Loyola University Chicago
School of Education
Professionalism in Service of Social Justice

CIEP 431: Three Tiered Prevention: Advanced Primary Supports

Professor: Sandria Morten, Ed. D. Meeting Time: TH 4:15-6:45pm
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Course Description:

The purpose of this course is to provide candidates with the skills to (a) identify and assess at the universal level specific academic and behavior support needs; (b) design and implement behavior interventions at the school-wide and classroom levels across all students that include systems, practices, and data; (c) design learning environments that prevent and remediate problem behaviors, and (d) involve the key stakeholders (school personnel, students, families, community members) to develop agreed upon expectations and strategies to facilitate success for all students. Continuous improvement of the learning environment will be strengthened through the development of professional learning communities.
Emphasis will be placed on the practices, systems, and processes of understanding and educating individuals demonstrating a range of learning and behavior problems within typical general education environments.

Course Standards:

Conceptual Framework:
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the overarching principles of *Social Action through Education*, this course focuses on developing the structures and supports to meet the individualized learning needs of diverse students in urban schools. The role of the leader in advocating for the inclusion of students with disabilities in Catholic schools and establishing the related systems of support is emphasized through readings, field experiences and assignments. Our conceptual framework is described here: www.luc.edu/education/mission/

The following Conceptual Framework Standards are addressed through this course:
- CFS1: Candidates critically evaluate current bodies of knowledge in their field

- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Course Standards:
SREB 13 Critical Success Factors/Functions (2007):
CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 3: The school leader is able to recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

CSF 4: The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.

CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.

CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.

ISLLC Standards (2008):

ISLLC 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E).

ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).

ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Functions A-E).

ISLLC 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (Functions A-D).

ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (Functions A-E).

DISPOSITIONS

Each course in the School of Education seeks to foster professional dispositions. The dispositions (Professionalism, Inquiry, and Social Justice) will be assessed in each course, using the

Disposition Rubrics found at the end of the syllabus

IDEA OBJECTIVES

In order to continue to improve this course, an online-course evaluation system will be utilized. Feedback from students is critical in the continuous improvement process. It is crucial that students return thisform. The following objectives will used to frame the course:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning how to find and use resources for answering questions or solving problems

Required Texts:

Baccellieri, P. (2010). Professional Learning Communities: Using Data in Decision Making to Improve Student Learning. Huntington Beach, CA: Shell Education.

Boyle, M (2010) Response to Intervention: A Blueprint for Catholic Schools. Arlington,VA: NCEA.

Hall, S. L. (2008). A Principal's Guide: Implementing Response to Intervention. Thousand Oaks, CA: Corwin Press.

Johnson E, Smith, l. Harris,M. (2009) How RtI works in secondary schools. Thousand Oaks, CA: Corwin Press ISBN 978-1-4129-7100-3

Assessments:
Complete Task Descriptions and Rubrics to follow.

Unit 1A Assessment: Reflection on Perceptions of Disability
Please write a 1.5 -3 page reflection in response to the following prompt.
> *How can you, as a school leader, influence how disability is perceived within your school community? What attitudes, behaviors, and decisions do you hope would be evidenced by students, parents, teachers, and other relevant stakeholders as a result of this shared understanding?*

Unit 1B Assessment: Educational Materials: 20%
Picking one of the following topics, develop educational material (brochure, informational handout, FAQ, resource sheet) targeted at a specific audience (parents, teachers or students). Grading criteria will include comprehensive nature of the description of the concept, accessible language of the description (describe technical terms in everyday language and avoid jargon), and visual appeal (should not be textually dense and should convey an approachable quality). Upon completion of this assignment, students will share electronically their materials with each classmate so that each student will have a file of materials that can be adapted for use at their individual site.

Potential topics include:
- Navigating the IEP/ISP Process
- Proportionate Share and implication for services in Catholic Schools
- Accessing support services for students with disabilities in post-secondary programs
- Section 504 and Making Accommodations in Catholic Schools

Unit 3A Assessment: Bullying Prevention Program-Group Presentation 10%
This is a group project. In a group, you will either work on an Elementary, Middle or High School Bully Prevention within Positive Behavior Support. Working in your group, develop an introductory training module for faculty on how to use the approach. Your presentation will result in a power point presentation with appropriate handouts. Your session should include the following:

- The Catholic Social Teaching Underpinnings of Bully prevention approaches
- How to use the program
- An implementation timeline for the program

Unit 3B Assessment: Safety Survey: 10%
Using the Oregon Safety Assessment (found in Sakai), conduct a safety assessment of your school. Using section three of the survey, write up the results of the survey and make recommendations for your school.

Unit 2 & 4 Assessment: Tier One Assessment/Professional Development Plan: 40%
Using the Tier One Assessments templates found on Sakai, assess the core program of your school to determine the presence of each of the four pillars of Tier One. In analyzing the results, identify the strengths and areas of improvement. Identify school improvement goals and complete a professional development plan, integrating your theory of effective school change, to address the areas requiring growth.

Attendance/Participation: 10% points
Any absences or significant tardies will greatly jeopardize mastery of material. Significant penalties will be assessed due to unexcused absences and/or tardies.   Students are expected to come to class, prepared with readings and ready to contribute to class. Failure to be ready will also affect grades.

Reflective Journal: 10%
Each student will complete a weekly reflective journal entry in response to the week's class. This must be completed before the next week of class. Journal entries will be an opportunity for ongoing dialogue with the instructor and a peer partner and will be assessed on the promptness and thoroughness of the entries.

