Course: ELPS 471 - MTSS  Multi-Tiered Systems of Support for Instructional Leaders

Syllabus as of: January 18, 2022

Spring, 2022 Semester: Tuesdays, January 18- April 30, 2022  6:00-7:15pm via Zoom (Synchronous Learning) and (Asynchronous Learning) outside of class

Zoom link for classes: (please go to Zoom Pro in Sakai) or contact me for links.

Clinical Assistant Professor: Merry Quinn, Ed. D.

Email: mquinn12@luc.edu     Cell: 847-204-7669

Office Hours: By Appointment

School of Education Commitment - COVID-19

Loyola’s School of Education (SOE) recognizes that this continues to be an unprecedented time. We understand that during the 2021-2022 academic year while living in the context of the COVID-19 pandemic may continue stir feelings of continued uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to continue to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.
The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*On-Campus COVID-19 Testing*: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

*COVID-19 Required Personal Safety Practices*: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol*: If you test positive for COVID-19, continue to follow the University’s Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

*Exposure notification process update*: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

**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 (Multi-Tiered Systems of Support) 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. Attention will also be
given to the application of these principles in Catholic or private schools.

Learning Outcomes

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles,
generalizations, theories)

Developing knowledge and understanding of diverse perspectives, global awareness, or other
cultures

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

Acquiring skills in working with others as a member of a team

Developing skill in expressing oneself orally or in writing

Learning how to find, evaluate and use resources to explore a topic in depth

Developing ethical reasoning and/or ethical decision making

Learning to analyze and critically evaluate ideas, arguments, and points of view

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

Learning appropriate methods for collecting, analyzing, and interpreting numerical information

SOE Vision

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

School of Education Mission

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

**Conceptual Framework and Conceptual Framework Standards**

Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—**Social Action through Education**—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](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.

**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 (Individuals with Disabilities Education Act) OBJECTIVES

The following objectives will be 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

Additional ONLINE Course Policies

*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*
Spring, 2022 Semester: Tuesdays, January 18 - April 30, 2022    6:00-7:15pm via Zoom (Synchronous Learning) and (Asynchronous Learning) outside of class

Zoom link for classes: (please go to Zoom Pro in Sakai) or contact me for links.

*Student Participation*
Any absences or significant tardies may greatly jeopardize mastery of material. Significant penalties may be assessed due to unexcused absences and/or tardies. Students are expected to come to class, prepared with readings and ready to contribute to class.
**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 Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

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

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

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

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

**Strongly Encouraged Texts:**


Course Assignments:

**Tier 1 Assessment/Professional Development Plan: 20 points**  **Due February 8, 2022**

Using the Tier 1 Assessment templates found in your school or district, assess the core program of your school to determine the presence of each of the four pillars of Tier One. In analyzing the results, identify the strengths and areas of improvement. Identify school improvement goals and complete a professional development plan to address the areas requiring growth.

**Academic Intervention Presentation: 5 points**  **Due February 22, 2022**

Identify and research an academic 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 Zoom presentation for the class where you describe the intervention and model its implementation.

**Presentation on Behavior Type: 15 points**  **Due March 15, 2022**

Each 471 student will select a Behavior Type from *The Behavior Code* and be tasked with teaching the rest of the class about this behavior type. Within a Zoom presentation students describe how this behavior type presents in schools and strategies to intervene (accommodations, interaction strategies, response strategies). Feel free to incorporate personal experiences. Students may utilize any method to present the information ensuring that audience members have access to key information about the behavior type.

**Dispositions’ Rubric: Strengths and Areas of Challenge: 10 points**  **Due April 5, 2022**

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 Sakai and here. You will indicate where you fall on the rubric and provide us with areas of strength and challenges in the Action Plan.
Tier 2/Tier 3 Protocols and Procedures: 30 points   Due April 26, 2022

Create a Tier 2 and Tier 3 Protocols and Procedures for your school or district which details best practices and resources in 5 areas: Academic Interventions, Behavior Interventions, Case Management, Agency Referral/Resource List, and Programming Logistics. This reference would guide implementation of Tier 2 and Tier 3 in your school. It will be useful for documenting resources and interventions as well as planning next steps for your school. A complete Task Description can be found on Sakai.

Part I Tier 2 Academic and Behavior Interventions –

Part II Tier 3 Case Management and Agency Referral/Resource List –

Attendance/Participation: 10 points per class   Due April 26, 2022

Any absences or significant tardies may greatly jeopardize mastery of material. Significant penalties may be assessed due to unexcused absences and/or tardies. Students are expected to come to class, prepared with readings and ready to contribute to class.

Grading and Late Assignments:

Assignments will be scored as designated below. All assignments will be graded according to the rubric and listed in Sakai. Late work will be accepted only after a conversation with the course instructor.

