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EDU 338.01: Academic Interventions

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University of Montana
Academic Interventions EDU 338
Department of Teaching and Learning

Spring 2023

Instructor: Anna Puryear, M.E.; Doctoral Student (she| her| hers)

Class Meets: Monday: 4:15-6:50 PM

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Office Hours: Mondays 1:00-3:30 Rm 111

"The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come."

"Education is not learning the facts, but the training of the mind."

Albert Einstein

"If a child can't learn the way we teach, maybe we should teach the way they learn."

Ignacio Estrada

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

Course Description:

Rigorous Tier 1 instruction is at the core of best practice in any classroom. As educators ensuring all students are successful in learning to read, using reading to learn, using mathematical knowledge to solve problems, and how to regulate their behavior to be successful learners and citizens. Through various experiences we will learn how to support learners who struggle to access the rigorous Tier 1 instruction. We will learn about a Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) and how we can use targeted interventions to meet the needs of the learners in our classrooms. By gaining knowledge about ways to identify learners who need more support to implement interventions in your field experience, you will be better prepared to ensure every child grows in your classroom, whether they need support to access curriculum or need extensions to take the curriculum further.

Course Objectives:

1. Describe the principles and practices of instruction and assessment as it pertains to all students within the context of a multi-tiered system of support (MTSS or RtI).
2. Demonstrate the ability to correctly administer formal and informal assessments.
3. Monitor children's progress using data collected through monitoring to make appropriate instructional decisions.
4. Describe and use methods for monitoring children's progress as it relates to the child's individualized learning objectives.
5. Instruct students using explicit and systematic practices in flexible grouping arrangements.
6. Identify evidence based interventions and procedures.
7. Develop an understanding of how children learn to read including: oral language, phonemic and phonological awareness, decoding, vocabulary, fluency and comprehension.
 - a. Understand how to support children learning to read.
 - b. Understand how to support engagement and understanding of complex texts.

- c. Understand how to support writing throughout the subject areas.
- 8. Develop an understanding of how to support math understanding.
- 9. Understand and discuss how the linguistic and cultural backgrounds should be taken into consideration when supporting the whole child to success in school.
- 10. Develop a repertoire of instructional strategies that will support rigorous instruction for all levels of learners, including the highly abled.

Instructional Methods:

Throughout this course a variety of instructional practices will be utilized with the intent to engage as well expose you to practices you may use in the classroom. I will do my best to communicate specific instructional practices as well as allow for your reflection. It is your responsibility to participate and engage in the learning. I encourage you to contact me via email if you ever have any questions or concerns.

College of Education- INTASC Standards: Professional and Pedagogical Development

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Assignment	INTASC STANDARDS
LAB Observation - 10%	1,2
Interview	2
Common Deficit Needs	1, 2, 3
Instructional Intervention	1, 2, 3
Exit Tickets	1

Disability Statement:

If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from the Office for Disability Equity (ODE). If you have not yet registered with ODE, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the ODE website at www.umt.edu/disability.

Course Expectations

I assume that students are familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>. Please note that it is a form of academic misconduct to submit work that was previously used in another course. All students must practice

academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

Required Texts:

Rigor in the Rtl and MTSS Classroom Blackburn and Witzel

Other articles and resources will be included in the Moodle

Grading Procedures

Assignment %:

- LAB Observation - 10%
- Interview - 10%
- Common Deficit Needs - 20%
- Instructional Intervention - 35%
- Participation - Exit Tickets - 25%

All written assignments will be assessed for content and writing style. APA format must be utilized for all papers.

Class Participation

There will be activities during class where expected engagement and completion are required for deeper learning of the content. You will need to come prepared to have discussions and engage in the learning experiences. If irregular attendance and/or participation occurs, I will ask for a meeting to discuss this with you. In addition, there will be exit tickets at the end of each class. Completion of these formative assessments will be part of your participation grade. Please see the rubric included in Moodle.

DETAILS OF ASSIGNMENTS

Reflections (25%) - **DUE** midnight the Friday after every Monday class.

LAB observation (10%) - During your observations in the LAB preschool, you will complete the observation guide included on Moodle. The goal is to help focus your time in the classroom and make connections to conversations we have in class and how they are applied in a preschool/PreK setting.

Interventions Interview your cooperating teacher (10%) - **DUE April 7**

As a class we will devise questions surrounding MTSS and Rtl to ask your cooperating teacher throughout your classroom experience. The intent is to take what we are learning in class and see how MTSS and Rtl are implemented in the classroom. We will work on this together and have at least 5 common questions you will find answers to throughout your time in your Level 1 classroom assignments. You will turn in the completed interview as well as be prepared to discuss answers in class.

Common Deficit Needs (20%) - **DUE March 6**

Purpose:To begin exploring available resources for rigorous instruction in all Tiers of instruction.

