ELPS 471 Syllabus

Loyola University Chicago

School of Education

Professionalism in Service of Social Justice

ELPS 471: Multi-tiered Systems of Support for Instructional Leaders

Spring 2021, Online

Professor: Sandria Morten, Ed. D.
Phone: 773 358 8767
Email: smorten@luc.edu

Virtual Office Hours: Virtual office hours are every Friday from 3pm – 5pm (please make an appointment). Virtual office hours may also occur on other days/times by appointment.

Responsiveness: Instructors will return emails within 48 hours and ask that students also respond within a 48 hour window. Every effort will be made to provide feedback on assignments within one week of the deadline.

Section I

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 Cur a 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 webpage 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.

*COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

Course Description:
The purpose of this course is to provide candidates with the skills to (a) identify and assess the universal level of academic and behavior programming (b) create and sustain secondary and tertiary systems of support (targeted group or individual interventions) (c) develop continuous improvement plans to support the development of the necessary MTSS systems, practices, and processes. Emphasis will be placed on understanding and educating individuals demonstrating a range of learning and behavior problems within typical general education environments. Special attention will be given to the application of these principles in Catholic schools.

**Learning Outcomes:**

Students will:

1. Identify and assess the universal level of academic and behavior programming
2. Develop systems to create a sustain secondary and tertiary systems of support
3. Develop continuous improvement plans to support the development of necessary MTSS systems, practices and processes.

**Required Texts:**


**Required Technology:**

This course will utilize Sakai as our learning platform. All modules will be housed in Sakai. Students will be expected to utilize discussion forums, blogs, Voicethread and any other tools integrated into Sakai. Zoom will be utilized for synchronous sessions. There will be 2 synchronous classes scheduled within the semester based upon students’ availability. All assignments will be uploaded to Sakai via the Assignments tool.

**Assessments:**

*Complete Task Descriptions and Rubrics to follow.*

**Module 1-3: Tier One Assessment/Professional Development Plan: 20%**

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 related to your area of focus and complete an action plan.

**Module 4: Tier 2 Intervention Show and Tell: 10%**

Identify and research an academic or behavior intervention that would meet a Tier 2 need in your school. Complete the Resource Sheet detailing the specifics of the intervention (template on Sakai). Prepare a 5-10 minute video presentation for the class where you describe the intervention and model its implementation on VoiceThread. Within a week of posting your academic intervention, watch your classmates’ videos and post questions, as well as respond to any questions on your thread.

**Module 5: RtI/MTSS Interview – 10%**

Select a professional who works in the public school arena, or in a Catholic school with a well-established RtI/MTSS Program. Interview them regarding the elements of RtI/MTSS in their building. Create a narrative of 2-3 pages describing what you learned through the interview as well as how this can apply to your school setting.

*Possible interview questions include:*
How does RtI/MTSS work in their setting?
What is the responsibility of various teachers/professionals in the building in regards to RtI/MTSS?
What, if any, scheduling modifications have they made?
What tools do they use for documentation and communications?
What interventions (academic and behavioral) and resources have they found to be most effective?
Do you have a problem-solving team (TAT, SAT, etc.) and how does it work?
What lessons have they learned/improvements have they made in their program?
What are the challenges to implementing RtI/MTSS in their setting?

Summative Assessment: MTSS (Digital) Resource Binder and Reflection – 30%
The purpose of this assignment is to create a resource for your school community which can be used to collect, organize, and share websites, documents, and videos needed to support MTSS implementation in your school. You are encouraged to use an online tool to create the resource binder such as Google sites, LiveBinders, or Google Docs/Drive so that it can be a living document that can be continually improved and expanded.

Part 1: Binder/Website – 15%
Your resource binder/website must include the following sections:

- Overview of MTSS Provide a description and resources related to the three tiers of MTSS

Your resources binder must include at least 2 other sections directly related to MTSS. 3 additional sections are needed in order to score a 4. You may choose from the sections below or develop sections based on the needs of your school:

- Academic interventions (at least 5) organized in categories of most need for your student population.
  - Be sure the resource list includes:
    - Name of Intervention
    - Appropriate grade level/developmental level for students
    - Materials Needed and where they can be found within school (if applicable)
    - Where to find complete instructions (link or resource, video)
    - Resident Expert (if applicable)

- Behavior Interventions (at least 5) organized in categories of most need for your student population.
  - Be sure the resource list includes:
    - Name of Intervention
    - Appropriate grade level/developmental level for students
    - Materials Needed and where they can be found within school (if applicable)
    - Where to find complete instructions (link or resource, video)

