



**CIEP 332: School-wide Applications of Learning and
Social, Emotional, and Behavior Support
Sequence 7
Fall 2021**

Module Information	
Meeting Information:	September 2 - December 16 2021 Thursday 5:30 - 8 Cuneo Hall Room 202
Zoom Link:	https://luc.zoom.us/j/83488227501 See end of doc for additional info

Instructor Information
Kristen McKee kmckee@gmail.com (preferred email & communication) cell: 773.412.1129 <i>Office hours are by appointment only.</i>

Module Objectives
<ul style="list-style-type: none"> ● Understand and determine the needs of a school in supporting all students, including those with disabilities. ● Engage in collaborative dialogues with school based personnel to create a plan of systemic change and school improvement. ● Create a plan for school improvement using a team-based framework.

Our course will use both in-person and synchronous (Zoom) sessions. I am pretty quick on email and can get back to you usually within the day. If you need to set up an appointment with me, give me some good options after 3:00 PM.

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) charged with supporting the needs of all learners. This course is aligned to the SOE mission of social justice in that we will seek 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.

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 and Digication

All students, except those who are non-degree, may 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](#). Digication is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Schedule of Topics, Readings, and Assignments

*Any non-textbook readings will be loaded to Sakai in folders assigned for each week

Readings are to be done prior to class

Date	Type of Class	Topics	Activities & Assignments
Week 1 9.2.21	In Person	Course Overview	<ol style="list-style-type: none"> 1. Log into Sakai 2. Read Syllabus 3. Sign up for Socratic Seminar
Week 2 9.9.21	Zoom	Understanding and Organizing Systems	<ol style="list-style-type: none"> 1. Complete Readings: Chapters 1, 2, & 3 2. Socratic Seminar (K.McKee):
Week 3 9.16.21	In person	Understanding and Organizing Systems	<ol style="list-style-type: none"> 1. Complete Readings: Chapter 4 & 5 2. Socratic Seminar #1: 3. Team project review of syllabus
Week 4 9.23.21	Zoom	Universal/Tier 1 Schoolwide: Academic/ Behavioral/Social Emotional Systems,	<ol style="list-style-type: none"> 1. Read & Watch: <ol style="list-style-type: none"> a. Watch: Clay Cook: Nurturing & Responsive Environments b. MTSS/RtI Action Network Article 2. Interview Preparation Check-in. 3. Socratic Seminar #2:
Week 5 9.30.21	In Person	Universal/Tier 1 Schoolwide: Academic/ Behavioral/Social Emotional Systems,	<ol style="list-style-type: none"> 1. Read & Watch: <ol style="list-style-type: none"> a. The Need for Culturally Responsive MTSS b. Reality Pedagogy Ted Talk 2. Socratic Seminar #3

Date	Type of Class	Topics	Activities & Assignments
Week 6 10.7.21	In-Person	Effective Teaming	<ol style="list-style-type: none"> Complete Readings: <ol style="list-style-type: none"> Chapters 6 & 7 Socratic Seminar #4
Week 7 10.14.21	Zoom	Effective Teaming and Tier 2: Data, Systems, & Practices	<ol style="list-style-type: none"> Complete Readings: Chapter 8 & 9 Socratic Seminar #5 Turn in Interview (paperless please - email or share)
Week 8 10.21.21	In Person	Group Interventions Data, Systems, & Practices	<ol style="list-style-type: none"> Complete Readings: <ol style="list-style-type: none"> Emily Hanford (2017) Emily Hanford (2019) Team Outline Turn-in Socratic Seminar #6
Week 9 10.28.21	Zoom	Readiness and System's Assessment	<ol style="list-style-type: none"> Complete Readings: <ol style="list-style-type: none"> Chapter 10 & 11 Team Outline Turn-in Socratic Seminar #7 Student Choice Topic Week 12: Vote on what topic our last class will be about
Week 10 11.4.21	In Person	Tier 3: Intensifying Interventions.	<ol style="list-style-type: none"> In-Class project: Building an Instructional Planning Form (IPF) Germann - Yellow Brick Road
Week 11 11.11.21	Asynchronous	Systems Planning	<ol style="list-style-type: none"> TEAM Project Work Time System's Readiness Assessment (Turn-In by Thursday @ 8pm) <ol style="list-style-type: none"> RTI: SAM Packet Behavior: https://www.pbis.org/resource-type/assessments SEL: CASEL Self-Assessment

Week 12 11.18.21	<i>Zoom</i>	STUDENT CHOICE TOPIC	1. Complete Reading
Week 13 11.25.21	<i>NA</i>		<i>Thanksgiving Break - No Class</i>
Week 14 12.2.21	<i>In Person</i>		<i>Tool of Choice Presentation</i>
12.9.21	<i>In Person</i>		<i>Team MTSS Plan Showcase</i>
Final: MTSS Plan Due 12.16.21 by 5:30 PM			

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)

Inclusivity. Is. Everything.

