CIEP 535/Law 684

Fall 2020

System Consultation in School Discipline Reform

Instructor: Anna Hamilton, Ph.D.

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Instructor's Office Hours: Mondays from 8:00-9:00 pm CST
Zoom link: https://luc.zoom.us/j/95579054888
Appointments can also be scheduled outside of office hours.

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

Synchronous Class Meeting Times:

Tuesday, September 15th (7:00 pm-7:45 pm CST)- https://luc.zoom.us/j/98296773357
Tuesday, October 6th (7:00 pm -8:30 pm, CST)- https://luc.zoom.us/j/98333982943
Tuesday, October 27th (7:00 pm -8:30 pm, CST)- https://luc.zoom.us/j/94869696430
Tuesday, December 1st (7:00 pm -8:30 pm, CST)- https://luc.zoom.us/j/94481010780

SCHOOL OF EDUCATION COMMITMENT - COVID-19

 Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis,* or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a

semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 REPORTING PROTOCOL

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

COURSE FORMAT

This course is delivered in 12 weekly modules/class sessions, beginning the week of September 14th[h]. Eight of the modules/course sessions will be held in an online format (nonsynchronous), while four sessions will be held "live" at a designated time where everyone in this class is in present via Zoom (https://zoom.us/).   . Synchronous class dates and Zoom links are listed above.

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 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 8 nonsynchronous module weeks via Sakai no later than **Saturday evening by 7:00 pm., CST (Chicago time)** for that particular week.

For the live classes, please be prepared to discuss that week's assignments during our synchronous sessions on **Tuesdays at 7:00 pm**. Assignments and activities will still be formally due by Saturday of that week but you need to be prepared to discuss the assignments and your progress/ideas so that we can interact with the material and each other (e.g., providing group feedback on assignments). There are no assignments due for our first synchronous session on the 15th. I just wanted the opportunity to introduce myself, meet all of you, and review key course information.

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

STUDENT PARTICIPATION AND CLASS CONDUCT

Students are expected to engage meaningfully with the course materials and assignments. There are 12 modules and materials for each module will be made available no later than Sunday at 7:00 pm CST for the upcoming week. Students are expected to complete all assigned readings, lectures, and activities by the following Saturday evening of that week. For live synchronous sessions, students are expected to attend the session on Tuesday evening prepared to engage in meaningful and reflective dialogue. The Course Outline included below provides specific information relevant to each module. All course materials will be made available through Sakai. Weeks 2-11 there are discussion posts that will be completed. Students are encouraged to respond to these posts early in the week to allow others in the class time to read and respond to one another's posts.

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

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

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).

SOE VISION

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

SCHOOL OF EDUCATION MISSION

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

CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.
If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

DISPOSITIONS

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: *Professionalism, Inquiry, and Social Justice*. Full transparency is critical to ensure that students are able to meet the expectations in this area. 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. A description of how we use disposition data in the SOE is included in

the <u>SOE syllabus addendum</u>.

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 are encouraged. The more you interact and dialogue with one another, the more you will get out of the course. Students are encouraged to respond to these posts early in the week to allow others in the class time to read and respond to one another's posts. (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/22966524/c2e7ab675/ **Due by 9/27 (**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/22966524/c2e7ab675/   **Due by 10/3 (**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 10/10.** (15 points) Be prepared to discuss your system level review during out Live Zoom Session on October 6th.

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 . <mark>Due by 10/17</mark> **(**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). 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.

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. <mark>Due by 10/31</mark> **(**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. You will submit both a formal write-up and a handout/powerpoint for your final class presentation. The presentation will be shared with your peers to view. *Please see template included in the Assignment Tab regarding a suggested template for the handout or presentation you create for our final Zoom session.*

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 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 <mark>Tuesday December 1st</mark>. (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
Module 1 **Week of 9/14** **Attend Live Zoom Session 9/15 7:00-8:45 pm CST**	**Objectives** ❖ To provide an overview of the class format, content, reading and course assignments. ❖ To outline the process for submitting course assignments, and engaging in online communication through discussion forums, and voice threads. ❖ To provide instructions for how to create and comment on a voice thread within Sakai Please see: https://loyola.screenstepslive.com/s/17190/m/84387/c/276755 ❖ To provide an overview of the research literature on school disciplinary exclusion and racial/ethnic and special education disproportionality. **Assignments** ❖ View voice thread lecture "School Discipline Research and Trends in Disproportionality" (posted on Sakai) ❖ **Attend Live Zoom Session:** Introductions & Course Overview https://luc.zoom.us/j/98296773357 **Readings** None
Module 2 **Week of 9/21**	**Objectives** 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). 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 **Assignments** ❖ View 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 "***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?"*** ❖ 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 **9/27** at: https://luc.voicethread.com/groups/subscribe/22966524/c2e7ab675/ **Readings** Losen, Chapter 1 Skiba et al, Chapters 2, 3, 7
Module 3 **Week of 9/28**	**Objectives** 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 discipline priorities. 3. Proceed through the steps of a "root cause analysis" using systemwide discipline and other relevant data (e.g., attendance, tardiness, achievement/academic, truancy). **Assignments** ❖ Write one comment on discussion board to question "***What are some systemic factors to consider in your local context when addressing key discipline priorities***? ❖ **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/22966524/c2e7ab675/ **Due by 10/3 (**5 points) ❖ View lecture " Areas to examine when conducting a root cause analysis" **Readings** Osher, D., Fisher, D., Amos, L., Katz, J., Dwyer, K., Duffey, T., & Colombi, G.D. (2015). *Addressing the root causes of disparities in school discipline: An educator's action planning guide.* 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. Fenning, P. & Jenkins, K. (2018). Racial and ethnic disparities in exclusionary school discipline: Implications for administrators leading discipline reform efforts. *NASSP Bulletin 00 (0)*, 1-12. Losen, Chapters 2 and 4

