COURSE DESCRIPTION

The primary purpose of this course is to provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students experiencing academic difficulties. Candidates will learn 1) effective assessment procedures to identify students at risk for academic difficulty; 2) to use assessment data for planning, evaluating, and modifying instructional support; 3) to evaluate interventions and match academic interventions to instructional needs; and 4) to effectively communicate the results of academic assessments in both oral and written form in order to help teachers and parents develop, monitor, and modify academic intervention plans. Emphasis will be placed on understanding and mastery of Response to Intervention (RtI)/Multi-Tiered Systems of Support (MTSS) as a model of assessment and intervention in school settings; linking academic assessment to intervention; interpretation of time-series data for evaluating and monitoring student progress; and the basic tenets of standardized assessment in achievement. Assessment in the context of determining appropriate academic interventions and identification of evidence-based practices in academic areas will be stressed.

Candidates will gain practice in the application of course content through a long-term case study. The case study will require candidates, working in teams, to complete all steps of a problem solving process. Candidates will collect individual student data, determine the nature and magnitude of a student’s academic difficulty, develop an intervention plan, implement the plan, collect progress-monitoring data, evaluate the outcome of the intervention, and share the outcomes in written and oral formats.

This course will be co-taught, at times, with CIEP 519. Accordingly, there will be a number of “combined” class meetings in which both instructors will teach content relevant to both courses. The intention of this “combined” instruction is to reduce redundancy of instruction and to streamline the delivery of course content. Similarly, since there is a fair amount of overlapping content in the two courses, efforts will be made to limit redundancy in reading assignments, as well.

GENERAL COURSE OBJECTIVES

- The development of effective and appropriate interventions for school-based academic concerns
- The collection and interpretation of data from informal academic assessments and observations for intervention development and evaluation
- The use of curriculum-based assessments for monitoring students’ academic programs and teacher decision-making
- Understanding of effective instructional strategies and their application to academic intervention
**ALIGNMENT WITH ISBE/NASP STANDARDS**

- Development of basic communication and interviewing skills involved in working with client systems (ISBE/NASP 2,3)
- Development of competencies in psychological and educational assessment, including a special focus on issues related to non-biased assessment (ISBE/NASP 5,7,8)
- Development of competencies in the link between assessment and intervention in the Instructional/Consultative process (ISBE/NASP 1,2,3,6)
- Development of a comprehensive understanding of problems associated with the physical, social, emotional, and educational development of exceptional children and youth (ISBE/NASP 4).

**REQUIRED TEXTBOOKS**


Additional readings will be assigned by the instructor. Most of these will be empirical journal articles candidates will either find on Sakai or will search for and download from online academic databases found at Loyola University's library site. Other required readings (e.g., book chapters) will be posted on Sakai or handed out in class.

**OTHER REQUIRED MATERIALS**

In addition to general class materials, you will need a stopwatch, NOT a kitchen timer, countdown timer, or cell phone timer/stopwatch.

**RECOMMENDED READINGS** (Boldfaced materials strongly recommended)

• Shinn, M.R., & Walker, H.M. (Eds.). (2010). Interventions for achievement and behavior problems III. Bethesda, MD: National Association of School Psychologists. This would be an excellent book to get (possibly in preparation for Practicum)

OTHER RECOMMENDED MATERIALS

There is a very useful – but somewhat expensive ($30) – app for iOS and Android smartphones and tablets called “School Psychology Tools”. This app has a lot of useful tools, the most useful of which will probably be the “Observation” tool, which is, essentially, the BOSS for your smartphone or tablet. Other tools are a calendar, stopwatch, evaluation/intervention planner and checklist, student data manager, etc. Probably well worth the $$ but that’s your call!

For the same price you can buy the BOSS alone from Pearson.

There is a really neat observation tool called SOTO (again, essentially the BOSS) for iOS ($10) but it does NOT run on any versions of iOS8. As of November 2014 the developers appeared to be working on the problem but more recent reviews indicate that the problem has not been resolved.

