# Course Description

Through a review of research and local practices, this course offers an in-depth study, analysis, and discussion of intervention programs and outcomes for students with special needs. Students will examine the organization and administration of special education programs, with emphasis on the role of the special education leader within the local agency. A review of the development, implementation, and evaluation of effective program designs will prepare students to make recommendations for future practice.

**University Learning Outcomes (ULO)**

For full descriptions of the University Learning Outcomes please refer to the catalog.

* **ULO1:** Communication Skills
* **ULO2:** Professional Competency ­
* **ULO3:** Moral and Ethical Judgment­
* **ULO4:** Problem Solving
* **ULO5:** Critical Thinking
* **ULO6:** Leadership in Society
* **ULO7:** Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others.
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice.
* **PLO3:** Given scenarios of conflict, choose ethical courses of action, consistent with Gospel values.
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information.
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions.
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents.
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information.

# Course Learning Outcomes (CLO)

* **CLO1:** Evaluate the screening, assessment, and intervention planning processes for students in need of additional support.
* **CLO2:** Synthesize effective school intervention research to select appropriate individualized intervention services.
* **CLO3:** Analyze leadership strategies to support working with a variety of stakeholders.
* **CLO4:** Develop a variety of techniques for working with individuals and groups to provide support intervention.
* **CLO5:** Create communication and professional development strategies for implementing interventions.
* **CLO6:** Analyze the effectiveness of intervention programs from assessment data.

**Student Expectations**

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Burns, M. K., Rathvon, N., & Riley-Tillman, T. C. (Eds.). (2017). [*Effective school Interventions: Evidence-based strategies for improving student outcomes* (3rd](https://www.amazon.com/Effective-School-Interventions-Third-Evidence-Based/dp/1462526144) ed.). New York, NY: The Guilford Press.

Billingsley, B., Brownwell, M. T., Lewis, T. J., Maheady, L, & McLeskey, J. (2019). High leverage practices for inclusive classrooms. New York, NY: Routledge. (ISBN-13: 978-1138039186)