GRADING

Assignments will be weighted as designated above. All assignments will be graded according to a four-point rubric.

At the end of the term, grades will be weighted according to the relevant percentages and final grades will be calculated. Final grades will be converted from numbers into letters based on the following point scale:

High	Low	Grade
4.0000	3.6667	A
3.6666	3.3334	A-
3.3333	3.0001	B+
3.0000	2.6667	B
2.6666	2.3334	B-
2.3333	2.0001	C+
2.0000	1.6667	C
1.6666	1.3334	C-
1.3333	1.0000	D
0.9999	0.0000	F

Date	Topic/Questions	Readings Due	Assignments Due
1/19	Unit 1: A Primer in Special Education		
1/26	Unit 1: Special Education in Catholic Schools		
2/3	Unit 2: RtI/MTSS Pillar 1: Curriculum		**Unit 1A Assessment Due**
2/9	Unit 2: Pillar 2: Instruction		
2/16	Unit 2: Pillar 2, Cont: UDL		**Unit 1B Assessment Due**
2/23	Unit 2: Pillar 3: Assessment		
3/2	Unit 2: Pillar 4: Behavior/ PBIS		
3/9	Unit 3: School Safety: SEL and Bullying Prevention		
3/16	**Attendance at Wozniak Lecture**		
3/23	Unit 3: School Safety: Crisis Prevention and Management		
3/30	Unit 4: Creating Change in Catholic Schools Part I		
4/6	Unit 4: Creating Change in Catholic Schools Part II		**Unit 3A Assessment Due**
4/13	**NO CLASS**		
4/20	**NO CLASS – Spring Break**		
4/27	Presentations		**Unit 3B Assessment Due** **Unit 2 & 4 Assessment Due**

All dates are tentative and may change according to instructor discretion

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

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

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

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

Disposition Rubric

	Target	Acceptable	Poor	Unacceptable
PROFESSIONALISM	3	2	1	0
Candidate meets all deadlines	Candidate meets all deadlines consistently = 1 leadership artifact every 2 weeks of 2 submissions no later than the last day of every month	Candidate meets deadlines with a few exceptions.	Candidate frequently does not meet deadlines.	Candidate does not complete any work
Candidate honestly and accurately cites other's work	Candidate honestly and accurately cites other's work in a consistent manner.	Candidate honestly cites other's work but at times is not accurate with the exact citation.	Candidate misrepresents other's work as his/her own.	Candidates does not complete or cite work
Candidate is punctual for meetings within the professional setting (internship)	Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)	Candidate is punctual for meetings, with a few exceptions, within the professional setting. (internship)	Candidate is consistently not punctual and or cancels consistently for meetings within the professional setting. (internship)	Candidate is consistently absent and unprofessional
Candidate communicates promptly with faculty	Candidate consistently communicates/ responds/confirms when needed in a prompt manner (either by email or phone) with faculty about appointments/ assignments.	Candidate usually communicates/ responds/confirms when needed with faculty in a prompt manner (either by email or phone).	Candidate does not communicate/ responds/confirms when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.	Candidates fails to consistently communicate with administrators or site supervisor.

*This will apply to Candidates who have achieved CPS Eligibility, but have not yet secured a CPS principal position (contingent upon CPS principal e-bulletin).

	Target	Acceptable	Poor	Unacceptable
Candidate uses technology in the classroom only for academic purposes	Candidate consistently uses technology in the classroom only for academic purposes.	Candidate uses technology in the classroom for academic purposes with a few exceptions.	Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.	Candidate does not know how to use any technology.
Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards	Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.	Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.	Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.	Candidate consistently displays unethical behavior
Inquiry				
Candidate is able to reflect and respect other points of view within the school environment (internship)	Candidate consistently reflects and respects other points of view within the school environment. (internship)	Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the school environment (internship)	The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)	Candidate does not respect other points of view.
	Target	**Acceptable**	**Poor**	**Unacceptable**
Social Justice				

Candidate demonstrates a belief that all students can learn within the school environment (internship)	Candidate consistently demonstrates a belief that all students can learn within the school environment. The candidate will not tolerate a culture complacent with failure. (internship)	Candidate demonstrates a belief that all students can learn within the school environment with a few exceptions. The candidate is not complacent with a culture of failure. (internship)	Candidate does not demonstrate a belief that all students can learn within the school environment and is complacent with a culture of failure. (internship)	Candidates is discriminatory in words and actions.
	Target	**Acceptable**	**Poor**	**Unacceptable**
Candidate demonstrates respect for cultural differences within the school environment (internship)	Candidate consistently demonstrates respect for cultural differences within the school environment and continually seeks to gain greater inter-cultural competence. (internship)	Candidate demonstrates respect for cultural differences within the school environment with few exceptions. The candidate seeks to gain greater inter-cultural competence. (internship)	Candidate does not demonstrate respect for cultural differences within the school environment and does not seek to gain inter-cultural competence. (internship)	Candidate is consistently disrespectful.
Candidate demonstrates social justice within the school environment (internship)	The candidate advocates strongly for social justice within the school environment in both word and deed. (internship)	The candidate supports social justice within the school environment in both word and deed. (internship)	The candidate's words and deeds within the school environment do not support the principles of social justice. (internship)	Candidates does not display respect, understanding of social justice principles.