- Agency Referral List - You may pull agencies from the shared Google folder created by the class. The resources listed should be relevant to your school community (location, services offered)
- Tier 1 Information – sections on Tier 1 Curriculum, Instruction, Assessment or Behavior
- Teacher Assistance Team – Include an explanation of the process and upload documents teachers will need such as referral form and parent communications,
- Case Management – Include processes and templates needed for district testing as well as calendars of re-eval dates and staffing meetings
- Modifications/Accommodations – Provide relevant websites and resources

Part 2: Reflection – 15%
Considering the current reality of MTSS in your building, provide a narrative for next steps in the following areas:

- Staffing
- Scheduling
- Professional Development Needs
- Resource/Material Needs

https://sakai.luc.edu/portal/tool/db766758-4bec-43ed-bf47-a6cf866fb84a/printFriendly
• Cultural Shifts Needed and the actions/messaging that would support the necessary shifts in mindset, expectations, and practices

**Participation in Modules: 30% (5% each module)**

Because this class is online, on-going participation in both synchronous and asynchronous elements of this class are critical for student success. There will be expectations to participate and respond via the following vehicles throughout modules:

- Discussion forum
- Blog Entries
- Voice Thread
- Zoom Calls

Participation will be assessed through your timely and thoughtful posts/commentary and responses. Your “presence” (by participating in these various forums) is expected and encouraged throughout the entire semester. Failure to actively have continuous participation will negatively impact the participation grade. Your participation will be assessed at the end of each module using the following rubric.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Partially Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Posts</td>
<td>Thoroughly and thoughtfully responds to all the prompts within the timeframe of the module.</td>
<td>Provides complete responses to all the prompt within the timeframe of the module.</td>
<td>Provides a minimal response to the prompts and/or post may be after the deadline for the module.</td>
<td>Does not respond to the prompts.</td>
</tr>
<tr>
<td>Response to Peers</td>
<td>Responds to multiple peers with questions, validations, insights and/or ideas stimulating natural discussions and collaboration</td>
<td>Responds to a few peers with questions, validations, insights and/or ideas stimulating natural discussions and collaboration</td>
<td>Minimally responds to a few peers.</td>
<td>Does not post any responses to peers.</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0000</td>
<td>3.6667</td>
</tr>
</tbody>
</table>
Late Work:

Students must email the instructor 48 hours in advance of a due date to request an extension. If assignments are submitted late, points will be deducted based upon specification in the rubric.

Course Schedule:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Description</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19 – January 24</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>January 24 – January 31</td>
<td>Module 1: Introduction to MTSS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group check-in calls – Week of 1/25 – 1/31 and Week of 1/31 – 2/7</td>
<td></td>
</tr>
<tr>
<td>January 31 – February 14</td>
<td>Module 2: Tier 1 Curriculum, Instruction and Assessment</td>
<td></td>
</tr>
<tr>
<td>February 14 – February 28</td>
<td>Module 3: Tier 1 Behavior and SEL Check in call during the week of 2/21 – Date TBD</td>
<td>Tier 1 Self-Assessment, Narrative and Action Plan due February 28</td>
</tr>
<tr>
<td>February 28 – March 21 (* This includes a 1 week Spring Break from March 7 – 14)</td>
<td>Module 4: Tier 2 Academic and Behavior Interventions</td>
<td>Intervention Show and Tell uploaded by March 21, Comments by March 28</td>
</tr>
<tr>
<td>Date Range</td>
<td>Module</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>March 21 – April 11 (*This includes Holy Week)</td>
<td>Module 5: Problem-solving Teams</td>
<td>RtI/MTSS School Visit due April 11</td>
</tr>
<tr>
<td>April 11 – April 25</td>
<td>Module 6: Tier 3</td>
<td></td>
</tr>
<tr>
<td>April 25 – May 2</td>
<td>Work Week</td>
<td>Summative Assessment due Sunday, May 2nd.</td>
</tr>
</tbody>
</table>

- Course Schedule and due dates are tentative and subject to change. The assignments due dates do not include all of the expectations within the modules such as forum posts, blog posts, voicethreads and quizzes which count as your participation grade.

**Section II**

**School of Education Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Conceptual Framework and Conceptual Framework Standards**

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 and assignments. Our conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**SOE Conceptual Framework Standards (CFS)**

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

The following Conceptual Framework Standards are addressed through this course:

- CFS3: Candidates demonstrate knowledge of ethics and social justice
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

**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 6: The school leader is able to keep everyone informed and focused on student achievement.