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Rubrics** | **Point Value** | **Due** |
| **Week 1** |  |  |  |
| Discussion: Student Bio | DQ | 10 |  |
| Discussion: Intervention | DQ | 25 |  |
| Paper: Personal Intervention Experience Inside or Outside Education | Paper | 50 |  |
| Week One Journal |  | 20 |  |
| **Week 2** |  |  |  |
| Discussion: Implementing RTI | DQ | 25 |  |
| Wiki: Process and Timeline |  | 50 |  |
| Project: Best Practices Presentation |  | 60 |  |
| **Week 3** |  |  |  |
| Discussion: Planning and Progress Monitoring | DQ | 25 |  |
| Project: Evidenced-Based Intervention Critique |  | 100 |  |
| Week Three Journal |  | 20 |  |
| **Week 4** |  |  |  |
| Discussion: Family Participation | DQ | 25 |  |
| Project: Effective Intervention Communication |  | 75 |  |
| Project: Interviews |  | 75 |  |
| **Week 5** |  |  |  |
| Discussion: Data-Based Instruction | DQ | 25 |  |
| Project: Philosophy of Assessment |  | 80 |  |
| Week Five Journal |  | 20 |  |
| **Week 6** |  |  |  |
| Discussion: Teacher Supports | DQ | 25 |  |
| Project: Professional Development Plan |  | 100 |  |
| Week Six Journal |  | 20 |  |
| **Week 7** |  |  |  |
| Discussion: Essential Elements | DQ | 25 |  |
| Project: School or District Level Protocol Presentation |  | 125 |  |
| Week Seven Journal |  | 20 |  |
| **Total Points** |  | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| Week One: Collaboration Leads to Effective School Interventions |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Describe how to organize and lead effective, goal-oriented meetings that involve all participants. | CLO4 | |
| * 1. Explain the rationale, prerequisites, and processes needed to facilitate instructional decision-making meetings, including the use of guiding questions and checklists. | CLO4 | |
| * 1. Analyze the organization and administration of the special education department in your school district, including individual roles and responsibilities. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left.  **Click** the **Technology Tutorials** in the top menu (on the right ) to access tutorials for recording audio, using Google Drive, Padlet, and Lucidchart | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. |  |  |
| **Readings**  **Read** the following resources:   * Ch. 1 of *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes* * Pages 1–48 of *High Leverage Practices for Inclusive Classrooms* * Bon, S. S., & Bigbee, A. J. (2011). [Special education leadership: Integrating professional and personal codes of ethics to serve the best interests of the child](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ936230&site=ehost-live). *Journal Of School Leadership*, *21*(3), 324–357. [Special education leadership: Integrating professional and personal codes of ethics to serve the best interests of the childSpecial education leadership: Integrating professional and personal codes of ethics to serve the best interests of the child](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ936230&site=ehost-live) | 1.1, 1.2 |  |
| **Intervention and Implementation Report: Preparation**  **Imagine** you have been tasked with selecting an intervention for your school or district to support a student need. You must research an intervention that supports the need and develop an implementation plan to propose to the school board.  The following parts of your implementation plan will be due in various weeks of the course:   * Best Practices Presentation (Week 2) * Evidenced-Based Intervention Critique (Week 3) * Effective Intervention Communication (Week 4) * Interviews (Week 4) * Philosophy of Assessment Paper (Week 5) * Professional Development Plan (Week 6) * School or District Level Protocol Presentation (Week 7)   **Navigate** to the appropriate weeks of the course to review the assignment specifics.  **Prepare** to interview a director of special education, director of pupil services, or other special education administrator for the Week 4 interviews. You may review these assignment instructions in Week Four. | N/A | N/A |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Student Bio**  Welcome to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** images that represent your philosophy of special education and leadership, your current role in special education, your professional goals, and your interests and hobbies. Include a short description with each photo.  **Post** a link to your Padlet wall to the Student Bio discussion forum by Thursday. | N/A | Discussion: **1 hour** |
| **Discussion: Intervention**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Select an intervention need that you have experience with or a high level of interest in from academics. You may refer to asocial, emotional or behavioral need. * Research a peer-reviewed article from the Keiss Library of an intervention approach that addresses your selected need. * Post an APA citation for your article, including the permalink from the library database. Include a 250- to 350-word summary of the article that includes how the information applies to your professional practice.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | 1.1, 1.2 | Discussion = **1 hour** |
| **Paper: Personal Intervention Experience Inside or Outside Education**  This reflection assignment is an opportunity for you to recall an experience when you needed an intervention of some kind and reflect on it in a critical, detailed way. This type of assignment is meant to help you integrate course concepts and theory into your thinking about your practice.  Your intervention experience might have happened in a classroom, gymnasium, theater, kitchen, or any other place you learned a skill, strategy, or technique.  **Describe** the experience (the who, what, when, where, why, and how).  **Describe** your feelings, observations, and judgments about the experience.  **Consider** how the course focus might apply to this experience.  **Reflect** on what you learned and what interfered with your learning.  **Explain** how this learning will or did impact your future practice. |  |  |
| **Week One Journal**  Each week, you will be asked to reflect on your practices and beliefs as a leader and educator. Your journal responses will not be shared with the class and should be used as a time of honest reflection.  **Respond** to the following in a 250- to 300-word response:   * As a leader, is it important to know yourself? * Who are you as a learner and leader? * What are your strengths and weaknesses? * What have you learned this week that you can apply to your current position or research?   **Submit** your journal response by Sunday. | 1.1, 1.2 | Private Post: **.5 hours** |

# Faculty Notes

**Director of Special Education Interview**

* If students are unable to interview someone, they should be able to obtain the information they need through research of the school’s website and the state department of education website.
* Only provide this option if all other avenues have been exhausted.

