A. Protocol

Course Name: Principles of Instruction and Intervention  
Course Number: PSY 710  
Credits: 3  
Prerequisites: None  
Maximum Class Size (face-to-face): 30  
Maximum Class Size (online): 30  
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Upon completion of the course, students will:

1) Demonstrate an understanding of the basic tenants of variable models of identification of students with academic difficulties, including Response to Instruction (RtI) within a legal and ethical framework.

2) Demonstrate an understanding of universal screening and large scale assessments and their use in identifying children who may be at risk for academic difficulties (Tier 1).

3) Understand a variety of instructional innovations/models such as cooperative learning, technical assistance, discovery learning, direct instruction and whole language.

4) Identify and utilize curriculum and instructional adaptations within a variety of instructional frameworks, which meet the needs of students with diverse learning needs.

5) Identify and apply the critical elements and procedures used in curriculum based assessment (CBA) for academic difficulties and screening.

6) Utilize data collected during assessments to help teachers and parents develop and monitor effective intervention plans under a variety of teaching models (including mediated scaffolding, differentiated instruction, and co-teaching).

7) Be able to engage in data-based decision making that is founded upon knowledge of human learning process, instructional methods and evidenced based practice in conjunction with formal and informal assessment to determine appropriate interventions for academic problems (Tier 2, consultation).
8) Demonstrate the ability to interpret time-series data that is obtained following intervention as a component of progress monitoring to determine effectiveness of the intervention in meeting the needs of the student.

9) Differentiate appropriate interventions as a function of diverse student characteristics (language, ethnicity, culture)

10) Provide school personnel, parents and students with information about research on factors that affect educational achievement policy that supports implementation of these factors and practical suggestions that make such implications likely to occur.

11) Demonstrate how to convey scientific knowledge to others (consultation and staff development formats)

12) Describe various methods of instruction for teaching reading and language arts, mathematics, science and social studies for students with or at risk for disabilities.

13) Define, demonstrate the assessment of, and identify evidence-based strategies to enhance phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary and reading comprehension.

C. Catalog Description:

This course is designed for the non-teaching educational specialist to assist them in gaining a fundamental understanding of the basic principles of instruction, with an emphasis on evidence-based practices in inclusive settings. Specific academic and behavioral strategies will be examined, as they relate to reading development and instruction, curriculum based assessments, program evaluation, the development of evaluation reports, and the implementation of intervention strategies for various populations of children at risk for or with exceptionalities in inclusive settings. Students will also examine a variety of theoretical frameworks that focus on the specific components of assessment, instruction and consultation in inclusive settings.

D. Outline of the Course:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course, assign instructional innovation topics</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Explore “Research Based” terminology in No Child Left Behind, IDEA and Research in Educational Innovations Review categories of exceptionality</td>
<td>Ellis Chapters 1-4 NCLB IDEIA</td>
</tr>
<tr>
<td>Week 3</td>
<td>Explore “Research Based” terminology in No Child Left Behind, IDEIA and Research in Educational Innovations</td>
<td>Ellis Chapters 1-4 NCLB IDEIA On-line Assignment/Quiz</td>
</tr>
<tr>
<td>Week 4</td>
<td>PA Chapter 4 Response to Instruction and Intervention-using data on the class, individual, and district level to</td>
<td>Chapters 102, 135 &amp; 136 in BP in SP V and PA Chapter 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>Curriculum Based Instruction- review details of CBA project within an RTI context Progress Monitoring</td>
<td>Chapter’s 8, 14 &amp; 20 BP in SP V See Evaluation Report (ER Format)</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Week 6</td>
<td>Direct Instruction Whole Language CBA/RTI work, continued</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mastery Learning Inclusion/Co-teaching CBA/RTI work, continued</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>Week 8</td>
<td>No Class/Spring Break</td>
<td>Enjoy!</td>
</tr>
<tr>
<td>Week 9</td>
<td>Cooperative Learning Homework and Class Size</td>
<td>Paper due Assigned Readings</td>
</tr>
<tr>
<td>Week 10</td>
<td>Computer Assisted Instruction Assistive Technology Student Assistance Program</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>Week 11</td>
<td>Reading Development, Instruction &amp; Assessment</td>
<td>Gambrell, Morrow &amp; Pressley; Chapters 22,23&amp;24 BP in School Psychology V</td>
</tr>
<tr>
<td>Week 12</td>
<td>Reading Development, Instruction &amp; Assessment</td>
<td>Gambrell, Morrow &amp; Pressley On-line Assignment/Quiz</td>
</tr>
<tr>
<td>Week 14</td>
<td>5 Big Ideas in Reading Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>5 Big Ideas in Reading Presentations</td>
<td>Classroom Observation Write-up due.</td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam</strong></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

E. Teaching Methodology:

1) Traditional Classroom Methodology

A. Lecture, group discussion, performance-based activities and professional readings will be used to present basic concepts and the extension of such concepts to the various aspects of instruction.

