

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

**CIEP 431: Three Tiered Prevention: Advanced Primary Supports**

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Meeting Time: T/TH 4:15-7:15  
Office Hours: By appointment

**Course Description:**

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

**Conceptual Framework:**

This course is designed for students whose goal is to become a principal building leader. "Social Action Through Education" represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development,

**Course Standards:**

SREB 13 Critical Success Factors/Functions (2007):

CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

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

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

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

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

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

**ISLLC Standards (2008):**

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

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

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

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

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

**Required Texts:**

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

Bryk, A, Bender Sebring, P, Allensworth, E. Luppescu, S. and Easton, J. (2010) Organizing Schools for Improvement: Lessons from Chicago

Brown-Chidsey, R. Bronaugh, L. McGraw, K. RTI in the classroom; Guidelines and recipes for success. New York: The Guilford Press. ISBN 978-1-60623-297-2

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

Other Required materials:

Students are expected to purchase the log on credentials to LiveText. All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework. Access [LiveText](#) for more information.

**Assessments:**

### **Tier One Assessment/Professional Development Plan: 300 points**

Using the Tier One Assessments templates found on Sakai, assess the core curriculum of your building 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.

### **Parent Brochure: 100 points**

Picking one of the following topics, develop a three-panel brochure explaining the topic in “parent-friendly” terms. Grading criteria will include comprehensive nature of the description of the concept, accessible language of the description (describe technical terms in everyday language and avoid jargon), and visual appeal of the brochure (brochure should not be textually dense and should convey an approachable quality). Upon completion of this assignment, students will share electronically their brochure with each classmate. In the end, each student will have a file of brochures that can be used at their individual site.

Potential topics include:

- Accessing the *child find process* from a Catholic School Perspective
- The difference between IEP and ISP
- Proportionate Share Plans and implication for services in Catholic Schools
- Accessing support services for students with disabilities in post-secondary programs
- What Universal and Progress-Monitoring means for the Classroom and your student
- Positive Behavioral Supports
- Response to Intervention/Multi-tiered Systems of Support
- Addressing the needs of Diverse Learners
- Section 504 and Making Accommodations in Catholic Schools

### **Bullying Prevention Program-Group Presentation 200 points**

This is a group project. In a group, you will either work on the Middle School or Elementary School Bully Prevention in Positive Behavior Support. Working in your group, develop an introductory training module for faculty on how to use the approach. Your presentation will result in a power point presentation with appropriate handouts. Your session should include the following:

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

### **Field-Based observations (200 points)**

Candidate will be asked to complete 6 hours of field-based observations in three different settings. A write-up for each setting will be completed. Candidates must describe the setting and the interactions observed. Each write up should include a personal reflection and candidate should indicate shifts in attitudes, implications for their settings and impressions.

### **“Introduction to Meeting the Need of All Learners in Catholic Schools” presentation (100**

points)

Working with a partner, groups will create a presentation to be given to faculty this Fall.

### **UDL Reflection (100 points)**

Write a 2-3 page reflection considering the concepts that you have reviewed in the UDL online unit. Consider the relationship of creating “expert learners” and the idea of instructional design and developing multiple paths to learning goals. What are the factors that your staff would need to develop awareness in order to become “instructional designers”?

### **Attendance/Participation: 100 points**

Because of the summer term, there is a great deal of information that is being presented in a condensed period of time. As such, any absences or significant tardies will greatly jeopardize mastery of material. Significant penalties will be assessed due to absences and/or tardies. Students are expected to come to class, prepared with readings and ready to contribute to class. Failure to be ready will also endanger grades.

### **Policies:**

#### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml).

For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

#### **Accessibility**

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

#### **EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical

behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

[www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

### **Harassment:**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Technology:**

The information pertinent to human resources in schools changes constantly. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to our topics. Technology tools pertinent to recruitment, certification, hiring, staff development, professional appraisal, and health care costs will be examined and utilized in classroom activities and assignments.

