

CIEP 537

School Discipline Reform: Linking Law, Policy and Practice

Faculty Contact Information

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Contact Hours:

- **Email:** You can expect an email response from me within 48 hours.
- **Virtual (Zoom) Office Hours:** By appointment.
- **Telephone contact:** Please let me know by email if you would like to set up a telephone conference. You may also call me. Please leave a message, and I will get back to you within 48 hours.
- **Other means of contact:** If there is a more convenient way for me to get in contact besides email, Zoom or telephone, please let me know.
- **Online Presence:** I will have an online presence in our course at least once every 72 hours.

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

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page

also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

REQUIRED TEXTBOOKS AND READINGS

Losen, Daniel J., Ed. (2015). *Closing the School Discipline Gap: Equitable Remedies for Excessive Exclusion*. Teachers College Press. ISBN: 978-0-8077-5613-3.

Skiba, Russell J.; Mediratta, Kavitha; Rausch, M. Karega, Ed. (2016). *Inequality in School Discipline: Research and Practice to Reduce Disparities*. Palgrave Macmillan. ISBN: 978-1-137-51256-7.¹

DiAngelo, R. (2018). *White Fragility. Why It's So Hard for White People to Talk About Racism*. Beacon Press. ISBN: 9780807047415.

Gullo, G.L., Capatosto, K., & Staats, C. Routledge. *Implicit Bias in Schools. A Practitioner's Guide*, ISBN-13: 978-1138497061.

Articles as posted on Sakai throughout the course.

PRIMARY PURPOSE AND OVERARCHING COURSE GOALS

The purpose of this course is to examine in-depth several major themes in the field of school discipline from the perspectives of law, policy and practice. The focus is on analyzing “best practice” examples as a means to address the challenges relating to fundamental reform of school discipline practices. The themes to be addressed include: (1) addressing disparities in school discipline with respect to race/ethnicity and disability; and (2) strategies and professional development to reduce the use of exclusionary school discipline. A critical component of this course will be for participants to develop an action plan for school discipline reform in their respective settings. They will determine how potential system-wide barriers will be addressed (e.g., resources for teaming, support for MTSS planning, implementation and evaluation,

¹These texts were previously assigned as part of the System Consultation in School Discipline Reform (CIEP 535) and remain instructive for the work in this class. At times, previously assigned chapters may be re-assigned for the purpose of reviewing and revisiting.

teaming, leadership/administrative support, teacher buy-in and support, community engagement) as they plan and begin to implement interventions as part of their action plan. The course will be used as opportunity for school leaders to collaborate and problem solve issues that arise in school discipline reform efforts.

The course objectives are as follows:

- 1) To build understanding of how to apply best practices in the field to reduce the use of exclusionary school discipline and address inequities in its administration;
- 2) To build students' capacity to lead school discipline reform efforts in their school or district;
- 3) To deepen students' understanding of the underlying legal frameworks that impact the administration of school discipline and their application to the discipline policies and practices in their respective settings; and
- 4) To provide a framework for students to develop an action plan specific to their local school or district that can guide school discipline reform over the next 3-5 year period.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education Conceptual Framework *Social Action through Education* is available at: www.luc.edu/education/mission/. The course seeks to embody the tenets of the SOE Conceptual framework standards (CFS2: Candidates apply culturally responsive practices that engage diverse communities and CFS3: Candidates demonstrate knowledge of ethics and social justice) by deepening students' knowledge with respect to factors that need to be addressed in order to reduce the use of exclusionary school discipline practices as well as the disproportional impact of these practices on certain vulnerable population of students. This course also seeks to build students' capacity to address this disproportionality through culturally responsive practices. In addition, the course aims to translate scholarship into action by supporting students to develop action plans to bring knowledge gained through coursework to address these problems in their schools and districts.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our school of education programs: *Professionalism, Inquiry, and Social Justice*. You will be assessed on all three areas of growth within the course. In this course, we focus on **professionalism** in applied school contexts related to system change through demonstration of effective working

relationships with peers. Professionalism includes prompt communication with the instructor and peers (e.g., returning messages and responding to inquiries within 48 hours). We engage in this process through a **social justice** and equity lens. Students will engage in reflection to understand and respect other points of view. Students will be sensitive to cultural differences of the participants in this course and colleagues within their schools/districts to understand how cultural differences and implicit bias contribute to discipline practices that hinder access to equity in education for certain groups of students. The **inquiry** is focused on the ability to effectively search and identify evidence-based interventions to address priority areas identified in needs analyses completed in previous coursework (e.g., CIEP 535) to improve access to education and academic outcomes for students and families whose experiences have been affected by the forces of systematic racism and discrimination.

