

BYU CPSE Winter 2022 Syllabus
Academic Intervention



INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

In this course, we will explore effective instructional practices that meet the needs of all learners, while respecting diversity. CPSE 620 students will learn to become thoughtful and adaptive school-based professionals who work in partnership with schools. CPSE 620 students will learn practical and hands-on instructional approaches for teaching students with disabilities. CPSE 620 students will actively participate in lectures, demonstrations, discussions, and also work with children to implement specific teaching strategies learned throughout the semester.

MATERIALS

- Burns, M. K., Riley-Tillman, T. Chris, & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*. (3rd ed.) New York, NY: The Guilford Press. ISBN 978-1-4625-2614-7
- Assigned Journal Article Readings - For **each** class please bring either a hard copy of the assigned readings or download it onto your electronic device prior to class

due to questionable internet access. Note that, access to the journal articles can be found via the Harold B. Lee Library. ([Link](#))

PROFESSIONAL PRACTICE FRAMEWORK DISPOSITIONS

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify course goals, facilitating their enactment in class and during your work with your district students this semester. Expectations:

- CPSE 620 students will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
 - CPSE 620 students will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
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LEARNING OUTCOMES

In this course, CPSE 620 students will be able to demonstrate an understanding of:

- Tiered system of support for students who struggle.
 - Major theories of intensifying instruction for students not responding to Tier 1 instruction.
 - Major approaches to academic intervention in the areas of reading, writing and mathematics for students not responding to Tier 1 instruction.
 - Differentiating instruction for students not responding to Tier 1 instruction.
 - Balanced coaching approaches for leaders working with teachers supporting students not responding to Tier 1 instruction.
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LEARNING QUESTIONS

Upon completion of the course, you should be able to answer the following questions:

- What do I need to understand about typical development in reading to teach students who are not responding to Tier 1 instruction?
- What do I need to understand about typical development in writing to teach students who are not responding to Tier 1 instruction?
- What do I need to understand about typical development in mathematics to teach students who are not responding to Tier 1 instruction?

- How do I provide supported and intensive instruction in reading?
- How do I provide supported and intensive instruction in writing?
- How do I provide supported and intensive instruction in mathematics?
- How do I provide supported and intensive coaching for teachers who instruct students who are not responding to Tier 1 instruction?
- What instructional strategies have evidence of greatest impact on student outcomes?
- How can I become an advocate for students who are not responding to Tier 1 instruction as well as to the teachers who work with them?

GRADES AND GRADING METHODOLOGY

Grading Scale:

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%
D-	61%
E	0%

Note: All grades will be rounded (e.g., 89.50% is calculated as 90%)

Grading Methodology: Your achievement in this course will be assessed through completion of the following assignments:

Assignment Type	Due	Grade %	Total Points
Modeling Project	Modeling 1: 1.19.2022	5%	50 points
	Modeling 2: 1.26.2022		
Math Teaching Demonstration	2.9.2022	5%	100 points
TRI Video	3.2.2022	5%	100 points
Interview Synthesis Project – MID-TERM	3.16.2022	20 %	200 points
SRSD with Contextual Factors	3.30.2022	5%	100 points
Digital Intervention Journal	Reading Math	12%	50 points each section

	Writing Academic Performance		150 pts total
	Completed Journal Due 4.6.2022		
Signature Strengths Project Final	4.15.2022	30%	300 points
Attendance, Participation, Professional Disposition and Respect for Others	Ongoing	3%	30 points
Total		100%	1080 points

ATTENDANCE, PARTICIPATION, PROFESSIONAL DISPOSITION AND RESPECT FOR OTHERS:

Attendance and Participation: Attending class and arriving on time reflects professional disposition. Students must be on time to class. Those who miss class more than one time and/or are consistently late (late is defined as arriving 5 or more minutes late; consistently is defined as 3 or more times of being late) will NOT receive participation points.

Additionally, in-class behavior considered to be unprofessional includes surfing the web, responding to or making cell phone calls –*except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors (reading books or articles not related to class discussion, scoring protocols, googling information not related to class discussion, making random comments, or engaging in conversation not related to class topic).

Professional disposition will be assessed in terms of promptness to class (attending on time); quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters (as demonstrated in class comments and written assignments); sensitivity to multicultural considerations and individual diversity (as demonstrated in class comments and written assignments); consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

POLICY:

Late work

It is **very** important that work be turned in on time or you will find it very difficult to catch up. Assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. ***Late work will NOT be accepted at all 5 days after due date.*** However, in situations involving a personal emergency, circumstances will be considered and appropriate accommodations made.

ASSIGNMENTS

1. **MODELING PROJECT**

DUE January 19 Modeling 1; January 26 Modeling 2. Submit by 11:59 p.m.

For this project you will:

- Teach a human something by using modeling.
- The human to whom you teach something could be a spouse, child, parent, friend, colleague or family member.
- The content of what you teach could be anything from how to blow a bubble to how to plant a herb garden.
- Record yourself.
- Turn in your recording for Modeling 1 on 1.19.2022 by 11:59 pm.

