

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
Prevention, Assessment, and Intervention: Academic
CIEP 477-002
FALL 2017, Thursday 4:15–6:45
WTC, CLC 426

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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;
- 4) to effectively communicate the results of academic assessments in both oral and written form 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 within a 5-step problem solving framework. The case study will require candidates, working in teams of two or three, to complete all steps of a problem-solving process: Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. Candidates will collect individual student academic data, determine the nature and magnitude of a student's academic difficulty using appropriate comparison standards, develop an intervention plan, implement the plan, collect progress-monitoring and implementation fidelity data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

GENERAL COURSE OBJECTIVES

Through their participation in this course candidates will...

- Acquire effective and efficient procedures for collecting student data from multiple sources.
- Develop skills for analyzing student data for intervention development and evaluation.
- Learn appropriate Curriculum-Based Measurement procedures for monitoring students' academic progress and making data-based intervention decisions.
- Develop effective and appropriate interventions for school-based academic concerns linked to assessment data.
- Gain 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, 7)
- Development of competencies in psychological and educational assessment, including a special focus on issues related to non-biased assessment (ISBE/NASP 5, 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).

ALIGNMENT WITH APA COMPETENCIES

Through their participation in this course candidates will...

- Understand how to conduct themselves in a professional manner (APA 1B)
- Demonstrate knowledge of application of scientific methods to evaluating practices, interventions, and programs (APA 7B)
- Demonstrate basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention, and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology (APA 8A)
- Display basic understanding of the relationship between assessment and intervention; demonstrate basic knowledge of intervention strategies; and demonstrate basic knowledge of the assessment of intervention progress and outcome (APA 10A, 10C, and 10D)

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, MA: Pearson Education.

Hosp, M. K., Hosp, J.L., & Howell, K.W. (2016). *The ABCs of CBM*. (2nd Ed). New York, NY: The Guilford Press.

Hunley, S., & McNamara, K. (2010). *Tier 3 of the RtI model: Problem solving through a case study approach*. Thousand Oaks, CA: Corwin.

Riley-Tilman, T.C., Burns, M.K., & Gibbons, K. (2013). *RtI Applications, Vol. 2: Assessment, analysis, and decision making*. New York, NY: The Guilford Press.

Shapiro, E. (2011). *Academic skills problems workbook* (4th Ed). New York, NY: The Guilford Press.

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 timers/stopwatches are not acceptable. Inexpensive (less than \$20) stopwatches (sports timers) 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, NY: 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, NY: 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.

OTHER RECOMMENDED MATERIALS

As part of the case study you will be expected to conduct at least two (2) formal observations of students in instructional settings. You will learn to conduct those observations using a paper-and-pencil version of the B.O.S.S. (Behavioral Observation of Students in School). It is more efficient, and arguably more accurate, to complete the observations using cell phone apps. There are several options to choose from:

1. There is a very useful – but somewhat expensive (\$30) – app for iOS (iTunes store) 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!
2. For the same price you can buy the BOSS alone from Pearson:
<https://itunes.apple.com/us/app/boss-behavioral-observation/id694215975?mt=8&ign-mpt=uo%3D4>.
3. Another app worth considering is Soto, newly updated (Version 1.2.4). This is, essentially, the BOSS for your iPhone (I’ve not been able to find an Android version) that costs \$10 from the iTunes store. This also runs on iPad.

Please note that these are not required purchases but having one of these apps on your phone makes it a lot easier to collect observation data. One of the biggest advantages is that they do all the calculations (engaged time and time off-task) for you and create graphs that you can export for inclusion in your report.

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

The 13 possible objectives you will select from are listed below: (The essential objectives for evaluation of this course are **boldfaced**; those that are *important* are in italics):

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*

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. This course will expose school psychology candidates to public and/or parochial school students representing diverse economic, cultural and social backgrounds. Candidates will be expected to demonstrate sensitivity to that diversity when interacting with students while completing course assignments.

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.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, candidates, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education's Policy on The School of Education's Policy on Academic Integrity can be found at: www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to:
www.luc.edu/education/resources/academic-policies/

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, 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.

For this course, 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 and posted on LiveText . The dispositions assessed for this course are ***Professionalism, Fairness, and All Students Can Learn***. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development. A description of how we use disposition data in the SOE is included in the [SOE syllabus addendum](#).