Diversity. 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. Discrimination, in any form, will not be tolerated.

Language. 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](#). Ableist language will be interrupted.

Name and Pronouns. You have the right to be addressed with your preferred name and pronouns, despite what is written on the school's roster. Please let me know how you would prefer to be addressed in any manner that is comfortable to you. This can include an email, phone call, or public announcement during class. At any point during the semester/year if your pronouns or manner in which you identify changes, please let me know as soon as you are comfortable.

Accommodations. I attempt to use UDL principles in the design of my course. However, if you are in need of an accommodation that is not immediately available, please let me know as soon as possible so that I can make necessary changes. You have the right to full access of material in the learning modality that is best for you.

"Netiquette" during remote instruction

- Candidates are expected to attend every digital session on-time, and with minimal distractions.
- Full video participation is highly encouraged during synchronous meetings.
- Try to treat the remote environment as you would the in-person learning environment.

Assignments

- **Due Dates.** Assignments are due on the dates at the times listed on course syllabi unless permission to hand them in late is given ahead of time. Unauthorized late work will be assessed penalties according to the following scale: after deadline-1 day = 5% deduction; 2-3 days = 10% deduction; 4-7 days = 15% deduction; assignments more than one week late will not be accepted. All assignments are to be turned in on Sakai before the scheduled due date. Assignments are due by **8am** on the date listed.
- **Support for assignments.** If you have questions about assignments please email me more than 48 hours in advance of an assignment deadline, with the understanding that emails sent on Friday after 5pm may not receive a response until Monday. These requirements are intended to support that you start assignments early and are able to complete assignments in a timely manner with the utmost quality.
- **Formatting.** Unless otherwise noted, all assignments must be typed, double-spaced, using 12 point Times New Roman font. Please attend closely and carefully to spelling and grammar. If referencing

course or other textual materials, please follow American Psychological Association style guidelines ([APA – 7th edition](#); [Purdue’s Online APA style guide](#)). You can access the APA style manual through the Loyola University library.

- **Make-up & Lateness.** Things happen, I get that. With that said, please make every effort to get your assignments in on-time. The learning happens in the feedback, and when you don’t get your assignment in on-time, you won’t get great feedback when you need it, which then makes it hard for you to improve and do better the next time. Then, a snowball of lateness happens, you get behind, your stress rises, and things get hard. If you must turn something in late, communicate with me. We can craft a plan for keeping you on track. If you make a habit of lateness your learning is impacted, and then ultimately your grade. All late submissions will receive a 10%(days late)-25%(weeks late) reduction depending on how late you turn it in.
- **Feedback & Resubmission.** Some assignments will be more challenging for you than others. Sometimes, you’ll really crush it, and sometimes you won’t. I do my best to provide warm, but critical feedback for your improvement. On occasion, I may ask you to resubmit an assignment so that you may gain back points. This happens rarely, but it does happen. Resubmission is always optional.

Course Expectations

- Flexibility and patience with schedules, assignments, students, collaboration, your colleagues, and yourself is a must. Welcome to teaching. Everything changes every day and there is no such thing as a “typical day”.
- The course schedule listed above is an initial tentative schedule. Please consult Sakai regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- As an educator you will be expected to write proficiently, with excellent grammar. Your assignments will be graded for content but also style and mechanics. If you require writing assistance please consider making an appointment at [Loyola’s Writing Lab](#). Should you go to the writing lab and provide proof that you have gotten assistance, you will be awarded 10 extra credit points added to your course total.