Module 4 **Week of 10/5**	**Objectives**

Attend Live Zoom Session 10/6 7:00-8:30 pm CST	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 considering 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. **Assignments** ❖ **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 https://luc.zoom.us/j/98333982943 ❖ **Assignment #4:** Post system level data review and analysis assignment in Sakai under assignments page by **10/10.** ❖ Write one comment on discussion board to question "***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?"*** **Readings** Skiba et al, Chapters 4, 5, 6, Losen, Chapter 9 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, *Journal of Applied Research on Children*: *Informing Policy for Children at Risk*: 5(2), Article 4. Available at: http://digitalcommons.library.tmc.edu/childrenatrisk/vol5/iss2/4
Module 5 **Week of 10/12**	**Objectives** 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. **Assignments**

	❖ Write one comment on discussion board to question **"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?"** ❖ View lecture on "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 **10/17**. **Readings** Losen, Chapters 3, 5, & 6
Module 6 **Week of 10/19**	**Objectives** 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., schoolwide discipline and other relevant data). 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. **Assignments** ❖ View Dr. Lori Newcomer 'webinar on conducting a needs assessment: https://www.youtube.com/watch?v=D_friv5MsQQ ❖ Review National Center on Intensive Intervention. (2013). *Support Systems for Intense Behaviors: Conducting a School-wide Needs Assessment*. 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 "**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?**" **Readings** Losen, Chapter 13
Module 7 **Week of 10/26**	**Objectives** 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.

Attend Live Zoom Session 10/27 7:00-8:30 pm CST	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. **Assignments** **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. https://luc.zoom.us/j/94869696430 ❖ Write a comment on the discussion board to one or (both, if interested) question(s) "***Which key stakeholders are important to include in the administration of the needs assessment and why?"*** *and/or "**What barriers or facilitators do I foresee in executing the needs assessment?"*** ❖ View lecture on "*Nuts and bolts of administering a needs assessment related to school discipline*" (Posted on Sakai) ❖ **Assignment #6**: Post Needs Assessment tool/instrument by **10/31**. **Readings** Losen, Chapter 10 Skiba et al, Chapters 9 and 11 **Readings** Losen, Chapter 12 (Threat Assessment)
Module 8 **Week of 11/2**	**Objectives** 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. **Assignments** ❖ Begin preparing for dissemination of needs assessment while waiting for instructor feedback ❖ View lecture "Identification of key stakeholders and continued logistics of needs assessment (Posted on Sakai) ❖ Write one comment to the discussion board question **"*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?*"** **Readings**

	Losen, Chapters 11 and 14
Module 9 **Week of 11/9**	**Objectives** 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. **Assignments** ❖ Incorporate instructor feedback into revision of needs assessment tools ❖ View lecture "Preparing for analysis and dissemination of needs assessment and other data findings: System-wide discipline, other relevant data and root cause analysis findings (Posted on Sakai) ❖ Write one comment to the discussion board question **"*What is a challenge to creating needs assessment tools in the "real world" and what are some ideas for overcoming the challenge?*"** **Readings** Skiba, Chapter 7
Module 10 **Week of 11/16**	**Objectives** 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) **Assignments** ❖ Disseminate Needs Assessment to key stakeholders ❖ View Voice Thread "Gleaning priorities for change through needs assessment and related data analysis" (Posted on Sakai) ❖ Write one comment to the discussion board question **"*What is one thing that surprised in conducting the discipline data analysis, root cause analysis and/or the needs assessment?*"** **Readings** Losen, Chapters 14 and 15
Module 11 **Week of 11/23**	**Objectives**

	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) **Assignments** ❖ View voice thread/power point "Analysis of needs assessment data and points of intervention" (Posted on Sakai) ❖ Post comment on discussion board ***"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"?*** ❖ Analyze findings from needs assessment and complete write up/presentation for week of November 30th and Live "Zoom" class on 12/1. **Readings** Skiba, Chapters 13 and 14
Module 12 **Week of 11/30** **Attend Live Zoom Session 12/1 7:00-8:30 pm CST**	**Objectives** 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. **Assignments** ❖ **Attend Live Zoom Session**: Be prepared to present findings of needs assessment. https://luc.zoom.us/j/94481010780 ❖ View classmate presentations and give feedback. I will post presentations within Module 12 once they are submitted. ❖ **Assignment #7**: Post Analysis of Needs Assessment by **12/1**. **Readings** Skiba et al., Chapters 12 and 15 Losen, Chapter 16

Loyola University Chicago
School of Education
Syllabus Addendum

SMART EVALUALTION

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).

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.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Center for Student Access and Assistance (CSAA)

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: **www.LUC.edu/csaa**. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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.*

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

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