COURSE OBJECTIVES TIED TO IDEA ONLINE COURSE EVALUATION

This course is an applied course in which students will gain clinical skills within a framework tied to cognitive behavioral treatments for children and adolescents. As such, students will gain theoretical knowledge tied to cognitive behavioral interventions and will learn to apply that knowledge through case applications within their practicum settings. The following major learning objectives are considered essential to this course and are therefore evaluated as part of the IDEA online course evaluation system completed by students. The IDEA online course evaluation system, along with the link, is described in more detail within the Appendix of this syllabus.

IDEA OBJECTIVES FOR THE OBJECTIVES SELECTION FORM

The following course objectives are considered to be important objectives for the course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories), and
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

The following course objective is considered to be an essential objective for the course:

- Learning to apply knowledge and skills to benefit others or serve the public good.

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

Electronic Communication Policies and Guidelines: The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and

research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf.

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.

COURSE STRUCTURE

A range of written and audiovisual methods will be used to teach core course content, including the following:

- **Synchronous Classes:** There will be **three** synchronous classes (“live classes”) where students will discuss with the professor and colleagues specific issues associated with the course. The focus will be on case studies in school discipline reform. We will use **Zoom meeting** for live sessions. If you are unable to make a live class session, the class will be recorded and a short assignment required following the live class. You receive reduced credit (75%) for attending the recorded session in lieu of the live class.
- **Asynchronous Classes:** The remainder of the class will be asynchronous and will utilize a mixture of reading and audiovisual materials. In some modules, brief asynchronous lectures with PowerPoint slides will be provided to describe specific issues of importance.
- **VoiceThread Discussions:** In a number of modules, VoiceThread will be used to explore a course-related topic. In several of the modules, class participants will be required to comment on their classmates’ VoiceThreads.
- **Discussion Forums:** Students are required to contribute periodically to online discussion forums.

CLASS ASSIGNMENTS

1) **INDIVIDUAL ACTION PLAN PROJECT:** Through the action planning process, you will begin to apply the findings from your needs assessment and other relevant school data to determine key stakeholders (e.g., administration, department chairs, teachers, students, etc.) in your building to support your plan for change. You will identify members for a prototype of your school team (e.g., one administrator, one dean, general and special educators, school social worker, school counselor, school psychologist, community mental health partner, etc.) which will select and implement an intervention to address a priority for change. You will also determine a method for evaluating your selected intervention (e.g., surveys, office discipline data, graduation rates, standardized assessment scores, etc.). The intervention should be part of a larger system change effort in your school or district over the next 3-5 year period. This will be done in stages and must involve other relevant stakeholders in the school or district. This action plan should include an analysis of your school or district's policies and practices with respect to the areas addressed in the major themes of the courses: What are the areas of strength, the areas of deficiency, and major areas needing improvement? You will complete three sections of the action plan over the course of the semester. The final action plan document is due on Friday April 30th.

2) VOICETHREAD ASSIGNMENTS:

- a) **INTRODUCTION ASSIGNMENT:** Produce a 5-8 minute introduction of your goals for the capstone class. Summarize:
1. the major challenges facing your school or district that were identified in the needs assessment completed in CIEP 535.
 2. 1-3 priority areas for change in your school or district and explain why these have been selected.
 3. An intervention related to these priority areas that you intend to implement this semester as your capstone project.
 4. The team at your school or district with whom you plan to consult to accomplish your goals (this could be an existing team or one that you will create) and any needed administrators who will need to provide approval to proceed with your work.
 5. Specific action steps that you plan to take during the spring semester to:
 - (a) share the needs assessment results,
 - (b) implement the intervention you identified
 6. Please use the action plan rubric to guide completion of this assignment with regard to identification of priority area(s) for change and description of the school team

Please post your VoiceThread in Sakai [90 points, plus 5 points each for commenting = 100 points]. Assignment due: Sunday January 31, 2021. Feedback to class participants is due Sunday February 7, 2021.

