

CIEP 535: System Consultation in School Discipline Reform

Fall 2021

Instructor: Anna Hamilton, Ph.D.

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Instructor's Office Hours: Virtual appointments available upon request. I am happy to meet on short notice to answer any questions and chat. I enjoying connecting with my students so please reach out!

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

Synchronous Class Meeting Times:

Tuesday, September 28th (7:00 pm -8:30 pm, CST)

Tuesday, October 19th (7:00 pm -8:30 pm, CST)

Tuesday, November 23rd (7:00 pm -8:30 pm, CST)

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 PERSPNAL 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.**

COURSE DESCRIPTION & 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 | 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).

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.

COURSE FORMAT

Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This course will be taught primarily through online platform via Sakai that will include some voice narrated lectures, assigned readings, assigned videos, online discussions, and assignments. This course is delivered over the span of 4 Modules each containing 2-4 Lessons, as well as 3 Synchronous Sessions with the dates outlined on page 1 of this document.

Each Module will contain various required materials, optional resources, and an application activity. Each module is designed for students to complete at their own pace with respect to the due date for each module. Module 2 is dependent on the completion of Module 1, Module 3 requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively and cannot be released before another is completed.

The Course Outline later in this document includes the dates for the Modules and key due dates for assignments. In addition to the module application activities, there is a Virtual Introduction assignment and a Capstone Project with components of this project submitted over the course of the semester. Detailed descriptions of all required assignments are listed the Assignments section below.

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.

Modules start on specified Mondays listed below and materials for a given Module will be posted no later than the Sunday before the Module starts. Modules will include 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 “virtual introduction” (Assignment #1). It is important to following the Course Outline with respect to pacing. Modules are not released well in advance of the start date in order to facilitate students taking a deep dive into the material rather than rushing through the lessons.

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 by the dates and times outlined later in the syllabus. Should extensions be needed, please communicate with me and reasonable accommodations will be made. For the live classes, please be prepared to discuss that week’s assignments and readings during our synchronous sessions on **Tuesdays at 7:00 pm**.

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.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

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. Students are expected to complete all assigned readings, lectures, and activities by the following by dates specified below. 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. Students are encouraged to respond to the Module application activities in a thoughtful manner and provide substantive and reflective response to their peers.

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.

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 [SOE syllabus addendum](#).

**Please see the syllabus addendum to access important
Loyola University Chicago School of Education Course Policies and Procedures.**

CLASS ASSIGNMENTS

Assignment #1: Discussion board posts. You will be asked to engage in discussion activities for each of the modules. These discussions will be posted in the “Forums” section of Sakai. 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 one week prior to the end date of a given module. Responses to one another’s’ posts are encouraged and will help to further facilitate learning and are due at the end of each Module. The more you interact and dialogue with one another, the more you will get out of the course. **Initial posts are due 1 week prior to the end of a module and peer responses need to be completed by the end of the Module.** (10 pts each- 8 for initial post and 2 for peer responses)

Assignment #2: Produce a 3-4 minute virtual 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. You are free to use any media of your choice (i.e. VoiceThread, narrated PowerPoint, Narrated Canva, etc.). Please post your virtual introduction within the appropriate discussion forum in Sakai labeled “Virtual Introduction” in the Forum section of Sakai. **Due by 9/5** (10 points)

Assignment #3: Review of peers’ virtual introductions. You will respond to the virtual introduction of at least two classmates. Please leave a thoughtful response to at least two of your peers virtual introductions. I would like every member of our class to have comments on their introduction so please watch this as you are selecting peers to comment on. **Due by 9/12** (5 points)

Assignment #4: System level data review and analysis. You will provide a brief overview of your school system and 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 visual data when possible and available. **Due by 10/3.** (15 points)

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 10/17** (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. **Due by 10/31** (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 presentation (i.e. handout, PowerPoint, etc.) for your final class presentation. The presentation will be shared with your peers to view. You will submit this final narrated presentation to the designated Forum so your peers are able to view your presentation. Both the formal write-up and narrated presentation will be submitted through the Assignments Tab. *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 Tuesday, November 23rd. (25 points)