METHODS OF INSTRUCTION

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

INDIVIDUAL DEVELOPMENT AND EDUCATIONAL ASSESSMENT (IDEA) OBJECTIVES (The essential objectives for evaluation of this course are boldfaced):

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to analyze and critically evaluate ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking questions and seeking answers
SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 477 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service.
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others—particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

PROFESSIONALS IN SERVICE OF SOCIAL JUSTICE

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty members of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic, and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

DIVERSITY

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

CLASS COMMUNICATION

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

DISPOSITIONS

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

ACADEMIC HONESTY

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

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

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

PLAGIARISM

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

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

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

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”
If you have additional questions, I highly recommend the following interactive tutorial about what is, and what is not, plagiarism at http://www.indiana.edu/~istd/. In addition, I reserve the right to use the TurnItIn program (http://turnitin.com/static/index.html) for any written assignment without prior notice to the class.

ACCESSIBILITY

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

TECHNOLOGY

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

Addendum

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies:

www.luc.edu/education/syllabus-addendum/
**COURSE REQUIREMENTS & EVALUATION PROCEDURES**

Assignments must be completed on time and submitted by 1pm on the dates noted. Ten percent of the total points possible may be deducted for each day past the due date, *unless you have made an alternative arrangement with me prior to the due date*. Alternative arrangements will be considered for circumstances beyond your control. All written assignments (unless otherwise specified) must be word-processed and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. All assignments, except the case study report and portfolio are to be submitted electronically on Sakai.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Individual/Group/School Team</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Course Pre- and Post- Test</td>
<td>Individual</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Professional Behavior &amp; Communication</td>
<td>Individual</td>
<td>15</td>
</tr>
<tr>
<td>In-Class Applications/Activities</td>
<td>Individual/Small Group</td>
<td>15</td>
</tr>
<tr>
<td>Systems of Support Analysis</td>
<td>School Teams</td>
<td>15</td>
</tr>
<tr>
<td>Case Study Report Section Drafts</td>
<td>School Teams</td>
<td>40</td>
</tr>
<tr>
<td>• Problem Identification</td>
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<tr>
<td>• Problem Analysis</td>
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<td>• Plan Development</td>
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<td>• Plan Implementation/Progress Monitoring</td>
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<tr>
<td>Intervention Critique</td>
<td>School Teams</td>
<td>20</td>
</tr>
<tr>
<td>Academic Problem-Solving Case Report</td>
<td>School Teams</td>
<td>60</td>
</tr>
<tr>
<td>Casework Portfolio</td>
<td>School Teams</td>
<td>40</td>
</tr>
<tr>
<td>School Summary Report</td>
<td>School Teams</td>
<td>20</td>
</tr>
<tr>
<td>Final Course Reflection</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
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<td><strong>235</strong></td>
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</table>

1. **Course Pre- and Post- Test.** These are ungraded tests, administered at the beginning and end of the course to evaluate your knowledge about course content prior to, and after, instruction, reading, and school site experiences.

2. **Professional Behavior & Communication.** These points are earned by demonstrating appropriate communication and behavior throughout the duration of this course and are aligned with the aforementioned program-wide assessment of dispositions. In-class behavior and on-time behavior are also considered for these points. In-class behavior expectations include bringing course books/readings and materials to class, attending to class lectures, presentations, guest speakers, videos, etc. and refraining from engaging in competing activities (e.g., text messaging, emailing, surfing the internet, side conversations, working on assignments for other courses, etc.). Class attendance is mandatory. If circumstances dictate you must miss a class meeting, or you have a day when you have to arrive late to class, you must alert the instructor ahead of the class meeting. If circumstances do not permit this, you must contact the
instructor as soon as possible to make him/her aware of the situation. Being respectful of others and demonstrating the highest academic integrity easily earn professional behavior and communication points.

3. **In-Class Applications.** Individual students and/or small groups will complete activities during class related to the readings, assignments, and class content. Students must attend class to earn these points. Examples are CBM administration and practice, observation practice, interview practice, etc.

4. **Systems of Support Analysis.** Each school team will complete and submit the Systems of Support Analysis document (posted on Sakai). This document is intended to help you determine what systems are in place that will support quality instruction for students at all three tiers, what systems are in place that can support ongoing interventions for students at all three tiers, and it will help you to determine if there are any barriers or roadblocks to ongoing interventions for students at all three tiers.

5. **Case Study Section Drafts.** Each school team will submit drafts for four (4) of the five problem solving components reflected in the case study report. The intent of this assignment is for students to receive instructor feedback on each case study section before they are integrated into a complete report. Content guidelines and an evaluation rubric will be posted on Sakai.