- b) **VOICETHREAD CULTURALLY RESPONSIVE PBIS SELF-ASSESSMENT:** For individuals currently working within a school (e.g. principals, deans, school social workers, teachers, security, etc.), please recruit a minimum of three people in your building to complete the [Culturally Responsive School-Wide PBIS Self Assessment Tool v3.0](#) (CR-SWPBIS Tool). Include, when possible, individuals who represent a cross-section of roles in the school: Administration; Instruction (general, or special education); Deans; Security; Paraprofessionals; School-based clinicians (e.g., school social workers, school counselors, school psychologists); Students (if in middle/junior high school). For individuals in schools that implement School-Wide PBIS, if possible, have at least one member from the universal/tier 1, secondary/tier 2, and tertiary/tier 3 team complete the CR-SWPBIS Tool.

For individuals who are not currently assigned to a school, or have access to school staff, you have the option of completing the tool yourself based upon information that you are able to obtain for your district, or a selected school in your district.

- a. Graph the results for Universal data, systems, practices and the secondary/tertiary data, systems, practices results. You are welcome to either use the excel tool that has been provided, or create one of your own.
- b. Review and revise your needs assessment to incorporate your findings from the CR-SWPBIS data.
- c. Complete a voicethread with powerpoint describing the revised needs assessment:
 - How does this new data (CR-SWPBIS Tool) tie into the needs assessment results and inform action planning? For example, does the lack of culturally-responsive interventions or absence of diversity in school planning teams help explain/illustrate the impact of certain discipline policies on different groups of students? How would you share this information with key stakeholders in your school/district?

[90 points for completing the self-assessment, plus 5 points each for commenting on two of your classmate's self-assessments= 100 points]. Assignment due: Sunday March 21, 2021. Feedback to two classmates is due Sunday March 28, 2021.

- c) **VOICETHREAD IMPLICIT BIAS TRAINING ASSIGNMENT:** Develop an overview of a short training that you could present to staff or teachers at your school. Prepare a VoiceThread presentation that identifies: who you would invite, how you would invite them, how (if at all) you would ask them to prepare in advance, the amount of time you would spend on the training, the major topics

you would cover, a summary (from the PBIS self-assessment tool above) of major concerns related to discipline disparities facing your school), a definition of implicit bias and an example, and discussion of one relevant strategy to mitigate implicit bias and its application to the school setting. You may incorporate elements of a presentation that you may have previously used in your school setting. However, you cannot simply submit the original presentation from your school's professional development session. Your submission must also incorporate information and sources from CIEP 537 presented in an original format. **[90 points, plus 5 points each for two comments = 100 points].**
Assignment due: Sunday February 28. Feedback to two members is due Sunday March 7, 2021.

d) VOICETHREAD TRAUMA “ELEVATOR SPEECH” ASSIGNMENT:
 You will post a voice thread of a 2-5 minute “elevator speech” on how trauma, anxiety, and depression can affect student attendance and why it’s important for to acquire the tools to address these issues. Resources will be provided in the module addressing trauma. However, you are encouraged to utilize additional resources accessed from Loyola’s online library, or other reputable online resources **[90 points, plus 5 points each for two comments=100 points].** **Assignment is due March 14th.**
Responses to two classmates is due March 21st.

3) **DISCUSSION FORUMS:** In three modules, you will be asked to respond to a discussion board post. Your initial discussion board post is due on Sunday of the module week, and you are to respond to two discussion forum posts of your classmates by the following Sunday **[10 points for discussion post; 5 points for each reply post = 20 points for each discussion module = 60 points]**

**GRADING GUIDE
 ASSIGNMENT POINT VALUES**

ASSIGNMENT	Due Dates	POINT VALUE
VoiceThread Introduction Assignment (90 points, plus 5 points for each of 2 comments=100 points)	January 31	100
Action Plan: These points will be accrued throughout the course by completing three individual assignments related to the action plan:	Assignment 1=March 28, Assignment 2=April 11, Assignment 3=April 18 Final	300

<ul style="list-style-type: none"> • Action Plan Assignment #1 (50 points) • Action Plan Assignment #2 (50 points) • Action Plan Assignment #3 (50 points) • Final Action Plan (150 points) 	Action plan due April 30	
Voice Thread Culturally Responsive PBIS Self-Assessment [90 points for completing the self-assessment, plus 5 points each for commenting on two of your classmate’s self-assessments= 100 points]	March 21	100
Voice Thread Implicit Bias Training Assignment [90 points, plus 5 points each for two comments = 100 points]	February 28	100
Voice Thread Trauma “Elevator Speech” Assignment [90 points, plus 5 points each for two comments=100 points]	March 14	100
Discussion Forums (3) [10 for each post plus 5 points for responses (2)]	February 7, February 28, March 28	60
Participation in Live Classes (3)	Dates TBD	50 each = 150
TOTAL POINTS		910

