

CIEP 535/Law 684
Fall 2019
System Consultation in School Discipline Reform

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If you call or send me an e-mail, expect a response within 24 hours.

COURSE FORMAT

This course is delivered in 12 weekly modules/class sessions, beginning the week of September 9th. Nine of the modules/course sessions will be held in an online format (nonsynchronous), while three sessions will be held "live" at a designated time where everyone in this class is in present via Zoom (<https://zoom.us/>).

At the start of each week (**by Sunday evening, 7:00 pm.**), course lectures, materials to view/respond to, (e.g., through discussion boards and voice threads) will be posted. You will need a computer with a microphone and video-camera to participate in "live" Zoom sessions and also to post your introductory "voice thread" (Assignment #1).

Assignment portals will also be opened on Sakai at the start of the week they are due. Please feel free to view course materials (e.g., instructor annotated voice threads, power point presentations, required webinars), make any required contributions for that particular week (e.g., posting comments on discussion boards) and submit required course assignments at any point during of the nine nonsynchronous module weeks via Sakai no later than **Saturday evening by 7:00 pm., CST (Chicago time)** for that particular week

For the three live classes, please complete all required assignments and activities by **Tuesday at 7:00 pm.** during the “live sessions” week which is the start time of our live “zoom classes” Assignments and activities are due on Tuesday during “live session” weeks so that we can interact with the material and each other (e.g., providing group feedback on assignments). The dates and times for the three live “zoom” sessions for the course are as follows:

Tuesday, October 1st (7:00 pm -8:30 pm, CST)
Tuesday, October 29 th (7:00 pm -8:30 pm, CST)
Tuesday, November 26 ^h (7:00 pm -8:30 pm, CST)

“Live Zoom Sessions”

A link for each of the live Zoom sessions will be sent to all class participants prior to each of the live class sessions. I also suggest that, if possible, you purchase a headset. Please mute your computer when listening to the live discussion.

REQUIRED TEXTBOOKS AND READINGS

Losen, D.J. (Ed.). (2015). *Closing the school discipline gap: Equitable remedies for excessive exclusion.* Teachers College Press. New York, New York. ISBN. 978-0-8077-5613-3

Senge, P. (2012). *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education.* Crown Publishers. ISBN: 978-03-855-18222

Skiba, R.J., Mediratta, K., & Rausch, M.K. (2016). *Inequality in school discipline: Research and practice to reduce disparities.* Springer, New York. ISBN: 978-1-137-51256-7.

Articles and required readings posted on SAKAI throughout the course

PRIMARY PURPOSE AND OVERARCHING COURSE GOALS

The purpose of this course is to integrate and apply the system change needs assessment and implementation science literature to school discipline reform within a pre-k -12 school context, inclusive of both public, private and charter schools and districts.

Within the broad domains of system change and supervision, the course objectives are as follows:

- 1). to increase knowledge in the ways in which the system change and school discipline literature can inform school and district efforts in school discipline reform and meeting the behavioral, academic and social-emotional needs of students on a system wide basis, for groups of students and for individuals, aligned with multi-tiered systems of support.
- 2). to analyze schoolwide discipline and other pertinent data specific to the local context (e.g., tardiness, attendance, academic data) to support efforts related to school discipline reform.
- 3). to approach the analysis of data from an “equity” lens, given the historically high rates of racial/ethnic, special education and other subgroup (e.g., English Language Learners, immigrants) disproportionality in disciplinary exclusion and other sources of historical marginalization in educational environments.
- 4). to identify and analyze system level factors (e.g., staff and administrative buy-in and support, philosophical beliefs, professional development and capacity, teaming, data analysis, historical issues, funding) and historical factors that may be impacting the overall application of exclusionary discipline (e.g., suspension rates) and disproportionate application for specific subgroups (e.g., race/ethnicity, special education status, English Language Learners)
- 5). to utilize school discipline, other pertinent school data, and system level factors to conduct a “root cause analysis” of one or more identified school discipline issues within a local context . These factors could be: overuse of exclusionary discipline in the aggregate for all students at the system level

and/or, the disproportionate application of school discipline with specific subgroups documented in the research literature as commonly disproportionately impacted by school disciplinary exclusion, inclusive of racial/ethnic minorities, students with disabilities, English Language Learners, students that identify as LGBT, recent immigrants as well as other subgroups that are particularly impacted at the local context.