### **Diversity:**

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

### **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](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Netiquette\\_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)

[www.luc.edu/its/itspoliciesguidelines/index.shtml](http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

### **IDEA Objectives for ELPS 472 (objectives in bold, italic print are essential)**

Course evaluation can be found at <http://luc.edu/idea/>

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing skill in expressing oneself orally or in writing

- Developing ethical reasoning and/or ethical decision making
- Learning to *analyze* and *critically evaluate* ideas, arguments, and arguments, and points of view à points of view

## Professional Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific dispositions for this course are listed in this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText. The login for Live Text can be accessed via: <https://c1.livetext.com/misk5/login>

### Professional Dispositions for Administration and Supervision

Professionalism	Target (1)	Acceptable (0.5)	Unacceptable (0)
<i>Candidate meets all course deadlines</i>	Candidate meets all deadlines consistently	Candidate meets all deadlines, with a few exceptions	Candidate frequently does not meet deadlines
<i>Candidate is able to work with peers on assignments</i>	Candidate consistently works with peers in a positive manner	Candidate works with peers in a positive manner, most of the time	Candidate is unable to work with peers causing disruption to the group
<i>Candidate attends class and is punctual to class</i>	Candidate consistently attends class and is always punctual	Candidate attends class and is always punctual, with few exceptions	Candidate frequently misses class and/or is often tardy.
<i>Candidate honestly and accurately cites other's work</i>	Candidate honestly and accurately cites other's work in a consistent manner	Candidate honestly and accurately cites other's work, but is not accurate with the exact citation	Candidate misrepresents other's work as his or her own
<i>Candidate communicates promptly with faculty</i>	Candidate consistently communicates in a prompt manner (either by e-mail or phone) with faculty	Candidate usually communicates in a prompt manner (either by e-mail or phone) with faculty	Candidate does not communicate in a prompt manner causing much disruption to the implementation of the candidate's program
<i>Candidate uses technology in the classroom for academic purposes</i>	Candidate consistently uses technology in the classroom only for academic purposes	Candidate consistently uses technology in the classroom only for academic purposes, with few exceptions	Candidate consistently uses technology inappropriately often checking personal e-mail and/or web surfing in the classroom

## Tentative Course Schedule

Date	Topics	Readings	Assignments Due
July 5	<b>Universal Design For Learning ONLINE CLASS</b>	CASEL VIDEOS (Located on Sakai) Bryk et al Chapter 3-4 UDL Graphic Organizer UDL Guidelines Bryk Intro, Chapter 1 and 2	Watch “The Myth of Average” (in “Videos” file under “Resources”)  Post FlipGrid Responses UDL Reflection
July 7	<b>RtI and Prevention</b>  <i>Essential Question: How can RtI provide a framework for prevention? What are the connections between RtI and Catholic Education?</i>	Bryk et al Chapter 3-4	
July 12	<b>Pillar One: Curriculum</b>  <i>Essential Question: How can curriculum be planned to avoid creating curriculum casualties?</i>	Boyle Chapter 1-3  Brown-Chidsey, Bronaugh, and McGraw Intro, Chapter 1 and 2 Bryk et al Chapter 5-6	
July 14	<b>Pillar Two: Instruction</b>  <i>Essential Question: How can we ensure that high quality curriculum is delivered in high quality ways?</i>  <b>ONLINE CLASS</b>	DI Podcasts	Post FlipGrid Responses
July 19	<b>Social Emotional Learning</b> <i>Essential Question: How can SEL provide a framework to prevent behavioral issues?</i> <b>ONLINE CLASS</b>	Brown-Chidsey, Bronaugh, and McGraw Chapter 3 and 4 View SEL Videos	Post FlipGrid Responses

July 21	<p><b>Pillar Three: Assessment Literacy</b></p> <p><i>How can universal screening and progress monitoring be important to Catholic schools?</i></p>		<b>School Safety Survey Due</b>
July 26	<p><b>Pillar Four: Positive Behavior Management</b> ONLINE CLASS</p>	<p>View PBIS Videos (Found in Videos under Resources) “Creating the Culture of Positive Behavioral Supports School Wide Positive Behavior Supports- Reaching all students</p>	Post Flipgrid Responses
July 28	<p><b>Pillar Four: Positive Behavior Management</b></p> <p><i>Essential Question: How can positive behavior management increase learning?</i></p>	<p>Johnson, Smith, and Harris –Chapter 4 and 7  Brown-Chidsey, Bronaugh, and McGraw Chapter 11</p>	
Aug 2	<p><b>Crisis Prevention/Management</b></p> <p><i>Essential Question: How can prevention be used to mitigate crisis situations?</i></p>	Readings in Crisis Prevention/Management Tab (In Sakai)	<b>Tier One Assessment/Professional Development Plan Due</b>
Aug 4	<p><b>Bullying Prevention Programming</b></p> <p><i>Essential Question: How can Gospel values inform Bully Prevention Programming?</i></p>	Readings in Bully Prevention tab (in Sakai)	<b>Parent Brochure Due Bully Prevention Presentation</b>
Aug 9	Field Based Observations (No In-class meetings)		
Aug 11	Field Based Observations (No In-class meetings)		<b>Observation Summary and Reflection Due 8/9</b>