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 11 pm 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 are to be submitted electronically on Sakai. Assignments listed as *Individual* assignments are to be completed by each candidate. Assignments listed as *School Team* are to be completed collaboratively by you and your partner(s). The one assignment listed as *Building Teams* is to be completed collaboratively by all of you assigned to a particular site, e.g., all candidates assigned to Brighton Park Elementary will complete the assignment collaboratively. PLEASE NOTE: *for those assignments completed by school teams or building teams, only one copy of the assignment needs to be submitted. Be sure that the names of everyone that contributed to the assignment are listed!*

Course Assignment	Individual/Group/School Team	Possible Points
Professional Behavior & Communication	Individual	30
In-Class Applications/Activities	Individual	10
Systems of Support Analysis	Building Teams	10
AIMSweb Online Training Modules	Individual	60
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		300

- 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 program-wide assessment of dispositions. In-class behavior expectations include bringing necessary textbooks/readings and other materials to class; attending to class lectures, presentations, guest speakers, videos, etc.; participating actively in discussions; and refraining from engaging in competing activities (e.g., text messaging, emailing, surfing the internet, side conversations, working on assignments for other courses, etc.). If you are using a

laptop or tablet in class I will assume you are using it for taking notes unless I discover otherwise. If you are using a phone during class I will assume it is for texting or some other competing activity and 5 points will be deducted. Class attendance is mandatory by SOE policy. If circumstances dictate you must miss a class meeting, or you have a day when you expect to arrive late to class, you must alert me prior to the class meeting. If circumstances do not permit this, e.g., sudden illness or emergency, you are expected to contact me as soon as possible to make me aware of the situation and planning for making up missed material. 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 building team* will collaboratively 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. **AIMSweb Online Training Modules:** *Each individual* will complete six (6) online AIMSweb CBM training modules: Oral Reading, Maze, Test of Early Literacy (TEL), Test of Early Numeracy (TEN), Math Computation (M-COMP) and Math Concepts & Applications (M-CAP). Each training video is approximately 30 minutes in length. Completion of this assignment will be documented by uploading a pdf or screenshot of the completion certificate. Please note that it is essential to complete these training modules by the date indicated on the Course Schedule so that you are prepared to practice during class.
5. **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. The due dates for these drafts will be listed on the Course Schedule. However, these dates are somewhat flexible (so long as the reason for non-completion was beyond your control) since the reality of working in schools is that things rarely happen exactly as planned! Things “beyond your control” include student and/or teacher illness/absence, changes in school schedule (e.g., assemblies), weather closures, etc. Content guidelines and an evaluation rubric will be posted on Sakai.
6. **Intervention Critique.** *Each school team* will select and critique an existing evidence-based early reading, reading fluency, reading comprehension, 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, target academic skill(s), target grades/ages, implementation guidelines, treatment components, cost, training requirements, outcome measures, research or program evaluation support, and your own evaluation of the intervention. You will briefly share your critique during class and complete a one-page summary to share with classmates via Sakai. A scoring rubric will be posted on Sakai to guide you in completing this assignment.

- 7. Academic Problem-Solving Case Report.** *Each school team* will complete a problem-solving case (resulting in a case report) in the schools. The case study 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 mostly in pairs. The case study requires that you implement four different assessment methods (review, interview, observation, test) along four different domains (curriculum, instruction, environment, and learner). A 5-step problem solving model provides the organizing framework for the report. The five steps are Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process and the degree to which your decisions are aligned with, and guided by, the data that you collected. At the end of the course, each team will present their cases to the class. Content guidelines and an evaluation rubric will be posted on Sakai. The case study will be due on Sakai at the end of the final week of the course and must also be posted on LiveText. (This is the only assignment for this course that needs to be posted to LiveText).
PLEASE NOTE: Each of you must post a copy of the report to LiveText.
- 8. 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. Your portfolio contents should be scanned into a pdf for posting on Sakai at the end of the last week of the course.
- 9. School Summary Report:** *Each school team* will prepare and share a 3 to 5 page 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. These summary reports will be shared with the schools. An evaluation rubric will be posted on Sakai.
- 10. 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
279-300	93-100	A
270-278	90-92	A-
261-269	87-89	B+
249-260	83-86	B
240-248	80-82	B-
231-239	77-79	C+
219-230	73-76	C
210-218	70-72	C-
201-209	67-69	D+
180-200	60-66	D
<180	<60	F

FINAL NOTE...