6). to learn how to construct, administer and analyze a needs assessment, based on an analysis of system level school discipline data, other pertinent school data, school/district system level factors, and complete a “root cause” analysis to systematically begin directing efforts in identifying needs and priorities to address in school discipline reform, ensure compliance with relevant state and national legislation, and going beyond compliance to deliver best practices in the field to meet the behavioral, academic and social-emotional needs of young persons from a wide range of diverse backgrounds.

7). to identify 2-3 key priorities areas for disciplinary intervention and change in school practices and policy, based on analysis of school discipline data, other pertinent school data, system level variables, the “root cause” analysis and the findings of a formal needs assessment. The completion of this objective will lead to your readiness to partake in CIEP 537 “School Discipline Reform: Linking Law, Policy and Practice” (taken during the spring semester of the academic year).

CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS

The Loyola University Chicago School of Education Conceptual Framework – *Social Action through Education*- is exemplified in this course through a focus on ways in which school psychologists can lead systems change focused on creating more equitable and inclusive school environments as systems consultants. Further, the ways in which school psychologists can grow as professionals through professional supervision and provide effective supervision to others with the outcome of creating more accepting and inclusive school environments for those which have historically been disenfranchised or treated inequitably is the lens by which the course is structured. The atmosphere of dialogue and support of systems level change to support students and families

and supervision growth opportunities to support such change are primary foci of the course and aligned with a “social action” perspective through analysis and understanding of system-wide efforts in schools which can affect change.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. In this course, we focus on professionalism in applied school contexts related to system change planning and supervision in the field to further develop professional competencies and growth. We engage in this process through a social justice and equity lens, with a particular focus on the degree to which groups historically disenfranchised in schools (e.g. racial/ethnic minorities, those which are undocumented, students with disabilities, those that identify as LGBTQ) are receiving adequate support in schools. Further, we consider how educators as system level consultants can identify and help to address issues of equity through data-collection, analysis and the direction of system level strategies as part of a team to reduce bias and inequities at the institutional level. Disposition data are reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress which occurs in the spring of every year.

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.

This course is an applied course in which students will gain an understanding of how an analysis of system-level discipline, other relevant school data (e.g., attendance, tardiness, school achievement data), systemic variables (e.g., staff buy-in, professional development) and the results of a needs assessment can inform discipline reform efforts that related to reducing the unnecessary use of school exclusion for all students and reducing disparities for subgroups historically marginalized by discipline and push-out practices fueling the “school to prison pipeline” (e.g., racial/ethnic minorities, students with disabilities).

CLASS ASSIGNMENTS

Assignment #1: Discussion board posts. You will be asked to write comments during weeks/modules 2-11 (so not module 1 or module 12) in response to a question posted by the instructor in Discussion Boards. Your comments will relate to the question posed by the instructor, but feel free to be expansive in your response and pose questions/issues of your own that are occurring as you engage in the complex task of considering, analyzing and prioritizing changes in discipline policy, practice and legal compliance at your local level. An advantage of our cohort is that we are a community of professionals from a wide range of backgrounds working in multiple settings across the country and can learn from the valuable expertise and experience of our broad community within the School Discipline Reform Certificate program. You will respond to a question posed by the instructor by Saturday (7:00 pm., CST –Chicago time) of that week. Questions and responses will take place within “Discussion Boards” through Sakai. Responses to one another’s’ posts is encouraged. (10 posts at 1 points each=10 points)

Assignment #2: Voice thread introduction. Produce a 3-4 minute “voice thread” introduction of yourself, stating a little bit about your background, what you are currently doing, what peaks your interest about school discipline reform and what you would like to get out of the course. Please post your voice thread within Sakai under “voice thread” in the group that has been created and labeled “Voice Thread Introduction”. Selected peers, assigned by the instructor, will

review and comment on your Voice thread introduction. Please post your voice thread at: <https://luc.voicethread.com/groups/subscribe/22754014/69d953646/>

Due by 9/21 (5 points)

Assignment #3: Review of peers' voice thread introductions. You will respond to the voice thread introduction of two classmates. Please leave a thoughtful comments within two of your peers voice thread. I would like every member of our class to have comments on their thread so please watch this as you are selecting peers to comment on. You can leave an audio, video or written comment within voice threads. Please access your peers voice thread at:

<https://luc.voicethread.com/groups/subscribe/22754014/69d953646/> **Due by 9/28**

(5 points)

Assignment #4: System level data review and analysis. You will review and analyze schoolwide discipline and other relevant quantitative data (e.g., attendance, tardiness, truancy, academic, achievement). Please submit a written analysis of your data and include 2-3 major findings/conclusions related to your data analysis for further follow up as part of Assignment #5, the root cause analysis.