CSF 7: The school leader is able to make parents partners in their student’s education and create a structure for parent and educator collaboration.

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.

CSF 11: The school leaders is able to acquire and use resources wisely.

CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.

CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

PSEL Standards (2015):

PSEL 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

PSEL 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

PSEL 5: Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

PSEL 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

PSEL 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

PSEL 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

PSEL 9: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

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 this form. 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 to apply knowledge skills to benefit others or serve the public good

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 in LiveText.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Mastery</th>
<th>Proficient</th>
<th>Developing</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
</tr>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
<td></td>
<td>Candidate</td>
</tr>
<tr>
<td>consistently</td>
<td>Candidate</td>
<td>Candidate</td>
<td>Candidate</td>
<td>does not meet</td>
</tr>
<tr>
<td>performs at a</td>
<td>regularly</td>
<td>inconsistently</td>
<td>performs at a</td>
<td>Standard</td>
</tr>
<tr>
<td>level</td>
<td>performs at a</td>
<td>performs at a</td>
<td>level</td>
<td></td>
</tr>
<tr>
<td>commensurate</td>
<td>level</td>
<td>level</td>
<td>commensurate</td>
<td></td>
</tr>
<tr>
<td>with training.</td>
<td>commensurate</td>
<td>commensurate</td>
<td>with training.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with training.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deadlines</th>
<th>Candidate meets all deadlines.</th>
<th>Candidate meets most, but not all, deadlines.</th>
<th>Candidate meets some deadlines.</th>
<th>Candidate rarely meets deadlines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Candidate initiates collaboration with peers on assignments as appropriate.</td>
<td>Candidate works effectively with peers on assignments.</td>
<td>Candidate works with peers on assignments, but effectiveness is inconsistent.</td>
<td>Candidate does not work effectively with peers on assignments.</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations.</td>
<td>Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations.</td>
<td>Candidate attends class and professional appointments/obligations, but is occasionally late.</td>
<td>Candidate is consistently late or absent from class and/or professional appointments/obligations.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work.</td>
<td>Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work.</td>
<td>Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days) &amp; initiates communication when appropriate.</td>
<td>Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days).</td>
<td>Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days)</td>
<td>Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students.</td>
</tr>
<tr>
<td>Technology</td>
<td>Candidate’s use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate’s use of technology in the classroom is primarily limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Candidate occasionally uses technology in the classroom for tasks not related to current class work.</td>
<td>Candidate regularly uses technology for tasks not related to current class work.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Candidate always dresses in a professionally appropriate manner.</td>
<td>Candidate consistently dresses in a professionally appropriate manner.</td>
<td>Candidate’s attire is occasionally inappropriate for a professional setting.</td>
<td>Candidate’s appearance does not adhere to professional dress codes.</td>
</tr>
<tr>
<td><strong>Quality of Work (Grammar &amp; Mechanics)</strong></td>
<td>Candidate’s papers are free of grammatical and typographical errors.</td>
<td>Candidate’s papers have few grammatical or typographical errors.</td>
<td>Candidate’s papers have occasional grammar or typographical errors.</td>
<td>Candidate’s papers do not adhere to the rules of grammar.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Candidate’s papers are free of data-reporting errors and/or fabricated data.</td>
<td>Candidate’s papers have few data-reporting errors and no fabricated data.</td>
<td>Candidate’s work has some data errors and/or fabricated data.</td>
<td>Candidate’s work does not contain data or contains inaccurate data.</td>
</tr>
<tr>
<td><strong>Self-expression</strong></td>
<td>Candidate consistently shares his/her ideas and insights verbally with faculty, peers, and school colleagues.</td>
<td>Candidate occasionally shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate rarely shares his/her ideas verbally with faculty, peers and school colleagues.</td>
<td>Candidate does not share his/her ideas verbally with faculty, peers and school colleagues.</td>
</tr>
<tr>
<td><strong>Openness to coaching</strong></td>
<td>Candidate always accepts suggestions/feedback and seeks it out for growth.</td>
<td>Candidate is receptive to suggestions/feedback.</td>
<td>Candidate listens to, but is not always receptive to suggestions/feedback.</td>
<td>Candidate is resistant to suggestions/feedback.</td>
</tr>
</tbody>
</table>

| **Inquiry** | **Mastery**<br>*(4)*<br>Candidate consistently performs at a level commensurate with training. | **Proficient**<br>*(3)*<br>Candidate regularly performs at a level commensurate with training. | **Developing**<br>*(2)*<br>Candidate inconsistently performs at a level commensurate with training. | **Does Not Meet Standard (1)**<br>Candidate does not perform at a level commensurate with training. |