6. **Intervention Critique.** Each school team will critique an existing evidence-based early reading, reading fluency, reading comprehension, spelling, writing, or math intervention that can be used within the context of consultation in schools. For this project, you will complete a 3-5 page written critique of the intervention containing a brief description of the intervention, its applications, implementation, treatment components, outcome measures, research or program evaluation support, and your own evaluation of the intervention. You will briefly share your critique during class. A scoring rubric will be posted on Sakai.

7. **Academic Problem-Solving Case Report.** Each school team will complete a problem-solving case (resulting in a case report) in the schools. Casework involves applied work in the schools with teachers and students and is likely to require, on average, approximately 1-2 hours in the schools per week. Students will work in pairs. The report will include four different assessment methods (review, interview, observation, test) along four different domains (curriculum, instruction, environment, and learner). The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process (Problem Identification, Problem Analysis, Plan Development, Plan Implementation, Plan Evaluation) based on the data you have collected (not just the summary of the quantitative information). At the end of the semester, students will present their cases. Content guidelines and an evaluation rubric will be posted on Sakai. Case study will be due the final week of the course and must also be posted on LiveText. (This is the only assignment that needs to be posted to LiveText).

8. **Casework Portfolio.** Each school team will gather assessment data for their case throughout the semester and will be expected to organize and present the data in a binder for each step of the problem-solving process. The portfolio should include all data collected such as consent forms, completed interview protocols, screening CBA, CBMs, descriptions and materials for interventions, etc. Essentially, each piece of data for the case must be included in the portfolio.
9. **School Summary Report:** *Each school team* will prepare and share a summary of their intervention including an introduction and summaries of each major component: Problem Identification, Problem Analysis, Plan Development and Implementation, and Evaluation of outcomes. An evaluation rubric will be posted on Sakai. Meetings with schools will be scheduled during the first two weeks in December to the greatest extent possible. At least one member of each team should plan to attend the school summary meetings.

10. **Final Course Reflection:** *Each student* will prepare and submit a final course reflection. Papers should include *reflections* on their clinical experiences in the schools (unexpected learning experiences, particularly challenging events/experiences, etc.), the content of the course (what worked/what didn't), and/or experiences that were particularly meaningful professionally or personally. Students may add additional topics or content as desired. Due the final week of the course.

Grades in the course will be assigned as follows:

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>%</th>
<th>Grade</th>
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<tbody>
<tr>
<td>219-235</td>
<td>93-100</td>
<td>A</td>
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<tr>
<td>211-218</td>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>204-210</td>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>195-203</td>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>188-194</td>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>181-187</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>171-180</td>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>164-170</td>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>157-163</td>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>141-156</td>
<td>60-66</td>
<td>D</td>
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<tr>
<td>&lt;141</td>
<td>&lt;60</td>
<td>F</td>
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</table>

**FINALNOTE...**

*Your* role in this course is to come to class prepared to actively discuss the readings and participate in class, and to complete course assignments in a timely manner. It is also your responsibility to notify me via text or email if you will be late to, or absent from class.

*My* role in this course is to come to class prepared to teach. I will plan to be where I say I’ll be at the time I say I’ll be there unless circumstances prevent it. In case of illness on my part, I will endeavor to have a colleague cover the course content rather than cancel class. I will also endeavor to return graded course documents in a timely manner so that you will know where you stand with regard to the course requirements. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.
**COURSE SCHEDULE**