Focus on the aggregate use of exclusionary discipline. When looking at aggregate data, ask yourself :

- “how often is suspension being used in the building/district and for whom?”

Also look at disaggregated data for groups relevant to your specific context.

Ask yourself,:

- “Are specific subgroups being impacted by school discipline and exclusion as a result of disciplinary actions?”
- Look to subgroups commonly disproportionately impacted by exclusionary discipline, such as racial/ethnic minority students, those with IEP's, students that identify as LGBT and other subgroups such as English Language Learners, homeless students, recent immigrants and refugees.

Your written analysis should minimally describe 2-3 major findings based on your review and analysis of discipline data, as well as any other data you deem important to your local context (e.g., attendance, truancy, dropout, graduation

rates, achievement data). For example, you might determine that suspension is a common discipline response for failure to serve detentions, failure to serve detentions is most common among freshman in your high school and there are disparate rates of suspension for “failure to serve” among Black students in your building, particularly males and those in special education.

Describe how your interpretation is supported by your quantitative data. Page length will vary. You do not need to engage in complex analysis. I believe that simple and clear presentation of findings is preferred because you may want to communicate your findings to broad audiences, who will have differing exposure to data reporting and you will want all key stakeholders to find the data understandable and accessible to them. These broad audiences could potentially include school board members, families, community members, and other professionals such as teachers, building/district administrators and school support staff. Focus on presenting graphic data when possible and available; **Due by 10/1.** (15 points) Be prepared to discuss your system level review during our Live Zoom Session on October 1st.

Assignment #5: Root cause analysis. Completion of a root cause analysis, based on analysis of schoolwide discipline and other relevant quantitative data (e.g., attendance, tardiness, truancy, school dropout, graduation rates, achievement data), systemic variables and analysis of contextual issues impacting discipline issues within your local context (e.g., school, district level). Submit a write-up of your root cause analysis.

In a root cause analysis, you will go beyond describing “what you see in the data” and go into the “how and why” of what you are finding descriptively. For example, following the example in Assignment #4 above, you might find that the “root cause” of “failure to serve detentions” is for being tardy and that these events are most likely to happen in getting to school and during lunch/transition periods, particularly for the Black students. Therefore, your “root cause” might be considering how to change your district policy and school practices to support students in coming to school on time and if concessions can be made if there are outside family obligations and what contextual factors could be occurring around lunch time (e.g., are expectations clear for going to and from lunch and is

there a consistent lunchroom policy, such as students needing to stay in the cafeteria or milling about?).

Your root cause might be training and support for lunch time supervision among staff and helping students to understand the expectations, as well as address school practices surrounding consistency in responses for being late during lunch time and/or being unnecessarily in the hallway and thus, being late to class. Your root cause will lead to a needs assessment to answer school context questions and to learn more information about the issue than you can glean by review of quantitative data alone. You will identify a major event that is prevalent (e.g., common discipline referral) in looking at your schoolwide data, (e.g., failure to serve consequences originating in high rates of detentions for tardiness), a cause (high rates for one subgroup, such as Black students, examining the relationship, if any, among school practices surrounding tardiness/truancies, leading to detentions and then “failure to serve”), an even deeper root cause (more prevalent in Black students in special education settings and classrooms coming to and from classrooms during the middle of the day) and ideas for next steps in addressing your primary discipline concern (e.g., “failure to serve detentions”), gathering more in-depth information and assessing priorities for school change through a needs assessment . **Due by 10/12** (15 points)

Assignment #6: Construction of a needs assessment. Construct a needs assessment that integrates information gleaned through your analysis of schoolwide data (Assignment #4) and your “root cause” analysis (Assignment #5). Your needs assessment should be constructed with a focus on further delineating the needs of your building/district based on the data you have analyzed thus far and the stakeholders in your setting that are important to gather information and their perceptions/beliefs from (e.g., teachers, administrators, school mental health personnel, families, students).