B. Study materials


2) **Online Methodology**  

Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. **Text:**

G. **Assessment Activities:**

1) **Traditional Classroom Assessment**

Grades will be based upon the number of points accumulated throughout the semester. Activities, homework assignments and presentations will be assigned at the discretion of the instructor. Please note that in-class activities are unannounced and **cannot be made up under any circumstance**. All assignments must be submitted on the appropriate due date, unless changed by the instructor. Late assignments will result in a reduced grade.

a. **Presentation on an Educational Innovation (50 points):** Students, in groups of two, will present a 25 minute literature review and demonstration of one of several designated educational innovations that are currently being widely used on a national basis. The presentation will consist of a description of the innovation, (10 minutes) class activities that demonstrate the innovation (10 minutes), and most importantly, a critical analysis of the research basis of the innovation according to the parameters described in Chapter 4 of the Ellis text (5 minutes). Implications of the reviewed program for students who are culturally and/or linguistically diverse will be especially valued. Each team must also address and critically evaluate how this educational innovation can be used to meet the needs of children with disabilities in inclusive settings.

   Each team will also **construct one short-answer essay question** based on their presentation topic that will be considered for use in the final exam. The question should include a citation of the page number(s) of the article from which it is drawn as an index for the appropriate answer.

   Presenting teams should use effective instructional procedures when making their presentations. Use of PowerPoint technology, overheads, handouts, etc. is encouraged. The demonstration of the innovation should include a brief, but illuminating, hands-on activity or demonstration of the techniques or procedures of the program. A brief skeletal outline of the presentation (or the PowerPoint presentation) should be made available to peers as well as the instructor on the day of the presentation.

b. **Literature Review of Educational Innovation (60 points):** Each student will write a paper based on the literature review conducted for the presentation on an educational innovation. The paper should describe the innovation and the articles that document its
initial implementation in the schools, but should primarily focus on whether the program is sufficiently supported by research to be used on a widespread basis in the schools. Evaluation of the research according to Ellis’ three levels will be most highly valued. Each paper must also address and assess how the innovation can be applied to meet the needs of children with disabilities in inclusive classroom settings. A minimum of 10 quality resources is required.

APA Style: Students are expected to follow stylistic guidelines of the American Psychological Association for all papers, including grammar, spelling, and word usage.

The paper is due on week 9.

Presentation/Paper Topics:
- Direct Instruction presentation
- Whole Language presentation
- Mastery Learning presentation
- Inclusion
- Cooperative Learning
- Homework & Class Size
- Computer Assisted Instruction
- Student Assistance Program

c. Curriculum Based Assessment Project (50 points): Students will work in pairs to conduct a project in curriculum based reading assessment with a real person (e.g., student). Projects will consist of identification and measurement of reading, including the collection of baseline data; tracking oral reading fluency and comprehension for at least three weeks and the development of an appropriate intervention plan. Teams will deliver their results to the class as if they are presenting the results to an educational team (approximately 10 minutes) and write a report of their work, using the Evaluation Report promulgated by the Pennsylvania Department of Education. Interventions and/or curriculum adaptations based upon the data should be presented.

   The final report is due on week 13.

d. Group Presentation on the 5 Big Ideas in Reading (50 points): Students will be assigned 1 of the 5 big ideas in reading (phonemic awareness; alphabetic principle, accuracy and fluency, vocabulary, or comprehension) and will work in groups of 3 to present the “idea” to the class. Each of the 5 “ideas” must be accurately defined with sufficient depth. How and when each “idea” is taught must be addressed and a suitable demonstration of this process must be presented to the group. Intervention strategies for children who struggle with each particular skill must also be discussed. Finally, how and when each “idea” is measured must be presented along with suitable examples. See the rubric for more details.

e. Classroom Observation (50 points): Students must observe a regular or special education classroom for a minimum of 45 minutes. Students must describe the learning environment by typing a 1 paragraph description for each of the following questions:
• What learning theory was evident or referenced in the instruction? Describe how the theory was employed in the instruction.

