

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**DATA-BASED DECISION MAKING
CIEP 519-001
FALL 2016**

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Time: Tuesday, 1-3:30 PM
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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 supports employed in schools (MTSS). MTSS focuses on prevention of academic, behavioral, and social-emotional issues through the delivery of sound core instruction to all. As such, 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.

COURSE OBJECTIVES AND ALIGNMENT WITH NASP DOMAINS

NASP Domain 1: Data-Based Decision-Making and Accountability

- Understand the functions of school-wide academic databases (e.g. AIMSweb), particularly their use as tools that monitor evaluate scientifically-based practice along three tiers of intervention
- Understand the functions of school-wide behavioral databases (e.g. SWIS) that address student behavior along three tiers of intervention

NASP Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

- Become familiar with and critically evaluate school-wide behavioral and social-emotional learning curriculum and interventions

NASP Domain 5: School-Wide Practices to Promote Learning

- Collaborate with school personnel to create and maintain a multi-tiered continuum of services to support academic, social, emotional, and behavioral goals for students

NASP Domain 9: Research and Program Evaluation

- Become familiar with and critically evaluate school-wide academic curriculum and behavioral programs

IDEA OBJECTIVES

The following three IDEA objectives are considered essential in this course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
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

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.

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 you to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting, and electronic communication policies and guidelines*. Please read each policy carefully.

This link will also bring you to the full text of the conceptual framework that guides the work of the School of Education – ***Social Action through Education***. Aligned with the School of Education’s conceptual framework, CIEP 519 maintains a focus on social action through education via its core assignments and its explicit focus on seeing students and school systems within context, including psychological, developmental, and cultural contexts.

DIVERSITY

In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive to, and driven by, individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in this course through discussions and presentations related to problem solving; non-biased assessment; and evidence-based, culturally responsive practices.

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 the student handbook and 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.

REQUIRED READINGS

- Kettler, R.J., Glover, T.A., Albers, C.A., Feeney-Kettler, K.A. (Eds.). (2014). *Universal screening in educational settings: Evidence-based decision making for schools*. Washington, DC: American Psychological Association. ISBN: 978-1-4338-1550-8
- McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York, NY: The Guilford Press. ISBN: 978-1-4625-2474-7
- Merrell, K.W., & Gueldner, B.A. (2010). *Social and emotional learning in the classroom: Promoting mental health and academic success*. New York, NY: The Guilford Press.

ISBN: 978-1-60623-550-8

The instructor will also assign additional readings. Many of these will be empirical journal articles students will search for and download from online databases found at Loyola University's library site. Other required readings will be posted on Sakai.

RECOMMENDED 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

METHODS OF INSTRUCTION

This course will consist of lectures, group discussions, group activities, and student presentations. Students are expected to have read the assigned materials before class to ensure questions and concerns may be addressed during the class period.

COPYRIGHT POLICY

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors' rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited in alignment with APA standards. For Loyola University Chicago's copyright resources, please access: www.luc.edu/copyright/index.shtml.

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 students.

"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 students 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/en_us/support/help-center) for any written assignment.

CLASS COMMUNICATION

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

COURSE REQUIREMENTS & EVALUATION PROCEDURES

Without exception, assignments must be completed on time and submitted by the times and dates indicated on the course schedule below. Ten percent of the total points possible will be deducted for each day past the due date/time.

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, 6th edition.

Course Requirement/Assignment	Due Date	Points Possible
Professional Behavior and Communication	Ongoing	5
Reflection Paper	9/20	5
Academic Intervention/Curriculum Critique	10/25	20
Behavioral Intervention/Program Critique	11/15	20
School-Wide Case Study	11/29	50
Total Points Possible		100

1. Professional Behavior and Communication. To foster learning and to encourage professional behavior, attendance at each class session is expected, and students are expected to arrive on time and stay until the end of class. If students choose to share notes with others who have been absent, that is a personal decision, but sharing notes does not take the place of class attendance. Absence from class, whether excused or unexcused, prevents you from participating in the discussion and activities designed to impart both content and skill. As there is no way to recreate the learning that occurs during class, lack of attendance will have an impact on your final course grade. Attendance will be taken at the start of each class session. No make-up work will be given for absences.

