

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

CIEP 432: Three Tiered Prevention: Secondary and Tertiary Supports

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Office Hours: Email me first to set up a meeting time. We can either meet virtually or by phone. I aim to respond to email within 24 hours of receipt.

Course Description:

This course will focus on the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Special attention will be given to the application of these principles in Catholic schools.

Course Objectives:

As a result of this course, the candidate will:

- Identify academic interventions relative to the needs of students in their school
- Understand the function of behavior and align effective behavior interventions
- Plan systems, structures, and routines to establish Tier 2 and Tier 3 supports in their buildings
- Evaluate the effectiveness of problem-solving teams within their school and create plans for improved processes
- Identify community resources to provide wrap-around support for children and families

Conceptual Framework:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on

issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

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/

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

CSF11: 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.

PSEL5: 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.

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.

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 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

Required Texts:

Buffman, A., Mattos, M., Weber, C., & Hierck, T. (2015). *Uniting academic and behavior interventions*. Bloomington: Solution Press.

Choose one of the following:

Green, R.W. (2014). *Lost at school: Why our kids with behavior challenges are falling through the cracks and how we can help them*. New York: Scribner.

Minahan, J. & Rappaport, N. (2016). *Behavior code: A practical guide to understanding and teaching the most challenging students*. Cambridge: Harvard Press.

Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. New York: New Press.

Assessments:

Complete Task Descriptions and Rubrics to follow.

Module 1: Academic Intervention Show and Tell: 10%

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 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 2: Behavior Book Talk: 10%

Choose one of the 3 suggested books on behavior and read it thoroughly. Prepare a 5-10 minute book talk in which you provide a commercial for the book. Provide a brief overview (2 minutes or less) of the format and/or content of the book, consider sharing a short excerpt that you found especially compelling or helpful, and then share how you can make applications from the book to your setting and work. Deliver your book talk as a video on VoiceThread. Within a week of posting your book talk, watch and respond to your colleagues' books talks with comments and questions.

Module 3: RtI/MTSS School Visit – 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?

Module 4: Agency Referral List – 10%

Provide an agency referral list which provides supports for students that your school may not be able to provide. Please include the name of the agency, the contact information, range of services delivered, fees and information on whether they accept insurance/have a sliding scale, and agency website. Please include 10-15 agencies and a wide range of services. This will be uploaded to the Sakai assignment page as a Word document but will also be included as a part of your summative assessment.

Summative Assessment: MTSS Tier 2/3 (Digital) Resource Binder and Reflection – 25%

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 Tier 2 and Tier 3 implementation in your school. You are encouraged to use an online tool to create the resource binder such as Google sites, LiveBinders, or GoogleDocs/Drive so that it can be a living document that can be continually improved and expanded.

Part 1: Binder/Website – 15%

Your resource binder must include the following sections:

- **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)
 - Resident Expert (if applicable)
- **Agency Referral List** (Module 4 assignment)

Optional Sections could include:

- 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 – 10%

Considering the current reality of Tier 2/Tier 3 in your building, provide a narrative for next steps in the following areas:

- Staffing
- Scheduling
- Professional Development Needs
- Resource/Material Needs
- Cultural Shifts Needed and the actions/messaging that would support the necessary shifts in mindset, expectations, and practices

Participation in Modules: 25%

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
- Voice Thread
- Note Bene
- 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.

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

“I used to think...Now I think... Blog Entries: 10%

Throughout the course, you will be requested to post a blog using the prompt, “I used to think...Now I think...” Using this prompt as a chance for reflection, be mindful of the kinds of changes that you are seeing in yourself. What changes do you see? What thoughts were validated? What are the new insights that you are developing? What does all of this mean for your school? This is a chance for the instructor to challenge you and stretch you. You will be assessed on your participation and depth of reflection in this process.

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:

High	Low	Grade
4.0000	3.6667	A
3.6666	3.3334	A-
3.3333	3.0001	B+
3.0000	2.6667	B
2.6666	2.3334	B-
2.3333	2.0001	C+
2.0000	1.6667	C
1.6666	1.3334	C-
1.3333	1.0000	D
0.9999	0.0000	F

COURSE SCHEDULE

The complete course schedule can be found within Sakai.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

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](#).

Syllabus Addendum Link

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

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**.

Disposition Rubric

	Mastery (4)	Proficient (3)	Developing (2)	Does Not Meet Standard (1)
Professionalism	Candidate consistently performs at a level	Candidate regularly performs at a level	Candidate inconsistently performs at a level	Candidate does not perform at a level

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

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

Use of evidence	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.
Analysis	Candidate consistently demonstrates critical thinking skills in written assignments.	Candidate sometimes demonstrates critical thinking in written assignments.	Candidate inconsistently demonstrates critical thinking in written assignments.	Candidate does not demonstrate critical thinking skills.
Quality of sources	Candidate critically evaluates information from reliable sources relevant to the profession.	Candidate uses information from reliable sources without critically evaluating it.	Candidate occasionally uses information from non-reliable or irrelevant sources.	Candidate regularly uses information from non-reliable or irrelevant sources.
Synthesis and Application	Candidate effectively integrates feedback to improve performance.	Candidate attempts to integrate feedback to improve performance.	Candidate selectively integrates feedback to improve performance.	Candidate does not apply feedback.

Social Justice	Mastery (4) Candidate consistently performs at a level commensurate with training.	Proficient (3) Candidate regularly performs at a level commensurate with training.	Developing (2) Candidate inconsistently performs at a level commensurate with training.	Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.
Reflective	Candidate consistently reflects on and respects other points of view.	Candidate regularly reflects on and respects other points of view.	Candidate occasionally demonstrates reflection on and respect for other points of view.	Candidate does not demonstrate personal reflection on or respect for other points of view.
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.