You should follow your school/district policies and procedures for gathering information related to a needs assessment and will want to consult with your building/district administrator to gain approval before ultimately administering your needs assessment. To satisfy the requirement for Assignment #6, you will submit a draft version of your needs assessment tool for feedback from the

instructor. The needs assessment tool could be in the format of a survey for key stakeholders, focus group/interview questions and/or other methods of gathering information as part of a needs assessment. For instance, following from the examples above described in Assignments 4-5, you might want to survey teachers/staff about policies in handling student traffic in the hallway during lunch, expectations for coming to and from lunch, speak/gain the input of lunch monitors, and interview/complete focus groups or surveys with students to learn their perceptions about why they are not on time, particularly during certain times of day (e.g., start of school/lunch periods) and why such actions ultimately lead to “detentions” and subsequently “failure to serve consequences” which, in turn, results in suspensions. Adapting a research based needs assessment available in the literature is appropriate. **Due by 10/26** (25 points)

Assignment #7: Administration/dissemination and analysis/write up of needs assessment and other schoolwide data/systemic and contextual variables. In this final assignment, you will conduct an analysis of your needs assessment findings and identify 2-3 priorities for change/areas for intervention, leading to the foundation for the spring course: CIEP 537 (School Discipline Reform: Linking Law, Policy and Practice). Tied to Assignments #5 and #6, analyze the major findings of your needs assessment, the schoolwide data and root cause analysis (Assignments 3-5 above) and submit a written document describing and communicating your findings. Your written document should conclude with 2-3 priorities for change, directly supported by your data findings, that could be communicated to your administration/school board or other decision-makers that would need to buy-in and/or formally approve further professional development, changes in school practices, school policies, and interventions within your local context. In Assignment #7, you will submit the findings of your needs assessment and what you have learned through the data collection and analysis process.

The results of your needs assessment will drive areas for intervention and action planning in CIEP 537. Your final written product could be a report that would be submitted to a school board and will lead directly to the spring course “CIEP 537” (School Discipline Reform: Linking Law, Policy and Practice). In CIEP 537, you will bring your 2-3 priorities to change which will lead to an action plan that integrates law, policy and practice to span a three-to-five year (approximately)

system reform effort in CIEP 537. For instance, following the example illustrated in the descriptions of Assignments 4-6, you might consider recommending training for lunch supervision, assessment and potential modification of bus schedules/timing for coming to school, support for families in the community in getting students to school on time that have responsibilities for younger siblings, revising the policies and procedures for “failure to serve” consequences, leading to a suspension in your code of conduct revision. **Your write-up and an in-class presentation of your findings (either in a handout or power point format) to share with the instructor and your classmates for feedback and input is due on our third and final “Zoom” class on Tuesday November 26th.** (25 points)

FINAL GRADES

A= 92.5% or more

A-= 89.5-92.49 % ore more

B+= 87.5-89.49 % or more

B= 82.5-87.49 % or more

B- = 80.00 -82.46% or more

C + =77.5-79.49 % or more

C=82.5-87.49 % or more

C-=70.00 -72.46% or more

D=69.99 -60.00

F=59.99 and below

Date	Course Outline
<p>Module 1</p> <p>Week of 9/9</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To provide an overview of the class format, content, reading and course assignments. 2. To outline the process for submitting course assignments, and engaging in online communication through discussion forums, and voice threads. 3. To provide instructions for how to create and comment on a voice thread within Sakai Please see: http://www.luc.edu/itrs/teachingwithtechnology/voicethread/voicethreadinsakaiforstudents/ 4. To provide an overview of the research literature on school disciplinary exclusion and racial/ethnic and special education disproportionality. <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ View voice thread lecture “School Discipline Research and Trends in Disproportionality” (posted on Sakai) ❖ View voice thread Lecture “Overview of CIEP 535” (posted on Sakai). <p><u>Readings (Required)</u></p> <p>None</p>
<p>Module 2</p> <p>Week of 9/16</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Examine a case study example using school discipline to identify key discipline priorities within your local context (e.g., building, district). 2. Use data to determine key discipline priorities with respect to: (1) schoolwide discipline among all students (using aggregate system wide data and suspension rates) and school discipline with subgroups to evaluate whether disproportionality is present (e.g., race ethnicity, students with IEPs, and English Language Learners).

