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EDSP 454.01: Advanced Academic Interventions

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Curriculum & Instruction – EDSP 454
Advanced Academic Interventions
Proposed Fall 2014

Instructor: Trent Atkins, Ph.D.

Class Meets:

Contact Information: Office Phone: 406.243.4978

Email: trent.atkins@mso.umt.edu

Office Location: Education 107

Office Hours:

Course Purpose:

The purpose of this course is to prepare to work with students who are at-risk for and who have been identified with high incidence disabilities. Students will be prepared to assist with the assessment and instruction of all students in K-12 school settings.

Course Objectives: Participants in this course:

1. Describe the principles and practices of assessment as it pertains to students at-risk for or with high incidence disabilities.
2. Demonstrate the ability to correctly administer formal and informal assessments with particular emphasis on General Outcome Measure in reading, math, spelling and writing.
3. Understand and discuss the issues involved when assessing children from diverse linguistic, cultural, or ethnic backgrounds.
4. Be prepared to assess and instruct students in a variety of settings.
5. Translate test results into “everyday” language and into appropriate learning goals and objectives.
6. Describe and use several methods for monitoring children’s progress as it relates to the child’s individualized learning objectives.
7. Design and implement instructional programs based on children’s needs, goals and objectives.
8. Monitor children’s progress using data collected through monitoring to make appropriate instructional changes.
9. Identify evidence-based instructional program and procedures in all subject areas.

Instructional Methods:

Effective teaching methods will be modeled throughout the semester and will encompass a variety of formats including power-point facilitated lectures, small and large group problem-solving activities, videos and student-led presentations and discussions. In addition, case studies will be utilized regularly for student reflection and inquiry-based learning. The use of email correspondence with the instructor is strongly encouraged as a means of individualizing instruction. Computer-mediated instruction in the form of email communication among students and internet research will also be encouraged.

Course Expectations:

All participants will be expected to comply with the academic honesty policies, as defined in the University of Montana Student Conduct Code. Any violation will result in a letter to the Dean recommending immediate expulsion, and a grade of “F.”

It is expected that participants will attend all class sessions and will have read the assigned material prior to each session. Group activities and exams will be based on assigned readings.

This course includes a 45-hour field work experience.

Readings:

Salvia, J., Ysseldyke, J.E., & Bolt, S. (2007). *Assessment in Special and Inclusive Education*. Boston: Houghton Mifflin.

Kameenui, E.J., Carnine, D. W., Dixon, R. C. Simmons, D. C., & Coyne, M.D. (2002). *Effective teaching strategies that accommodate diverse learners*. New York: Prentice Hall.

Disability Statement:

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me in the first week of the semester. During this meeting we will discuss what accommodations you need and will receive in this course. Please be sure to contact me within the first week of the semester.

Evaluation Procedures:

ASSIGNMENTS:

1.	Portfolio Plan	100 points
2.	Assessment Demonstration	100 points
3.	Instruction Demonstration	100 points
4.	Quiz #1	100 points
5.	Quiz #2	100 points
6.	Final	100 points
7.	Portfolio	100 points
8.	Graduate Assignment	<u>100 points</u>
TOTAL POSSIBLE POINTS =		800 points (undergrad)
		900 points (grad)

Graduate Assignment

Graduate students will develop and refine an online resource of evidence-based interventions. This assignment will be a group project and consists of searching the literature and updating this resource by synthesizing and accurately categorizing the information. Each graduate student will also write a five-page summary of the his or her literature search and provide a table summarizing key findings.