

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

Proseminar: Educational Psychology/School Psychology (Seminar)

CIEP 533-001

FALL 2018, Thursday 4:15–6:45

WTC, CLC 423

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COURSE DESCRIPTION

CIEP 533 is a seminar class intended to provide supervision to first year School Psychology students enrolled in CIEP 477 for the Fall term. CIEP 533 focuses on the completion of a long-term academic case study and intervention within a 5-step problem solving framework. The case study requires candidates, working in teams, to complete all steps of a problem-solving process: Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. Candidates will collect individual student academic data, determine the nature and magnitude of a student's academic difficulty using appropriate comparison standards, develop an intervention plan, implement the plan, collect progress-monitoring and implementation fidelity data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

GENERAL COURSE OBJECTIVES

Through their participation in this course candidates will...

- Acquire skills necessary to effectively implement MTSS practices and procedures.
- Acquire effective and efficient procedures for collecting student data from multiple sources.
- Develop skills for analyzing student data for intervention development and evaluation.
- Learn appropriate Curriculum-Based Measurement procedures for monitoring students' academic progress and making data-based intervention decisions.
- Develop effective and appropriate interventions for school-based academic concerns linked to assessment data.
- Gain understanding of effective instructional strategies and their application to academic intervention.

ALIGNMENT WITH ISBE/NASP STANDARDS

- Development of basic communication and interviewing skills involved in working with client systems (ISBE/NASP 2,3, 7)
- Development of competencies in psychological and educational assessment, including a special focus on issues related to non-biased assessment (ISBE/NASP 5, 8)
- Development of competencies in the link between assessment and intervention in the Instructional/Consultative process (ISBE/NASP 1,2,3,6)

- Development of a comprehensive understanding of problems associated with the physical, social, emotional, and educational development of exceptional children and youth (ISBE/NASP 4).

ALIGNMENT WITH APA COMPETENCIES

Through their participation in this course candidates will...

- Understand how to conduct themselves in a professional manner (APA 1B)
- Demonstrate knowledge of application of scientific methods to evaluating practices, interventions, and programs (APA 7B)
- Demonstrate basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention, and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology (APA 8A)
- Display basic understanding of the relationship between assessment and intervention; demonstrate basic knowledge of intervention strategies; and demonstrate basic knowledge of the assessment of intervention progress and outcome (APA 10A, 10C, and 10D)

TEXTBOOKS

Textbooks for CIEP 533 are the same as those required for CIEP 477.

REQUIRED

- Hoover, J. J. (2013). *Linking assessment to instruction in multi-tiered models*. Boston, MA: Pearson Education. ISBN-10: 0132542676
- Hunley, S., & McNamara, K. (2010). *Tier 3 of the Rtl model: Problem solving through a case study approach*. Thousand Oaks, CA: Corwin. ISBN-10: 141295331
- Riley-Tilman, T.C., Burns, M.K., & Gibbons, K. (2012). *Rtl Applications, Vol. 1: Academic and behavioral interventions*. New York, NY: The Guilford Press. ISBN-10: 146250354
- Riley-Tilman, T.C., Burns, M.K., & Gibbons, K. (2013). *Rtl Applications, Vol. 2: Assessment, analysis, and decision making*. New York, NY: The Guilford Press. ISBN-10: 1462509142

The following are recommended texts for CIEP 477-001 for Fall 2018:

- Hosp, M. K., Hosp, J.L., & Howell, K.W. (2016). *The ABCs of CBM*. (2nd Ed). New York, NY: The Guilford Press. ISBN-10: 1462524664
- Shapiro, E. (2011). *Academic skills problems workbook* (4th Ed). New York, NY: The Guilford Press. ISBN-10: 1609180216

Additional readings/materials will be assigned by the instructor and will be either posted on Sakai or available for download from websites.

OTHER REQUIRED MATERIALS

In addition to general class materials, you will need an actual stopwatch. “Kitchen” timers, countdown timers, or cell phone timers/stopwatches are not acceptable. Inexpensive (less than \$20) stopwatches (sports timers) can be purchased from Target, Walmart, Dick’s Sporting Goods, and Amazon. All of those sources also sell “multi-packs” which a number of you could purchase together, further reducing the cost per unit.

