

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice

CIEP 432: Three Tiered Prevention: Secondary and Tertiary Supports

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Meeting Time: Tues 4:15-6:45pm, Corboy 203
Office Hours: By appointment

Course Description:

This course will focus on the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Special attention will be given to the application of these principles in Catholic schools.

Course Standards:

Conceptual Framework:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, this course focuses on developing the structures and supports to meet the individualized learning needs of diverse students in urban schools. The role of the leader in advocating for the inclusion of students with disabilities in Catholic schools and establishing the related systems of support is emphasized through readings and assignments. Our conceptual framework is described here: www.luc.edu/education/mission/

The following Conceptual Framework Standards are addressed through this course:

- CFS3: Candidates demonstrate knowledge of ethics and social justice
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Course Standards:

SREB 13 Critical Success Factors/Functions (2007):

CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

CSF 4: The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.

CSF 6: The school leader is able to keep everyone informed and focused on student achievement.

CSF 7: The school leader is able to make parents partners in their student's education and create a structure for parent and educator collaboration.

CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.

CSF11: The school leaders is able to acquire and use resources wisely.

CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.

CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

PSEL Standards (2015):

PSEL 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

PSEL 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

PSEL5: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

PSEL 6: Effective educational leaders develop the professional capacity and practice of school

personnel to promote each student's academic success and well-being.

PSEL 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

PSEL 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

PSEL 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

DISPOSITIONS

Each course in the School of Education seeks to foster professional dispositions. The dispositions (Professionalism, Inquiry, and Social Justice) will be assessed in each course, using the Disposition Rubrics found in LiveText.

IDEA OBJECTIVES

In order to continue to improve this course, an online-course evaluation system will be utilized. Feedback from students is critical in the continuous improvement process. It is crucial that students return this form. The following objectives will be used to frame the course:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge skills to benefit others or serve the public good

Required Texts:

Buffman, A., Mattos, M., Weber, C., & Hierck, T. (2015). *Uniting academic and behavior interventions*. Bloomington: Solution Press.

Minahan, J. & Rappaport, N. (2016). *Behavior code: A practical guide to understanding and teaching the most challenging students*. Cambridge: Harvard Press.

Assessments:

Complete Task Descriptions and Rubrics to follow.

Academic Intervention Show and Tell: 5%

Identify and research an academic intervention that would meet a Tier 2 need in your school. Complete the Resource Sheet detailing the specifics of the intervention (template on Sakai). Prepare a 10 minute presentation for the class where you describe the intervention and model its implementation.

Group Presentations on Behavior Type: 15%

Each group will be assigned a Behavior Type from *The Behavior Code* and be tasked with teaching the rest of the class about this behavior type. Within a 20 minute presentation describe how this behavior type presents in schools and strategies to intervene (accommodations, interaction strategies, response strategies). Feel free to incorporate personal experiences. Groups may utilize any method to present the information ensuring that audience members have access to key information about the behavior type.

RtI/MTSS School Visit – 15%

Select a professional who works in the public school arena, or in a Catholic school with a well-established RtI/MTSS Program. Interview them regarding the elements of RtI/MTSS in their building. Create a narrative of 2-3 pages describing what you learned through the interview as well as how this can apply to your school setting.

Possible interview questions include:

How does RtI work in their setting?

What is the responsibility of various teachers/professionals in the building in regards to RtI?

What, if any, scheduling modifications have they made?

What tools do they use for documentation and communications?

What interventions and resources have they found to be most effective?

What lessons have they learned/improvements have they made in their program?

What are the challenges to implementing RtI in their setting?

Tier 2/Tier 3 Playbook: 30% (+ 15% for 1st drafts)

Create a Tier 2 and Tier 3 Playbook for your School which details best practices and resources in 6 areas: Assessment, Academic Interventions, Behavior Interventions, Case Management, Agency Referral List, and Programming Logistics. This playbook would guide implementation of Tier 2 and Tier 3 in your school. It will be useful for documenting resources as well as planning next steps for your school. A complete Task Description can be found on Sakai.