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| Week Two: Key Steps in the Intervention Assistance Process |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Evaluate the screening, pre-referral, referral, classification, and placement procedures in the special education process. | CLO2, CLO4 | |
| * 1. Explain the complex issues surrounding assessment of abilities. | CLO6 | |
| * 1. Identify areas of student need for programmatic supports. | CLO6, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following resources:   * Ch. 2 of *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes* * Sadler, C., & Sugai, G. (2009). [Effective behavior and instructional support: A district model for early identification and prevention of reading and behavior problems](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ821403&site=ehost-live). *Journal of Positive Behavior Interventions*, *11*(1), 35–46. [Effective behavior and instructional support: A district model for early identification and prevention of reading and behavior problemsEffective behavior and instructional support: A district model for early identification and prevention of reading and behavior problemsEffective behavior and instructional support: A district model for early identification and prevention of reading and behavior problemsEffective behavior and instructional support: A district model for early identification and prevention of reading and behavior problemsEffective behavior and instructional support: A district model for early identification and prevention of reading and behavior problemsEffective behavior and instructional support: A district model for early identification and prevention of reading and behavior problemsEffective behavior and instructional support: A district model for early identification and prevention of reading and behavior problemsEffective behavior and instructional support: A 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(2012). *American Psychologist*, *67*(1), 43–62.[Guidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilitiesGuidelines for assessment of and intervention with persons with disabilities](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ958845&site=ehost-live) | 2.1, 2.2, 2.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following additional resources:   * Etscheidt, S., & Curran, C. M. (2010). [Peer-reviewed research and individualized education programs (IEPs): An examination of intent and impact](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ892137&site=ehost-live). *Exceptionality*, *18*(3), 138–150. [Peer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impactPeer-reviewed research and individualized education programs (IEPs): An examination of intent and impact](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ892137&site=ehost-live) * Cullen, J., & Shaw, S. (2000). [The accuracy of teacher prediction of student test performance for students referred to special education](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED439548&site=ehost-live). [The accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special educationThe accuracy of teacher prediction of student test performance for students referred to special education](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED439548&site=ehost-live) | 2.1, 2.2, 2.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Implementing RTI**  **Watch** the [“Implementing Response to Intervention-Boulevard Elementary School, Gloversville, NY‬‬‬‬” video](https://www.youtube.com/watch?v=a2-DXXoenAg).  **Respond** to the following question in the Implementing RTI discussion forum by Thursday:   * Interventions provides targeted instruction for students who are struggling. They can be provided in general education through a response to intervention (RTI) model or through special education. Why was Boulevard Elementary school successful in implementing their RTI?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday.  **Optional Resources:**   * [RTI Action network](http://www.rtinetwork.org/toolkit) | 2.3 | Discussion: **1.5 hours** |
| **Wiki: Process and Timeline**  **Develop** a flow chart or diagram that outlines the process your school or district follows for supporting struggling students.  **Include** the processes and timeline your school or school district follows to determine appropriate supports for students who are eligible. These processes may include the following:   * Screening * Pre-referral * Intervention phase   **Analyze** the processes and timeline using the following questions as a guide:   * What are some of the issues your school district is facing related to assessing the abilities and needs of students? How are these issues affecting the students, families, teachers, and specialists? * Are there any areas where the processes followed could be improved? Provide your rationale, and support your response with examples. * What are some current student needs that could benefit from additional programming or interventions? Provide your rationale.   Provide meaningful feedback to your group members by Saturday.  **Submit** your diagram and analysis with revisions, as needed, by Sunday. | 2.1, 2.2, 2.3 | Wiki: **2 hours** |
| **Best Practices Presentation**  In this assignment, you will describe one of the best practices indicated in your reading. You will conduct additional research on the best practice to be able to explain it, as well as explain how it creates positive outcomes for students.  **Create** an 8- to 15-slide presentation using Microsoft® PowerPoint® or other presentation software, including full audio narration, about your assigned pest practice and the effects on student outcomes.  **Complete** each of the following in your presentation:   * Briefly discuss your assigned practice. * Analyze the key principles and theories associated with your best practice. * Discuss your assigned best practice’s influence on learning and teaching. * Provide 3 examples that apply the key principles associated with your assigned best practice to support effective interventions.   **Upload** your presentation to your Google Drive folder, and **post** a shared link to the Theorists Presentations discussion forum by Thursday.  **Review** your classmates’ presentations, and **post** 3 substantive comments no later than 11:59 p.m. EST on Saturday. | 2.1, 2.2, 2.3 | Case Study: **2 hours** |