Using the list from pp. 48-49, choose one of the listed needs in either Behavior, Literacy, or Mathematics. Using the resources provided (perhaps google search as well):

- Choose a Tier 1 intervention/scaffold/differentiation strategy
 - What is the intervention/scaffold/differentiation?
 - How it is used
 - How is it's effectiveness measured

- Choose a Tier 2/3 intervention suggested
 - What is the intervention?
 - How it is used.
 - How is effectiveness measured?

- Presentation
 - Share your findings in a small group
 - Be prepared to share to the whole group
 - Be prepared to document learning from your peers (interventions and reflection)

<https://ies.ed.gov/ncee/wwc/>

<https://www.interventioncentral.org/home>

Instructional Intervention (35%) - Due April 28

You will work with your cooperating teacher to determine the most effective instructional intervention for a learner or small group of learners in the area of reading, writing, or math. You will design, implement, and measure outcomes/student progress of the research based intervention..

- 1-3 learners
- They can be struggling with a concept **OR** needing extensions in language arts or math.
- Determine a tool to use for a pre/post-assessment of targeted skill focus.
 - Tool needs to be research-based
 - Explanation for choosing tool
 - Assess the learner(s)
- Determine an appropriate instructional strategy/intervention to use with your learner(s)
 - Strategy/intervention needs research based
 - Explanation for choosing strategy/interview
- Complete one of the small group planning documents provided for each of the sessions you meet with your learner(s).
 - Anecdotal notes about how each lesson went and reflection about next steps.
 - Post-assessment using chosen assessment tool after at least 4 sessions with learner(s).
- Written report to include:
 - Description of learner(s) including targeted skill focus
 - Pre/Post assessment tool
 - explanation of research
 - reasoning for choosing tool
 - results of both assessments
 - Completed lesson plans - including anecdotal notes
 - Reflection
 - How the work with the learner(s) went - struggles and successes
 - What the data shows on the effectiveness of the intervention

Grading Scale

A = 94 < x < 100	B = 84 < x < 87	C = 74 < x < 77	F = < 60
A- = 90 < x < 94	B- = 80 < x < 84	C- = 70 < x < 74	
B+ = 87 < x < 90	C+ = 77 < x < 80	D = 60 < x < 70	

Date	Class Meeting	Topics
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Week 1 January 23	* Read syllabus - come prepared with clarifying questions *Reading and activity (in-class) Core Instruction and Universal Design	* Introductions * Course Overview * Pre-assessments (rigor, MTSS, Rtl) *Core Instruction/Universal Design
Week 2 January 30	Read: Intro & Chapter 1 <i>Blackburn & Witzel</i>	*Rigor *Misconceptions
Week 3 February 6	Read: Chapter 2 STOP at pg. 27 <i>Blackburn & Witzel</i>	*MTSS *Tiers *Progress Monitoring *UDL
Week 4 February 13	Pg. 28-33 Chapter 3 *Level 1 assignments come out sometime in this week or next*	*Effective Implementation *Prevention - Then Intervention *Assignment: Common Deficit Needs
February 20 NO CLASS		
Week 5 February 27	*pgs. 113-119 *Level 1 observations begin*	Intro to assessment (screening & diagnostic) *Various resources *Interview Questions finalized *Work with your cooperating teacher to identify your case study student. Determine what area you will focus on (reading, writing, math) and what type of support they might need.*
Week 6 March 6	*Sharing Common Deficit work Chapter 4 pg. 79 Pg. 120-133 https://intensiveintervention.org/	* DUE Common Deficit Needs *Work with your cooperating teacher to identify your case study student. Determine what area you will focus on (reading, writing, math) and what type of support they might need.*
Week 7 March 13	Chapter 4 pg. 79 Pg. 120-133 https://intensiveintervention.org/	*Instructional practices *progress monitoring *Literacy instructional practices *Science of reading *progress monitoring *During the next 4 weeks work with your case study student at least 4

		times using a strategy to support their identified area of focus.*
March 20	SPRING BREAK	
Week 8 March 27	Chapter 4 pg.80-85 Pg. 120-133	*Instructional practices cont. *progress monitoring *Literacy instructional practices *Science of reading *progress monitoring
Week 9 April 3	Chapter 5 Pg. 120-133 DUE: Completed Interview by April 7	*Literacy instructional practices *Science of reading *progress monitoring
Week 10 April 10	Chapter 5 Pg. 120-133 Readings TBD	*Math instructional practices *progress monitoring
Week 11 April 17	Readings TBD	*MLL's
Week 12 April 24	Chapter 7 DUE: Instructional Intervention by April 28	*Behavior Interventions - more in-depth *progress monitoring
Week 13 May 1	Chapter 8 Other	TBD
Week 14 May 8	DUE: PORTFOLIO FINALS May 12	