• How did the instructor arrange the environment for learning?

• Ask to see a syllabus or lesson plan. What taxonomy concepts were used? Describe how they were employed in the lesson.

• How was attention (student focus) developed?

• How was student motivation maintained?

• What instruction tools did the instructor use to enhance and/or deliver their instruction?

• How was learning demonstrated?

• Did the assessments (questions, activities) match the chosen learning theory used in the instructional delivery process? How or how not? What would you have done to ensure consistently between delivery and assessment?

• Was this class an inclusive setting? Was co-teaching evident? Explain.

The classroom observation write-ups are due on week 15.

f. Examination: One comprehensive examination will be given at the end of the course. This exam will cover the text, all assigned readings, and readings designated from the presentations. The format will be short-answer essay.

g. Evaluation of Character: In order to promote character, consistent with the university mission, students will begin the semester with 20 Professionalism points. At the end of the semester the professor will review the attendance log as well as any student correspondence. Points will be deducted for unprofessional communications as well as for absences. The professionalism score will be factored into the total points for the course and will impact each student’s grade, hopefully in a positive way.

h. Point Value Summary for the Course:

The following point totals will apply:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>Essay format</td>
<td>50 points</td>
</tr>
<tr>
<td>Educational Innovation</td>
<td>Essay format</td>
<td>50 points</td>
</tr>
<tr>
<td>Educational Innovation Paper</td>
<td>See Rubric</td>
<td>50 points</td>
</tr>
<tr>
<td>Classroom Observation Paper</td>
<td>See Rubric</td>
<td>60 points</td>
</tr>
<tr>
<td>Classroom Observation Paper</td>
<td></td>
<td>20 point maximum</td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td>20 point maximum</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>330 points(approximate value)</td>
</tr>
</tbody>
</table>
i. 
j. 
k. 
l. 
m. 
n. 
o. 
p. 
q. 
r. 

***Assignments and point values are subject to change at the discretion of the professor ****

The following grading scale will apply:

A = 90-100% of total points  
B = 80-89% of total points  
C = 70-79% of total points  
F = 69% of total points and below

2) Online Assessment

H. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:
• Reserve the right to decide when to self-identify and when to request accommodations.  
• Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.  
• Might be required to communicate with faculty for accommodations, which specifically involve the faculty.  
• Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
• Location: Azorsky Hall – Room 105  
• Phone: (724) 938-5781  
• Fax: (724) 938-4599  
• Email: osdmail@calu.edu  
• Web Site: [http://www.calu.edu/current-students/student services/disability/index.htm](http://www.calu.edu/current-students/student services/disability/index.htm)
I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


No Child Left Behind Act of 2001: Reauthorization of the Elementary and Secondary Education Act (Executive Summary).


Additional Information for Course Proposals

J. Proposed Instructors:

Any Psychology Department faculty member with school psychologist certification and/or expertise.

K. Rationale for the Course: This course is designed to address the National Association of School Psychologist’s standards for graduate training programs which require candidates to understand school programs and organizations. It is intended for the non-teaching educational specialist to assist them in gaining a fundamental understanding of the basic principles of instruction, with an emphasis on evidence-based practices in inclusive settings. Specific academic and behavioral strategies will be examined, as they relate to reading development and instruction, curriculum based assessments, program evaluation, the development of evaluation reports, and the implementation of intervention strategies for various populations of children at risk for or with exceptionalities in inclusive settings.
Students will also examine a variety of theoretical frameworks that focus on the specific components of assessment, instruction and consultation in inclusive settings. This is an existing course that needed to be revised, along with its name, in order to comply with Chapter 49 requirements from the Pennsylvania Department of Education.

L. Specialized Equipment or Supplies Needed: No.

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain) No.
2. Does the course require additional physical resources? (Please explain) No.
3. Does the course change the requirements in any particular major? (Please explain) No.
4. Does the course replace an existing course in your program? (If so, list the course) No.
5. How often will the course be taught? This course will be taught once each academic year.
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name) No.

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline. Not applicable.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC. No.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.