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| Week Three: Intervention Effectiveness |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Evaluate research-based programs to determine how they can support the needs of the individual student. | CLO2, CLO6 | |
| * 1. Review eight criteria to use in selecting effective intervention | CLO2 | |
| * 1. Use trustworthy sources for selecting, implementing, and evaluating interventions. | CLO4, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following resources:   * Ch. 3 of *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes*    + Interventions to Improve Academic Performance   + Interventions to Improve Social Behavior   + Interventions to Improve Outcomes for Preschool Children * Sansosti, F. J., Goss, S., & Noltemeyer, A. (2011). [Perspectives of special education directors on response to intervention in secondary schools](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ934702&site=ehost-live). *Contemporary School Psychology*, 159–20.[Perspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schoolsPerspectives of special education directors on response to intervention in secondary schools](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ934702&site=ehost-live) * Werts, M. G., Lambert, M., & Carpenter, E. (2009). [What special education directors say about RTI](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=508098768&site=ehost-live)*. Learning Disability Quarterly*, *32*(4), 245–254.[What special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTIWhat special education directors say about RTI](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=508098768&site=ehost-live) | * 1. 3.2, 3.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Additional Resources**  **Read** the following additional resources:   * Powers, K., & Mandal, A. (2011). [Tier III assessments, data-based decision making, and interventions](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ934703&site=ehost-live). *Contemporary School Psychology*, 15, 21–33.[Tier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventionsTier III assessments, data-based decision making, and interventions](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ934703&site=ehost-live) * Spaulding, L. S. (2009). [Best practices and interventions in special education: How do we know what works?](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ967741&site=ehost-live) *TEACHING Exceptional Children Plus*, *5*(3).[Best practices and interventions in special education: How do we know what works?Best practices and interventions in special education: How do we know what works?](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ967741&site=ehost-live) |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Planning and Progress Monitoring**  **Respond** to the following questions in the Planning and Progress Monitoring discussion forum by Thursday:   * How do educators use planning and progress monitoring to design and implement targeted interventions? * What impact does the effectiveness of the planning and progress monitoring have on the success of the targeted intervention?   **Consider** the readings this week when responding to the discussion questions.  **Provide** constructive feedback to 3 of your classmates’ posts by Sunday, including how the information from their article is relevant to your professional practice. |  |  |
| **Evidence Based Intervention Critique**  **Review** the module from: The IRIS Center. (2014). [Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](https://iris.peabody.vanderbilt.edu/module/ebp_01/).  **Select** an evidenced-based intervention from options based on information gathered from a school, district, peer-reviewed articles, or website. The critique should include at least 3 pieces of evidence, 2 of which must be peer-reviewed research articles (although this may differ depending on the topic or intervention):  The critique should include the following regarding the intervention:   * Program goals * Who is it proposed for * Types and levels of evidence presented * Underlying epistemologies, goals, and assumptions * Description of the evaluation component * Strengths and limitations   **Provide** a critique that requires you to make some sort of evaluation. For this assignment, you must write an 800- to 1,100-word (3- to 5-page) critique of an evidenced-based intervention using multiple sources. Your critique should be properly documented, have a Works Cited page, and have a title that is revealing and compelling.  *Note:* It is particularly important your critique contain the following components:   * A strong thesis * An introduction that identifies the evidenced-based intervention under analysis and that provides pertinent background information; additionally, you should state the points you intend to make about that intervention. * A conclusion that stresses the importance of the thesis statement, gives the critique a sense of completeness, and leaves a final impression on the educator regarding the evidenced-based intervention.   **Submit** your critique by Sunday. |  |  |
| **Week Three Journal**  **Respond** to the following in 250–300 words:   * What is the biggest challenge in meeting students’ needs?   **Submit** your journal response by Sunday. |  | Private Post: **.5 hours** |