Grades:

A= 92.5% or more

A-= 89.5-92.49% or more

B+= 87.5-89.49% or more

B= 82.5-87.49% or more

B- = 80.00-82.49% or more

C+ =77.5-79.49% or more

C=73.0.-79.0% or more

C-=70.00-72.49% or more

D+=67.5-69.49%

D=67.0 -65.00

D-=64.9-60.00%

F=59.99 and below

MODULE PROGRESS

One of the benefits of online education is its time flexibility. For that reason, within any given week, students may complete assignments at their own pace. However, students are expected to complete all assignments for a given Module no later than the end of the week during which the Module was assigned. Failure to keep pace with the class not only harms individual students but also can have a potentially negative impact on other students' learning in the course.

Participants are expected to log on to sakai at a minimum on Sundays (or prior to Sunday given religious restrictions or other obligations) to post assignments. It is advised that participants check sakai at the beginning of the week for announcements posted by the instructor.

General Due Dates of Assignments:

- Module weeks start on Mondays and end on Sundays.
- All initial Discussion Forum posts are due on Sundays.
- The two responses to the Discussion Forum posts of your classmates are due on Fridays.
- All other graded assignments are due by **11:30 PM CST** on Sunday of the module week.

Discussion Forum: Your initial post is 10 points and each reply post is 5 points, for a maximum of 20 points. **Any post submitted later than two weeks after module has ended - no points.** See Discussion Forum Rubric.

Class Conduct

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.

General directions for completion of written assignments: Action plan assignments are to be completed in 10-point to 12-point font. Recommended fonts are as follows: 11-point Calibri, 11-point Arial, and 10-point Lucida Sans Unicode as well as serif fonts such as 12-point Times New Roman, 11-point Georgia, 10-point Computer Modern. Action plan assignments are to be completed using [APA format](#). Information regarding APA format can be found at: [Purdue Online Writing Lab](#).

Action plan assignments that are submitted after the due date will receive a reduction of one letter grade unless an extension is received from the instructor PRIOR TO THE DUE DATE.

Voice Threads: All voice thread assignments must be accompanied by a power point. All presentations are required to be original work created for CIEP 537.

Rubrics (4): See Discussion Forum Rubric, Assignment Rubric, Problem-Solving Team Rubric and Final Project Rubric.

RECORDING OF LIVE CLASSES

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.

COURSE OUTLINE

The course outline below is subject to change. Please consult each module on sakai for the most complete and accurate description of the required and recommended readings and the assignment for that module.

Date	Course Outline
<u>Theme 1: Addressing Disparities in School Discipline with Respect to Race/Ethnicity and Disability</u>	
Module #1 Week of January 18	<p>Creating a Culturally Responsive School Climate with Structured Supports and Interventions</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Review social-emotional supports in place for tiers 1-3 within the MTSS framework</p> <p>Analyze your supports in tiers 1-3 to determine alignment with culturally responsive supports</p> <p>Consider intersection of culture, race, language and gender identity and how that influences the needs of all learners in line with best practices</p> <p><u>ASSIGNED READINGS:</u></p> <p>McIntosh et al., A 5-Point Intervention Approach for Enhancing Equity in School Discipline, OSEP Technical Assistance Center, Positive Behavioral Interventions and Supports (February, 2018).</p> <p>Freeman, J., Measuring and Improving Attendance and Reducing Chronic Absenteeism. Safe and Healthy Students Preconference Meeting, 2018 National Forum at Chicago.</p> <p><u>RECOMMENDED:</u></p> <p>OSEP Technical Assistance Center, Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams (Sep. 2014)</p> <p>Morgan, E. et al., The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System (New York: The Council of State Governments Justice Center, 2014), Conditions for Learning (23-70).</p> <p><u>ASSIGNMENT:</u></p>