Your role in this course is to come to class prepared to learn. That means that you will complete the assigned readings prior to class, be prepared to discuss the readings, actively participate in class discussions, appear to be engaged, and to complete course assignments in a timely manner. It is *your* responsibility to notify me via text or email if you will be late to, or absent from class. In the case of illness, we are all adults so I'll take your word for it; a doctor's note won't be necessary. It is also important for you to understand and accept that there are no stupid or dumb questions in this class. It is safe to assume that at least one other person has the same question! So, part of your job is to ask questions when you are confused, need more information, etc. I am pretty good at reading students' faces but I'm not perfect so you need to let me know if you need more explanation.

My role in this course is to come to class prepared to teach. To accomplish that I will plan to start class on time and end on time. Pertinent materials will be posted on Sakai in a timely manner. (You are welcome to let me know when this does not happen!). I will endeavor to use time allotted for teaching for teaching! I will do my very best to be where I say I'll be at the time I say I'll be there unless unexpected circumstances prevent my doing so. 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 will always meet you halfway. 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 and location. The best way to reach me is through email; if you need an immediate response you are welcome to text me. If you do text me please identify yourself by name (I don't know all your phone numbers!). If you call me please understand that, due to the frequency of "robo calls", I generally do not answer numbers that I don't recognize. If I don't answer please leave a message; I always listen to voice mail. If you are planning to call me feel free to send me a text with the number you will be calling from.

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	<ul style="list-style-type: none"> • Introductions • Review of course syllabus and schedule • Course logistics • Introduction to RTI/MTSS <ul style="list-style-type: none"> ○ What is MTSS? ○ Where did it come from? 	<p>School Team Sign-up</p> <p>Initiate CPS Background Check!</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hoover: Ch. 1 <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 7	<ul style="list-style-type: none"> • Structure and Function of MTSS <ul style="list-style-type: none"> ○ Essential components ○ “Tiered System of Supports” ○ 5-Step Problem-solving Framework ○ Assessment within MTSS 	<p>Finish School Team Sign-up</p> <p>Initiate School Contacts and schedule initial school visits</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hoover: Ch. 2 • Hunley & McNamara: Ch. 2 • Riley-Tilman, Burns, & Gibbons: Ch. 2, pp. 8-17 <p><u>Reading/Materials: Sakai</u></p>

<p>Week 3 Sept 14</p>	<p><u>PROBLEM SOLVING MODEL</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"> • Assessment for Problem Identification: RIOT and ICEL 	<p>Begin working on Systems of Support Analysis</p> <p>Students assigned to teams</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hunley & McNamara: Ch. 4 • Riley-Tilman, Burns, & Gibbons: Ch. 6 <p><u>Reading/Materials: Sakai</u></p>
<p>Week 4 Sept 21 ONLINE</p>	<p><u>INTRODUCTION TO CURRICULUM-BASED MEASUREMENT</u></p>	<p>Initiate Record Review of your students. Conduct initial classroom observation, if possible</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hosp, Hosp, & Howell: Ch. 1, 2 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> • <p><u>DUE:</u></p> <ul style="list-style-type: none"> • Certificates of completion for AIMSweb training, R-CBM and Maze. Post to Sakai by 11 pm, Sunday, Sept. 24.

<p>Week 5 Sept 28</p>	<p><u>5 BIG IDEAS OF READING</u></p> <p><u>In-class Activity:</u> Administration and scoring of reading CBM measures</p>	<p>DOWNLOAD AND PRINT practice materials for ORF, Maze and TEL</p> <p>BRING STOPWATCHES!</p> <p>Complete classroom observations of your students</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hosp, Hosp, & Howell: Ch. 3 & 4 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> • nrp.summary.pdf • National Reading Panel Advice for Teachers.pdf <p><u>DUE:</u></p> <ul style="list-style-type: none"> • Certificates of completion for AIMSweb training: TEL, ORF, and Maze. Post to Sakai by 11 pm, Tuesday, Sept. 26. • Systems of Support analysis
<p>Week 6 Oct 5</p>	<p><u>PROBLEM SOLVING MODEL</u> Step 2: Problem analysis</p> <p><u>Question:</u> <i>What is the nature of the problem?</i></p> <p><u>Question:</u> <i>How big is the problem?</i></p> <p><u>Question:</u> <i>Why do we think it is occurring?</i></p> <p><u>In-Class Activity:</u> Developing measurable and observable hypotheses.</p>	<p>Complete CBM testing with your student</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Riley-Tilman, Burns, & Gibbons: Ch. 3 • REVIEW Riley-Tilman, Burns, & Gibbons: Ch. 6 • Hunley & McNamara: Ch. 5 <p><u>Reading/Materials: Sakai</u></p> <p><u>DUE:</u></p>