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| Week Four: Collaborating With Families for Student Success |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain how the cultural context of families and community resources informs the structure of supportive program interventions. | CLO3, CLO2 | |
| * 1. List educational resources and societal accommodations available for a variety of exceptionalities. | CLO4 | |
| * 1. Assess how to select appropriate interventions for individual students. | CLO2, CLO1 | |
| * 1. Describe methods for supporting stakeholders in the process of implementing an intervention. | CLO5, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following resources:   * Section 1, “Collaborate With Families to Support Student Learning and Secure Needed Services,” on pp. 34–48 in McLeskey’s *High Leverage Practices for Inclusive Classrooms* * Hernandez, J. E., Harry, B., Newman, L., & Cameto, R. (2008). [Survey of family involvement in and satisfaction with the Los Angeles Unified School District special education processes](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ829723&site=ehost-live). *Journal of Special Education Leadership, 21*(2), 84–93.[Survey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processesSurvey of family involvement in and satisfaction with the Los Angeles Unified School District special education processes](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ829723&site=ehost-live) * Jung, L. A., Gomez, C., Baird, S. M., & Keramidas, C. G. (2008). [Designing intervention plans: Bridging the gap between individualized education programs and implementation](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ842543&site=ehost-live). *TEACHING Exceptional Children*, *41*(1), 26–33.[Designing intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementationDesigning intervention plans: Bridging the gap between individualized education programs and implementation](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ842543&site=ehost-live) * Lane, K. L., Menzies, H. M., Barton-Arwood, S. M., Doukas, G. L., & Munton, S. M. (2005). [Designing, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigations](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ744717&site=ehost-live). *Preventing School Failure*, *49*(2), 18–26.[Designing, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigationsDesigning, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigationsDesigning, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigationsDesigning, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigationsDesigning, 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| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Additional Resources**  **Read** the following resources:   * Brendtro, L. K., & Mitchell, M. L. (2011). [Families as life span experts](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ955959&site=ehost-live). *Reclaiming Children and Youth*, *20*(3), 8–14.[Families as life span expertsFamilies as life span experts](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ955959&site=ehost-live) * Burns, M. K., Jacob, S., & Wagner, A. R. (2008). [Ethical and legal issues associated with using response-to-intervention to assess learning disabilities](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ789803&site=ehost-live). *Journal Of School Psychology*, *46*(3), 263–279.[Ethical and legal issues associated with using response-to-intervention to assess learning disabilitiesEthical and legal issues associated with using response-to-intervention to assess learning disabilities](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ789803&site=ehost-live) * Spaulding, L. S. (2009). [Best practices and interventions in special education: How do we know what works?](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ967741&site=ehost-live) *TEACHING Exceptional Children Plus*, *5*(3).[Best practices and interventions in special education: How do we know what works?Best practices and interventions in special education: How do we know what works?](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ967741&site=ehost-live)   **Watch** [Engaging Diverse Families: What Parents Want Teachers to Know and Do](https://www.youtube.com/watch?v=X0QsGOFUbl4) (1:05). | 4.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Family Participation**    **Read** Section 1, “Collaborate With Families to Support Student Learning and Secure Needed Services,” on pp. 34–48 in McLeskey’s *High Leverage Practices for Inclusive Classrooms*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Families and school personnel need to share responsibility for student improvement. How can a school create an open and positive environment to encourage family participation?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. | 1.1, 1.2 | Discussion = **1 hour** |
| **Effective Intervention Communication**  Parents, guardians, and other stakeholders need to understand the importance of providing intervention to students who are in need.  **Prepare** a communication for parents, guardians, and other stakeholders that will help them understand the importance of the process, timeline, areas of support and outcomes to using an intervention model in school.  **Select** any medium of communication, from letters or emails to newsletters, Glogster, or a webpage. It is important to remember the diversity in your community and to create a communication that reaches the school community.  Your communication should answer the following questions:   * How do you know if an intervention is effective? * How is it determined who will receive intervention supports? * What subjects should intervention encompass? * Can students receive interventions as part of the regular or general education curriculum? * Are different curriculum programs needed for each tier of intervention? * In what setting or location can interventions be provided? * What is the role of the parent? * What are the data collection requirements for an intervention?   **Submit** this assignment by Sunday | 3.2 | Case Study: **2 hours** |
| **Interviews**  **Gather** information about how the special education budget works and how interventions are funded in your school.  **Interview** a director of special education, pupil services, or other administrator to gain perspective on the funding and decision making for special education and multi-tiered systems of supports in your school.  **Ask** the following questions in your interview:     * What are the funding sources for intervention programs? * What are your current district or students’ needs for intervention? * How are new intervention programs adopted? * How much is spent on outsourcing for specialized programming and interventions?   **Share** a 250- to 350-word summary of your interview with your collaborative work groups by Friday.  **Discuss** the similarities and differences of the financial challenges your schools have and why they might be similar or different.  **Submit** the summary of your interview and reflection findings by Sunday. | 4.1, 4.2, 4.3 | Case Study: **5 hours** |