Graded Assignments

* indicates link to edTpa

Name, Description, Rubric Links	% & points	Due Date
<p>Professionalism & Participation</p> <p>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. You are expected to participate in activities, refrain from engaging in personal technology, and listen and respond thoughtfully to your peers. In the event of an unexpected absence, you will be given a make-up assignment.</p>	65 points	Ongoing
<p>Socratic Seminar Moderation</p> <p>You are responsible for moderating a Socratic Seminar (in person or on zoom) about the topic for the week based on the readings and course material. Your Socratic Seminar should connect the readings, class discussion, and your personal experiences together. It should also pose questions to colleagues. Your Socratic Seminar should contain at least <i>1 PowerPoint slide and not to exceed 4</i>. In addition to planning the seminar it is your responsibility to moderate the thread for the week. Please see the rubric.</p>	20 points	You Signed Up. Kristen will remind you. Slide Deck due 8 am morning of your seminar.
<p>Socratic Seminar Participation</p> <p>Each week, a colleague will lead a Socratic Seminar. You are required to respond twice during the session according to the structure provided. Your comments should be more than "I agree" or "I disagree." Your comments should be a part of the greater conversation. Each week is worth 4 points. Please see the rubric.</p>	36 points	Weekly
<p>Personnel Interview</p> <p>You will be in charge of writing and conducting an interview with a member of a school system regarding MTSS practices at their school. Interviews should inquire about all three components of MTSS (RTI, PBIS, SEL). A one-page reflection paper addressing the prompts should accompany the school interview. Please see the assignment page entitled "Personnel Interview about Multi-Tiered Systems of Support (MTSS)" for rubric and requirements.</p>	25 points	Thursday Oct. 14 by 5 pm
<p>In-Class Project - Instructional Planning Forms</p> <p>You will work with a partner in the class to choose a grade level, intervention area (Academic, Behavioral, Social-emotional) and build an instructional planning form that outlines all parts of intervention implementation. A template will be provided.</p>	10 points	Thursday 11/11 during class
<p>MTSS Tool of Choice</p> <p>You are responsible for choosing an MTSS tool to review and critique. You will prepare a short presentation (5-7 minute) on the tool, it's benefits and drawbacks. The tool can be an online assessment, a data gathering app, or a measurement that may have MTSS implications. See the rubric.</p>	10 points	Monday November 30 @ Class Time.
<p>TEAM MTSS Improvement Plan</p> <p>Candidates will use information gathered during semester course work and the interview 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. The plan must be created with a partner, and must detail improvement for 2 of 3 MTSS Strands (RTI,SEL, PBIS). See the rubric.</p>	65 Points	Monday December 14 @ 8am.,
Course Total: 231		

Course Grade Percentages/ Points				
	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-	

Required Text and Readings

1. Bohanon, H., Love, L. C., & Morrissey, K. (2020). *Implementing Systematic Interventions: A Guide for Secondary School Teams*. Routledge.
2. [Supplemental Readings Reference List. Click Here.](#)

Required Use of Technology

This course uses Sakai (<http://sakai.luc.edu>) as a Learning Management System. All course modules will be housed on Sakai. Other course websites will be linked through Sakai. Candidates will access other sites throughout the semester and search for information related to PBIS and RtI. Additional websites of interest to participants in this course include:

<ul style="list-style-type: none"> ● http://www.swis.org ● https://casel.org/ ● http://www.cec.sped.org ● http://ies.ed.gov/ncee/wwc/ ● www.interventioncentral.org ● http://www.pepartnership.org 	<ul style="list-style-type: none"> ● http://intensiveintervention.org ● https://ies.ed.gov/ncee/wwc/ ● http://pbis.org ● http://www.rtinetwork.org ● https://ilmtss.net/ ● https://www.evidenceforessa.org/
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Socratic Seminar, Moderation and Response Rubric

Each person will sign up to moderate a socratic seminar for the readings/video/resources assigned for the week. You do not have to summarize every single thing, but rather take themes from the resources and synthesize them to ask thought provoking questions. You will put together a slide deck to help facilitate a conversation with the class. You will also create a response structure that is clear and has visual prompting.