<p>| <strong>Use of evidence</strong> | Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry. | Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry. | Candidate’s work inconsistently uses evidence to support responses to questions. | Candidate’s work does not identify quality evidence to support responses to questions. |
| <strong>Analysis</strong> | Candidate consistently demonstrates critical thinking skills in written assignments. | Candidate sometimes demonstrates critical thinking in written assignments. | Candidate inconsistently demonstrates critical thinking skills in written assignments. | Candidate does not demonstrate critical thinking skills. |</p>
<table>
<thead>
<tr>
<th>Quality of sources</th>
<th>Candidate critically evaluates information from reliable sources relevant to the profession.</th>
<th>Candidate uses information from reliable sources without critically evaluating it.</th>
<th>Candidate occasionally uses information from non-reliable or irrelevant sources.</th>
<th>Candidate regularly uses information from non-reliable or irrelevant sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis and Application</td>
<td>Candidate effectively integrates feedback to improve performance.</td>
<td>Candidate attempts to integrate feedback to improve performance.</td>
<td>Candidate selectively integrates feedback to improve performance.</td>
<td>Candidate does not apply feedback.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Mastery (4) Candidate consistently performs at a level commensurate with training.</td>
<td>Proficient (3) Candidate regularly performs at a level commensurate with training.</td>
<td>Developing (2) Candidate inconsistently performs at a level commensurate with training.</td>
<td>Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects other points of view.</td>
<td>Candidate regularly reflects on and respects other points of view.</td>
<td>Candidate occasionally demonstrates reflection on and respect for other points of view.</td>
<td>Candidate does not demonstrate personal reflection on or respect for other points of view.</td>
</tr>
<tr>
<td>Supportive</td>
<td>Candidate is consistently supportive of others.</td>
<td>Candidate is usually supportive of others.</td>
<td>Candidate occasionally offers support to others.</td>
<td>Candidate does not demonstrate support for others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Candidate is consistently empathetic with others.</td>
<td>Candidate is usually empathetic with others.</td>
<td>Candidate is occasionally empathetic to others.</td>
<td>Candidate does not demonstrate empathy for others.</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>Candidate is consistently sensitive to cultural differences.</td>
<td>Candidate is usually sensitive to cultural differences.</td>
<td>Candidate demonstrates inconsistent sensitivity to cultural differences.</td>
<td>Candidate does not demonstrate sensitivity to cultural differences.</td>
</tr>
<tr>
<td>Respect</td>
<td>Candidate consistently respects the diversity of learning styles.</td>
<td>Candidate usually respects the diversity of learning styles.</td>
<td>Candidate is inconsistent in demonstrating respect for the</td>
<td>Candidate does not demonstrate respect for the</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Candidate consistently uses the framework of social justice in decision-making.</td>
<td>Candidate usually uses the framework of social justice in decision-making.</td>
<td>Candidate occasionally demonstrates the use of the framework of social justice in decision-making.</td>
<td>Candidate does not demonstrate use of the framework of social justice in decision-making.</td>
</tr>
</tbody>
</table>

School of Education

Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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.

*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.

*Synchronous Meetings*

Zoom will be utilized for synchronous sessions. There will be 2 synchronous classes scheduled within the semester based upon students’ availability. All assignments will be uploaded to Sakai via the Assignments tool.
*Student Participation*

Much of the learning in this course occurs through dialogue within discussion forums. Therefore, it is important to maintain consistent participation throughout the course. Students should login to Sakai at least three times per week in order to progress through the module content and engage in forum and Voicethread discussions. Failure to actively have continuous participation will negatively impact the participation grade. Your participation will be assessed at the end of each module using the following rubric.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Partially Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Posts</strong></td>
<td>Thoroughly and thoughtfully responds to all the prompts within the timeframe of the module.</td>
<td>Provides complete responses to all the prompt within the timeframe of the module.</td>
<td>Provides a minimal response to the prompts and/or post may be after the deadline for the module.</td>
<td>Does not respond to the prompts.</td>
</tr>
<tr>
<td><strong>Response to Peers</strong></td>
<td>Responds to multiple peers with questions, validations, insights and/or ideas stimulating natural discussions and collaboration</td>
<td>Responds to a few peers with questions, validations, insights and/or ideas stimulating natural discussions and collaboration</td>
<td>Minimally responds to a few peers.</td>
<td>Does not post any responses to peers.</td>
</tr>
</tbody>
</table>

*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.

*Student Support*

Special Circumstances—Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with 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

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