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| Week Five: Student Assessment Data and Data-Based Instruction |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Describe the rationale and purposes of interpreting and communicating assessment information, with a focus on collaboration for designing educational programs. | CLO6 | |
| * 1. Explain the specific role and steps special educators can take to interpret and communicate assessment data. | CLO3 | |
| * 1. Describe strategies and methods in communicating assessment information with diverse key stakeholders. | CLO5 | |
| * 1. Provide general information regarding how to use data-based instruction. | CLO2, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following resources:   * Section 2, “Assessment High Leverage Practice,” on pp. 49–94 of *High Leverage Practices for Inclusive Classrooms* * Bramlett, R., Cates, G. L., Savina, E., & Lauinger, B. (2010). [Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=47589531&site=ehost-live). *Psychology in the Schools*, *47*(2), 114–125.[Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005Assessing effectiveness and efficiency of academic interventions in school psychology journals: 1995–2005](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=47589531&site=ehost-live) | 5.1, 5.2, 5.3, 5.4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following resources:   * McIntosh, B., & Dodd, B. (2008). [Evaluation of core vocabulary intervention for treatment of inconsistent phonological disorder: Three treatment case studies](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ813159&site=ehost-live). *Child Language Teaching and Therapy*, *24*(3), 307–327.[Evaluation of core vocabulary intervention for treatment of inconsistent phonological disorder: Three treatment case studiesEvaluation of core vocabulary intervention for treatment of inconsistent phonological disorder: Three treatment case studiesEvaluation of core vocabulary intervention for treatment of inconsistent phonological disorder: Three treatment case studiesEvaluation of core vocabulary intervention for treatment of inconsistent phonological disorder: Three treatment case studiesEvaluation of core vocabulary intervention for treatment of inconsistent phonological disorder: Three treatment case studiesEvaluation of core vocabulary intervention for treatment of 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(2006). [Evaluating the interventions for struggling adolescent readers](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=507929904&site=ehost-live). *Journal of Adolescent & Adult Literacy*, *50*(3), 180–189.[Evaluating the interventions for struggling adolescent readersEvaluating the interventions for struggling adolescent readers](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=507929904&site=ehost-live) |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Data-Based Instruction**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Consider how the basic steps of DBI can be applied to core academic areas such as reading, writing, and mathematics. Note that this process is also valuable when examining data related to specific content areas, making instructional changes in content areas, and addressing behavioral changes. * How can special education teachers and interventionists use DBI data to help their general education colleagues in tier 1 instruction?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday 11:59 p.m. (EST) on Sunday. |  |  |
| * **Philosophy of Assessment Paper**   **Write** 5-page-minimum paper that explains your philosophy of assessments and data. Your paper should consider the following:   * A statement of personal philosophy of data and assessment is both a reflective and a documented piece, 3–5 pages long, that summarizes your core educational beliefs specifically about data and assessment. * It is a statement about the beliefs and ideals that underlie your thinking and regulate your actions to support student outcomes. * Your philosophy of data and assessment statement should outline your set of beliefs about the purpose, process, nature, and ideals of the use of data and assessment in student learning. * In writing your statement, use your knowledge from other educational experiences to support your beliefs with theory and sound argument. You are encouraged to use quotes by educational leaders, curriculum theorists, and philosophers who share your approaches and views toward data and assessment. * It is important to explore your deep beliefs in an effort to better understand your approach and leadership toward student learning and achievement.   **Su**bmit this assignment by Sunday 11:59 p.m. (EST) on Sunday. | 5.1 | Discussion: **1.5 hours** |
| **Week Five Journal**  **Respond** to the following in 250– 300 words:   * Complete the following phrase: “If I could change one thing about special education it would it be…”   **Submit** your journal response by 11:59 p.m. (EST) on Sunday. | 5.1, 5.2, 5.4 | Private Post: **.5 hours** |