FINAL GRADES

A= 92.5% or more	C + =77.5-79.49 % or more
A-= 89.5-92.49 % ore more	C=82.5-87.49 % or more
B+= 87.5-89.49 % or more	C-=70.00 -72.46% or more
B= 82.5-87.49 % or more	D=69.99 -60.00
B- = 80.00 -82.46% or more	F=59.99 and below

COURSE OUTLINE

Dates	Overview
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<p><u>Welcome and Overview</u></p> <p>Monday 8/30</p>	<p><u>Topic:</u> Overview of Course & Moving Towards Proactive Solutions</p>
<p><u>Module 1 Introduction to Systems Change & Identifying Key Discipline Priorities</u></p> <p>September 7th-19th</p>	<p><u>Assignment:</u> Assignment 2: Virtual Introduction Due by 9/5/21 at 11:59 pm</p> <p><u>Lesson 1:</u> Overview of Systems Change</p> <p><u>Lesson 2:</u> Identifying Key Discipline Priorities</p> <p><u>Assignments:</u> Assignment 3: Response to 2 Peers' Virtual Introductions Due by 9/12/21 at 11:59 pm Module 1 Forum Post Due by 9/12/21 11:59 pm Response to Peers' Module 1 Forum Due by 9/19/21 at 11:59 pm</p>
<p><u>Module 2 Root Cause Analysis</u></p> <p>September 20th- October 3rd</p> <p>Attend Live Zoom Session Tuesday 9/28 7:00-8:30 pm CST</p>	<p><u>Lesson 1:</u> Examining Root Cause Analysis</p> <p><u>Lesson 2:</u> Applying Root Cause Analysis</p> <p><u>Assignments:</u> Module 2 Forum Post Due by 9/26/21 11:59 pm Response to Peers' Module 2 Forum Due by 10/3/21 at 11:59 pm Assignment 4: Systems Level Data Review & Analysis Due by 10/3/21 at 11:59 pm</p>
<p><u>Module 3 Leadership, Teaming & Needs Assessment Process</u></p> <p>October 4th- October 31st</p> <p>Attend Live Zoom Session Tuesday 10/19 7:00-8:30 pm CST</p>	<p><u>Lesson 1:</u> Leadership & Teaming</p> <p><u>Lesson 2:</u> Introduction to the Needs Assessment Process</p> <p><u>Lesson 3:</u> Needs Assessment Application</p> <p><u>Lesson 4:</u> Identification of Key Stakeholders and Continued Logistics of Needs Assessment</p> <p><u>Assignments:</u> Assignment 5: Root Analysis Due by 10/17/21 at 11:59 pm Module 3 Forum Post Due by 10/24/21 at 11:59 pm Response to Peers' Module 3 Forum Post Due by 10/31/21 at 11:59 pm Assignment 6: Needs Assessment Due by 10 31/21 at 11:59 pm</p>

<p>Module 4 Dissemination & Points of Intervention</p> <p>November 1st -23rd</p> <p>Plan for Dissemination & Supports and Interventions</p> <p>Attend Live Zoom Final Presentations Tuesday 11/23 7:00-8:30 pm CST</p>	<p><u>Lesson 1:</u> Dissemination Considerations</p>
	<p><u>Lesson 2:</u> Gleaning Priorities for Change</p>
	<p><u>Lesson 3:</u> Analysis of Data and Points of Intervention</p>
	<p><u>Lesson 4:</u> Preparing for Final Presentation</p>
	<p><u>Assignments:</u></p> <p>Module 4 Forum Post Due by 11/14/21 at 11:59 pm</p> <p>Response to Peers' Module 4 Forum Post Due by 11/23/21 at 11:59 pm</p> <p>Assignment 7: Final Write-Up & Presentation Due by 11/23/21 at 11:59 pm</p>

**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.

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 [Student Accessibility Center](#) (SAC) (<http://www.luc.edu/sac/>).

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

<https://www.luc.edu/education/academics/syllabi/>

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***.