Resources:

- <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>
- <https://www.edutopia.org/blog/socratic-seminars-culture-student-led-discussion-mary-davenport>
- <https://www.youtube.com/watch?v=e3IBLKYaK1E>
- https://www.youtube.com/watch?v=zBfH_fhAmeQ
- <https://melissaflorit.files.wordpress.com/2011/04/socratic-seminar-article.pdf>

Weeks you initiate and moderate: 20 point each (1 weeks)				
	Incomplete	Fair	Good	Excellent
Slide Deck (8 points)	Did not post a slide deck.	Slide decks was late and /or underdeveloped. Question(s) asked were not pertinent to course material.	Deck was thoughtful and provocative, but lacked coherence to course material.	Deck was on time, and sophisticated. Question raised were synthesized from multiple course sources.
Moderation (10 points)	Did not provide any response structure or feedback to colleagues.	Feedback was provided but very basic “good job”.	Provided good, specific feedback, and response structure helped the conversation flow.	Provided high quality feedback, and often. Feedback and response structure was clear.
Spelling and Grammar (2 points)	Many errors in spelling or grammar.	2 errors in spelling or grammar	Only one error, either spelling or grammar.	No spelling or grammar errors.
Weeks you are responding: 4 points each week (9 weeks)				
Response Quality	You did not respond.	You only responded once and it was vague.	One response was vague, while the other was specific.	Both of your responses were specific, thoughtful, and moved the conversation forward.

Personnel Interview about Multi-Tiered Systems of Support (MTSS)

Assignment Guide and Rubric

25 points total

You will be conducting an interview with the MTSS administrator at your school. You will write the interview with one other CIEP 332 student within the class. You will each interview a different person using the same interview protocol.

Your interview should include:

- A phrase about asking to record the interview and an alert about using a pseudonym.
- Information related to qualifications (Current Position held, years teaching, leadership experience)
- Questions about how they define MTSS.
- Questions related to each tier of MTSS (SEL, RTI, PBIS).
- You must turn in your interview with your reflection.
- Questions related to how improvement occurs within their school.

Your reflection should include:

Part A

- Thoughts about conducting interview
 - How did you feel the interview went?
 - Why did your team choose to ask the questions that you asked?
 - Was anything surprising or caught you off guard?

Part B

- What are the strengths of the school's MTSS?
- What challenges does the school's MTSS framework face?
- What are your initial ideas for forming an action plan? What do you still need to find out?

[MTSS Question Bank](#)

Reflections should be no less than 1 page, double spaced, APA format. They should be submitted on Sakai.

Item	Incomplete (0-2)	Fair (2-3)	Good (3-4)	Excellent (5)
Complete Interview	Interview was lacking in complexity and completeness.	2 or more of the interview components were missing.	Only 1 interview component was missing	Interview met all the criteria.
Reflection Part A	Reflection A was lacking in complexity and completeness.	2 or more of the reflection components were missing.	Only 1 reflection component was missing	Part A met all criteria.
Reflection Part B	Reflection B was lacking in complexity and completeness.	2 or more of the reflection components were missing.	Only 1 reflection component was missing	Part B met all criteria.
Collaboration	Collaboration did not occur.	Limited balance in planning interview questions. One partner reported unbalance.		Good balance was reported by both partners.
Grammar, Neatness/Organization, APA Formatting	Many errors in spelling or grammar. Paper was unorganized and difficult to follow.	2 errors in spelling or grammar. Paper organization had challenges.	Only one error, either spelling or grammar. Paper was mostly well organized, some organization challenges within paragraphs.	No spelling or grammar errors. Paper was well organized, and paragraphs had little to no organization errors.

MTSS TOOL OF CHOICE

10 points

There are many tools available to us as educators for data-based decision making. The purpose of this assignment is for you to consider a tool that can assist an educator or member of MTSS team in making improvements to their current MTSS program. This tool can be for individual use or system-wide use. It can also be at any point in the improvement cycle. You will present this tool to your colleagues in a 5-7 minute presentation. The method for presentation is not prescribed.

Item	Incomplete	Fair	Good	Excellent
Description of Tool (4 points)	A limited description and overview of the tool.	Provided an overview and demonstration of tool, but presenter was unfamiliar or provided inaccurate information.	Presenter gave thorough description and demonstration of the tool, however with room for elaboration.	Presenter gave thorough description and demonstration of the tool with familiarity and confidence.
Application of Tool (4 points)	Presenter did not describe how the tool would be applicable to MTSS improvement.	Presenter provided a brief description of the tool's application, but with error.	Presenter provided a thorough description of application of the tool but did not mention at which point in the MTSS process the tool would be effective.	Presenter provided a thorough description of the tools application with attention to who should use the tool, when the tool should be used, and how the data can foster improvement.
Presentation Organization and Style (2 points)	Presentation was unorganized with several spelling and/or grammatical errors.	Presentation had some organizational or spelling/grammar errors.	Presentation was well organized, however presenter pacing was challenging	Presentation was well organized, minimal grammar or spelling errors, and presenter had good pacing.