Part I Assessment – Draft 1 – 5%

Part II Academic Interventions – Draft 1 – 5%

Part III Behavior Interventions – Draft 1 – 5%

Completed Playbook (Revised Parts I – III, and Parts IV – VI) – 30%

Attendance/Participation: 10%

Any absences or significant tardies will greatly jeopardize mastery of material. Significant penalties will be assessed due to unexcused absences and/or tardies. Students are expected to come to class, prepared with readings and ready to contribute to class. Failure to be ready will also affect grades.

Reflective Journal: 10%

Each student will complete a weekly reflective journal entry in response to the week's class. This must be completed before the next week of class. Journal entries will be an opportunity for ongoing dialogue with the instructor and a peer partner and will be assessed on the promptness and thoroughness of the entries.

GRADING

Assignments will be weighted as designated above. All assignments will be graded according to a four-point rubric.

At the end of the term, grades will be weighted according to the relevant percentages and final grades will be calculated. Final grades will be converted from numbers into letters based on the following point scale:

High	Low	Grade
4.0000	3.6667	A
3.6666	3.3334	A-
3.3333	3.0001	B+
3.0000	2.6667	B
2.6666	2.3334	B-
2.3333	2.0001	C+
2.0000	1.6667	C
1.6666	1.3334	C-
1.3333	1.0000	D
0.9999	0.0000	F

COURSE SCHEDULE

Course readings will be added throughout the semester. Please see the Google Drive folder for an updated Course Schedule

Date	Topic/Questions	Readings Due	Assignments Due
8/29	Course Introduction Overview of Tier 2 and 3	<i>None</i>	
9/5	The Role of Assessment/Data in RtI	<i>Readings posted to Sakai</i>	
9/12	Academic Interventions Part I	<i>Readings posted to Sakai</i>	
9/19	Academic Interventions Part II	<i>None</i>	Academic Intervention Show and Tell Due Playbook Part I: Assessment Due
9/26	Understanding Behavior Part I		
10/3	Understanding Behavior Part II		Group Presentations on Behavior Types
10/10	NO CLASS - FALL BREAK		
10/17	Behavioral Interventions		Playbook Part II: Academic Interventions Due
10/24	Developing a Teacher Assistance Team		
10/31	NO CLASS (Time for School Visit)		
11/7	Root Cause Analysis/Uniting Academic and Behavioral Interventions		
11/14	Tier 3: Case Management/Accommodations and Modifications		Playbook Part III: Behavior Interventions Due
11/21	Mental Health Support and Community Resources		School Visit Summary Due
11/28	Cultural Shifts to Support RtI		
12/5	Playbook Sharing		Final Tier 2/Tier 3 Playbook (Parts I - III Revised, and Parts IV - VI) Due 12/4 11:59 p.m.

All dates are tentative and may change according to instructor discretion

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, Inquiry, and Social Justice**. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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**.