RECOMMENDED READINGS (Boldfaced materials strongly recommended)

- AERA, APA, NCME (1999). *Standards for psychological and educational testing* (3rd ed.). Washington, DC: Author.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bradley-Johnson, S., & Johnson, C.M. (2006). *A handbook for writing effective psychoeducational reports* (2nd ed.). Austin, TX: PRO-ED.
- Brown-Chidsey, R. (Ed.). (2005). *Assessment for intervention: A problem-solving approach*. New York, NY: The Guilford Press. [Paperback reprint in 2007].
- Daly, E.J., Neugebauer, S., Chafouleas, S., & Skinner, C.H. (2015). *Interventions for reading problems* (2nd ed.). New York, NY: The Guilford Press.**
- Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*. New York, NY: The Guilford Press.**
- Shapiro, E.S. (2010). *Academic skills problems: Direct assessment and intervention* (4th ed.). New York, NY: The Guilford Press.**
- Shinn, M.R., & Walker, H.M. (Eds.). (2010). *Interventions for achievement and behavior problems III*. Bethesda, MD: National Association of School Psychologists.

OTHER RECOMMENDED MATERIALS

As part of the case study you will be expected to conduct at least two (2) formal observations of students in instructional settings. You will learn to conduct those observations using a paper-and-pencil version of the B.O.S.S. (Behavioral Observation of Students in School). It is more efficient, and arguably more accurate, to complete the observations using cell phone apps. There are several options to choose from:

1. There is a very useful – but somewhat expensive (\$30) – app for iOS (iTunes store) and Android smartphones and tablets called “School Psychology Tools”. This app has a lot of useful tools, the most useful of which will probably be the “Observation” tool, which is, essentially, the BOSS for your smartphone or tablet. Other tools are a calendar, stopwatch, evaluation/intervention planner and checklist, student data manager, etc. Probably well worth the \$\$ but that’s your call!
2. For the same price you can buy the BOSS alone from Pearson:
<https://itunes.apple.com/us/app/boss-behavioral-observation/id694215975?mt=8&ign-mpt=uo%3D4>.
3. Another app worth considering is Soto, newly updated (Version 1.2.4). This is, essentially, the BOSS for your iPhone (I’ve not been able to find an Android version) that costs \$10 from the iTunes store. This also runs on iPad.

Please not that these are not required purchases but having one of these apps on your phone makes it a lot easier to collect observation data. One of the biggest advantages is that they do all the calculations

(engaged time and time off-task) for you and create graphs that you can export for inclusion in your report.

METHODS OF INSTRUCTION

This course will consist of lectures, group discussions, online learning activities, and in-class activities. Students are expected to have read the assigned materials before class to ensure questions and concerns may be addressed during the class period (although general discussion of relevant topics is always encouraged).

IDEA OBJECTIVES FOR THE OBJECTIVES SELECTION FORM

The 13 possible objectives you will select from are listed below: (The essential objectives for evaluation of this course are **boldfaced**; those that are *important* are in italics):

1. *Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)*
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. **Learning to apply course material (to improve thinking, problem solving, and decisions)**
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. **Acquiring skills in working with others as a member of a team**
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. **Learning appropriate methods for collecting, analyzing, and interpreting numerical information**

CONCEPTUAL FRAMEWORK

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none. (Reprinted from www.luc.edu/education/mission/)

SOE Conceptual Framework Standards (CFS)

Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

1. CFS1: Candidates critically evaluate current bodies of knowledge in their field.
2. CFS2: Candidates apply culturally responsive practices that engage diverse communities.
3. CFS3: Candidates demonstrate knowledge of ethics and social justice.
4. CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course addresses these standards by establishing the following expectations:

1. Professionals are responsive to the long-term social and ethical implications of their decisions and actions.
2. Professional educators develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice.
3. Professional educators in service of social justice will...
 - a. Know the subjects they teach and how to convey content of those subjects to learners;
 - b. Engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation;

- c. Evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences;
- d. Evaluate the effects of their decisions on others learners, families, and other professionals in the learning community;
- e. Provide learning opportunities to support all learners' intellectual, social, and personal development;
- f. Possess the knowledge and skills to teach all learners well and with rigor;
- g. Create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation;
- h. Maintain high standards of professional and ethical conduct.