<p>Week 7 Oct 12</p> <p>ONLINE</p>	<p><u>VIEW PANOPTO PRESENTATION ON ASSESSMENT OF MATH</u></p> <ul style="list-style-type: none"> • Early Numeracy • Math 		<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hosp, Hosp, & Howell: Ch. 7 & 8 <p><u>Reading/Materials: Sakai</u></p> <ul style="list-style-type: none"> • <p><u>DUE:</u></p> <ul style="list-style-type: none"> • Certificates of completion for AIMSweb training, M-COMP, M-CAP and TEN. Post to Sakai by 11 pm, Tuesday, October 10.
<p>Week 8 Oct 19</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"> • What do we mean by “Evidence-based”? • Matching interventions to student need • Writing measurable goals <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 • Hoover: Ch: 4 & 6 <p><u>Reading/Materials: Sakai</u></p> <p><u>DUE:</u></p> <ul style="list-style-type: none"> • Problem Identification Section Draft. Post to Sakai by 11:00 pm Sunday, Oct. 15

<p>Week 9 Oct 26</p>	<p><u>PROBLEM SOLVING MODEL</u> Step 4: Plan Implementation & Progress Monitoring</p> <p><u>Question:</u> <i>What will the intervention look like?</i></p> <p><u>Question:</u> <i>What are the intervention logistics?</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> <p><u>In-Class Activity:</u> In-Class Practice: Displaying data in tables, charts, and graphs</p>	<p>Target week for initiating interventions</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hosp, Hosp, & Howell: Ch. 10 • 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></p> <ul style="list-style-type: none"> • Problem Analysis Section Draft. Post to Sakai by 11:00 pm Sunday, Oct. 29. • Intervention Critiques. Post to Sakai by 11:00pm Sunday, Oct 29.
<p>Week 10 Nov 2</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></p> <p><u>Question:</u> <i>Was the intervention successful?</i></p> <p><u>Question:</u> <i>What's next?</i></p>	<p>Intervention Critiques</p>	<p><u>Reading: Texts</u></p> <ul style="list-style-type: none"> • Hunley & McNamara: Ch. 8 • Riley-Tilman, Burns, & Gibbons: Ch. 5 • REVIEW Riley-Tilman, Burns, & Gibbons: Ch. 6 <p><u>Reading/Materials: Sakai</u></p> <p><u>DUE:</u></p> <ul style="list-style-type: none"> • Plan Development Draft. Post to Sakai by 11 pm, Sunday, Nov. 12.

<p>Week 11 Nov 9</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>Intervention Critiques</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> <ul style="list-style-type: none"> • Plan Implementation/Monitoring Draft. Post to Sakai by 11 pm, Sunday, Nov. 26.
<p>Week 12 Nov 16</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> <p><u>Reading/Materials: Sakai</u></p> <p><u>DUE:</u></p> <ul style="list-style-type: none"> •
<p>Week 13 Nov 23</p>	<p>CLASS WILL NOT MEET - THANKSGIVING</p>		
<p>Week 14 Nov 30</p>	<p><u>CLASS WILL NOT MEET: TEAM CONFERENCES TO DISCUSS REPORTS</u></p> <p>Continue Implementation and Monitoring</p>		
<p>Week 15 Dec 7</p>	<p>CASE STUDY PRESENTATIONS</p>		

<p>Week 16 Dec 14 - Finals Week</p>	<p>CASE STUDY PRESENTATIONS</p>	<p><u>DUE:</u></p> <ul style="list-style-type: none">• Case study report• Case Study Portfolio• School Summary Report• Final Course Reflection <p>All documents must be posted to Sakai by 11:00 pm., Friday, Dec. 15.</p>
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Intervention Critique