TEAM MTSS Improvement Plan

The purpose of this project is to assess, analyze, and improve a school's MTSS program. This project is to be done in collaboration with one other scholar in our learning community. As a team, you will produce 1 document that will be graded jointly. You will present your plan to your colleagues in a 20-30 minutes presentation. The finished product will be an APA style paper with the following sections.

Part 1--Stage 1: Readiness

This section documents your school's current MTSS program, with a specific focus on any two of the three branches (RtI (Reading and Math), PBIS, SEL). You must conduct a readiness assessment using at least one formal readiness tool. This tool can be something we have discussed in class, in our textbook, or something you have found on your own. You will evaluate the school's readiness for change in an effort to connect their readiness to your steps of implementation and progress. See table 3.2 (p. 31) of the text and charts/tables in Chapter 5.

- *Readiness Tool:* What tool did you use, why did you choose it, and what information did you learn from it? (pg 56 in text)
 - <http://www.rtinetwork.org/getstarted/checklists-and-forms>
 - <https://matoolsforschools.com/resources/mtss-selfassessment>
 - http://www.floridarti.usf.edu/resources/presentations/2016/nasp/eval/SAM%20Packet_October%202015.pdf
- *Strengths and Needs:* what are the school's strengths and needs within their MTSS program. Which two specific branches need the most improvement? Why?
- *Tiers:* Describe each tier or each of your two selected branches. Is the school using tiers, progress monitoring, and data-based decision making accurately and with fidelity?

Part 2--Stages 2 & 3: Program Installation

This section reports on the plan created by you and your teammate for school improvement and success. You will identify ONE area of need, your objectives for the improvement of those areas, and 3-5 action steps needed in to improve. Your action steps must be measurable and include a tool for data-based decision making.

- *Objectives:* What are your objectives for change? Do they align to the needs of the school?
- *Steps towards improvement:* Have you outlined clear steps for program improvement in small, manageable segments. Remember, system changes take a long time, provide a timeline for changes as follows: Step for the first 6 months, first year, second year.
- *Stakeholders:* Have you considered all the stakeholders in your implementation of change?

Part 3- Stage 4: Full Operation & Team Effectiveness

This section details how you envision your improvement plan to function. Your school may have or may not have an effective leadership team. In this section you will detail the members of the leadership team and describe the members and their roles and responsibilities.

- *Description of leadership team:* Have you provided a description of the current leadership team or provided a model for improved teaming? Do you include roles and responsibilities for the members?
- *Data review:* Have you crafted a schedule or considered when data will be reviewed to make descriptions about improvement?
- *Sustainability:* Have you considered how EBP (evidence-based practices) and interventions will be sustained? How will new leadership be established? What on-going refinements do you anticipate your program may need?