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and candidates will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education. This course will expose school psychology candidates to public and/or parochial school students representing diverse economic, cultural and social backgrounds. Candidates will be expected to demonstrate sensitivity to that diversity when interacting with students while completing course assignments.

CLASS COMMUNICATION

Sakai and University email will be the main methods of communication with candidates enrolled in this course. Given that Sakai uses your Loyola computer account, candidates are responsible for making sure that their account is in good working order. Also, candidates are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

DISPOSITIONS

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, candidates, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education's Policy on The School of Education's Policy on Academic Integrity can be found at: www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all candidates.

“Definition: Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.”

Some candidates seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is, and what is not, plagiarism at <http://www.indiana.edu/~istd/>. In addition, I reserve the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

ACCESSIBILITY

Candidates who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, candidates must schedule an appointment with an SSWD coordinator. Candidates should contact SSWD at least four weeks before their first semester or term at Loyola. Returning candidates should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: www.luc.edu/sswd/

TECHNOLOGY

This course acknowledges and addresses the belief that technology for educators is multidimensional and helps the educator make informed decisions by applying this technology within the school community. Candidates will have opportunities to use technology in order to locate essential resources, complete course documents and projects, score assessments, develop presentations, and prepare reports. Course materials will be disseminated primarily via Sakai. Course information will be communicated via Loyola email; therefore it is essential that candidates check their university assigned email at least once a week, if not more frequently.

**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***.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

The following assignments are carried over from CIEP 477. Completion of these assignments is necessary in order to earn a passing grade for CIEP 477.

Course Assignment	Individual/Group/School Team	Possible Points
Professional Behavior & Communication	Individual Students	45
Case Study Report Section Drafts <ul style="list-style-type: none"> •Problem Identification •Problem Analysis •Plan Development, Implementation, and Progress Monitoring 	Student Teams	45
Academic Problem-Solving Case Report	Student Teams	60
School Summary Report	Student Teams	40
Casework Portfolio	Student Teams	30
Total Points Possible		220

*“Building Team” refers to all course participants assigned to a given building. It is expected that “Building Team” assignments will be completed collaboratively

**“Student Team” refers to dyads (or triad) of school psychology candidates working with students in each building

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
321 or higher	93-100	A
310-320	90-92	A-
300-309	87-89	B+
286-299	83-86	B
276-285	80-82	B-
266-275	77-79	C+
252-265	73-76	C
241-251	70-72	C-
231-240	67-69	D+
207-230	60-66	D
Less than 206	<60	F

Course Assignments The following assignments are continuations of assignments initiated as part of CIEP 477. (Assignment rubrics are appended to this syllabus)

- 1. Professional Behavior & Communication.** These points are earned by demonstrating appropriate communication and behavior throughout the duration of this course and are aligned with the program-wide assessment of dispositions. In-class behavior expectations include bringing necessary textbooks/readings and other materials to class; attending to class lectures, presentations, guest speakers, videos, etc.; participating actively in discussions; and refraining from engaging in competing activities (e.g., text messaging, emailing, surfing the internet, side conversations, working on assignments for other courses, etc.). If you are using a laptop or tablet in class I will assume you are using it for taking notes unless I discover otherwise. If you are using a phone during class I will assume it is for texting or some other competing activity and 5 points will be deducted. Class attendance is mandatory by SOE policy. If circumstances dictate you must miss a class meeting, or you have a day when you expect to arrive late to class, you must alert me prior to the class meeting. If circumstances do not permit this, e.g., sudden illness or emergency, you are expected to contact me as soon as possible to make me aware of the situation and planning for making up missed material. Being respectful of others and demonstrating the highest academic integrity easily earn professional behavior and communication points.
- 2. Case Study Section Drafts.** *Each school team* will submit drafts for three (3) of the five problem solving components reflected in the case study report. The intent of this assignment is for students to receive instructor feedback on each case study section before they are integrated into a complete report. The due dates for these drafts will be listed on the Course Schedule. However, these dates are somewhat flexible (so long as the reason for non-completion was beyond your control) since the reality of working in schools is that things rarely happen exactly as planned! Things “beyond your control” include student and/or teacher illness/absence, changes in school schedule (e.g., assemblies), weather closures, etc. These drafts are intended to assist you in gradually building the content of your case study report.
- 3. Academic Problem-Solving Case Report.** *Each school team* will complete a problem-solving case (resulting in a case report) in the schools. The case study involves applied work in the schools with teachers and students and is likely to require, on average, approximately 1-2 hours in the schools per week. Students will work mostly in pairs. The case study requires that you implement four different assessment methods (review, interview, observation, test) along four different domains (curriculum, instruction, environment, and learner). A 5-step problem solving model provides the organizing framework for the report. The five steps are Problem Identification; Problem Analysis; Plan Development; Plan Implementation and Monitoring; and Plan Evaluation. The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process and the degree to which your decisions are aligned with, and guided by, the data that you collected. At the end of the course, each team will present their cases to the class. Content guidelines and an evaluation rubric will be posted on Sakai. The case study will be due on Sakai at the end of the final week of the course and must also be posted on LiveText. **Case study reports MUST be written in 3rd person!** (If you have questions about what this means be sure to talk to me or Kiley). **This is the only assignment for this course that needs to be posted to LiveText. PLEASE NOTE: Each of you must post a copy of the report to LiveText.**

