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### EDU 338.R01: Academic Interventions

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**University of Montana**  
**Academic Interventions EDU 338**  
**Department of Curriculum and Instruction**

**Spring 2021**

Instructor: Molly Blakely, Ed.D.

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

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   Office Location: TBA  
   Office Hours: by appointment

“Once you learn to read, you will forever be free.”

Frederick Douglas

“Literacy is a bridge from misery to hope.”

Kofi Annan

“Learning to read is probably the most difficult and revolutionary thing that happens to the human brain and if you don’t believe that, watch an illiterate adult try to do it.”

Mark Twain

**Course Description:** Knowing how to read, write and do math well makes a dramatic difference in the lives of individuals. Reading well benefits us by giving us access to a wide range of literary text, which can contribute to our intellectual, emotional, cultural, and moral development. It is also an instrumental part of developing specialized knowledge in unlimited areas, including the sciences, social sciences, humanities, and trades. Proficient literacy skills are increasingly essential for attaining economic independence and engaging in a democracy; they are also correlated with better health outcomes, lower incarceration rates, and a number of other positive social phenomena. This course aims to prepare you to take on the important responsibility of learning how to identify students at-risk in the areas of reading, writing and mathematics and to design and implement research based academic interventions to elementary students. Throughout the semester, you will study key concepts about literacy, writing and math, as well as assessment and instruction. We will focus on the nature of the learning process for emergent and non-proficient learners. We will develop a repertoire of strategies to assess students as well as plan instruction that will meet the diverse needs of students with a range of abilities and backgrounds, including English language learners and students who are struggling.

**Course Objectives:** Participants in this course will be able to:

- 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 with particular emphasis on General Outcome Measures in reading and math.
- 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) Translate test results into "everyday" language and into appropriate learning goals and objectives.
- 6) Instruct students using explicit and systematic practices in flexible grouping arrangements.
- 7) Identify evidence-based instructional programs and procedures.
- 8) Develop a repertoire of teaching strategies that are well-suited for promoting student learning/development related to oral language, phonemic awareness, phonics, decoding, vocabulary, fluency, comprehension of different types of texts, and critical thinking.
  - Demonstrate proficiency in explicit instruction of key reading skills/strategies.
  - Demonstrate proficiency in engaging students in meaningful discussion of challenging text.
  - Demonstrate proficiency in specified correction procedures.
  - Understand and apply scaffolding strategies for students as they read challenging literary and informational texts.
- 9) Understand and discuss the issues involved when assessing children from diverse linguistic, cultural or ethnic backgrounds with particular emphasis on Montana American Indians.
- 10) Understand the roles and responsibilities of classroom teachers and support personnel within a typical school for meeting the needs of students with learning challenges and difficulties.

**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 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.

**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 weeks of the semester. During this meeting we will discuss what accommodations are necessary throughout the course.

**Course Expectations:**

All participants will be expected to comply with the academic honesty policies, as defined in the University of Montana Student Conduct Code. The Code is available for review at: <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>. In all assignments, work that is not your own must be properly cited. If you do not cite work that is not your own, it is plagiarism; this qualifies as academic misconduct. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

**Required Texts:**

Natalie Wexler *The Knowledge Gap*  
Doug Lemov *Teach Like A Champion 2.0*

**Grading Procedures:**

All assignments will be scored with criteria for relevant components. The guidelines and criteria will be handed out and discussed in class.

**Scale:**

A	94-100	C+	79-75
A-	90-93	C	74-72
B+	89-85	C-	71-70
B	84-88	D	69-60
B-	83-80	F	Below 60

\*All written assignments will be assessed for content and writing style. APA format must be utilized for all papers. **Error-free writing is expected.** Assignments received after the assigned due date will be penalized one letter grade per day late.

\*\*Attending and taking part in the class discussions is essential. If irregular participation

is found to be an issue with an individual student, I will request a meeting to address the problem. I reserve the right to adjust grades to reflect poor engagement and/or participation.

### **ASSIGNMENTS: % of grade**

1.	<b>Class Participation &amp; Book Discussions</b>	<b>10%</b>
2.	<b>Assessment Project</b>	<b>25%</b>
3.	<b>Quizzes</b>	<b>10%</b>
4.	<b>Instructional Intervention</b>	<b>15%</b>
5.	<b>Final Portfolio Toolbox</b>	<b>30%</b>
6.	<b>Field Phase</b>	<b>10%</b>
		<hr/>
		<b>100%</b>

### **Points Earned:**

- Assessment Project = 50 points
- Quizzes = 5 points per quiz
- Instructional Intervention = 75 points
- Final Portfolio Toolbox = 200 points
- Participation & Book Discussions = 25 points

### **Class Participation:**

**\*IMPORTANT NOTE:** Teacher candidates earning a grade of D or below or are missing more than three class sessions during the ten week session, do not meet the professional behavior and competency expectations and will not qualify for placement in the field component of this course.

### **Book Discussions, Assignments, Quizzes and Projects**

**Book Discussion:** Each week there will be five questions posted on Moodle to guide our discussion. It would be beneficial if you jotted down the page number where you located the answer and write a few notes or a full answer to the question. These will not be collected. If I find that only a few people are prepared for the group discussion on the readings, then I reserve the right to turn this into an official graded assignment. In essence, do the readings prior to class, jot down the page number and jot down your thoughts. If you do this, you will be adequately prepared for the discussion.