This course schedule and due dates for assignments (except the case study) are subject to change. Should any changes become necessary, they will be announced in class and via email. A revised course schedule will be posted on Sakai as necessary.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topics</th>
<th>Activity for the Week</th>
<th>Reading/Assignments Due</th>
</tr>
</thead>
</table>
| Week 1 Aug 25 1:00-3:30 | JOINT CLASS: 477 & 519  
- Introduction to CIEP 477 and 519  
- Review of course syllabi  
- Introduction to RTI/MTSS | Ungraded pre-test  
School Team Sign-up | Reading: Texts (477)  
• Hunley & McNamara: Ch. 1 & 3  
Reading: Sakai (477 and 519)  
• A New Era: Revitalizing SE.pdf  
• NADSE White paper on Response to Intervention.pdf  
• Myths about RtI.pdf |
| Week 1 Aug 27 1:00-3:30 | JOINT CLASS: 477 & 519  
- Characteristics of effective meetings  
- Effective team practices  
- Assessment within RTI/MTSS | | Reading: Texts (477)  
• Hunley & McNamara: Ch. 2  
• Riley-Tilman, Burns, & Gibbons: Ch. 2, pp. 8-17  
Reading: Sakai (477 and 519)  
• Meeting Facilitation Rubric  
• Meeting ppt.  
| Week 2 | Sept 1  
| 1:00-3:30 | **JOINT CLASS: 477 & 519**  
|  | • Introduction to CBM  
|  | • 5 Big Ideas of Reading  
|  | • Introduction to Early Literacy  
|  | Initiate School Contacts and visit schools  
|  | **Reading: Texts (477)**  
|  | • Hosp, Hosp, & Howell: Ch. 1 & 2  
|  | **Reading: Sakai (477 and 519)**  
|  | • Summary Report of the National Reading Panel, 2000  
| Week 2 | Sept 3  
| 1:00-3:30 | **JOINT CLASS: 477 & 519**  
|  | • CBM Administration Practice for R-CBM, Maze, Early Literacy, M-CAP, & M-COMP  
|  | Begin working on Systems of Support Analysis  
|  | **Reading: Texts (477)**  
|  | • Hosp, Hosp, & Howell: Ch. 3 & 4  
|  | **Reading: Sakai (477 and 519)**  
|  | • AIMSWeb R-CBM Administration and Scoring Guide  
|  | • AIMSWeb Administration and Scoring for M-CAP and M-COMP  
|  | • AIMSweb Administration and Scoring manuals for Test of Early Literacy (TEL)  
|  | **BRING STOPWATCHES!**  
| Week 3 | Sept 10  
|  | **PROBLEM SOLVING MODEL**  
|  | • Introduction to 5-Step Problem Solving Model  
|  | **Step 1: Problem identification**  
|  | • Question: *Is there a problem warranting intervention?*  
|  | • ICEL, RIOT  
|  | • Review  
|  | • Interview  
|  | Begin Problem Identification Data Collection  
|  | Assist schools with Fall Benchmarking?  
|  | **Reading: Texts**  
|  | • Hunley & McNamara: Ch. 4  
|  | **Reading: Sakai**
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Sept 17</th>
<th>PROBLEM SOLVING MODEL (Cont.)</th>
<th></th>
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</thead>
</table>
| Step 1: Problem identification | Finish Problem Identification Data Collection |  | Reading: Texts  
• Shapiro: pp. 7-58  
• Hunley & McNamara: Ch. 5  
• Riley-Tilman, Burns, & Gibbons: Ch. 3, 6, & 7 |  |
| • Direct Observation (BOSS) | Begin thinking about Intervention Critique |  | Reading: Sakai |  |
| • Test |  |  |  |  |

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Sept 24</th>
<th>PROBLEM SOLVING MODEL (Cont.)</th>
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</thead>
</table>
| Step 2: Problem analysis | Develop Intervention Plan |  | Reading: Texts  
• Hoover: Ch: 4 & 6  
• Hunley & McNamara: Ch. 7  
• Riley-Tilman, Burns, & Gibbons: Review Ch. 6 |  |
| • Question: What, and how big, is the problem? | Begin working on Intervention Critiques |  | Reading: Sakai |  |
| • Question: Why is the problem occurring? |  |  |  |  |
| • “Evidence-based” interventions |  |  |  |  |

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Oct 1</th>
<th>PROBLEM SOLVING MODEL (Cont.)</th>
<th></th>
<th></th>
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</thead>
</table>
| Step 3: Plan development |  |  | Reading: Texts  
• Hoover: Ch: 1 & 2 |  |
| • Question? What are we going to do to try to fix the problem? |  |  | Reading: Sakai |  |
| • Matching interventions to student need |  |  |  |  |
| • “Evidence-based” interventions |  |  |  |  |
| • Writing measurable goals |  |  |  |  |
| • Implementing/Using a Tiered System of Interventions |  |  |  |  |

