

## CIEP 332: School-wide Applications of Learning and Social, Emotional, and Behavior Support

Loyola University Chicago Fall 2019

**Instructor:** Kary Zarate, M.Ed

**Email:** [kzarate@luc.edu](mailto:kzarate@luc.edu)

**Cell:** 773.886.9822

**Office Hours:** By appointment

**Meeting Times:** Monday, 1:00-3:45p

**Meeting Location:** Mundelein Center - Room 506

### **Conceptual Framework:**

The conceptual framework of the School of Education is “Social Action through Education.” This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities.

Discussion of the mission of the School of Education and our Conceptual Framework Standards can be found at <http://www.luc.edu/education/mission/> Additional important University policies and procedures related to Academic Honesty, Accessibility, EthicsLine Reporting, and Electronic Communication are available at <http://www.luc.edu/education/syllabus-addendum/>

### **Course Description:**

This course focuses on the needs of a school to support the success of all students and teachers in K-12 settings, including those with special needs. It examines the planning involved in the development of multi-tiered systems of support (MTSS) including frameworks for comprehensive academic (RTI), behavioral (PBIS), and social/emotional learning (SEL). The school-improvement planning, professional development, collaboration, and systems support necessary to sustain building level change and to offer varying levels (primary, secondary, and tertiary) of support to individuals and groups of students will be explored. The primary audience for this course will be instructional leaders (e.g., teachers, curriculum specialists) who serve on local school councils charged with supporting the needs of all learners.

### **Course Objectives**

1. Candidates will **identify** components necessary for administrative support for school-wide support plans. (CC10S9)
2. Candidates will **synthesize** what administrative support looks like (i.e., in terms of how resources are allocated, including professional development).
3. Candidates will **demonstrate** the ability to outline a plan that would build a whole building climate that supports pro-active and non-aversive approaches to discipline. (GC4S9, CC5S9)
4. Candidates will **demonstrate** the ability to evaluate practice by using data to support decision making (i.e., referrals to the office, number of students being placed or referred out of a more restrictive environment). (GC4S1)
5. Candidates will be able to **match** data-based needs with evidence-based practices.

6. Candidates will **demonstrate** knowledge of effective teacher renewal using on-going, job-embedded professional development for staff who are working to implement school-wide efforts.
7. Candidates will **demonstrate** methods for providing faculty and staff with continuous feedback regarding their implementation of a school-wide model. (GC4S12)
8. Candidates will **identify** strategies for helping a school faculty “buy into” school-wide implementation of practice. (CC5K4)
9. Candidates will know how to take a school’s school improvement plan, professional development, and special needs plans and **implement** those elements related to school-wide applications. (CC5K6, CC5S3, CC5S5)
10. Candidates will **apply** the principles of universal design of instruction in curriculum development. (GC3S1, CC4S1, CC4S3, GC4S11)
11. Candidates will **demonstrate** knowledge of strategies for affecting building-level change that would support the implementation of school-wide efforts. (CC5S1, CC7K5)
12. Candidates will **develop** strategies for helping students to develop and maintain positive behavior. (CC4S4, CC5S10, CC5S11)
13. Candidates will **apply** models of collaborative planning and teaching. (CC10K, CC10S2, GC10S4)

### **Diversity and Language**

Throughout the course, issues of diversity in education will be discussed and analyzed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola’s commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices.

In addition, in our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language. If needed, check out this document: [https://www.inclusionproject.org/nip\\_userfiles/file/People%20First%20Chart.pdf](https://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf)

### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

## **Required Texts\***

There is no required text for this course. All required course readings will be available through Sakai. If you click on an assigned reading and cannot open the pdf version of the article or chapter, please let me know as soon as possible and I will make you a copy of the required reading.

- Additional supplemental readings may be added at the instructor's discretion.