Although we may occasionally use computers for in-class activities, laptops can be a distraction to others (and yourself). I ask that unless you are actively taking notes for the class session, please put your laptop away in class in order to be an active participant. If I notice you are using your laptop for non-class activities during class time, I will ask you to stop bringing it to class. In addition, it is expected that students treat class members with respect, be considerate and limit actions that others may find distracting (talking, cell phone use, etc.), and bring all necessary materials to every class.

2. 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 of which you took

particular note.

3. Academic Intervention/Curriculum Critique. Completion of a report critiquing a scientifically-based academic intervention/curriculum at the universal/school-wide level. Include the following components.

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

4. Behavioral Intervention/Program Critique. Completion of a report critiquing a scientifically-based behavioral intervention/program at the universal/school-wide level. Include the following components.

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

5. School-Wide Case Study. In teams, students will complete a school-wide case study that teaches how to make educational decisions using commonly collected universal (school-wide) academic and behavior data. Some examples of the types of data that schools collect on a school-wide 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 school-wide basis and interview the school principal and one to two teachers about the school-wide 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.

The requirements of the case study are as follows.

- Interview with school administrator about current school-wide initiatives that are in place, as well as established priorities
- Interview with classroom teacher about current school-wide initiatives that are in place, as well as established priorities
- Completion of 3-tiered triangle (initiatives across multiple tiers) with school administrator and classroom teacher
- Collection, organization, and use of system-wide (school-wide) 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 support the successful implementation of proposed practices (e.g., administrative support, team structure, meeting time, staff and study buy-in)
- Develop rationale for the selection of these proposed practices, based on school-wide 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 presentation per group
- Group presentation is shared with the class
- Comprehensive portfolio of all data

As needed, scoring rubrics and guidelines for assignments will be posted on Sakai.

Final course grades will be assigned as follows:

Total Points Earned	%	Grade
93-100	93-100	A
90-92	90-92	A-
87-89	87-89	B+
83-86	83-86	B
80-82	80-82	B-
77-79	77-79	C+
73-76	73-76	C
70-72	70-72	C-
67-69	67-69	D+
60-66	60-66	D
<60	<60	F

FINAL NOTE . . .

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. 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

Course schedule is tentative and subject to change. Changes will be announced.

Date	Topics	Readings & Assignments
8/30	Course Overview	Syllabus
FOUNDATIONS		
9/6	Introduction	Kettler et al.: 1, 2, 3 McIntosh & Goodman: 1
9/13	Developing, Evaluating, and Implementing Screening	Kettler et al.: 4, 5 Journal Readings
ACADEMIC		
9/20	Early Childhood Literacy	Kettler et al.: 6 Journal Readings DUE: Reflection Paper
9/27	Reading	Kettler et al.: 7 Journal Readings
10/4	Spelling & Writing English Language Learners: Language Proficiency and Literacy	Kettler et al.: 11 Journal Readings
10/11	Mid-Semester Break	No Class Session
10/18	Mathematics	Kettler et al.: 8 Journal Readings
BEHAVIORAL & SOCIAL-EMOTIONAL		
10/25	Broadband Screening of Academic and Social Behavior Behavioral and Mental Health Screening	Kettler et al.: 9, 10 Merrell & Gueldner: 1, 7 Journal Readings DUE: Academic Intervention/Curriculum Critique
11/1 [Guest Speaker]	School Discipline	Journal Readings
11/8	Social & Emotional Learning I Integrated MTSS (Data & Practices)	Merrell & Gueldner: 4, [2, 3] McIntosh & Goodman: 2, 3, 4 Journal Readings

11/15	Social & Emotional Learning II Integrated MTSS (Teaming & Systems)	Merrell & Gueldner: 8 [5, 6] McIntosh & Goodman: 5, 6, 7 Journal Readings DUE: Behavioral Intervention/Program Critique
11/22	Case Study Presentations	McIntosh & Goodman: 8, 9, 10 Journal Readings DUE: Case Study Presentations
11/29	Case Study Presentations	McIntosh & Goodman: 11 DUE: IDEA Course Evaluation (http://luc.edu/idea/) Case Study Presentations School-Wide Culminating Case Study
12/6	Report to Schools	