	<p><u>Voicethread Introduction Assignment:</u></p> <p>Please post your VoiceThread personal introduction in Sakai in Assignments under “Voice Thread Introduction Assignment” by Sunday, January 31. Problem-solving group members are required to comment on the voice thread with specific feedback on recommended approaches for sharing the needs assessment to school teams by Sunday, February 7.</p>
<p>Module #2</p> <p>Week of</p> <p>January 25</p>	<p>Creating and Sustaining Comprehensive Teams to Promote a Culturally Responsive School Climate</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Identify logistics for healthy teaming processes and effective communication.</p> <p>Assess school policies and practices for cultural responsiveness.</p> <p><u>REQUIRED READINGS:</u></p> <p>Read <u>Top 5 TIPS Tips for Teams:</u></p> <p>https://www.pbisapps.org/community/Pages/Top-5-TIPS-Tips-for-Teams.aspx</p> <p>View narrated powerpoint on the PBIS Self-Assessment Tool</p> <p>View <u>TIPS Model Videos:</u></p> <p>(Each video is 1:30-2:30 minutes each for a total viewing time of 15-20 minutes)</p> <ul style="list-style-type: none"> · TIPS Overview · Meeting Foundations · Identify Problem with Precision · Identify Goal for Change · Identify Solution and Create Implementation Plan with Contextual Fit · Implement Solution with High Integrity · Monitor Impact of Solution and Compare against Goal

	<p>· Make Summative Evaluation Decision</p> <p><u>RECOMMENDED READINGS:</u></p> <p>David M. Osher et al., “Avoid Quick Fixes: Lessons Learned from a Comprehensive Districtwide Approach to Improve Conditions for Learning,” Losen, Chapter 13. (read/revisit)</p> <p>Claudia G. Vincent et al., “Effectiveness of Schoolwide Positive Behavior Interventions and Supports in Reducing Racially Inequitable Disciplinary Exclusion,” Losen, Chapter 14. (read/revisit)</p> <p><u>ASSIGNMENT:</u></p> <p>Begin Culturally Responsive School-Wide PBIS Self Assessment Tool v3.0 (CR-SWPBIS Tool) assessment</p> <p>Complete CR-SWPBIS Tool assessment and post your VoiceThread assignment by Sunday March 21. Responses to two team members is dues by Sunday March 28.</p>
<p>Module #3</p> <p>Week of February 1</p>	<p>Exploring Implicit Bias and its Impact on Discipline Decision-making</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Define implicit bias</p> <p>Explore your own biases</p> <p>Analyze the role of implicit bias in discipline inequities</p> <p><u>REQUIRED READINGS:</u></p> <p>Implicit Association Test (Race IAT plus sexuality)</p> <p>Clark, P. & Zygmunt, E. (2014). A close encounter with personal bias: Pedagogical implications for teacher education. <i>The Journal of Negro Education</i>, 83(2), 147-161.</p> <p>DiAngelo, R. (2018). <i>White Fragility. Why It’s So Hard for White People to Talk About Racism</i>. Beacon Press. ISBN: 9780807047415. Pages 7-38.</p> <p><u>RECOMMENDED READING:</u></p> <p>Race Forward Video</p>

	<p>Jason A. Okonofua and Jennifer L. Eberhardt, Race and the Disciplining of Young Students, <i>Psychological Science</i> (April 2015)</p> <p><u>ASSIGNMENT(S) DUE:</u></p> <p>Discussion Forum #1: All students should post on this week’s thread in the Forum: What I learned from the IAT. After taking the Implicit Association Test, please write 3-4 paragraphs on your reactions to the IAT. Please refer to the categories of responses (for example disregard, disbelief, etc.) defined in the Clark and Zygmont article in your responses about your experience with taking the IAT. If you have questions regarding the methodology of the IAT, please explore the resources available on the website regarding the methodology. Assignment Due: Sunday February 21. Discussion forum responses due by Sunday, February 28.</p>
<p>Module # 4</p> <p>Week of February 8</p> <p>Loyola First spring break: February 10-14</p>	<p>Strategies to Mitigate Implicit Bias</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Understand the available resources on implicit bias</p> <p>Consider action steps in addressing implicit bias through professional development and ongoing dialogue</p> <p><u>REQUIRED READINGS:</u></p> <p>Gullo, G.L., Capatosto, K., & Staats, C. Routledge. <i>Implicit Bias in Schools. A Practitioner’s Guide</i>, ISBN-13: 978-1138497061. Chapters 5 & 6</p> <p>DiAngelo, R. (2018). <i>White Fragility. Why It’s So Hard for White People to Talk About Racism</i>. Beacon Press. ISBN: 9780807047415. Chapters 7-10</p> <p><u>RECOMMENDED READING:</u></p> <p>Anne Gregory, “The Promise of a Teacher Professional Development Program in Reducing Racial Disparity in Classroom Exclusionary Discipline.” (Losen, chapter 11) (read or revisit).</p> <p>Susan Fiarman, Unconscious Bias: When Good Intentions Aren’t Enough, Educational Leadership (Nov. 2016).</p> <p>Levenson, M. et al., PBIS Cultural Responsiveness Field Guide, Resources for Trainers and Coaches, OSEP Technical Assistance Center, Positive Behavioral Interventions and Supports (Nov. 2016, Revised May 2019).</p>