Final grades will be converted from numbers into letters based on the following point scale:

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>Dispositions Rubric 10 points</th>
<th>Tier 1 Assessment/PD Plan 20 points</th>
<th>Academic Intervention Presentation 5 points</th>
<th>Behavior Type Presentation 15 points</th>
<th>Tier 2 and 3 Protocols and Procedures 30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Zoom classes 10 points each = 140</td>
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Grades and points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>220-181</td>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>180-162</td>
<td>A−</td>
<td>92-90</td>
</tr>
<tr>
<td>161-140</td>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>139-115</td>
<td>B</td>
<td>86-83</td>
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<tr>
<td>114-91</td>
<td>B−</td>
<td>82-80</td>
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<td>C+</td>
<td>79-77</td>
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<td>68-49</td>
<td>C</td>
<td>76-73</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE: January 18, 2022- April 30, 2022  Tuesdays, 6:00-7:15pm via Zoom; No class Tuesday, March 8, 2022- Spring Break

1: MTSS Tier 1

- An introduction to MTSS, Special Education law in public and private schools
- Curriculum & Instruction
- Behavior & Social Emotional Learning
- Assessment

2: MTSS Tier 2  Academic and Behavioral Interventions

- Academic Interventions - continuing to keep COVID-19 in mind
- Understanding Behavior Types and the Acting Out Cycle - keeping COVID-19 in mind
- Behavior Interventions

3: MTSS Tier 3

- Developing a Teacher/Schoolwide Assistance Team
- Analysis/Uniting Academic and Behavior Interventions
- Case Management/Accommodations and Modifications
- Mental Health Supports and Community Resources

4: Leading MTSS in a Catholic/Private School

- Cultural Shifts to Support MTSS
- Sharing from other districts/schools

Loyola University Chicago  School of Education    Syllabus Addendum

**Dispositions and Action Plan:**

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. For all students in non-degree programs, the rubric for dispositions may be available through Sakai. 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.
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*.

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

**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.

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.

**Digication**

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

*Digication* is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.
Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing as of January 14, 2022, and will focus on those diagnosed with COVID-19.

Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

If you test positive for COVID-19, continue to follow the University’s Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707. Faculty should not report positive cases of COVID-19 to the University on behalf of students. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site.

On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted. Beginning Monday, January 24, random samples of fully vaccinated students, faculty, and staff who are on campus and not currently testing will be asked to participate.

If you have not signed up for testing, doing so is quick and easy. Please ensure that you have reset your SHIELD Illinois patient portal account so you can schedule testing:

Website: portal.shieldillinois.com
Student Agency Code: yy5790vw-stu
Faculty and Staff Agency Code: yy5790vw-emp

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 Sakai and here. You will indicate where you fall on the rubric and provide us with areas of strength and challenges in the Action Plan.
### Dispositions and Action Plan:
Rate yourself in each indicator area and identify 1-2 strength and challenge areas. Upload into Sakai. 10 points

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Mastery (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Does Not Meet Standard (0)</th>
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<tbody>
<tr>
<td>Dispositions</td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Candidate consistently performs at a level commensurate with training.</td>
<td>Candidate regularly performs at a level commensurate with training.</td>
<td>Candidate inconsistently performs at a level commensurate with training.</td>
<td>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>
</tbody>
</table>

#### Use of evidence
- **Mastery (3)**
  - Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.
- **Proficient (2)**
  - Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.
- **Developing (1)**
  - Candidate’s work inconsistently uses evidence to support responses to questions.
- **Does Not Meet Standard (0)**
  - Candidate’s work does not identify quality evidence to support responses to questions.

#### Analysis
- **Mastery (3)**
  - Candidate consistently demonstrates critical thinking skills in written assignments.
- **Proficient (2)**
  - Candidate sometimes demonstrates critical thinking in written assignments.
- **Developing (1)**
  - Candidate inconsistently demonstrates critical thinking in written assignments.
- **Does Not Meet Standard (0)**
  - Candidate does not demonstrate critical thinking skills.

#### Quality of sources
- **Mastery (3)**
  - Candidate critically evaluates information from reliable sources relevant to the profession.
- **Proficient (2)**
  - Candidate uses information from reliable sources without critically evaluating it.
- **Developing (1)**
  - Candidate occasionally uses information from non-reliable or irrelevant sources.
- **Does Not Meet Standard (0)**
  - Candidate regularly uses information from non-reliable or irrelevant sources.

#### Synthesis and Application
- **Mastery (3)**
  - Candidate effectively integrates feedback to improve performance.
- **Proficient (2)**
  - Candidate attempts to integrate feedback to improve performance.
- **Developing (1)**
  - Candidate selectively integrates feedback to improve performance.
- **Does Not Meet Standard (0)**
  - Candidate does not apply feedback.
| Supportive | Candidate is consistently supportive of others. | Candidate is usually supportive of others. | Candidate occasionally offers support to others. | Candidate does not demonstrate support for others. |
| Empathy | Candidate is consistently empathetic with others. | Candidate is usually empathetic with others. | Candidate is occasionally empathetic to others. | Candidate does not demonstrate empathy for others. |
| Cultural Sensitivity | Candidate is consistently sensitive to cultural differences. | Candidate is usually sensitive to cultural differences. | Candidate demonstrates inconsistent sensitivity to cultural differences. | Candidate does not demonstrate sensitivity to cultural differences. |
| Respect | Candidate consistently respects the diversity of learning styles. | Candidate usually respects the diversity of learning styles. | Candidate is inconsistent in demonstrating respect for the diversity of learning styles. | Candidate does not demonstrate respect for the diversity of learning styles. |
| Decision-making | Candidate consistently uses the framework of social justice in decision-making. | Candidate usually uses the framework of social justice in decision-making. | Candidate occasionally demonstrates the use of the framework of social justice in decision-making. | Candidate does not demonstrate use of the framework of social justice in decision-making. |

**Action Plan:** In reflecting on these dispositions, self-reflect upon yourself:

<table>
<thead>
<tr>
<th>Area for Growth/Challenge Areas</th>
<th>Areas of Strength</th>
<th>Action Steps</th>
<th>Resources Needed</th>
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Additional Comments?

Signatures:

CANDIDATE: ___________________  FACULTY: ___________________

Date: ________________