

Instructor/TA Info

Instructor Information

Name: Ellie Young

Office Location: 340-L MCKB

Office Phone: 801-422-1593

Email: ellie_young@byu.edu

Course Information

Description

1. Students will develop concise, targeted problem identification statements for academic problems that lead to evidence-based assessments and instruction that matches student needs.
2. Students will demonstrate competency in designing and implementing group and individual evidence-based instructional strategies/interventions (based on previous assessments) for academic problems. Students will incorporate means of monitoring progress, assessing treatment fidelity, and making intervention/instructional changes when needed. Students will implement the intervention, collect progress monitoring data, and evaluate outcomes using the data. Students will use data to make adjustments in the academic intervention if needed. Students will demonstrate competency in collaborating and consulting with teachers, other professionals, and parents in designing and monitoring academic interventions and intensifying instruction.
3. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence learning problems in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude.
4. Students will apply NASP ethical principles when providing support for academically struggling students.

Alignment with NASP Domains of Practice

- Data-Based Decision Making and Accountability (Domain 1)—Students will use data from assessments to develop and evaluate interventions.
- Interventions and Instruction Support to Develop Academic Skills (Domain 3)—Students will demonstrate competency in advocating for and implementing evidence-based practices in choosing, implementing, and evaluating curricula and instructional strategies

Grading Scale

Grades	Percent
A	93%
A-	90%
R+	87%

B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Attendance Policy

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss more than one class period may have their grade lowered one full letter grade. Students are expected to be in the classroom at 1:00 pm and stay for the entire class period.

If you must miss class, you are expected to email the instructor before class and explain your reason for missing class (i.e., health concerns, family emergency). You also are expected to review the material presented in class that day and ensure that your overall learning is minimally impacted by your absence.

Classroom Procedures

Technology: Students who bring lap top computers to class will be expected to use their computers for class purposes only. Students, who use their computers for non-class related activities, will either lose points or lose the privilege of having their computers in class.

Cell phones: Silence cell phones and do not text during classes.

Late work: Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. Assignments will be due as noted in Learning Suite. Due dates for assignments may be changed due to circumstances beyond a student's control. However, requests for changes must be made in writing/email to the instructor at least 48 hours before the due date. Please include an alternate date for completing the assignment with your request.

Assignments must be typewritten and double-spaced with 10- or 12-point font with one inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 7th edition.

Please refer to persons with disabilities by naming the person before the disability, e. g. "the person with depression" rather than "the depressed person" or "the ADHD child." If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas respectfully. Diversity of thought enriches learning. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guest lecturers. I also reserve the right to make modifications in grading practices or outcomes.

Teaching Philosophy

Our classroom is a community of learners that contributes to the success of each students. As the instructor, it is my responsibility to gather evidence that you have mastered the course objectives. Grades reflect your mastery of course objectives. My goal is to help you be successful. If you do not understand a concept or an assignment, ask me. If your completed work does not demonstrate mastery, I am willing to work with you so that you can demonstrate mastery. However, no assignment re-do's will be accepted after the last day of class.

Assignments

Student Information Sheet

Sep
02

Due: Wednesday, Sep 02 at 11:59 pm

Student Information Sheet Fall 2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=fc6df97a-7eJw-PWtd-tdBB-LG5179cc6387&pubhash=75xC74cR4NRYWG3Q2mDFbgD1oFMhxTznMf_QUjq32XQ-WbtOgalB81mOShAAde2XDWM4Zhn6_lmWKMDljMoW9w==\)](#)

Reading Activity 1

Sep
09

Due: Wednesday, Sep 09 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Linger questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Sep
09

Due: Wednesday, Sep 09 at 11:59 pm

Form used for collecting a FERPA release from students for sharing the recording of their class to students in other sections of the course.