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| Week Six: Learning About Intervention and Implementing the Plan – Professional Development |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Assess the curriculum and school-wide professional development needs of an intervention program. | CLO5, CLO4 | |
| * 1. Analyze the relationship of the intervention program design with the general curriculum. | CLO5 | |
| * 1. Determine how to support stakeholders in the process of implementing an intervention. | CLO5 CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following resources:   * Danielson, L., Doolittle, J., & Bradley, R. (2007). [Professional development, capacity building, and research needs: Critical issues for response to intervention implementation](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ788365&site=ehost-live). *School Psychology Review*, *36*(4), 632–637.[Professional development, capacity building, and research needs: Critical issues for response to intervention implementationProfessional development, capacity building, and research needs: Critical issues for response to intervention implementationProfessional development, capacity building, and research needs: Critical issues for response to intervention implementationProfessional development, capacity building, and research needs: Critical issues for response to intervention implementationProfessional development, capacity building, and research needs: Critical issues for response to intervention implementationProfessional development, capacity building, and research needs: Critical 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R., Volpiansky, P., Clements, M., & Ball, C. (2007). [Professional development in implementing and sustaining multitier prevention models: Implications for response to intervention](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ788369&site=ehost-live). *School Psychology Review*, *36*(4), 618–631.[Professional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to interventionProfessional development in implementing and sustaining multitier prevention models: Implications for response to intervention](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ788369&site=ehost-live) | 6.1, 6.2 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Watch** [What does it take to Implement MTSS? Finding PD Resources to Support Implementation](https://youtu.be/R3lRHVE1uF0?t=2m) (1:03). |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Teacher Supports**  **Respond** to the following questions in the Teacher Supports discussion forum by Thursday:   * What type of supports should be available to help teachers design effective instruction and intervention plans? How would you monitor the effectiveness of the supports?   **Provide** constructive feedback to 3 of your classmates’ posts by Sunday 11:59 p.m. (EST) on Sunday. |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Professional Development Plan**  The purpose of the plan is to lay out the training required to implement the intervention. Your plan should be based on current research in the field of consultation and collaboration and should be enough to fill half a day.  **Design** a 4-hour professional development workshop for your recommended intervention program or strategy from the Week Three Evidenced-Based Intervention assignment.  **Include** a title page and the following components in your professional development plan:   * Process: what you will do to achieve success * Attendees: who should attend the training * Timeline: timespan for the implementation and its components * Agenda: the activities necessary to learn the research behind the intervention and how the intervention is applied. * Presentation: a multimedia presentation of the training or information on the third-party trainer that includes a link to the website * Handouts that workshop attendees can use these to train others or a link to information from the third-party trainer * Estimated cost and a list of resources: services or materials that supplement or enhance the workshop    + Evaluation: a form attendees use to evaluate your workshop, which can be a Likert scale with space for comments   **Submit** a 1,250- to 1,750-word description of your professional development workshop that follows APA style guidelines to your collaborative work group by Friday.  **Provide** meaningful feedback to your group members by Saturday.  **Submit** your diagram and analysis with revisions as needed by Sunday 11:59 p.m. (EST) on Sunday. | 6.1, 6.2 | Case Study: **4 hours** |
| **Week Six Journal**  **Respond** to the following in a 250- to 300-word response:   * Reflect on a positive and a negative professional development experience. From your experiences, how could you ensure a positive experience for those attending one of your professional development sessions?   **Submit** your journal response by Sunday 11:59 p.m. (EST) on Sunday. |  | Private Post: **.5 hours** |

