



Field Study Defense

December 12, 2014

Robert J. Leahy, Jr., M.S.Ed.



Committee Members

- Dr. Carol Mooney, Ed.D. – Advisor/Chair (Career and Technical Education)
- Dr. Urs Haltinner, Ph.D. – Member (Marketing and Business Education)
- Dr. Susan Manning, Ed.D. – Member (Education)



Author – Robert J. (Bob) Leahy, Jr.

- A.S. – Business Administration, College of Lake County, IL (1991)
- B.A. – Liberal Arts, Northeastern Illinois University (1992)
- CAS³ – Combined Arms and Services Staff School, United States Army Command and General Staff College (1993)
- M.S.Ed. – Adult and Higher Education, Northern Illinois University (2005)
- Graduate Certificate – Instructional Design, University of Wisconsin-Stout (2011)
- Graduate Certificate – E-Learning and Online Teaching, University of Wisconsin-Stout (2013)
- Ed.S. – Career and Technical Education, University of Wisconsin-Stout), (2014, expected)
- e-Portfolio: <https://sites.google.com/site/bobleahyportfolio/>



Field Study Title

Situational Awareness and Emergency
Preparedness for Illinois Educators: A Continuing
Education Curriculum Model



Problem Statement

There is no defined training program or curriculum, in the state of Illinois, which specifically targets the individuals of the educational workforce and addresses disaster preparedness, awareness, and workplace violence.

Administrations, staffs and faculties of Illinois educational institutions need to be better prepared against natural and manmade disasters, and the violence we hope they never experience, but cannot guarantee they will not.



Purpose of the Study

The purpose of this study is to identify the scope and sequence for designing disaster preparedness, awareness, and workplace violence training units specifically tailored for K-12 school administrations, staffs and faculties and prepare them for the unexpected in the school environment. The development of a curriculum in these emergency preparedness subjects would be a potential solution to develop a resilient K-12 educational workforce.



Research Objectives

1. Identify scope and sequence for designing disaster preparedness, awareness, and workplace violence units specifically tailored for staff and faculty, and the school environment.
2. Develop a curriculum that includes Terminal Learning Objectives (TLO) for the units and Enabling Learning Objectives (ELO) for each of the modules contained within the units.



Methodology

This research study requires gathering relevant data that will be carried out using a mixture of methodologies summarized below:

- Literature Review – A thorough literature review will be conducted of existing emergency preparedness programs and curricula offered at the federal, state, and local governmental levels along with state and federal guidelines such as Presidential Policy Directives (PPDs). Additionally, programs offered at public and private post-secondary institutions, and non-governmental organizations (NGOs) related to emergency preparedness are also explored.
- A focus group comprised of emergency management/emergency preparedness (EM/EP) instructors, with varied professional backgrounds, including public school education, will be assembled to determine the topics and content for the curriculum.
- Discussions with school personnel from various local primary and secondary institutions.



Research Questions

1. What should be the overall scope of this course?
2. What should be the main topics and sub-topics for this course?
3. In what order should the units and modules be covered?
4. What are the terminal learning objectives (TLO) of the units?
5. What are the enabling learning objectives (ELO) of the modules?



What should be the overall scope of this course?

This proposed course primarily serves to give those who work at K-12 educational institutions an introduction to emergency preparedness and how it applies in a school environment. The course focuses on identifying disaster preparedness concepts and activities, active and passive actions individuals can use to identify potential problems and hazards, and the measures taken to protect lives and mitigate emergency situations in the school environment. The goal of this course is to develop competencies and an understanding of the actions school personnel can take before, during, and after an emergency situation to protect lives and mitigate emergency conditions and situations.



What should be the overall scope of this course? (Continued)

The target audience for this program would be those who are involved with the day-to-day operations or instruction at various public and private K-12 educational institutions and district offices. The secondary audience could include those who support the school, on campus or at school functions, but may not be full-time or in a paid status. The *Situational Awareness and Emergency Preparedness for Educators* program would consist of three three-hour units for a total of nine contact hours.



What should be the main topics and sub-topics for this course?