Disposition Rubric

Professionalism	Mastery (4) Candidate consistently performs at a level commensurate with training.	Proficient (3) Candidate regularly performs at a level commensurate with training.	Developing (2) Candidate inconsistently performs at a level commensurate with training.	Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.
Deadlines	Candidate meets all deadlines.	Candidate meets most, but not all, deadlines.	Candidate meets some deadlines.	Candidate rarely meets deadlines.
Collaboration	Candidate initiates collaboration with peers on assignments as appropriate.	Candidate works effectively with peers on assignments.	Candidate works with peers on assignments, but effectiveness is inconsistent.	Candidate does not work effectively with peers on assignments.
Attendance & Punctuality	Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations.	Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations.	Candidate attends class and professional appointments/obligations, but is occasionally late.	Candidate is consistently late or absent from class and/or professional appointments/obligations.
Integrity	Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.	Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.	Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work	Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work.
Communication	Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) & initiates communication when appropriate.	Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).	Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days)	Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students.
Technology	Candidate's use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).	Candidate's use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).	Candidate occasionally uses technology in the classroom for tasks not related to current class work.	Candidate regularly uses technology for tasks not related to current class work.
Appearance	Candidate always dresses in a professionally appropriate manner.	Candidate consistently dresses in a professionally appropriate manner.	Candidate's attire is occasionally inappropriate for a professional setting.	Candidate's appearance does not adhere to professional dress codes.
Quality of Work (Grammar & Mechanics)	Candidate's papers are free of grammatical and typographical errors.	Candidate's papers have few grammatical or typographical errors.	Candidate's papers have occasional grammar or typographical errors.	Candidate's papers do not adhere to the rules of grammar.
Accuracy	Candidate's papers are free of data-reporting errors and/or fabricated data.	Candidate's papers have few data-reporting errors and no fabricated data.	Candidate's work has some data errors and/or fabricated data.	Candidate's work does not contain data or contains inaccurate data.
Self-expression	Candidate consistently shares his/her ideas and insights verbally with faculty, peers, and school colleagues.	Candidate occasionally shares his/her ideas verbally with faculty, peers and school colleagues.	Candidate rarely shares his/her ideas verbally with faculty, peers and school colleagues.	Candidate does not share his/her ideas verbally with faculty, peers and school colleagues.
Openness to coaching	Candidate always accepts suggestions/feedback and seeks it out for growth.	Candidate is receptive to suggestions/feedback.	Candidate listens to, but is not always receptive to suggestions/feedback.	Candidate is resistant to suggestions/feedback

Inquiry	Mastery (4) Candidate consistently performs at a level commensurate with training.	Proficient (3) Candidate regularly performs at a level commensurate with training.	Developing (2) Candidate inconsistently performs at a level commensurate with training.	Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.
Use of evidence	Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.	Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.	Candidate's work inconsistently uses evidence to support responses to questions.	Candidate's work does not identify quality evidence to support responses to questions.
Analysis	Candidate consistently demonstrates critical thinking skills in written assignments.	Candidate sometimes demonstrates critical thinking in written assignments.	Candidate inconsistently demonstrates critical thinking in written assignments.	Candidate does not demonstrate critical thinking skills.
Quality of sources	Candidate critically evaluates information from reliable sources relevant to the profession.	Candidate uses information from reliable sources without critically evaluating it.	Candidate occasionally uses information from non-reliable or irrelevant sources.	Candidate regularly uses information from non-reliable or irrelevant sources.
Synthesis and Application	Candidate effectively integrates feedback to improve performance.	Candidate attempts to integrate feedback to improve performance.	Candidate selectively integrates feedback to improve performance.	Candidate does not apply feedback.

Social Justice	Mastery (4) Candidate consistently performs at a level commensurate with training.	Proficient (3) Candidate regularly performs at a level commensurate with training.	Developing (2) Candidate inconsistently performs at a level commensurate with training.	Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.
Reflective	Candidate consistently reflects on and respects other points of view.	Candidate regularly reflects on and respects other points of view.	Candidate occasionally demonstrates reflection on and respect for other points of view.	Candidate does not demonstrate personal reflection on or respect for other points of view.
Supportive	Candidate is consistently supportive of others.	Candidate is usually supportive of others.	Candidate occasionally offers support to others.	Candidate does not demonstrate support for others.
Empathy	Candidate is consistently empathetic with others.	Candidate is usually empathetic with others.	Candidate is occasionally empathetic to others.	Candidate does not demonstrate empathy for others.
Cultural Sensitivity	Candidate is consistently sensitive to cultural differences.	Candidate is usually sensitive to cultural differences.	Candidate demonstrates inconsistent sensitivity to cultural differences.	Candidate does not demonstrate sensitivity to cultural differences.
Respect	Candidate consistently respects the diversity of learning styles.	Candidate usually respects the diversity of learning styles.	Candidate is inconsistent in demonstrating respect for the diversity of learning styles.	Candidate does not demonstrate respect for the diversity of learning styles.
Decision-making	Candidate consistently uses the framework of social justice in decision-making.	Candidate usually uses the framework of social justice in decision-making.	Candidate occasionally demonstrates the use of the framework of social justice in decision-making.	Candidate does not demonstrate use of the framework of social justice in decision-making.