4. **Casework Portfolio.** *Each school team* will gather assessment data for their case throughout the semester and will be expected to organize and present the data in a binder for each step of the problem-solving process. The portfolio should include all data collected such as consent forms, completed interview protocols, screening CBA, CBMs, descriptions and materials for interventions, etc. Essentially, each piece of data for the case must be included in the portfolio. Your portfolio contents should be scanned into a pdf for posting on Sakai at the end of the last week of the course.

5. **School Summary Report:** *Each school team* will prepare and share a 4 to 6-page summary of their intervention including an introduction and summaries of each major component: Problem Identification, Problem Analysis, Plan Development and Implementation, and Evaluation of outcomes. These summary reports will be shared with the schools. An evaluation rubric will be posted on Sakai.

Schedule for CIEP 533-Proseminar, Spring 2019

Team Conferences may be face-to-face or via Zoom. To the greatest extent possible both members of a team will be expected to be present for the conference.

Week of...	Activity	Assignment Due
Jan 14		
Jan 21		
Jan 28		
Feb 4	Team Conferences	Problem Identification, Problem Analysis Section Drafts
Feb 11		
Feb 18		Intervention Plan, Progress Monitoring Plan, and Fidelity Plan Drafts
Feb 25		
Mar 4	Team Conferences	Graph of Progress Monitoring Data
Mar 11		
Mar 18	Team Conferences	Graph of Progress Monitoring Data
Mar 25		
Apr 1	Team Conferences	Final Draft of Case Study Report
Apr 8	Case Study Presentations	
Apr 15	Case Study Presentations	School Summary Report
Apr 22	School Reports Shared with Schools	
Apr 29	School Reports Shared with Schools	
May 6	School Reports Shared with Schools	Case Study Portfolio

COURSE RUBRICS

Scoring Rubric for Systems of Support

Content	Points Possible	Points Earned
Primary Systems are identified for behavior and academic concerns	5	
Secondary Systems are identified for behavior and academic concerns	5	
Tertiary Systems are identified for behavior and academic concerns	5	
At least three (3) conditions that are likely to <i>enhance</i> sustainability are identified and briefly described	5	
At least three (3) conditions that are likely to <i>impede or decrease</i> sustainability are identified and briefly described	5	
Total Points Possible	25	

Intervention Critique
Scoring Rubric

	Points
I. Introduction A. Clearly state and describe the purpose(s) of the intervention, including the specific problems the intervention targets B. Provide background information about the intervention (e.g., its origins)	2
II. General Implementation Considerations A. Appropriate instructional setting (e.g., whole class, groups, pairs, individual, etc.) B. Personnel C. Materials D. Additional requirements (e.g., costs, personnel training, etc.)	5
III. Intervention Implementation A. Specific, step-by-step procedures B. Components that <u>cannot</u> be modified or excluded (key intervention ingredients) C. Suggested modifications for various instructional settings	5
IV. Intervention Evaluation A. State positive outcomes that have been empirically supported (incorporate findings from research articles) B. State possible negative outcomes C. Provide your own evaluation of the intervention based on the evidence you have collected	5
V. References (at least 2)	2
VI. Summary Handout Provided (1 page)	1
VII. Oral Presentation A. Organized, coherent presentation B. Used notes at prompt, did not read verbatim C. Responded effectively to questions D. Length of presentation did not exceed 5 min E. Professional presentation style: eye contact, minimal use of “um” or “uh”, etc.	5
Total Points Possible	25

Papers must be in APA format.