- You will receive more information in class on how to complete the 2nd half of the project which you will submit on 1.26.2022 by 11:59 pm.
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2. MATH TEACHING DEMONSTRATION IN CLASS

DUE: 2.9.2022 in Class

For this assignment, you will prepare one of the interventions listed in the Burns text starting on page 151 for the class. It is expected you will prepare all materials needed

About: Parents of special needs children will likely look to you as an education expert. Many are eager to support mathematics development at home but may lack tools and resources to know where to begin. For this project, you will create a 5 to 7-minute parent training ppt. You will describe your intervention, intervention steps and materials needed. You will also demonstrate and have the class practice the intervention you choose. You will then have an intervention kit available for each class participant as well as the instructor. Remember to work with your classmates in order not to repeat interventions. The presentation should be engaging and parent friendly.

3. TRI TEACHING VIDEO

DUE 3.2.2022 by 11:59 pm

You will submit 1 TRI teaching video. You can decide the TRI LEVEL of the video. You must work with a student on the TRI for your video.

Remember to CHOOSE ONE of the below:

TRI PINK/BLUE video – made up of two sub-videos – must include:

- A video of you working with a student.
- PINK or BLUE Segmenting Words
- Change 1 Sound
- Read, Write and Say
- Read Write and Make
- Guided Oral Reading
- Pocket Phrases
- Evidence of you using the STRIVE for FIVE Strategy
- Evidence of you using the BLEND AS YOU GO Strategy
- A PINK or BLUE Diagnostic Map

TRI GREEN Video – made up of two sub-videos - must include:

- A video of you working with a “student”.
- Segmenting Words in GREEN,

- Sort Write and Say,
- Word Division
- Guided Oral Reading
- ReReading for Fluency
- A GREEN Diagnostic Map
- Evidence of you using the Search for the Sound Strategy
- Evidence of you using the BLEND AS YOU GO Strategy

TRI PURPLE Video – made up of two sub-videos - must include:

- A video of you working with a “student”.
- Segmenting Words by chunk in PURPLE
- Read Write and Say by chunk,
- Word Division by chunk
- Read Right Make with Permanent Irregular Sight words with more than one syllable
- TRI Writing

A PURPLE Diagnostic Map

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4. INTERVIEW SYNTHESIS ESSAY

- **DUE:** This essay is considered your MID-TERM and is due 3.16.2022 at 11:59 pm

Background of Assignment: As a school-based Practitioner, you will be expected to offer multiple roles of support for both students and colleagues. As such, this assignment is meant to help prepare you for these various roles by having you collect data from 3 disparate perspectives of school faculty. With this in mind, to complete this essay you must:

- Complete an interview with three of the following individuals (interview protocols will be provided for you):
 - a general education teacher,
 - special education teacher,
 - school psychologist,
 - a school-based BCBA
 - a literacy, instructional or curriculum coach.
- You will audio or video record your interviews and upload them.
- You will synthesize your learning in a 10-15 page written essay. This essay should include the experiences of your interview participants related to their perspectives shared in their interviews.
- You will receive more information about this project throughout the semester. It is expected you will make relevant connections to readings and course work

6. SRSD VIDEO WITH CONTEXTUAL FACTORS

- **DUE:** 3.30.2022 by 11:59 pm

You will plan, implement and record a persuasive writing SRSD lesson with a student.

In order to complete this assignment you must:

Be familiar with a two week SRSD persuasive writing unit.

Choose a lesson from the SRSD persuasive writing unit to record

Video record and submit this lesson from your unit.

Consider contextual factors as part of this project.

Write a 2-3 page reflection paper about your SRSD work.

For contextual factors, please include:

- Your thoughts about how the geographic location impacts student learning?
- Your thoughts about how the community and school population impact student learning?
- Your thoughts about how the socio-economic profile impacts student learning?
- Your thoughts about how the race/ethnicity profile of the student body impacts student learning?
- Other considerations about the community or school that could impact student learning?

2.

CAUTION: Please make sure not to write from a deficit view or a culture of poverty lens.

Include in your reflection the strengths and affordances students from disparate socio economic, families, communities and racial and ethnic backgrounds bring to the instructional environment.

7. DIGITAL INTERVENTION JOURNALS

- **DUE:** Your Completed Intervention Journal is due 4.6.2022.

Throughout the semester you will create a digital intervention journal. Within this journal you will record your understanding of interventions in the area of reading, writing, math and academic performance. In order to complete this assignment you will:

1. Create a digital journal with 4 sections: Reading, Writing, Math, Academic Performance.
2. Choose 4 interventions within each area from Chapter 4 from the Burns et al text.
3. Add to your journal throughout the semester.
4. Use and complete the digital journal template below

Intervention Area Reading Writing Math Performance
Name of Intervention
Explain how to implement the Intervention
Write about how you tried this Intervention with a human.
Provide and describe an online link you found that would help someone understand this strategy
Reflections about this intervention: (which age, grade etc. would benefit the most from this strategy?)