- **Unit 1 – Disaster Preparedness.** The goal of this unit is to provide those who work at educational institutions an introduction to disaster preparedness concepts, practices and activities. This is to develop competencies in identifying potential problems and hazards that may be experienced in or around the school environment. This includes measures that may be taken to mitigate certain emergency conditions and situations. The modules within this unit are:
 - Module 1 – Disasters and Hazards and their Potential Impact
 - Module 2 – Roles and Responsibilities for Community Preparedness
 - Module 3 – Personal and Organizational Preparedness



What should be the main topics and sub-topics for this course? (Continued)

- **Unit 2 – Awareness in the Educational Workplace.** The goal of this unit is to provide those who work at educational institutions an introduction to the concepts and practices of situational awareness, security awareness, and surveillance awareness. The competencies to be developed include:
 - Being aware of what is happening around them and understanding how information, events, and their own actions will impact their goals and objectives
 - How they are the first line of defense against security threats for their institutions or organizations
 - Actions they can take to detect and report suspicious activities associated with adversarial surveillance
- The modules within this unit are:
 - Module 1 – Situational Awareness
 - Module 2 – Security Awareness
 - Module 3 – Surveillance Awareness



What should be the main topics and sub-topics for this course? (Continued)

- **Unit 3 – Workplace Violence and Active Shooter.** The goal of this unit is to enable those who work at educational institutions to define, identify and acknowledge workplace violence, learn preventative measures and actions that can be taken to mitigate these situations and the actions that involve an active shooter. The modules within this unit are:
 - Module 1 – Workplace Violence
 - Module 2 – Active Shooter



In what order should the units and modules be covered?

Many of the topics identified are interrelate to one another and are building blocks leading to higher order or more complex topics.

Unit	Title/Topic	Module	Title/Topic
1	Disaster Preparedness	1	Disasters and Hazards and their Potential Impact
		2	Roles and Responsibilities for Community Preparedness
		3	Personal and Organizational Preparedness
2	Awareness in the Educational Workplace	1	Situational Awareness
		2	Security Awareness
		3	Surveillance Awareness
3	Workplace Violence and Active Shooter	1	Workplace Violence
		2	Active Shooter



What are the terminal learning objectives (TLO) of the units?

- **Unit 1: Disaster Preparedness.** Upon successful completion of this unit, students will be able to demonstrate knowledge of the roles and responsibilities of community preparedness for government leaders, community leaders, and the public, the hazards that may affect their community, and the personal and organizational preparedness actions that can be taken to mitigate certain emergency conditions and situations.
- **Unit 2: Awareness in the Educational Workplace.** Upon successful completion of this unit, students will be able to describe situational awareness, security awareness, and surveillance awareness, and demonstrate the actions they may be able to take to detect and report the associated risks or incidents.



What are the terminal learning objectives (TLO) of the units? (Continued)

- **Unit 3: Workplace Violence and Active Shooter.** Upon successful completion of this unit, students will be able to define workplace violence, describe prevention methods and the steps taken in response to workplace violence, and discuss the impact of recent trends of active shooters in the school environment and how preparedness planning and actions can mitigate the situation.



What are the enabling learning objectives (ELO) of the modules?

- **Unit 1, Module 1 – Disasters and Hazards and their Potential Impact.** Upon completion of this module, the student will be able to:
 - Define the term disaster
 - Describe the types of disasters or hazards most likely to affect their community
 - Describe the potential impact of disasters or hazards on people, health, and infrastructure
- **Unit 1, Module 2 – Roles and Responsibilities for Community Preparedness.** Upon completion of this module, the student will be able to identify the roles and responsibilities of community preparedness for:
 - Government (Federal, State and Local)
 - Community leaders
 - Private-sector and non-governmental organizations (NGOs)
 - Individuals and households
 - Employees of educational institutions



What are the enabling learning objectives (ELO) of the modules? (Continued)

- **Unit 1, Module 3 – Personal and Organizational Preparedness.** Upon completion of this module, the student will be able to:
 - Describe personal preparedness actions
 - Describe organizational preparedness actions
- **Unit 2, Module 1 – Situational Awareness.** Upon completion of this module, the student will be able to:
 - Define situational awareness
 - Describe the benefits of situational awareness and the consequences of its loss
 - Describe the obstacles to situational awareness



What are the enabling learning objectives (ELO) of the modules? (Continued)

- **Unit 2, Module 2 – Security Awareness.** Upon completion of this module, the student will be able to:
 - Define security awareness
 - Identify potential risks to workplace security
 - Describe measures for improving workplace security
 - Describe the actions to take in response to a security situation
- **Unit 2, Module 3 – Surveillance Awareness.** Upon completion of this module, the student will be able to:
 - Define surveillance awareness
 - Describe what surveillance is
 - Identify and detect the types of surveillance
 - Identify the proper authorities to report incidents of surveillance



What are the enabling learning objectives (ELO) of the modules? (Continued)