Scoring Rubric for Universal Screening Project

Content	Points Possible	Points Earned
Team has identified at least 1 universal screening process utilized at the school site OR has provided an adequate explanation as to why they are unable to do so (e.g., school site does not have one!).	5	
Using universal screening data OR information obtained through school staff interviews, team has successfully identified at least 1 area in which additional student supports may be necessary.	5	
Team has identified a universal screening tool or process that could be used to identify students at risk.	5	
<p>Team has successfully responded to the following: (5 points each)</p> <p>a) why did you select this screener?</p> <p>b) what kind of data/information might it provide?</p> <p>c) what critical logistics issues need to be addressed and/or resolved in order to administer the screener?</p> <p>d) how might the data from this screener help to better understand the needs of students at risk?</p> <p>e) identify at least one intervention, each, for T2 and T3 that might provide additional supports to students identified to be at risk through universal screening.</p>	25	
Total Points Possible	40	

Rubric for Domain 3: Academic Case Study Report

Required content for Academic Case Study Report

- I. **Introduction:** Anonymous demographic information; names of evaluators; statement of purpose of case study; dates of data collection, intervention, and report.
- II. **Problem Identification:** Operational statement of the problem/concern; review of records (referral concern, health/medical history, academic history, current levels of performance; history related to concern, and assessment history); summary of interviews with teacher and student; summary and graphs of at least two formal observations; description of, and rationale for tests administered; tables and graphs (boxplots preferred) of baseline data including peer comparison; and summary and data from survey level assessment if indicated.
- III. **Problem Analysis:** RIOT/ICEL table completed; statement of skill or performance deficit; at least two hypotheses for why problem is occurring stated in measurable/observable terms; statement of academic skill targeted for intervention; and statements of long-term goal and short-term objective.
- IV. **Plan Implementation:** Description of intervention plan; statement of linkage of plan to assessment data; teacher statement of plan acceptability; description of progress monitoring plan; and description of plan for monitoring intervention fidelity (include artifact). Formats for these statements/descriptions will be provided by instructor.
- V. **Plan Evaluation:** Summary statement and chart of intervention integrity; summary statement and graph of progress monitoring data; statement of intervention outcomes; description of any intervention side effects. Monitoring graph must include, at minimum, baseline data, aimline, trendline, monitoring data points, and key.
- VI. **Summary/Recommendations:** Summary statement of results/outcome of intervention; statement of intervention effectiveness; analysis of why intervention was/was not effective; statement of possible modifications to intervention, if indicated; suggestions for generalizing outcomes to other settings; and suggested next steps.

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
I. Introduction	All components are comprehensively completed and meet stated expectations. The student's confidentiality is protected.	All components are completed. The student's confidentiality is protected.	Most components are completed. The student's confidentiality is somewhat protected.	Many components are not completed. The student's confidentiality is not protected.
II. Problem Identification	All components are comprehensively completed and meet stated expectations. The academic referral concern and identified difficulty are clearly defined in behavioral terms in enough detail for an outside observer to measure the behavior. Sufficient baseline data (with methods appropriate to the identified problems) are collected to establish stability and are reported in narrative and graphical formats.	All components are completed. The academic referral concern and identified difficulty are stated and are measurable. Baseline data are collected and reported. Methods to collect baseline data are appropriate for the identified problem.	1 or 2 of the following are noted: Some components are not completed OR the academic referral concern and identified difficulty are unclear, OR not defined in behavioral terms, OR not observable and measurable, OR methods to collect baseline data are inappropriate for the identified problem and/or enough data points are not gathered.	3 or more of the following are noted: many components are not completed OR the academic referral concern and identified difficulty are unclear OR not defined in behavioral terms, OR not observable and measurable OR methods to collect baseline data are inappropriate for the identified problem OR enough data points are not gathered.