## **Required Readings:**

- Bohanon, H., Wahnschaff, A., Flaherty, P., & Ferguson, K. (2018). Leading schools under pressure : Considerations of systems theory and schoolwide positive behavior support efforts during school actions. *School Community Journal, 28*(1), 195–216.
- Braun, G., Kumm, S., Brown, C., Walte, S., Hughes, M. T., & Maggin, D. M. (2018). Living in Tier 2: educators' perceptions of MTSS in urban schools. *International Journal of Inclusive Education, 3116*, 1–15. <https://doi.org/10.1080/13603116.2018.1511758>
- Bryant, B. R., Bryant, D. P., Porterfield, J., Dennis, M. S., Falcomata, T., Valentine, C., ... Bell, K. (2016). The effects of a tier 3 intervention on the mathematics performance of second grade students with severe mathematics difficulties. *Journal of Learning Disabilities, 49*(2), 176–188. <https://doi.org/10.1177/0022219414538516>
- Eagle, J. W., Dowd-Eagle, S. E., Snyder, A., & Holtzman, E. G. (2015). Implementing a multi-tiered system of support (MTSS): Collaboration between school psychologists and administrators to promote systems-level change. *Journal of Educational and Psychological Consultation, 25*(2–3), 160–177. <https://doi.org/10.1080/10474412.2014.929960>
- Echeita, G., Simón, C., Verdugo, M. Á., Sandoval, M., López, M., Calvo, I., & González-Gil, F. (2009). Paradojas y dilemas en el proceso de inclusión educativa en España. *Revista de Educacion, 349*(6), 153–178. <https://doi.org/10.1002/pits>
- Florida's MTSS. (2014). Self- - Assessment of MTSS Implementation ( SAM ), 0(November). Retrieved from [http://www.ccsdschools.com/UserFiles/Servers/Server\\_2973281/File/Intranet/CCSD\\_Intranet\\_Employee\\_Di/CCSD\\_Intranet\\_Student\\_Int/SAMNationalPilotPacket\\_February2015.pdf](http://www.ccsdschools.com/UserFiles/Servers/Server_2973281/File/Intranet/CCSD_Intranet_Employee_Di/CCSD_Intranet_Student_Int/SAMNationalPilotPacket_February2015.pdf)
- Florida's MTSS. (n.d.). *MTSS implementation components. Florida's Multi-Tiered System of Supports*. Retrieved from [http://www.florida-rti.org/educatorresources/mtss\\_book\\_implcomp\\_012612.pdf](http://www.florida-rti.org/educatorresources/mtss_book_implcomp_012612.pdf)
- Grant, S., Hamilton, L. S., Wrabel, S. L., Gomez, C. J., Whitaker, A., Leschitz, J. T., ... Ramos, A. (2017). Social and emotional learning interventions: Under the every student succeeds act. <https://doi.org/10.7249/RR2133>
- Harlacher, J. E. (2015). Distinguishing between tier 2 and tier 3 instruction in order to support implementation of RTI, 1–12. Retrieved from <http://www.rtinetwork.org/essential/tieredinstruction/tier3/distinguishing-between-tier-2-and-tier-3-instruction-in-order-to-support-implementation-of-rti>
- Hawken, L. S., MacLeod, S. K., & Rawlings, L. (2007). Effects of the behavior education program (BEP) on office discipline referrals of elementary school students. *Journal of Positive Behavior Interventions, 9*4–101.
- Hieneman, M. (2015). Positive behavior support for individuals with behavior challenges. *Behavior Analysis in Practice, 8*(1), 101–108. <https://doi.org/10.1007/s40617-015-0051-6>

- Kurth, J. A., & Enyart, M. (2016). Schoolwide positive behavior supports and students with significant disabilities: Where are we? *Research and Practice for Persons with Severe Disabilities*, 41(3), 216–222. <https://doi.org/10.1177/1540796916633083>
- Lake County Schools. (2017). *MULTI-TIERED system of supports guide: Academic services & interventions*. Howey-in-the-hills.
- Marchand-Martella, N. E., Ruby, S. F., & Martella, R. C. (2007). Intensifying reading instruction for students within a three-tier model: Standard-protocol and problem solving approaches within a Response-To-Intervention (RTI) system. *TEACHING Exceptional Children Plus*, 3(5).
- Metcalf, T. (2015). What 's your plan ? Accurate decision making within a multi tier system of supports : Critical areas in tier 1, 1–6.
- Mitchell, B. S., Adamson, R., & McKenna, J. W. (2017). Curbing our enthusiasm: An analysis of the check-in/check-out literature using the council for exceptional children's evidence-based practice standards. *Behavior Modification*, 41(3), 343–367. <https://doi.org/10.1177/0145445516675273>
- NEA Education Policy and Practice Department. (2017). *Backgrounder: The importance of social emotional learning for all students across all grades*.
- PCS. (2016). *Multi-Tiered systems of support implementation guide*. Largo.
- Preston, A. I., Wood, C. L., & Stecker, P. M. (2016). Response to intervention: Where it came from and where it's going. *Preventing School Failure*, 60(3), 173–182. <https://doi.org/10.1080/1045988X.2015.1065399>
- Scheuerman, & Hall. (2008). Positive Behavior Supports for the Classroom.
- Simonsen, B., Fairbanks, S., Briesch, A. M., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(1), 351–380. <https://doi.org/10.1353/etc.0.0007>
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy*, 24(1–2), 23–50. [https://doi.org/10.1300/J019v24n01\\_03](https://doi.org/10.1300/J019v24n01_03)
- Vaughn, S., Denton, C. A., & Fletcher, J. M. (2010). Why intensive interventions are necessary for students with severe reading difficulties. *Psychology*, 47(5), 432–444. <https://doi.org/10.1002/pits>