	<p>You Can't Fix What You Don't Look At: Acknowledging Race in Addressing Racial Discipline Disparities. Discipline Disparities Series: Overview. Bloomington, IN: The Equity Project at Indiana University.</p> <p><u>Recommended resources:</u></p> <p>Kirwin Institute for the Study of Race and Ethnicity</p> <p>Great Lakes Equity Center</p> <p>Courageous Conversations</p> <p>Midwest PBIS Network - Equity</p> <p>OSEP Technical Assistance Center, Positive Behavioral Interventions and Supports, Equity and PBIS</p> <p><u>VoiceThread Training Assignment:</u></p> <p>Develop an overview of a short training on implicit bias that you could present to staff or teachers at your school. Post your VoiceThread assignment by Sunday, February 28. Responses to two classmates are due by Sunday, March 7</p>
<p>Module #5</p> <p>Week of February 15</p>	<p>Reducing Discipline Disparities for Students with Disabilities</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Understanding discipline disparities for youth with disabilities, including a review of national trends</p> <p>Understanding the intersectionality among special education status, race, and gender in explaining discipline disparities</p> <p>Exploring the linkages between laws and policies around school discipline and federal procedural protections for students with disabilities.</p> <p><u>REQUIRED READINGS:</u></p> <p>OSEP Ideas That Work, Supporting and Responding to Student Behavior, Evidence-Based Classroom Strategies for Teachers</p>

	<p>L. Kate Mitchell, "We Can't Tolerate That Behavior in This School!": The Consequences of Excluding Children with Behavioral Health Conditions and the Limits of the Law, 41 N.Y.U. Rev. L. & Soc. Change 407 (2017)</p> <p><u>RECOMMENDED READINGS:</u></p> <p>Losen, D.J., Ee, J., Hodson, C., & Martinez, T.E. (2015). Disturbing inequities. Exploring the relationship between racial disparities in special education identification and discipline. In D.J. Losen (Ed.), <i>Closing the school discipline gap</i> (pp. 89-106).</p>
<p>Module #6</p> <p>Week of February 22</p>	<p>Refining Priority Areas for Change Pt.1</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Review research focused on fostering equity for students in K-12 schools.</p> <p>Identify characteristics of effective action planning, professional development, and program evaluation.</p> <p><u>REQUIRED READINGS:</u></p> <p>Wisconsin RtI Network Equity powerpoint</p> <p>Gullo, G.L., Capatosto, K., & Staats, C. Routledge. <i>Implicit Bias in Schools. A Practitioner's Guide</i>, ISBN-13: 978-113849706. Chapters 7 & 8.</p> <p>Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J., & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and schoolwide positive behavior support. <i>Journal of Positive Behavior Interventions</i>,13, 219-229.</p> <p>Review Safe Supportive Learning, Addressing the Root Causes of Disparities in School Discipline An Educator's Action Planning Guide (Stage 3: Creating an Action Plan - Page 56-65)</p> <p><u>RECOMMENDED READINGS:</u></p> <p>MiBLSI Disproportionality project powerpoint</p> <p>Read RM Consulting and the Iowa Department of Education, Decisions in Motion IS³2 Addressing Discipline (Sample action plan, pp.17-30)</p>

	<p><u>ASSIGNMENT(S) DUE:</u></p> <p>Discussion Forum #2: Post 1-2 questions on the discussion forum based upon the Wisconsin RtI Network equity power point and/or your own work on your developing action plan. Assignment due: Sunday March 7. Responses due Sunday March 14.</p>
<p>Module #7</p> <p>Week of March 1</p>	<p>Addressing Truancy, Attendance and School Refusal/Avoidance</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Review data, policies and practices related to truancy and attendance</p> <p>Define trauma.</p> <p>Identify an Adverse Childhood Experience (ACE).</p> <p>Understand the connection between exposure to ACE and long-term mental and physical health outcomes.</p> <p>Recognize how exposure to trauma impacts learning and social-emotional development.</p> <p>Identify the characteristics of a trauma-informed school.</p> <p><u>REQUIRED READINGS:</u></p> <p>Pina, A. A., Zerr, A. A., Gonzales, N. A., & Ortiz, C. D. (2009). Psychosocial Interventions for School Refusal Behavior in Children and Adolescents. <i>Child Development Perspectives</i>, 3(1), 11–20.</p> <p>Dr. Nadine Burke on the ACE study and Childhood Trauma’s Health Risks (six-minute video)</p> <p>Trauma-aligned classroom management practices (Midwest PBIS Network)</p> <p>Streck-Fischer, A. & Van der Kolk, B.A. (2000). Down will come baby, cradle and all: Diagnostic and therapeutic implications of chronic trauma on child development.</p> <p>Creating and Advocating for Trauma-Sensitive Schools (Chapter 2, pp. 31-69) The entire publication can be downloaded for free by clicking on the link and completing the online form.</p>