III. Problem Analysis	All components are comprehensively completed and meet stated expectations. Factors that may contribute to the identified academic difficulty are thoroughly identified and analyzed.	All components are completed. Factors that may contribute to the identified academic difficulty are identified and analyzed.	1 or 2 components are not completed OR factors that may contribute to the identified academic difficulty are not adequately identified.	More than 2 components are not completed AND factors that may contribute to the identified academic difficulty are not adequately identified.
IV. Plan Implementation	All components are comprehensively completed and meet stated expectations. An appropriate, evidence-based academic intervention, clearly linked to the assessment data, is implemented.	All components are completed. An evidence-based intervention is implemented and the intervention is linked to the assessment data.	1 or 2 components are not completed OR an intervention is implemented but the intervention is not evidence-based or it is not linked to the assessment data.	2 or more components are not completed AND the academic intervention is not linked to assessment data OR the intervention is not implemented.
V. Plan Evaluation	All components are comprehensively completed and meet stated expectations. The plan is critically evaluated.	All components are completed. The plan is evaluated.	1 or 2 components are not completed OR the plan evaluation is unclear.	More than 2 components are not completed AND the plan evaluation is unclear.
VI. Summary and Recommendations	All components are comprehensively completed and meet stated expectations. The summary and recommendations demonstrate an ability to critically reflect upon the case.	All components are completed. Summary and recommendations are included.	1 or 2 components are not completed OR the summary and recommendations are incomplete and/or unclear.	1 or 2 components are not completed AND the summary and recommendations are incomplete and/or unclear.
VII. Writing and Organization	The report is well-organized and well-written and is free of spelling or grammatical errors.	The report is adequately organized and contains few spelling or grammatical errors that do not significantly interfere with understanding.	The report is not well organized OR contains numerous spelling or grammatical errors that significantly interfere with understanding.	The report is not well organized AND contains numerous spelling or grammatical errors AND/OR the errors significantly interfere with understanding.
VIII. Domain 3 Standard IV Element 4.1 Total Assessment	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

Scoring Rubric for School Summary Report

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Demographic Information	Essential but minimal student information is provided. Anonymity is assured.			Student identifying information is evident.
Referral Concern	A clear statement of the referral concern is included.		A statement of the referral concern is present but it is vague.	Summary report does not contain a statement of the referral concern
Baseline Assessment Results	Baseline assessment results, including Survey Level Assessment, if appropriate are included. Assessment data are presented in table and narrative form.	Baseline assessment results, including Survey Level Assessment, if appropriate are included. Assessment data are presented in either table OR narrative form.		Baseline data are not presented.
Statement and description of the Problem	The problem is clearly described in operational terms and is clearly identified as a skill or performance deficit, or both. A long-term goal statement is included.	The problem is described but not in operational terms. A statement of a skill or performance deficit is present. A long-term goal statement is present.	This section is missing 1 of the following: a) operational description of the problem; b) statement of skill or performance deficit; c) long-term goal statement.	This section is missing 2 of the following: a) operational description of the problem; b) statement of skill or performance deficit; c) long-term goal statement.
Description of Intervention Plan	The intervention plan is described in sufficient detail that it could be replicated. Logistics are clearly stated.	The intervention plan is described but not in sufficient detail to be replicated. Logistics are clearly stated.	The intervention plan is described but not in sufficient detail to be replicated. Logistics are missing.	The intervention plan is vaguely described and there is no information regarding logistics.
Summary Statement of Progress Monitoring Data	A summary statement of progress is present, including data supporting the statement		A summary statement is present but does not include supporting data.	There is no statement of progress.
Progress Monitoring Graph(s)	A progress monitoring graph, with all essential components is present.		A progress monitoring graph is present. At least 1 essential component is missing.	A progress monitoring graph is missing.
Evaluation of Outcome Narrative	An evaluation of the intervention outcome is present, including a “before and after” statement.		An evaluation of the intervention outcome is present. A “before and after” statement is missing.	There is no evaluation of the intervention outcome.
Recommendations and/or Suggestions for Follow-Up	Summary contains recommendations and/or suggestions for follow-up.			Summary does not contain recommendations or suggestions for follow-up.