**Quizzes:** There will be a short quiz each week. If you participate, take notes and listen carefully to the lectures, you will do well on the quizzes. Quiz content will come directly from the readings and information from the lectures.

**Assessment Project:** During the semester we will discuss various forms of

assessment. For this project, you will select an assessment tool that we explored during the semester or another formal or informal assessment tool commonly used in the classroom to learn about a child or small group of children. After analyzing the assessment, you will analyze the results. Drawing on this analysis, you will make research based instructional recommendations for the student and provide the rationale as to why the specific academic intervention(s) was chosen.

**Instructional Intervention:** One of several pedagogical approaches that teachers of reading, writing and math need to know is explicit, direct instruction. An explicit model follows a clear sequence of instructional steps (explanation, modeling, guided practice, and independent practice). This model of instruction is particularly effective for teaching skills and strategies to many early and struggling learners. In this instructional intervention, you will work with your cooperating teacher to determine the most effective instructional intervention for a student or a small group of students in the area of reading, writing or math. You will design the intervention, implement, and measure outcomes/student progress. Further details will be provided.

**Final Portfolio Toolbox:** A portfolio “toolbox” will be completed with a focus on numerous academic interventions of your choice in the area of reading, writing, or math for elementary students. A primary point of this assignment is to assist you in having a tool that you can utilize in the classroom as a teacher. These concrete interventions will aid in your overall effectiveness as an educator. Spelling and grammatical errors will not be accepted. Please use this outline for your final:

- a. **Introduction.** Explain why you are including the specific intervention or EBP.
- b. **Summarize in detail the intervention or EBP** (include what student population the intervention is designed for).
- c. **Describe in detail the steps to implementing the intervention or EBP.**
- d. **Conclusion.** Write a clear, concise summary

DATE	DUE This Class Meeting	TOPICS
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Week 1 Jan 11	<b>Complete Introductory Forum</b> <b>Complete Myths and Truths Questionnaire</b>	Introductions Course Overview ALT Truths and Myths
Week 2 Jan 18	<b>NO CLASS MLK Day</b> <b>Read Wexler Chapters 1-2</b> <b>Prepare discussion questions</b>	
Week 3 Jan 25	<b>Quiz</b> <b>Read Wexler Chapters 3-4</b> <b>Prepare discussion questions</b>	Prevention Models  RTI Process  The Tiers of RTI  Increasing Instructional Intensity
Week 4 Feb 1	<b>Quiz</b> <b>Read Wexler Chapters 5-6</b> <b>Prepare discussion questions</b>	Universal Screening and Problem Solving  DIBELS – Early Literacy CBMs
Week 5 Feb 8	<b>Quiz</b> <b>Read Wexler Chapters 7-8</b> <b>Prepare discussion questions</b>	Progress Monitoring & Data
Week 6 Feb 15	<b>NO CLASS PRESIDENTS DAY</b> <b>Read Wexler Chapters 9-10</b> <b>Prepare discussion questions</b>	
Week 7 Feb 22	<b>Quiz</b> <b>Read Wexler Chapters 11-12</b> <b>Prepare discussion questions</b>  <b>Assessment Project Due</b>	Reading Interventions: Phonemic Awareness & Fluency Field Investigation Assignments <b>Begin working with your cooperating teacher to identify an academic difficulty in reading, writing, or math of your case study student</b> <b>Begin researching a strategy you could use with your case study student</b>
Week 8 Mar 1	<b>Quiz</b> <b>Read Lemov Chapters 1-2</b> <b>Prepare discussion questions</b>	Reading Interventions: Multi-Syllabic Decoding During the next 3 weeks, work with your case study

		student 3 times to help her/him learn the skill you targeted <b>Identify a strategy to use with your case study student</b>
Week 9 Mar 8	<b>Quiz</b> <b>Read Lemov Chapters 3-4</b> <b>Prepare discussion questions</b>	Reading Interventions: Comprehension and Vocabulary
Week 10 Mar 15	<b>Quiz</b> <b>Read Lemov Chapter 5-6</b> <b>Prepare discussion questions</b>	Instructional Design and the impact on mastery learning
Week 11 Mar 22	<b>Quiz</b> <b>Read Lemov Chapter 7</b> <b>Prepare discussion questions</b>	Math Interventions Assess your student for the final time this week.
Week 12 Mar 29	<b>Instructional Intervention Due</b> <b>Quiz</b> <b>Read Lemov Chapters 8-9</b> <b>Prepare discussion questions</b>	Writing Interventions
Week 13 Apr 5	<b>Quiz</b> <b>Read Lemov Chapters 10-11</b> <b>Prepare discussion questions</b>	Growth Mindset
Week 14 Apr 12	<b>Quiz</b> <b>Read Lemov Chapter 12</b> <b>Prepare discussion questions</b>	Teach Like A Champion Instructional Strategies
Week 15 Apr 19	<b>Final Portfolio Due</b>	TBD
Week 16 Apr 26	<b>Finals Week</b>	

\* Syllabus Subject to Change