8. SIGNATURE STRENGTHS PROJECT – FINAL

DUE: April 15, 2022

This project is designed as your final project. It is anticipated that you will work on this project continuously throughout the semester. Successful students typically complete one component per week. For each of the components, you will write a 500 word reflection on what you learned and how you can applied what you learned to your desired position in a school. Across the semester, you will be asked to share your reflections with class members. This project is cumulative. Each of the reflection pieces will inform your work. More information, and a rubric will be provided to help prepare you for your Final.

1. Take the Signature Strength Questionnaire – write a 500 word reflection about your signature strengths. Are you surprised?
2. Create a visual of your Signature Strengths. Using this visual, how would you explain to an “other” how you use your Signature Strengths to learn new information?
3. Gift of Time – Do something using one of your character strengths for someone else that takes time. Write a 500 word essay about your experience.
4. Using Signature Strengths – Take some time out of your week to use one of your signature strengths in a new way. Then write about the experience and how you felt.

5. Signature Strengths Story: Describe a time where using one of your signature strengths helped you overcome a challenge.
 6. You at your best: Write down stories of when you think you were at your best. Then identify your signature strengths in those stories.
 7. Celebrate someone else's Strength: Arrange an activity that uses a character strength of a loved one or friend. Write a 500 word essay about your experience.
 8. Strengths contribution: Contribute to our discussion of focusing on strengths. Find a relevant reading, video clip, useful tool, model, an illustration etc. that demonstrates using strengths vs weaknesses to grow. It should be appealing such that I will want to share it with the entire class. Remember, this can be formal or informal, humorous, touching or serious. Take care that it is not repetitious, redundant, tedious, irrelevant or forgetful. If you do use a video clip, it should not exceed 5 minutes. Write a 500 word essay explaining your choice.
 9. Schedule a face-to-face meeting with another school-based practitioner in a job similar to the one you hope for (not another CPSE student). During your conversation, take a few minutes to thoughtfully explain the "COP" model. Begin with the complete diagram showing all three circles (and "sweet spot"). Also explain what happens when one of the three areas (passion, competence, or opportunity) is missing: Having explained the "COP" model, ask questions that might lead to insight. For example: 1. Are you in the "sweet spot" in your current job? How often and in what circumstances? 2. When are you most passionate about your work? 3. When do you feel most confident about your abilities? 4. When are you adding the most value to your opportunity? 5. Is something missing in the model for school-based professionals? What could you add or change?
 10. Energy Change: In class, we have talked about the importance of managing our energy, not just our time. This shift in emphasis is an opportunity for all of us to change and improve overall performance. Remembering there are energy traps that drain energy and energy building rituals that enhance energy; choose an energy trap that you want to escape or an energy ritual that you want to develop. Make sure you draw upon the 6-Cell Model. Do not stay inside only one or two of the cells when managing your energy. Do things differently. Begin to change your behavior. Be attentive to the sources of resistance that you encounter. Resistance may be personal, social, and structural; Write a 500 word reflection analyzing your effort to change in terms of the 6-Cell Model. How will this information help you as you work with others in schools (parents, colleagues and students) whom you expect to change?
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11. No matter how skilled you are as a school-based professional – if you have trouble working as a team, you will struggle. Take a moment to reflect on your professional network.
 1. Who is your professional role model? Does she/he represent the person you want to be, both professionally and personally? Does this person occupy a position of power, capable of creating opportunities for you while compensating for some of your disadvantages? Does this person know that she/he is your role model and regard you well?
 2. Who are your allies? How many do you have? Allies are defined as "a small group of people (less than 10) who are always in your corner, who regularly give you career advice, and who can be trusted by you without hesitation." Do you need to change the relationship you have with them? Or do you need to add, drop or replace anyone?
 3. Do you have a broad base of school-based professional acquaintances? When did you last contact an acquaintance to ask for a small favor? When was the last time someone contacted you?
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12. Take action to strengthen your professional network. Relationships are living, breathing things – you should feed, nurture, and care about them. If you neglect them, they will die. Please complete at least three of the following actions:

1. Within 24 hours: Identify your strongest or most important relationship. Do something to preserve or strengthen that relationship.

2. Within 3 days: Identify a gap or weakness that needs to be fixed. Do something to fix the gap.

3. Within 5 days: Introduce two people you know to two other people.

4. Within 7 days: Think of a challenge or problem that you face, and then ask a connection to introduce you to someone who might be able to help.

5. Within 7 days: Identify a key acquaintance and then strengthen the relationship. Give a small gift (e.g., an interesting article) or initiate a conversation (perhaps even a collaboration) that will help to transform the acquaintance into an ally.

Write a 500 word reflection that evaluates your school-based professional network and the actions you took to strengthen it.

CLASS PARTICIPATION

Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material.

- For EACH class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.

UNIVERSITY POLICIES

1. 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.

2. SEXUAL MISCONDUCT

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class

assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

3. STUDENT DISABILITY

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

4. 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.