- **Unit 3, Module 1 – Workplace Violence.** Upon completion of this module, the student will be able to:
 - List the four types of workplace violence
 - Identify the three warning sign levels related to potential workplace violence
 - List the steps taken in response to workplace violence
 - Identify ways to prevent workplace violence
- **Unit 3, Module 2 – Active Shooter.** Upon completion of this module, the student will be able to:
 - Give the definition of an Active Shooter
 - Describe some characteristics of Active Shooters and incidents from 2000 to 2013
 - Describe actions to take to prevent and prepare for potential active shooter incidents
 - Describe actions to take when confronted with an active shooter
 - Describe actions to take when confronted with the responding law enforcement officials



Discussion

- A review of literature revealed that there is no defined or mandated comprehensive training program or curriculum, in the state of Illinois, which specifically targets the individuals of the K-12 educational workforce and addresses disaster preparedness, awareness, and workplace violence before or during an incident.
- When comparing and contrasting ISBE approved FEMA courses found listed in *School and Campus Security Training Program* (n.d.) and the courses offered by the *FEMA ISP* (Federal Emergency Management Agency, 2014), a few inconsistencies were discovered:
 - *IS-100.SCa: Introduction to the Incident Command System, I-100 for Schools* was only course specifically identified specifically for K-12
 - Remaining three FEMA ISP courses identified by ISBE are not school environment specific and are advanced topics on the National Incident Management System (NIMS)



Discussion (Continued)

- Two additional FEMA ISP courses were discovered that directly identify schools as the target audience:
 - *IS-360 Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship*
 - *IS-362.a Multi-Hazard Emergency Planning for Schools*
 - It is not known at this time why these two courses are not listed as approved by ISBE
 - However they both relate to EOPs and not the training of individuals in the school environment
- Other Agencies and Nongovernmental Organizations
 - Training found linked back directly to FEMA, or to IEMA and then to FEMA
 - Training in other than EOPs were in personal and family preparedness



Conclusions

- The literature review and research study revealed that there is no state of Illinois defined or mandated comprehensive training program or curriculum, which specifically targets the individuals of the K-12 educational workforce and addresses disaster preparedness, awareness, and workplace violence before or during an incident. The mandated items discovered include emergency operation plans and conducting various emergency drills (Illinois Emergency Management Agency Act, 2013; School Safety Drill Act, 2005; School Safety and Emergency Response, n.d.).
- Discussions with school personnel from various primary and secondary institutions also revealed no knowledge of specific training offered other than conducting various drills or items specific to their particular school or district emergency operations plan.



Conclusions (Continued)

- The proposed scope, sequence and objectives, developed by the focus group, should form the foundation for the formal creation of a curriculum and products to teach situational awareness and emergency preparedness for Illinois K-12 personnel. The manner in which to coordinate and deliver this training is also of future consideration. It could be offered through the local community college system, the Illinois Emergency Management Agency, or the various local Emergency Management Agencies that already provide other emergency management and emergency preparedness training.



Recommendations

- Future development of documentation in support of this proposed curriculum would use FEMA's National Training and Education Division's (NTED) Responder Training Development Center (RTDC) formats and templates. This would promote sharing with a wider audience outside of Illinois.
- Additional focus groups may reveal other insight and information. These focus groups could include more emergency preparedness professionals from around the state, and also groups consisting of the target audience of administrators, staffs, and faculty of K-12 institutions.
- Further literature review and research into states other than Illinois may reveal existing programs similar to the one proposed in this study. Ideas, information, and lessons-learned may prove invaluable.



References

- Federal Emergency Management Agency. (2014). *Independent study program course brochure*. FEMA Emergency Management Institute. Retrieved from <http://training.fema.gov/IS/docs/IS%20Brochure.pdf?v20141002>.
- Illinois Emergency Management Agency Act. Illinois Compiled Statutes. §20 ILCS 3305/5 (2013). Retrieved from Illinois General Assembly Compiled Statutes at <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=368&ChapterID=5>.
- Illinois State Board of Education. (2014). *School safety and emergency response*. Retrieved from <http://www.isbe.net/safety/>.



References (Continued)

School and Campus Security Training Program. (n.d.). A collaborative effort of the Illinois Terrorism Task Force, the Illinois State Board of Education and the Illinois Law Enforcement Alarm System. Retrieved from http://www.isbe.net/safety/pdf/training_courses.pdf.

School Safety Drill Act. Illinois Compiled Statutes. §105 ILCS 128 (2005). Retrieved from Illinois General Assembly Compiled Statutes at <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2735&ChapterID=17>.