Reading Activity 2

Sep
14

Due: Monday, Sep 14 at 10:00 am

Reading Activities have 3 parts:

1. A summary (more details below)
2. Lingered questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reading Activity 3

Sep
28

Due: Monday, Sep 28 at 10:00 am

Reading Reflections Activities have 3 parts:

3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reading Activity 4

Oct
05

Due: Monday, Oct 05 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
 2. Lingering questions/ideas (more details below)
 3. Practicum updates (see questions below)
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1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Parent or Teacher Interview

Oct
07

Due: Wednesday, Oct 07 at 11:59 pm

Permission Form

Oct
07

Due: Wednesday, Oct 07 at 11:59 pm

Cum File Review

Oct
07

Due: Wednesday, Oct 07 at 11:59 pm

ICEL/RIOT Matrix

Oct
07

Due: Wednesday, Oct 07 at 11:59 pm

Reading Activity 5

Oct
12

Due: Monday, Oct 12 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
 2. Lingering questions/ideas (more details below)
 3. Practicum updates (see questions below)
-

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Problem Identification

Oct
12

Due: Monday, Oct 12 at 11:59 pm

CBM Project

Students will complete a project using CBM to assess and intervene with one student at their practicum site. The interventions must be minimally monitored for a six week period. Trend-lines must be developed. If the interventions are not meeting the expectations of the team, changes must be made and interventions continued. This project must include baseline data collection, a targeted, evidence-based invention with measurable outcomes. You must document collaboration with the teacher, school administrator or respective school leader. Students will use the NCSP case study structure to summarize and report the results of this project. The NCSP case study structure is available on BlackBoard. The project will be evaluated based on the rubric inherent in the NCSP case study structure.

Successfully completing this project will provide evidence that you can facilitate positive academic growth for youth in schools.

Reading Activity 6

Oct
19

Due: Monday, Oct 19 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reading Activity 7

Oct
26

Due: Monday, Oct 26 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Cum File Review and Reflection

Oct
31

Due: Saturday, Oct 31 at 11:59 am

Reading Activity 8

Nov
02

Due: Monday, Nov 02 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Part 1-Psycho educational Report

Nov
04

Due: Wednesday, Nov 04 at 11:59 pm

Complete one psycho-educational assessment that incorporates an academic assessment, preferably a Woodcock Johnson and CBM (e.g., Acadience data).

Part 1 includes the following: Identifying information, Reason for referral, Assessments used and record review/history, and observations.

Part 2 of the report includes a data summary, a summary that integrates the assessment results, and then targeted instructional strategies that explicitly address the academic concerns noted in the referral question.

Reading Activity 9

Nov
09

Due: Monday, Nov 09 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ... how can I better understand the application?

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Problem Analysis

Nov
09

Due: Monday, Nov 09 at 11:59 pm

Annotated Bibliography

Nov
13

Due: Friday, Nov 13 at 11:59 pm

Students will write an annotated bibliography (see http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm (http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm) for example) on the intervention they have chosen from their intervention project. The paper must include **five empirical studies**. An empirical study has a method and results section. Do not include articles or chapters that are just summaries or other research (unless it is a meta-analysis) of the research.

Include a 2-3 paragraph summary/conclusion of the research you included.

Reading Activity 10

Nov
16

Due: Monday, Nov 16 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Reading Activity 11

Nov
23

Due: Monday, Nov 23 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingered questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?

Nov 23 out of class assignment

**Nov
30**

Due: Monday, Nov 30 at 8:00 am

Choose one of these modules to complete or complete both:

Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills
<https://iris.peabody.vanderbilt.edu/module/ss1/#content>

Study Skills Strategies (Part 2): Strategies that Improve Students' Academic Performance
<https://iris.peabody.vanderbilt.edu/module/ss2/#content>

At the end of each module there are several questions in the assessment section. Answer two of those questions. Include two things in your life that you are grateful for. Turn in the assignment on Learning Suite by Monday, Nov. 30 at 8:00 a.m.

Reading Activity 12

**Nov
30**

Due: Monday, Nov 30 at 10:00 am

Reading Reflections Activities have 3 parts:

1. A summary (more details below)
2. Lingered questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings.

Examples of these lingering questions or ideas could include the following:

I'm not sure what the author meant by?

I don't see the connection between "x" and "y?"

Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?

7. What questions do I have for ELY?

Part 2--Psycho-educational report

Nov
30

Due: Monday, Nov 30 at 11:59 pm

Complete one psycho-educational assessment that incorporates an academic assessment, preferably a Woodcock Johnson and CBM (e.g., Acadience data).

Part 1 includes the following: Identifying information, Reason for referral, Assessments used and record review/history, and observations.

Part 2 of the report includes a data summary, a summary that integrates the assessment results, and then targeted instructional strategies that explicitly address the academic concerns noted in the referral question.