	<p><u>Recommended resources:</u></p> <p><u>Johns Hopkins Urban Health Institute. (2015). <i>Healing Together: Community-Level Trauma. Its Causes, Consequences, and Solutions. Lesson Learned and the Path Forward.</i> (pp.4-7).</u></p> <p><u>School Refusal: Information for Educators: National Association of School Psychologists</u></p> <p>Birkett, M., Russell, S.T., & Corliss, H.L. (2014). Sexual-orientation disparities in school: The mediational role of indicators of victimization in achievement and truancy because of feeling safe. <i>American Journal of Public Health</i>, 104, pp. 1124-1128.</p> <p><u>Getting started with trauma-informed practices (Three-and-a-half minute video)</u></p> <p>Videos from NASP presentation: Trauma-Informed Practices to Improve Well-Being <u>How Chronic Stress Affects Your Brain</u> <u>Dan Siegel and the 'Flipped Lid'</u></p> <p><u>ASSIGNMENTS:</u></p> <p>Voice Thread #3: Post a voice thread of a 2-5 minute “elevator speech” on how trauma, anxiety, and depression can affect student attendance and why it’s important for educators to acquire the tools to address these issues. Your voice threads are due Sunday March 14. Responses are due Sunday March 21.</p>
<p><u>Theme 2: Building Comprehensive Discipline Plans and Developing Disciplinary Policies and Practices to Reduce Use of Suspensions and Expulsions and to Foster Equity</u></p>	
<p>Loyola second spring break March 6-10</p>	
<p>Module #8 March 15</p>	<p>Refining Priority Areas for Change Pt.2</p> <p>A Case Study and Guest Lecture: Wisconsin RtI Network Equity work. (Live class)</p>

OVERVIEW/OBJECTIVES:

Review research focused on fostering equity for students in K-12 schools.

Identify characteristics of effective action planning, professional development, and program evaluation.

REQUIRED READINGS:

Wisconsin RtI Network Equity work powerpoint

Vincent, C.G., Sprague, J.R., Pavel, M., Tobin, T.J., & Gau, J.M. Effectiveness of positive behavior interventions and supports in reducing racially inequitable disciplinary exclusion. In D.J. Losen (Ed.) Closing the school discipline gap. (pp. 207-221).

[MIBLSI VDP and Neutralizing Routine Work Sheet & Self-Report Tool](#)

RECOMMENDED READINGS:

Morgan, E. et al., [The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System](#) (New York: The Council of State Governments Justice Center, 2014), Targeted Behavioral Interventions (109-182).

[Supporting Social-Emotional Needs of Students Who are Refugees](#)

[Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools](#)

[MiBLSI Disproportionality project powerpoint](#)

ASSIGNMENT(S) DUE:

Action Planning Assignment #1 due: March 28

Refer to the action plan rubric. Based on the 1-3 priority areas for change that you identified for the semester at the beginning of the course, assess what you have done to