Rubric
65 points

Item	Incomplete	Fair	Good	Excellent
Part 1				
Readiness Tool(s): <i>What tool did you use, why did you choose it, and what information did you learn from it?</i>	The readiness tool is not described and or the section is missing significant information.	A generic description of the readiness tool is provided.	Provides a good overview of the readiness tool, however fails to mention either why it was chosen, or how it was used.	Provides a comprehensive review description of the readiness tool, its use, and the reason for choosing the tool. Describes the learning that occurred by using this tool.
Strengths and Needs: <i>What are the school's strengths and needs within their MTSS program.</i> <i>Which two specific branches need the most improvement? Why?</i>	Strengths and needs section is missing or very incomplete.	A basic description of the school's strengths and needs. Reasons for why areas need improvement requires more development.	A good description of the school's strengths and needs, however some descriptions needed more detail. Synthesis has room for improvement.	A thorough description of the school's MTSS strengths and needs is provided. Team describes what areas need the most improvement and the implications for those improvements. A connection between the readiness assessment and strengths and needs are made.
Tiers: <i>Describe each tier in your selected branch.</i> <i>Is the school using tiers, progress monitoring, and DBDM accurately and with fidelity?</i>	Tiers section is missing or very incomplete.	Description of tiers is missing either a thorough description or an analysis of the school's use of tools.	A good description of each tier of the MTSS branches is included (Universal, group, individual). If school does not have tiers, a description of their current (mis)understandings. Includes an analysis of the school's ability to use MTSS tools effectively. Some clarity is needed.	A comprehensive description of each tier of the MTSS branches is included (Universal, group, individual). If school does not have tiers, a description of their current (mis)understandings. Includes an analysis of the school's ability to use MTSS tools effectively.
Part 2				
Objectives: <i>What are your objectives for change? Do they align to the needs of the school?</i>	Limited objectives or no objectives listed. Do not tie to readiness or needs.	2-3 objectives are listed, however they are not tied to readiness assessment or school's needs.	4-6 Objectives are described with good alignment to readiness assessment and needs.	Comprehensive (5-7 Objectives) for change are clearly described for two branches of the MTSS system. Objectives align to the school readiness assessment and needs.
Steps towards improvement: <i>Have you outlined clear steps for program improvement in small, manageable segments?</i> <i>Timeline for changes as follows: Step for the first 6 months, first year, second year.</i>	This section is missing.	Steps for change are listed, but limited. Few steps are supplied or missing a timeline segment.	Steps for change are clearly identified and connect to objectives. Steps are actionable and manageable. Maximum of 5-7 steps for each timeline segment: 6 months, first year, second year.	Steps for change are clearly identified and connected to objectives. Steps are actionable and manageable. 6-8 steps for each timeline segment: 6 months, first year, second year.

Stakeholders: Have you considered all the stakeholders in your implementation of change?	Stakeholders are not identified and considered during the <i>steps towards improvement</i> .	Few stakeholders are identified and considered during the <i>steps towards improvement</i> .	Most stakeholders are identified and considered during the <i>steps towards improvement</i> .	All stakeholders are identified and considered during the <i>steps towards improvement</i> .
Part 3				
Description of leadership team: Have you provided a description of the current leadership team or provided a model for improved teaming? Do you include roles and responsibilities for the members?	Section is missing.	Roles and responsibilities are not clearly defined. Team members are not identified.	Mostly complete description of team members, however lacking some specificity with roles and responsibilities.	A thorough description of the leadership teams is provided. Roles and responsibilities are clearly identified. If members of a leadership team are not currently in place, roles and descriptions of ideal team members are described.
Data review: Have you crafted a schedule or considered when data will be reviewed to make descriptions about improvement?	Section is missing or very incomplete.	Limited or unrealistic considerations for data are made. The type of data needed and the schedule for review are not tied to objectives. Individuals responsible for data collection, review, and analysis are described	Considerations for data are made. The type of data needed and the schedule for review is tied to objectives. Individuals responsible for data collection, review, and analysis are not described in detail.	Considerations for data are made. The type of data needed and the schedule for review is tied to objectives. Individuals responsible for data collection, review, and analysis are described.
Sustainability: Have you considered how EBP and interventions will be sustained? How will new leadership be established? What on-going refinements do you anticipate what your program may need?	Section is missing.	Limited considerations for EBP sustainability. Descriptions for new leadership lack detail.	The sustainability of EBP has been considered and described. A plan for sustainability is briefly introduced, but not feasible. Plans for the development for new leadership are listed. Some anticipated problems are identified and discussed.	The sustainability of EBP has been considered and described. A plan for sustainability is briefly introduced and is feasible. Plans for the development for new leadership are clear and feasible. Anticipated problems are identified and discussed.

<i>Presentation Organization and Style</i>	Presentation was unorganized with several spelling and/or grammatical errors.	Presentation had some organizational or spelling/grammar errors.	Presentation was well organized; however presenter pacing was challenging	Presentation was well organized, minimal grammar or spelling errors, and the presenter had good pacing.
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Zoom Information

Kristen McKee is inviting you to a scheduled Zoom meeting.

Topic: CIEP 332 001 F21

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://luc.zoom.us/j/83488227501>

Meeting ID: 834 8822 7501

One tap mobile

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Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 834 8822 7501

Find your local number: <https://luc.zoom.us/u/kcFvL4JPmA>

Join by SIP

83488227501@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

Meeting ID: 834 8822 7501

*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 2021-2022 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. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

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. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be

like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*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.