Intervention

Nov
30

Due: Monday, Nov 30 at 11:59 pm

Tutoring with Student

Dec
09

Due: Wednesday, Dec 09 at 11:59 pm

Contact a teacher and offer to spend a 10 hours over the course of a month providing tutoring in small groups or with an individual student who is struggling with an academic weakness.

Turn in a log of your 10 hours and include a weekly summary that answers the following questions:

1. Briefly, what skills did you work on with this student?
2. What did you notice about the student's response to the instruction?
3. Do you believe the instructional strategies you are using are effective? Why or why not?
4. What will you do differently next time? Why?

Course/Instructor Ratings

Dec
09

Due: Wednesday, Dec 09 at 11:59 pm

Complete the end-of-semester course/instructor ratings. Be sure to release your name so I can give you credit. I will not have access to professor ratings until after grades are submitted.

Professionalism and attendance

Dec
09

Due: Wednesday, Dec 09 at 11:59 pm

Each student will be given 10 points at the beginning of the semester. It is assumed that students will maintain these points. However, when students engage in the following behaviors points will be deducted:

1. Using the computer for non-class related business (i.e., facebook)

4. Talking when others are talking
5. Showing disregard for the thoughts and feelings of others
6. Other behaviors deemed unprofessional by the instructor

Evaluation

Dec
09

Due: Wednesday, Dec 09 at 11:59 pm

Final

Dec
15

Due: Tuesday, Dec 15 at 2:00 pm

Write a two page paper that answers this question:

What did I learn in this class? This paper should summarize key, guiding principles that you learned. You also should include ideas that you still need to learn regarding academic assessment and intervention. This paper is a critical analysis and reflection of your learning.

The paper is worth 5 points. If you do not turn in the final, you will only get a B in the class.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Multicultural Competence

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating

sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Diversity and Inclusion in the Classroom

regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally we hear reports that our female faculty feel disrespected

shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2					
Week 1							
Su Aug 30 Sunday							
Week 2							
M Aug 31 Monday		CPSE 609 Introductions Sept 4.ppt Download					
W Sep 02 Wednesday		<table border="1"> <tr> <td data-bbox="688 705 1224 1516" rowspan="4">Core Standards, Common Core, Instruction & Curriculum</td> <td data-bbox="1224 705 1624 783">http://www.corestandards.org/</td> </tr> <tr> <td data-bbox="1224 783 1624 919">Utah Core Standards for English Language Arts http://www.uen.org/core/</td> </tr> <tr> <td data-bbox="1224 919 1624 1394">Common Core State Standards and Intervention, and Progress Monitoring Available through the BYU library. Jimerson S., Stein R., Haddock A., et al. Response to Intervention: The Implications for Practice Jimerson S., Burns M., VanDerHeyden A.M., et al. Boston, MA (pp 165-184)</td> </tr> <tr> <td data-bbox="1224 1394 1624 1516">Meta-Analysis of Academic Interventions Course reserves)</td> </tr> </table>	Core Standards, Common Core, Instruction & Curriculum	http://www.corestandards.org/	Utah Core Standards for English Language Arts http://www.uen.org/core/	Common Core State Standards and Intervention, and Progress Monitoring Available through the BYU library. Jimerson S., Stein R., Haddock A., et al. Response to Intervention: The Implications for Practice Jimerson S., Burns M., VanDerHeyden A.M., et al. Boston, MA (pp 165-184)	Meta-Analysis of Academic Interventions Course reserves)
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	Meta-Analysis of Academic Interventions Course reserves)						
Week 3							
M Sep 07 Monday	Labor Day						

W Sep 09 Wednesday

RTI as a way to identify struggling learners

Kovaleski, VanDerHeyden, & S

Matching the "Right" Interventi

To Change the Things I Can: M
Course reserves)

Critique of the National Evaluat
Frameworks (Fuchs & Fuchs--C

Week 4

M Sep 14 Monday

Big ideas in reading

http://reading.uoregon.edu/big_i

For each of the Five Big Ideas in
Fluency with Text, Vocabulary,
Instruction, and 3) Assessment.