	<p>3. Explore system level factors (e.g., buy-in, administrative support, data structures, teaming, professional development, training opportunities, leadership) that relate to addressing key discipline priorities</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ View voice thread lecture “How to Review Discipline Data: A Case Study Example and Ideas for Identifying Key Discipline Priorities” (Posted on Sakai) ❖ Write one comment on discussion board to question “<i>What are some key discipline priorities, based on what you know about schoolwide discipline and other data and systemic/contextual factors that impact school discipline in your local setting?</i>” ❖ Locate and organize schoolwide discipline and other relevant data that can be used for analysis of key discipline priorities efforts in your local context. Begin thinking about the following: the most common behavioral referrals, the most common discipline responses by behavior, the overall use of suspension/expulsion (in the aggregate) and whether there are disparities by race/ethnicity, special education status, among English Language Learners, and/or for other subgroups in the school/district in school discipline patterns and responses. ❖ Assignment #2: Post voice thread introduction in Sakai by 9/21 at: https://luc.voicethread.com/groups/subscribe/22754014/69d953646/ <p><u>Reading (Required)</u></p> <p>Losen, Chapter 1</p> <p>Skiba et al, Chapters 2, 3, 7</p> <p>Senge, (Section II), p. 70-156.</p>
<p><u>Module 3</u></p> <p>Week of</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To review your school/district discipline and other relevant data in terms of identifying key discipline priorities. 2. Analysis systemic contextual factors that relate to addressing key

<p>9/23</p>	<p>discipline priorities.</p> <p>3. Proceed through the steps of a “root cause analysis” using systemwide discipline and other relevant data (e.g., attendance, tardiness, achievement/academic, truancy).</p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ Write one comment on discussion board to question “<i>What are some systemic factors to consider in your local context when addressing key discipline priorities?</i>” ❖ Assignment #3: Please post an audio, video or written comment within the voice threads introduction belonging to the two classmates. Please access the voice thread of your assigned classmates and leave a comment in the media you select at: https://luc.voicethread.com/groups/subscribe/22754014/69d953646/ Due by 9/28 (5 points) <p><u>Reading (Required)</u></p> <p>Senge, (Section X), p. 360-413.</p> <p>Osher, D., Fisher, D., Amos, L., Katz, J., Dwyer, K., Duffey, T., & Colombi, G.D. (2015). <i>Addressing the root causes of disparities in school discipline: An educator’s action planning guide</i>. Washington, DC: National Center on Safe Supportive Learning Environments (p. 1-56) at the following hyperlink: http://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline.</p> <p>Fenning, P. & Jenkins, K. (2018). Racial and ethnic disparities in exclusionary school discipline: Implications for administrators leading discipline reform efforts. <i>NASSP Bulletin 00 (0)</i>, 1-12.</p> <p>Losen, Chapters 2 and 4</p> <p><u>Reading (Recommended)</u></p> <p>Senge, 275-316 (Classroom System Work)</p>
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<p>Module 4</p> <p>Week of 9/30</p> <p>Attend Live Zoom Session 10/1 7:00-8:30 pm CST</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To gain continued practice doing a “root cause” analysis of key discipline priority (ies) in one’s local context (e.g., aggregate/schoolwide school discipline, suspension rates, discipline disproportionality for one or more identified subgroups. 2. To continue analyzing system level factors that relate to addressing key discipline priorities. 3. To begin consider areas to evaluate further as part of a needs assessment, based on the discipline system wide data and root cause analysis. 4. To begin considering areas for professional development/training and areas of intervention to address local key discipline priorities. <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ Attend Live Zoom Session: Bring school/district schoolwide discipline and other relevant data to live session, which you will analyze as part of the work in identifying key discipline priorities and working through a root cause analysis ❖ Assignment #4: Post system level data review and analysis assignment in Sakai under assignments page by 10/1. ❖ View voice thread presentation “Areas to examine as part of “root cause analysis” ❖ Write one comment on discussion board to question “<i>What are hypothesized root factors related to discipline/exclusionary discipline to consider in your local context and how have other stakeholders in your local setting addressed these issues in the past?</i>” <p><u>Reading (Required)</u></p> <p>Skiba et al, Chapters 4, 5, 6,</p> <p>Losen, Chapter 9</p> <p>McIntosh, K,, Girvan, EJ.; Horner, RH; and Smolkowski, K. (2014) Education not Incarceration: A Conceptual Model for Reducing Racial and Ethnic Disproportionality in School Discipline, <i>Journal of Applied Research on Children: Informing Policy for Children at Risk</i>: 5(2), Article 4. Available at: http://digitalcommons.library.tmc.edu/childrenatrisk/vol5/iss2/4</p>
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<p>Module 5</p> <p>Week of 10/7</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Consider the role of the instructional leader and “core learning group’ within your local context, using the root cause analysis as a basis for determining areas for further follow up and priority as part of school discipline reform and school practice changes related to key discipline priorities. 2. Based on the findings of your root cause analysis, continue exploring areas to evaluate as part of a formal need assessments and begin to identify areas to consider for further professional development and/or training, as well as policy school-based practice changes to address emerging identified key discipline priorities. <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ Write one comment on discussion board to question <i>“How and in way could the leadership and teaming structures in your local context impact how you move forward with your needs assessment/areas for intervention related to key discipline priorities?”</i> ❖ View voice thread presentation “Leadership and teaming structures to facilitate moving forward with the findings of system wide data analysis, a root cause analysis and formalized needs assessment” (Posted on Sakai). ❖ Assignment #5: Post root cause analysis assignment in Sakai under assignments page by 10/12. <p><u>Reading (Required)</u></p> <p>Senge, (Section XII), p. 414-459.</p> <p>Losen, Chapters 3, 5, & 6</p>
<p>Module 6</p> <p>Week of 10/14</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To learn the critical components of a school-based needs assessment 2. To review and critique examples of needs assessment tools from the education literature 3. To practice writing needs assessment questions to form the basis for a data collection instrument which will allow for more in-depth information related to school discipline key priority beyond data that is already available (e.g.,