**DUE:** Problem Identification Draft

**DUE:** Systems of Support Analysis
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Oct 8</th>
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<tbody>
<tr>
<td><strong>PROBLEM SOLVING MODEL (Cont.)</strong>&lt;br&gt;Step 4: Plan Implementation &amp; Progress Monitoring&lt;br&gt;  • <em>Question: How will we know if the student is/is not making progress?</em>&lt;br&gt;  • <em>Question: Is the plan being implemented as intended?</em></td>
<td>Review Intervention Plan with Classroom teacher and plan for implementation&lt;br&gt;  <strong>Reading:</strong> Texts&lt;br&gt;  • Riley-Tilman, Burns, &amp; Gibbons: Review Ch. 7&lt;br&gt;  <strong>Reading:</strong> Sakai&lt;br&gt;  <strong>DUE:</strong>&lt;br&gt;  • Problem Analysis Draft&lt;br&gt;  • Intervention Critiques</td>
</tr>
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<tr>
<th>Week 8</th>
<th>Oct 15</th>
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<tr>
<td><strong>PROBLEM SOLVING MODEL (Cont.)</strong>&lt;br&gt;Step 5: Plan Evaluation&lt;br&gt;  • <em>Question: Was the intervention implemented as intended?</em>&lt;br&gt;  • <em>Question: Was the intervention successful?</em>&lt;br&gt;  • Evaluating intervention integrity data&lt;br&gt;  • Reviewing Progress Monitoring Data&lt;br&gt;  • Using Decision Rules to make data-based decisions</td>
<td>Begin implementing intervention plan&lt;br&gt;  <strong>Reading:</strong> Texts&lt;br&gt;  • Hunley &amp; McNamara: Ch. 2, pp. 18-24; Ch. 8&lt;br&gt;  • Riley-Tilman, Burns, &amp; Gibbons: Ch. 1; Ch. 2, pp. 18-24; Ch. 4 &amp; 5&lt;br&gt;  <strong>Reading:</strong> Sakai</td>
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<th>Week 9</th>
<th>Oct 22</th>
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<td><strong>PROBLEM SOLVING MODEL (Cont.)</strong>&lt;br&gt;Step 5: Plan Evaluation&lt;br&gt;  • <em>Question: Was the intervention implemented as intended?</em>&lt;br&gt;  • <em>Question: Was the intervention successful?</em>&lt;br&gt;  • Making decisions about individuals and groups&lt;br&gt;  • Displaying data in tables, charts, and graphs</td>
<td><strong>Reading:</strong> Texts&lt;br&gt;  • Hunley &amp; McNamara: Ch. 2, pp. 18-24&lt;br&gt;  • Riley-Tilman, Burns, &amp; Gibbons: Review Ch. 6 &amp; 7&lt;br&gt;  <strong>Reading:</strong> Sakai&lt;br&gt;  <strong>DUE:</strong> Plan Development Draft</td>
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</table>
| Week 10 Oct 29 | **ASSESSMENT OF EARLY MATH**  
• Review 5 Elements of Math  
• Introduction to early MATH  
• Introduction to Test of Early Numeracy – TEN  
• Interventions for Math | **Share Intervention Critiques** | **Reading: Texts**  
• Hoover: Ch. 6  
**Reading: Sakai**  
• AIMSweb Administration and Scoring manuals for Test of Early Numeracy (TEN) |
| --- | --- | --- | --- |
| Week 11 Nov 5 | **SPELLING AND WRITING**  
• Curriculum-based assessment of spelling and writing fluency  
• Interventions for Spelling and Writing | **Share Intervention Critiques** | **Reading: Texts**  
• Hoover: Ch. 5  
• Shapiro: pp. 141-146  
**Reading: Sakai**  
**DUE: Plan Implementation Draft** |
| Week 12 Nov 12 | **MOVING FROM GE TO SE**  
• Determining when/if SE is indicated  
• Exceptionalities: Identification, Assessment, and Definitions Illinois procedures for SLD | **Share Intervention Critiques** | **Reading: Texts**  
• Hunley & McNamara: Ch. 9  
• Riley-Tilman, Burns, & Gibbons: Ch. 8  
**Reading: Sakai**  
• Sped rti framework.pdf  
• State Entitlement Requirements.pdf  
• IEP_English.pdf |
<table>
<thead>
<tr>
<th>Week 13</th>
<th>STANDARDIZED TESTING FOR ACADEMIC PROBLEMS</th>
<th>Share Intervention Critiques</th>
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<tbody>
<tr>
<td>Nov 19</td>
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<tr>
<td>Week 13</td>
<td>Team Conferences to Discuss Case Study Reports</td>
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<td>Nov 16-20</td>
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<td>Week 14</td>
<td>CLASS WILL NOT MEET – THANKSGIVING BREAK</td>
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<td>Week 15</td>
<td>COMBINED CLASS FOR CASE STUDY REPORTS</td>
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<td>1:00-3:30</td>
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<td>1:00-3:30</td>
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<tr>
<td>Week 16</td>
<td>REPORT BACK TO SCHOOLS</td>
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<td>Dec 7-11</td>
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