### **Additional Recommended Readings**

- Carr, E.G. Dunlap, G. Horner, R.H., Koegel, R.L., Turnbull, A.P. Sailor, W. et al. (2002). PBS: Evolution of an applied science. *Journal of Positive Behavior Interventions and Support*, 4(1), 4-16, 20.
- Giangreco, M. Cloneger, D. & Iverson, V. (1997). *Choosing Outcomes and Accommodations for Children (COACH): A guide to educational planning for students with disabilities* . Baltimore: Paul Brookes.
- Horner, R.H., Dunlap, G. Carr, E.G., Sailor, W., Anderson, J., Albin, R.W., & O'Neill, R.E. (1990). Towards a technology of "non-aversive" behavior support. *Journal of Association for Persons with Severe Handicaps*. 15(3), 125-132.

Kennedy, C.H. et al. (2001). Facilitating general education participation for students with behavior problems by linking PBS and person-centered planning. *Journal of Emotional and Behavioral Disorders*, 9(3), 161-171.

Lewis, T.J. & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31(6), 1-24.

Metzler, C.E. et al. (2001). Evaluation of a comprehensive behavior management program to improve school-wide PBS. *Education and Treatment of Children*, 24, 448-479.

Safran, S.A. & Oswald, D. (2003). PBS: Can schools reshape disciplinary practices? *Exceptional Children*, 69, 361-373.

Salend, S.T. (2013). *Creating inclusive classrooms: Effective and reflective practices*. Upper Saddle River, NJ: Merrill Prentice Hall.

Sailor, W. (1996). New structures and systems change for comprehensive PBS. In Koegel, L.K.,

Koegel, R.L. & Dunlap, G. *PBS: Including people with difficult behavior in the community*. Baltimore: Paul Brookes.

Warren, J. Edmonson, H.M. Griggs, O. Lassen, S. McCart, A., Turnbull, A. & Sailor, W. (2005). Urban applications of school-wide PBS. *Journal of Positive Behavior Interventions*, 5(2), 80-92.

### Required Use of Technology

You will log on to Sakai ( <http://sakai.luc.edu>) and monitor e-mail and announcements that are posted to our class site. Sakai will also be used in submitting weekly assignments. Candidates will access <http://www.pbis.org> and <http://www.rtinetwork.org> throughout the semester and search for information related to PBIS and RtI. Additional websites of interest to participants in this course include:

- <http://www.swis.org>
- <http://www.aimsweb.org>
- <http://www.cec.sped.org>
- <http://ies.ed.gov/ncee/wwc/>
- [www.interventioncentral.org](http://www.interventioncentral.org)
- <http://www.pepartnership.org>
- <http://intensiveintervention.org>
- <https://ies.ed.gov/ncee/wwc/>

### Clinical Components

Candidates, in concert with their one-year internship requirements, are expected to (a) be present and active at their placement two days per week, for 15 weeks during the semester; (b) complete assigned reflections connected with their experience (details of assignments provided below); (c) interview the head of the MTSS program at their schools; and (d) complete a schoolwide case

study which may require attending MTSS meetings.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Partially Meets Expectations</b>	<b>Does not Meet Expectations</b>
<b>Inquiry</b>	Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by carrying out systematic approaches to gathering and using data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by gathering and using data with little connection to instruction or promoting learning.	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.
<b>Social Justice</b>	Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to	Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the	In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek	Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the

	taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.	marginalized in schools and society.	justice and prevent injustice, and to advocate for the marginalized in schools and society.	marginalized in schools and society.
<b>Professionalism</b>	<p>Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management.</p> <p>Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial.</p> <p>Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management.</p> <p>Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial outcomes.</p> <p>Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management.</p> <p>Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial.</p> <p>Candidate acknowledges but may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management.</p> <p>Candidate does not seek to develop self and others or participate in collaborative relationships.</p> <p>Candidate does not engage or recognize ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>