	<p>schoolwide discipline and other relevant data).</p> <ol style="list-style-type: none"> 4. To apply the findings of the root cause analysis to identify key areas for assessment as part of a formal needs assessment. 5. To identify primary stakeholders who are critical players to complete the needs assessment. <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ View Dr. Lori Newcomer ‘webinar on conducting a needs assessment: http://www.intensiveintervention.org/video-resource/support-systems-intense-behaviors-conducting-school-wide-needs-assessment ❖ Review National Center on Intensive Intervention. (2013). <i>Support Systems for Intense Behaviors: Conducting a School-wide Needs Assessment</i>. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention. [power point based on Dr. Newcomer’s webinar to be uploaded to the lesson on Sakai for Module 6 ❖ Review needs assessment examples posted on Sakai under Module 6 ❖ Write one comment to the discussion board question “<i>What supports will be needed to conduct an effective needs assessment in my local context and/or what areas should I evaluate as part of my needs assessment?</i>” <p><u>Reading (Required)</u></p> <p>Losen, Chapter 13</p>
<p><u>Module 7</u></p> <p>Week of 10/21</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To continue drafting needs assessment items and determine best method to employ (e.g., survey, focus group, interview). 2. To continue exploring areas of potential interventions to address key discipline priorities. 3. To finalize list of key stakeholders who will complete the needs assessment. 4. To obtain initial approval from administration/team leaders and buy-in from key stakeholders to conduct and analyze the findings of the needs assessment to plan and begin addressing discipline priorities.