Scoring Rubric

		Points
I.	<p>Introduction</p> <p>A. Clearly state and describe the purpose(s) of the intervention, including the specific problems the intervention targets</p> <p>B. Provide background information about the intervention (e.g., its origins)</p>	2
II.	<p>General Implementation Considerations</p> <p>A. Appropriate instructional setting (e.g., whole class, groups, pairs, individual, etc.)</p> <p>B. Personnel</p> <p>C. Materials</p> <p>D. Additional requirements (e.g., costs, personnel training, etc.)</p>	4
III.	<p>Intervention Implementation</p> <p>A. Specific, step-by-step procedures</p> <p>B. Components that <u>cannot</u> be modified or excluded (key intervention ingredients)</p> <p>C. Suggested modifications for various instructional settings</p>	4
IV.	<p>Intervention Evaluation</p> <p>A. State positive outcomes that have been empirically supported (incorporate findings from research articles)</p> <p>B. State possible negative outcomes</p> <p>C. Provide your own evaluation of the intervention based on the evidence you have collected</p>	4
V.	References (at least 2)	2
VI.	Summary Handout Provided (1 page)	1
VII.	<p>Oral Presentation</p> <p>A. Organized, coherent presentation</p> <p>B. Used notes at prompt, did not read verbatim</p> <p>C. Responded effectively to questions</p> <p>D. Length of presentation did not exceed 5 min</p> <p>E. Professional presentation style: eye contact, minimal use of "um" or "uh", etc.</p>	3
Total Points Possible		20

Papers must be in APA format.

Rubric for Domain 3: Academic Case Report**Team Names:**

	Target	Acceptable	Unacceptable	Score
I. Introduction	All tasks are comprehensively completed and meet stated expectations. The student's confidentiality is protected. 5	All tasks are completed. The student's confidentiality is protected. 4	All tasks are not completed. The student's confidentiality is not protected. 3	
II. Problem Identification	All tasks are comprehensively completed and meet stated expectations. The academic referral concern and identified difficulty are clearly defined in behavioral terms in enough detail for an outside observer to measure the behavior. Enough baseline data (with methods appropriate to the identified problems) are collected to establish stability. 10	All tasks are completed. The academic referral concern and identified difficulty are somewhat clear and/or measurable. Methods to collect baseline data are not ideal for the identified problem. 9	All tasks are not completed or the academic referral concern and identified difficulty are unclear, not defined in behavioral terms, or not observable and measurable. Methods to collect baseline data are inappropriate for the identified problem and/or enough data points are not gathered. 8	
III. Problem Analysis	All tasks are comprehensively completed and meet stated expectations. All factors that may contribute to the identified academic difficulty are thoroughly identified and analyzed. 10	All tasks are completed. All factors that may contribute to the identified academic difficulty are adequately identified and analyzed. 9	All tasks are not completed. All factors that may contribute to the identified academic difficulty are not adequately identified. 8	
IV. Plan Implementation	All tasks are comprehensively completed and meet stated expectations. An appropriate academic intervention, linked to the assessment data, is implemented. 10	All tasks are completed. It is not clear whether or not the academic intervention, linked to the assessment data, is implemented. 9	All tasks are not completed. The academic intervention is not clearly linked to assessment data. 8	
V. Plan Evaluation	All tasks are comprehensively completed and meet stated expectations. The plan is critically evaluated. 10	All tasks are completed. The plan is sufficiently evaluated. 9	All tasks are not completed. Plan evaluation is unclear. 8	
VI. Summary and Recommendations	All tasks are comprehensively completed and meet stated expectations. The summary and recommendations demonstrate an ability to critically reflect upon the case. 10	All tasks are completed. A summary and recommendations are complete and clearly presented. 9	All tasks are not completed. The summary and recommendations are incomplete and/or unclear. 8	
VII. Writing and Organization	The report is well-organized and well-written and is free of spelling or grammatical errors. 5	The report contains few spelling or grammatical errors that do not significantly interfere with understanding. 4	The report contains numerous spelling or grammatical errors and/or the errors significantly interfere with understanding. 3	
VIII. Domain 3 Standard IV Element 4.1 Total Assessment	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.	
Overall	Target	Acceptable	Unacceptable	