## Assignment Evaluation

Assignment:	Points possible	Due Date:
Professionalism	65 points	On going
Personal Blog & Moderation	20 points	On going-Tuesdays
Collegial Conversation	36 points	On going-Fridays
School Interview	25 points	Mon 10/7/2019 3pm
Student Data Case Study	30 points	On going- check points biweekly
Article of Choice (week 14)	10 points	11/25/2019
Schoolwide Case Study	40 points	12/4/2019 3pm
Course total:	216 points	

## Assignments

### ***Professionalism- 65points***

Your regular attendance and active participation are expected. You are expected to keep up with weekly readings and come to class ready to contribute to an active conversation about those readings. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any amount of reading or writing of papers. *A student cannot earn an "A" in this course with more than two absences or with frequent tardiness.*

### ***Personal Blog & Moderation- 20 points***

You are responsible for writing a reflective blog on Sakai about the topic for the week based on the readings and Monday's discussion. Your blog should connect the readings, class discussion, and your personal experiences together. It should also pose questions to colleagues. Your blog is due by **12p on the Tuesday following class.**

In addition to writing the blog, your job will be to moderate the collegial conversation for the week. Please see the assignment page entitled "Personal Blog Assignment" for rubric and details.

### ***Collegial Conversations-36 points***

During the weeks of a blog post, you are required to post on Sakai at least twice by *5pm on Friday*. Your comments should be grammatically correct, insightful, and more than "I agree" or "I disagree." Your comments should be a part of the greater conversation, so your comments should not be two consecutive posts. In one post each week, you need to bring up a question to be considered by your colleagues. Comments should reference the readings and the class discussion. Each post will be worth two points.

### ***School Interview-25 points***

You will be in charge of writing and conducting an interview with the head of the MTSS team at your school. Time will be given during class to collaborate with your colleagues to develop the interview. A one-page reflection paper addressing the prompts should accompany the school interview. Please see the assignment page entitled "School Interview about Multi-Tiered Systems of Support (MTSS)" for rubric and requirements.

### ***Student Data Case Study- 30 points***

As a special educator two of your primary career responsibilities are collaboration with other professionals as well as taking and tracking data. This project will provide you the opportunity to do both. Together with either the MTSS coordinator or your collaborating teacher, you will identify a general education teacher who has a student struggling in Tier 1. With this teacher you will create a plan to implement a tier 2 or tier 3 intervention. You will assist the general education teacher with progress monitoring, which may include giving CBM's. You are responsible for setting a goal line and tracking the data. You will work out a plan for the intervention, meaning you may provide the intervention, or you may embed the intervention into the school's current MTSS plan. Please see the assignment page titled "Student Data Case Study" for rubric and requirements.

***Article of Choice-10 points***

You are responsible for choosing an article on a selected topic relating to MTSS, reading it, and being prepared to discuss it in class. You will also bring it to class to support your discussion. Examples will be provided.

***Schoolwide Case Study-40 points***

Candidates will use information gathered during semester internship experience and blog entry responses to prepare an action plan outlining recommendations for academic and behavioral interventions for various levels of the three-tiered model of prevention. The action plan will consist of detailed action steps to enhance the learning environment for all students.

<b>Course Grade Percentages/ Points</b>				
	87-89 = B+	77-79 = C+	67-69 = D+	
93-100 = A	83-86 = B	73-76 = C	63-66 = D	<59 = F
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

### Schedule of Topics, Readings, and Assignments

\*All readings will be loaded to Sakai in folders assigned for each week  
Readings are to be done prior to coming to class.