	<p>date to move forward the needs assessment, elements in progress, and what is yet to be done.</p> <p>Concretely describe the following components of your action plan: (1) Describe the link with systemic change with a focus on the policies, interventions and supports that your district will initiate and/or revise (e.g., restorative practices, universal schoolwide positive behavior supports, Courageous Conversations, teacher consultation, problem solving); (2) Explicitly describe how you will integrate restorative practices in your plan. Explain the role of restorative practices in your plan. Include plan for training, implementation, and monitoring for fidelity implementation of restorative practices.</p>
<p>Module #9</p> <p>Week of March 22</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Consider the feasibility of implementing an alternative to suspension program in your school/district and how such an approach can be integrated into other existing practices that support the behavioral, academic and social-emotional needs of students</p> <p><u>REQUIRED READINGS:</u></p> <p>Claudia Hernandez-Melis, Pamela Fenning & Elizabeth Lawrence (2016): Effects of an Alternative to Suspension Intervention in a Therapeutic High School, Preventing School Failure: Alternative Education for Children and Youth.</p> <p>Using dialogue circles to support classroom management (A four-minute video)</p> <p>Restorative circles: Creating a safe environment for students to reflect (A three-minute video)</p> <p><u>RECOMMENDED READINGS:</u></p> <p>Daniel J. Losen et al., “Disturbing Inequities: Exploring the Relationship Between Racial Disparities in Special Education Identification and Discipline,” <i>Closing the School Discipline Gap</i> (chapter 6).</p> <p><u>ASSIGNMENT(S) DUE:</u></p> <p>Action Plan Assignment #2 Due: April 11. Please refer to the action plan rubric for additional details and guidance.</p>

	<p>Discussion Forum #3: Describe how you will communicate the details of your action plan to parents. What strategies will you use to foster parent buy-in and support for your action plan?</p> <p>Assignment Due: Sunday, April 11. Responses are due Sunday, April 18.</p> <p>(1) Describe the professional development that will be needed to prepare staff to implement your action plan.</p> <p>(2) Define how you will address the priorities for the action plan through professional development, training and redistribution of resources</p>
<p>Module #10</p> <p>Week of March 29</p>	<p>Parent Engagement Strategies</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Understand barriers to effective communication with families</p> <p>Identify strategies to improve parent engagement</p> <p><u>REQUIRED READINGS:</u></p> <p>Cherng, H. (2016). Is all classroom conduct equal? Teacher contact with parents of racial/ethnic minority and immigrant adolescents. Teachers College Record, 118, 1-37.</p> <p>Communities Organizing for Family Issues (COFI), (2016), Strategies for Parent Engagement, Transforming School Discipline Collaborative.</p> <p>Having difficult conversations with parents powerpoint</p> <p>Having difficult conversations with parents ideographic</p> <p><u>RECOMMENDED READINGS:</u></p> <p>Family engagement in PBIS</p> <p>RDQ Brief: Defining family engagement</p>
	<p>Easter Holiday. No classes April 1-5, 2021</p>
<p>Module #11</p>	<p>Professional Development and Coordination of Supports Across a Continuum</p>

<p>Week of April 5</p>	<p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Identify key internal (e.g., teachers, deans, school-based mental health service providers, counselors, administrators, school board members) and external stakeholders (e.g., families/parents, school resource officers, juvenile justice/court, community mental health service providers, youth serving agencies) necessary to implement comprehensive discipline supports.</p> <p>Understand and assess the professional development needs of school stakeholders, including teachers, paraprofessionals and security officers.</p> <p><u>REQUIRED READINGS AND REVIEW:</u></p> <p>Four minute video:</p> <p>Equity in School Discipline</p>
<p>Module #12</p> <p>Week of April 12</p>	<p>Monitoring and Evaluating Implementation of Your Plan of Action</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Establish a method for evaluating the outcome of your action plan, such as reviewing changes in aggregate and disaggregated discipline data, academic outcomes, school climate and changes in restorative practices and beliefs.</p> <p>Consider decision rules for when you will change/add modify the items on your action plan, based on review of data.</p> <p><u>ASSIGNMENT(S) DUE:</u></p> <p>Action Plan Assignment #3 Due: Sunday April 18. Complete program evaluation plan component</p>
<p>Module #13</p> <p>Week of April 19</p>	<p>Tying it all together: Completing your Plan of Action</p> <p><u>OVERVIEW/OBJECTIVES:</u></p> <p>Demonstrate comprehension of principles of effective data analysis to identify root cause and develop intervention plan.</p> <p>Evaluate and select appropriate evidence-based interventions to address priority areas of need.</p>

Explain the role of various stakeholders (e.g., educators, staff, families, and students) in implementation of action plan. Incorporate professional development and outreach strategies to foster buy-in and support for action plan.

Incorporate evaluation plan to measure progress toward long-term goals

ASSIGNMENT(S) DUE:

Final Version of Action Plan Due By Friday April 30th

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 reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

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](#).

Special Circumstances--Receiving Assistance

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

***Center for Student Access and Assistance (CSAA)**

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

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

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

Syllabus Addendum Link

<https://www.luc.edu/education/studentlife/resources/syllabi/>