<http://www.readingrockets.org>

Thoroughly review the Acadien
a Acadeience account. See <http>

BEST PRACTICES IN READING
Course reserves)

Why Bother with Fidelity (Your
checklists are available on this v
</treatment-integrity-protocols>

W Sep 16 Wednesday

Week 5

M Sep 21 Monday

M Sep 28 Monday

**Cum File
Review and
Reflection
Opens**

Reading Assessment and Intervention

Literacy Strategies to Support

<https://intensiveintervention.c>

KVS Chapters 3 & 4

Implementing MTSS in Beginning
Teachers (Leonard and Coyne—

ICEL/RIOT Matrix & Cum File

W Sep 30 Wednesday

Week 7

M Oct 05 Monday

Ruling Out Other Conditions and
Inadequate Instruction

KVS Chapters 5 & 6 & 7

Progress Monitoring and Creating Graphs

NASP Position Paper on Identif

Progress Monitoring Readings a

W Oct 07 Wednesday

Week 8

M Oct 12 Monday

Dyslexia and Reading Interventions

Dyslexia Readings on Learning

Listen to this podcast: <https://yourself>

The Effects of Planning, Goal S
for Struggling Readers Nathan A
(Available in course reserves)

Petersen, D. B., Gragg, S. L., &
problems 6 years into the future
classification accuracy. *Language*

Available on course reserves

W Oct 14 Wednesday

Week 9

M Oct 19 Monday

Math Assessment

Solving for Why Chapters 1-4 (p

Math Interventions

CBA-ID for Math (Burns--Cour

W Oct 21 Wednesday

Week 10

M Oct 26 Monday

Math Assessment

Solving for Why Chapters 5-7 (p

Math Interventions

Assisting Students Struggling w
Elementary and Middle Schools

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

W Oct 28 Wednesday				
Sa Oct 31 Saturday	Cum File Review and Reflection Closes			
Week 11				
M Nov 02 Monday		<table border="1"> <tr> <td>Math Summary Standardized academic assessment</td> <td>Best Practices in Mathematics A (Harrison et al--Course Reserve ----- Solving for Why Chapters 8 & 9</td> </tr> </table>	Math Summary Standardized academic assessment	Best Practices in Mathematics A (Harrison et al--Course Reserve ----- Solving for Why Chapters 8 & 9
Math Summary Standardized academic assessment	Best Practices in Mathematics A (Harrison et al--Course Reserve ----- Solving for Why Chapters 8 & 9			
W Nov 04 Wednesday				
Week 12				
M Nov 09 Monday		<p>Hollie Petterson will be joining us to talk about her work with equity issues.</p> <table border="1"> <tr> <td>Written Language Assessment</td> <td>CBA-ID for Early Writing (Burr Other readings TBD.</td> </tr> </table>	Written Language Assessment	CBA-ID for Early Writing (Burr Other readings TBD.
Written Language Assessment	CBA-ID for Early Writing (Burr Other readings TBD.			
W Nov 11 Wednesday				
F Nov 13 Friday				
Week 13				

M Nov 16 Monday

Doug Petersen from BYU's Communication Disorders department will be speaking between school psychologists and SLPs.

Written Language Interventions

Teaching Elementary School Students

<https://ies.ed.gov/ncee/wwc/Docs/teaching-elementary-school-students-written-language-interventions.pdf>

Teaching Secondary Students to Write

<https://ies.ed.gov/ncee/wwc/Docs/teaching-secondary-students-to-write.pdf>

Effective Spelling Instruction for
Reserves)

We will review sections of the manual

[/module/pow/](#)

W Nov 18 Wednesday

Week 14

M Nov 23 Monday

Out of class assignment--see announcements.

Executive Functioning and Study Skills

Executive Functioning Predicts
Assessment and Intervention (C

Contributions of Study Skills to

(Gettinger & Seibert--Course Re

W Nov 25 Wednesday

No Classes

Week 15

M Nov 30 Monday	Nov 23 out of class assignment	Academic Assessment and Intervention in an MTSS Context	KVS Chapters 8, 9, & 10 Available through BYU online J., Helman L. (2016) Problem A Problem. In: Jimerson S., Burns <i>Intervention</i> . Springer, Boston, MA (pp. 293-307) Other readings TBD http://www.evidencebasedteaching.org What will students do when they
W Dec 02 Wednesday			
Week 16			
M Dec 07 Monday		Student Presentations and Review of Annotated Bibliography	
W Dec 09 Wednesday			
Th Dec 10 Thursday			
Week 17			
T Dec 15 Tuesday	Final Exam: 355 MCKB 11:00am - 2:00pm		