---

PSY 710 Project Presentation Evaluation Rubric

Name: _____________________________ Date: __________________
| Topic: | ____________________________________________ |
|------------------------------------------------|
| 1. Accurate and thorough presentation of the educational innovation | 10 Points |
| 2. Useful demonstration of the educational innovation | 10 Points |
| 3. Thorough analysis of the research literature regarding educational innovation including how it can be utilized to meet the needs of children with disabilities in inclusive settings | 10 Points |
| 4. Useful skeleton notes for students to use during presentation. | 5 Points |
| 5. Effective presentation skills and use of technology | 5 Points |
| 6. Quality of short-essay question | 10 Points |

Total Points: ___________ / 50
## APPENDIX A
Research Paper Grading Rubric

<table>
<thead>
<tr>
<th>Name _____________________________________________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Many factual errors/inconsistencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>All information is factually correct 5</td>
<td></td>
</tr>
<tr>
<td>Excellent background, context, and idea development 5</td>
<td>Poor background, context, and idea development</td>
</tr>
<tr>
<td>Thesis is clear 5</td>
<td>Thesis is poor 1</td>
</tr>
<tr>
<td>Excellent variety of sources 5</td>
<td>Inadequate variety of sources 1</td>
</tr>
<tr>
<td>Excellent discussion of detail 5</td>
<td>Vague discussion of detail 1</td>
</tr>
<tr>
<td>Impressive depth of insight/analysis 5</td>
<td>Unexceptional insight/analysis 1</td>
</tr>
<tr>
<td>Effective conclusion/integration 5</td>
<td>Weak conclusion/integration 1</td>
</tr>
<tr>
<td>Format and Style</td>
<td></td>
</tr>
<tr>
<td>Excellent APA Style 5</td>
<td>Poor APA Style 1</td>
</tr>
<tr>
<td>Clear organization 5</td>
<td>Confusing organization 1</td>
</tr>
<tr>
<td>Smooth transitions 5</td>
<td>Awkward transitions 1</td>
</tr>
<tr>
<td>Correct grammar/ no spelling mistakes 5</td>
<td>Incorrect grammar/ many spelling mistakes</td>
</tr>
<tr>
<td>Clean/legible manuscript 5</td>
<td>Sloppy manuscript 1</td>
</tr>
<tr>
<td>Total Possible Points 60</td>
<td>Sum points to get total score.</td>
</tr>
</tbody>
</table>

**Sum points to get total score.**

1/2/2012
## PSY710 Principles of Instructional Design
### Scoring Rubric for the 5 Big Ideas in Reading

<table>
<thead>
<tr>
<th>Group Members: ___________________________</th>
<th>Date: ____________</th>
</tr>
</thead>
</table>

**Topic:**
1) Phonemic Awareness
2) Alphabetic Principle
3) Accuracy & Fluency
4) Vocabulary
5) Comprehension

<table>
<thead>
<tr>
<th>SECTION/DESCRIPTION</th>
<th>MAXIMUM POINT VALUE</th>
<th>POINTS ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTER 1: DEFINE: “Idea” was accurately defined with sufficient depth. Presenter acknowledged what this is and why this is important.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>PRESENTER 2: INSTRUCTION: How and when this “idea” is taught was addressed. A suitable demonstration of this process was presented. Intervention strategies for children who struggle with this skill were identified.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>PRESENTER 3: ASSESSMENT: How and when this “idea” is measured was presented. Suitable examples were provided.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>HANDOUT: General information about the “idea” was succinctly stated along with a list of references. Handouts were distributed to the entire class.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION STYLE: The group presented the information in a clear and organized fashion. All members were prepared and participated equally.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that all group members will achieve the same score. Hence, for this project, the groups’ overall score is contingent upon the work of each of its members.*
PSY 710
Progress Monitoring Case Studies

Use the data below to determine whether or not this ______ grade student is responding to the instruction/intervention.

Passage #1
Grade level of passage: __________
Term reading was measured: __________
# of words read correctly per minute: __________ (____ words in the probe)
# of comprehension questions answered correctly: _____ out of ____

Passage #2
Grade level of passage: __________
Term reading was measured: __________
# of words read correctly per minute: __________ (____ words in the probe)
# of comprehension questions answered correctly: _____ out of ____

Passage #3
Grade level of passage: __________
Term reading was measured: __________
# of words read correctly per minute: __________ (_____ words in the probe)
# of comprehension questions answered correctly: _____ out of ____

Calculate the students’ accuracy rate. Is this at the frustration, instructional or independent level? When considering the reading passage results, at what grade level and percentile rank range is the student functioning between? What is the student’s comprehension level?

Determine the rate of progress per week and graph the trajectory line across 8 weeks. Next, plot the following scores as actual data.

Week 1: Week 2: Week 3: Week 4: Week 5: Week 6: Week 7: Week 8:

Determine if this_____ grade student is responding to the intervention/instruction. Based upon this data, what strategies, if any, would you recommend to the team?