	Topics	Readings*	Assignment Due
<b>Week 1</b> 8.26.19	<ol style="list-style-type: none"> <li>1. Syllabus &amp; Course Overview</li> <li>2. Blog Sign-up</li> <li>3. Introduction to MTSS</li> <li>4. Introduction to School Interview</li> </ol>	Florida MTSS- In class, jigsaw	
<b>Week 2</b> 9.2.19	<b>Labor Day - No Class</b>		
<b>Week 3</b> 9.9.19	<b>Universal/Tier 1 Schoolwide:</b> Systems, Data, Practices, & Applications	<ol style="list-style-type: none"> <li>1. MTSS Guide (Lake County Schools 2017/18) Pgs 1-13</li> <li>2. MTSS Implementation Guide (2015/16) Pgs 1-26</li> <li>3. Eagle, Dowd-Eagle, Snyder, &amp; Holtzman, 2015</li> </ol>	<ul style="list-style-type: none"> <li>• Tue 9/10: Blog 1</li> <li>• Fri 9/13: Collegial Conversation</li> </ul>
<b>Week 4</b> 9.16.19	<b>Tier 1 Academic classroom level:</b> Systems, Data, Practices, & Applications	<ol style="list-style-type: none"> <li>1. Preston &amp; Wood, 2016</li> <li>2. RTI ACTION NETWORK, Levy 2018</li> <li>3. MTSS Guide (Lake County Schools 2017/18) Pgs 14-21</li> </ol> <p>* CHANGED 9/4/19</p>	<ul style="list-style-type: none"> <li>• Tue 9/17: Blog 2</li> <li>• Fri 9/20: Collegial Conversation</li> </ul>
<b>Week 5</b> 9.23.19	<b>Tier 1 Behavioral/SEL classroom level:</b> Systems, Data, Practices, & Applications  Interview Preparation	<ol style="list-style-type: none"> <li>1. Scheuerman &amp; Hall (2008)</li> <li>2. Sugai &amp; Horner (2002);</li> <li>3. Bohanon, Wahnschaff, Flaherty &amp; Ferguson, (2018).</li> </ol>	<ul style="list-style-type: none"> <li>• Tue 9/24: Blog 3</li> <li>• Fri 9/27: Collegial Conversation</li> </ul>
<b>Week 6</b> 9.30.19	<b>Review Tier 1:</b> Academic, Behavior, & SEL	<ol style="list-style-type: none"> <li>1. Simonsen et al. (2008);</li> <li>2. Richards et al. (2010)</li> <li>3. NEA: The importance of social emotional learning for all students across all grades (2017)</li> <li>4. <i>In class Review:</i> Chapter 5: (Grant et al., 2017)</li> </ol>	<ul style="list-style-type: none"> <li>• Tue 10/1: Blog 4</li> <li>• Fri 10/4 :Collegial Conversation</li> </ul>

<b>Week 7</b> 10.7.19	<b>No class - Fall Break</b>		M, 10/7 School Interview, 3pm
<b>Week 8</b> 10.14.19	<b>Targeted Group/ Tier 2/ Academic:</b> Data, Systems, & Practices	<b>TENTATIVE READINGS</b> 1. MTSS Guide (Lake County Schools 2017/18) pgs. 22-33 2. Marchand-Martella et al. (2007) 3. Braun et al (2018) 4. Harlacher, Sanford, Nelson (2015)	<ul style="list-style-type: none"> <li>• Tue 10/15: Blog 5</li> <li>• Fri 10/18: Collegial Conversation</li> </ul>
<b>Week 9</b> 10.21.19	<b>Supplemental/ Tier 2/Behavior &amp; SEL:</b> Data, Systems, & Practices	1. Hawken et al. (2011) 2. Mitchell, Adamson, McKenna (2017)	<ul style="list-style-type: none"> <li>• Tue 10/22: Blog 6</li> <li>• Fri 10/25: Collegial Conversation</li> </ul>
<b>Week 10</b> 10.28.19	<b>Intensive/Tier 3/ Academic:</b> Data, Systems, & Practices	<u><a href="https://intensiveintervention.org/resource/self-paced-introduction-intensive-intervention">Intensive Intervention module: https://intensiveintervention.org/resourc e/self-paced-introduction-intensive- intervention</a></u>  *****OR***** 1. MTSS Guide (Lake County Schools 2017/18) Pgs. 34-46 2. Vaughn et al. (2010) 3. Bryant et al 2016	<ul style="list-style-type: none"> <li>• Tue: 10/29 Blog 7</li> <li>• Fri: 11/1 Collegial Conversation</li> </ul>
<b>Week 11</b> 11.4.19	<b>Intensive/Tier 3/Behavior &amp; SEL:</b> Data, Systems, & Practices	1. Kurth & Enyart 2016 2. Hieneman 2015	<ul style="list-style-type: none"> <li>• Tue 11/5: Blog 8</li> <li>• Fri 11/ 8: Collegial Conversation</li> </ul>
<b>Week 12</b> 11.11.19	<b>MTSS System Assessment</b>	1. SAM Packet_October 2015	<ul style="list-style-type: none"> <li>• Tue 11/12: Blog 9</li> <li>• Fri 11/15: Collegial Conversation</li> </ul>
<b>Week 13</b> 11.18.19	<b>Tier 2 &amp; 3 Review</b>	Articles from List	
<b>Week 14</b> 11.25.19	<b>Special Topics</b>	Choice Article or Resource	<ul style="list-style-type: none"> <li>• Tue 11/26: Blog 10</li> <li>• Fri 11/29: Collegial Conversation</li> </ul>
<b>Week 15</b> 12.2.19	<b>Internship Showcase</b>		<ul style="list-style-type: none"> <li>• Wed 12/4: Schoolwide Case Study</li> </ul>

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.