL</p>	<p>Share Intervention Critiques</p> <p>BRING STOPWATCHES!</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hosp, Hosp, & Howell: Ch. 4 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> •AIMSweb Administration and Scoring manual for Test of Early Literacy (TEL) •DOWNLOAD TEL practice materials <p><u>DUE:</u></p>
<p>Week 10 Nov 3</p>	<p><u>ASSESSMENT OF SPELLING AND WRITING</u></p> <ul style="list-style-type: none"> • Curriculum-based assessment of spelling and writing fluency • Interventions for Spelling and Writing <p><u>In-Class Activity:</u> Administration and Scoring of Spelling and Writing CBM</p>	<p>Share Intervention Critiques</p> <p>BRING STOPWATCHES!</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hosp, Hosp, & Howell: Ch. 5 & 6 •Hoover: Ch: 5 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> •AIMSweb Administration and Scoring Manuals for Spelling and Writing •DOWNLOAD spelling and writing practice materials <p><u>DUE:</u> Plan Implementation Draft. Post to Sakai by 11:00pm Sunday, Oct. 30.</p>
<p>Week 11 Nov 10</p>	<p><u>MOVING FROM GE TO SE</u></p> <ul style="list-style-type: none"> • Determining when/if SE is indicated • Exceptionalities: Identification, Assessment, and Definitions • Illinois procedures for SLD <p><u>In-Class Activity:</u> Completing IEP components using your student data.</p>		<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> •Hunley & McNamara: Ch. 9 •Riley-Tilman, Burns, & Gibbons: Ch. 8 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> •Sped rti framework.pdf •State Entitlement Requirements.pdf •REVIEW IEP_English.pdf <p><u>DUE:</u></p>

<p>Week 12 Nov 17</p>	<p><u>STANDARDIZED TESTING FOR ACADEMIC PROBLEMS</u></p> <ul style="list-style-type: none"> • Introduction to standardized achievement testing 		<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> • <p><u>DUE:</u></p>
<p>Week 13 Nov 24</p>	<p>CLASS WILL NOT MEET - THANKSGIVING</p>		
<p>Week 14 Dec 1</p>		<p>Continue Implementation and Monitoring</p> <p><u>TEAM CONFERENCES TO DISCUSS REPORTS</u></p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> • <p><u>DUE:</u></p>
<p>Week 15 Dec 8</p>	<p>CASE STUDY PRESENTATIONS/REPORTING TO COOPERATING SCHOOLS</p>		
<p>Week 16 Dec 15</p>	<p>CASE STUDY PRESENTATIONS/REPORTING TO COOPERATING SCHOOLS</p>		