	<p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ Write a comment on the discussion board to one or (both, if interested) question(s) <i>“Which key stakeholders are important to include in the administration of the needs assessment and why?”</i> and/or <i>“What barriers or facilitators do I foresee in executing the needs assessment?”</i> ❖ View voice thread presentation <i>“Nuts and bolts of administering a needs assessment related to school discipline”</i> (Posted on Sakai) ❖ Assignment #6: Post Needs Assessment tool/instrument by 10/26. <p><u>Readings (Required)</u></p> <p>Losen, Chapter 10</p> <p>Skiba et al, Chapters 9 and 11</p> <p><u>Reading (Recommended)</u></p> <p>Losen, Chapter 12 (Threat Assessment)</p>
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<p>Module 8 Week of 10/28</p> <p>Attend Live Zoom Session 10/29 7:00-8:30 pm CST</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Complete a plan for the dissemination and analysis of needs assessment tool (e.g., schedule, logistics, and needed resources). 2. Finalize buy-in and administrative approval/support to conduct needs assessment. 3. To gain exposure to system reform discipline supports and interventions which address school discipline issues (e.g., restorative practices, school-wide positive behavior support, social-emotional learning). <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ Begin preparing for dissemination of needs assessment while waiting for instructor feedback ❖ View voice thread presentation <i>“Identification of key stakeholders and continued logistics of needs assessment”</i> (Posted on Sakai) ❖ Write one comment to the discussion board question <i>“What are any potential pitfalls in gathering relevant data and encouraging participations and what remedies could we think of to mitigate gathering reliable data and broad participation in the needs assessment?”</i>
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	<p>❖ Attend Live Zoom Session: Be prepared to discuss your needs assessment tool and plan for dissemination and data collection. We can use this time to brainstorm possible pitfalls and barriers you are concerned about encountering.</p> <p><u>Reading (Required)</u></p> <p>Losen, Chapters 11 and 14</p>
<p><u>Module 9</u></p> <p>Week of 11/4</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To gain exposure to system reform discipline supports and interventions which address school discipline issues (e.g., restorative practices, school-wide positive behavior support, social-emotional learning). 2. Plan for and/or administer needs assessment to identified stakeholders following administrative approval to do so. <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ Incorporate instructor feedback into revision of needs assessment tools ❖ View Voice Thread “Preparing for analysis and dissemination of needs assessment and other data findings (system-wide discipline, other relevant data and root cause analysis findings) ❖ Write one comment to the discussion board question <i>“What is a challenge to creating needs assessment tools in the “real world” and what are some ideas for overcoming the challenge?”</i> <p><u>Reading (Required)</u></p> <p>Skiba, Chapter 7</p>
<p><u>Module 10</u></p> <p>Week of 11/11</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. To gain exposure to system reform discipline supports and interventions which address school discipline issues (e.g., restorative practices, school-wide positive behavior support, social-emotional learning) <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ Disseminate Needs Assessment to key stakeholders ❖ View Voice Thread “Gleaning priorities for change through needs assessment

	<p>and related data analysis”</p> <ul style="list-style-type: none"> ❖ Write one comment to the discussion board question <i>“What is one thing that surprised in conducting the discipline data analysis, root cause analysis and/or the needs assessment?”</i> <p><u>Readings (Required)</u></p> <p>Losen, Chapters 14 and 15</p>
<p><u>Module 11</u></p> <p>Week of 11/18</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Continued dissemination of needs assessment (if needed). Analyze needs assessment findings. Gain continued exposure to system reform discipline interventions in the literature to address school discipline issues (e.g., restorative practices, school-wide positive behavior support, social-emotional learning) <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ View voice thread/power point “Analysis of needs assessment data and points of intervention” ❖ Post comment on discussion board <i>“What is an effective way to communicate data findings to one of the following groups: (1) administrators; (2) school board members, (3) young persons/students, (3) families/community members and (4) teachers and other school professionals”?</i> ❖ Analyze findings from needs assessment and complete write up/presentation for week of November 25th and Live “Zoom” class on 11/26. <p><u>Reading (Required)</u></p> <p>Skiba, Chapters 13 and 14</p>
<p>Module 12</p> <p>Week of 11/25</p> <p>Attend Live Zoom Session 11/26</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Present findings of needs assessment data and other schoolwide data analyzed. 2. Gather feedback from peers and instructor in finalizing key 2-3 priorities to serve as a foundation for next course. <p><u>Assignments</u></p> <ul style="list-style-type: none"> ❖ Attend Live Zoom Session: Be prepared to present findings of needs

7:00-8:30 pm
CST

assessment.

- ❖ View classmate presentations and give feedback.
- ❖ **Assignment #7:** Post Analysis of Needs Assessment by **11/26**.

Readings (Required):

Skiba et al., Chapters 12 and 15

Losen, Chapter 16

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/

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*.