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| Week Seven: Best Practices for Maximizing Student Outcomes |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Evaluate effective protocols and procedures for the adoption of new intervention programs. | CLO5, CLO6 | |
| * 1. Determine strategies that address various challenges and issues related to the implementation of intervention programs. | CLO3, CLO5, CLO6 | |
| * 1. Justify the importance of effective interventions and their outcomes for student growth. | CLO5, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following resources:   * Kern, L., Evans, S. W., & Lewis, T. J. (2011). [Description of an iterative process for intervention development. *Education & Treatment of Children*](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=65471284&site=ehost-live), *34*(4), 593–617.[Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*Description of an iterative process for intervention development. *Education & Treatment of Children*](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=65471284&site=ehost-live) * Murray, C. S., Coleman, M. A., Vaughn, S., Wanzek, J., Roberts, G., & Center on, I. (2012). [Designing and delivering intensive interventions: A teacher's toolkit](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED536129&site=ehost-live). *Center on Instruction*.[Designing and delivering intensive interventions: A teacher's toolkitDesigning and delivering intensive interventions: A teacher's toolkit](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED536129&site=ehost-live) * **Read** Pyle, A. (2011). [Considering coherence: Teacher perceptions of the competing agendas of rti and an existing special education model](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73752047&site=ehost-live). *Exceptionality Education International*, *21*(3), 66–81.[Considering coherence: Teacher perceptions of the competing agendas of rti and an existing special education modelConsidering coherence: Teacher perceptions of the competing agendas of rti and an existing special education model](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=73752047&site=ehost-live) |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Additional Resources**  **Read** the following articles:   * Muller, E., & National Association of State Directors of Special Education (NASDSE), P. F. (2011). [Recruiting and retaining qualified special education personnel: Approaches from eight state education agencies](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED529735&site=ehost-live). inForum. Project Forum.[Recruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agenciesRecruiting and retaining qualified special education personnel: Approaches from eight state education agencies](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED529735&site=ehost-live) * Keeffe, M., & De George-Walker, L. (2010). [On the pulse of change: The new beat of special education in higher education](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=83512285&site=ehost-live). *Australasian Journal of Special Education*, *34*(2), 99–108.[On the pulse of change: The new beat of special education in higher educationOn the pulse of change: The new beat of special education in higher education](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=83512285&site=ehost-live) * Van Haren, B., & Fiedler, C. R. (2008). [Support and empower families of children with disabilities](http://libproxy.gmercyu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ796767&site=ehost-live). *Intervention in School and Clinic*, *43*(4), 231–235.[Support and empower families of children with disabilitiesSupport and empower families of children with disabilities](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ796767&site=ehost-live) | 7.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Essential Elements**  **Respond** to the following questions in the Essential Elements discussion forum by Thursday:   * What elements are essential to design solid intervention plans and to monitor their effectiveness? * What do you believe is most critical to the success of an intervention?   **Provide** constructive feedback to 3 of your classmates’ posts by Sunday 11:59 p.m. (EST) on Sunday. | 7.1, 7.2 | Discussion: **1.5 hours** |
| **School or District Level Protocol Presentation**  The purpose of the Intervention Implementation Plan is to communicate the process and intent of the intervention to all stakeholders. Your plan will help stakeholders determine if the intervention will meet the needs of the students.  **Create** the infrastructure for implementing interventions that require specific resources. Consider some of the following components:   * School-based leadership team * Family involvement * Data support * Problem-solving process * Decision rules regarding intervention (universal screening measures, classroom assessments, diagnostic assessments, district-wide assessments, or high-stakes testing) * Intervention support and fidelity (How you will ensure fidelity? How will data be collected? Make sure to consider frequency and content.)   **Create** a summary sheet of your Intervention Implementation Plan that is no longer than 1 to 2 pages.  **Create** a detailed presentation of your Intervention Implementation Plan using PowerPoint or another multimedia program that would help you communicate to new teachers.  **Submit** your Intervention Implementation Plan and Presentation to your classmates by Thursday.  **Provide** meaningful feedback to each other by Saturday.  **Submit** your presentation with revisions as needed by Sunday. |  |  |
| **Week Seven Journal**  **Respond** to the following in 250–300 words:   * How can you help build the capacity of others to use evidence-based strategies for improving student outcomes?   **Submit** your journal response by 11:59 p.m. (EST) on Sunday. | 7.3 | Private Post: **.5 hours** |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 7 |
| Supplemental |  |  |
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| **Week 2** |  |  |
| Required |  | 7 |
| Supplemental |  |  |
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| **Week 3** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 7 |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 3.5 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  | 44 |