Instructor: Joseph F. Kovaleski, D.Ed., NCSP  
Office: 246 Stouffer  
Phone (office): 724/357-3785  
Phone (home): 724/801-8715

Office Hours: Available on D2L.  
Or by appointment  
Email: jkov@iup.edu  
Website: www.coe.iup.edu/kovaleski/

Objectives

The focus of this advanced seminar is a systematic review of current research on instructional and social/emotional interventions with emphasis on classroom applications. The course is intended to prepare the student to:

1. Review hallmarks of valid research practices in education
2. Understand the culture of schools vis-à-vis educational research
3. Demonstrate an understanding of interventions most appropriate for children at risk due to cultural, socioeconomic, linguistic, or ethnic background.
4. Evaluate historic and recent educational innovations in terms of their research support
5. Be prepared to evaluate new educational innovations before adopting at the system level

Standards

This course will address the following NASP standards:

2.1 Data-Based Decision-Making and Accountability  
2.2 Consultation and Collaboration  
2.3 Interventions and Instructional Support to Develop Academic Skills  
2.4 Interventions and Mental Health Services to Develop Social and Life Skills
2.5 School-Wide Practices to Promote Learning  
2.6 Preventive and Responsive Services  
2.7 Family–School Collaboration Services  
2.8 Diversity in Development and Learning  
2.9 Research and Program Evaluation

Required Texts and Readings

Required Texts:


**Required Articles, Videos, and Monographs:**


**Related Resources:**

Students are expected to be familiar with the following books and resources.


Note – Readings will be on reserve in the IUP Library or the Child Study Center. Additional readings may be identified during the course and will be placed on reserve in the library.

**Additional Bibliography:**


Course Format and Requirements

The seminar will initially involve instructor-directed material to provide a structure for the remaining learning experiences. Subsequently, a heavy emphasis will be placed on group discussion of material to facilitate a shared learning experience among the participants. The students will also be expected to do considerable reading on their own, serve as discussion leaders, pursue information through library and internet research, and complete a report on a critical review of a school district’s performance as a function of their curricula and instructional practices.

Guided Discussions: Each student will serve as a discussion leader or co-leader for one of the topics indicated in the course schedule (see below). The discussion leader should be prepared to engage the group in a thorough review of the topic, including a critical analysis of the research basis of the topic. In addition to the assigned readings, leaders should conduct their own search of the topic in the professional literature and online. Leaders may invite guest practitioners (live or via Skype) to discuss practical application of the topic, and may demonstrate online resources. For each topic, leaders will produce an annotated bibliography of the topic (one paper per topic is required). Papers are due on the day of the guided discussion.

Students who are not presenting will be required to prepare in writing a question for the presenter based on the readings assigned. Questions should be posted on D2L (Discussion Section) before the beginning of each class period. Responses to the posted questions are encouraged, but not required. A rubric for the guided discussions will be available on D2L.

Course Project: An important aspect of the course is to develop the skill of analyzing existing curricular and instructional programs in applied settings. To address this competency, students will conduct an analysis of a school district’s student outcomes and curricula. Students will give a 20 minute presentation of their analysis on the designated date, and complete a 10 page paper (double-spaced), which is due on July 28, 2010. Guidelines and a rubric for the presentation and paper are available on D2L.

Participation/Professionalism: Students are expected to read all required readings in advance of the designated dates, so that they are prepared to engage fully in the discussion of the topic area. Attendance at all classes, unless excused by the instructor, is an expected part of full participation.

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

The following items will be posted on D2L:
- Course syllabus
- Resource information
- Presentation PowerPoints
- Guidelines and rubrics
- Class questions
- Interim grades

Grading Procedures and Criteria

Grades will be based upon the number of points accumulated on each requirement, participation, and attendance. All presentations must be ready on the appropriate due date. The following point totals will apply:

<table>
<thead>
<tr>
<th>Guided Discussion</th>
<th>50 points</th>
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<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>20 points</td>
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<tr>
<td>Report on Curriculum</td>
<td>50 points</td>
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<tr>
<td>Questions on D2L</td>
<td>31 points</td>
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<tr>
<td>Class Participation</td>
<td>20 points</td>
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<td><strong>TOTAL</strong></td>
<td><strong>171 points</strong></td>
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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93% of total points</td>
<td>159 points</td>
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<tr>
<td>B</td>
<td>83 to 92% of total points</td>
<td>142 to 158 points</td>
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<tr>
<td>C</td>
<td>73 to 82% of total points</td>
<td>123 to 141 points</td>
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<tr>
<td>F</td>
<td>Less than 73% of total points</td>
<td>Less than 123 points</td>
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Student Outcomes Matrix Format

<table>
<thead>
<tr>
<th>College Conceptual Framework Standard</th>
<th>INTASC Standard (undergrad only)</th>
<th>Discipline Specific Standard/Program Objective</th>
<th>Course Objective and Performance Indicator</th>
<th>Course Assessment Measuring Objective</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Guided Discussion (Rubric)</td>
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<td>2.2, 2.5, 2.6</td>
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<td>2.9</td>
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## Course Schedule

### July 12
**Educational Research:**
- Ellis (1-4)* &
- Coalition for Evidence-Based Policy* (one Q)
- Lloyd* &
- Bloom* (one Q)

**Cautionary Tales in Educational Practice: Learning Styles and Whole Language**
- Ellis (10) - from 3rd ed.
- Kavale*
- Frisby (1993)*
- Moats (2000)
- Moats (2007)

### July 13
**Response to Intervention (RTI)**
- BP (2)*
- BP (6)*
- BP (9)*
- Haagar (1)*
- Jimerson (4, 6)**
- Kovaleski (2007)*
- Shinn (1)*

### July 14
**RTI Day 2**
- Intervention Integrity
  - BP (11)*
  - Jimerson (18)*

**Assessment and Eligibility Issues**
- Kovaleski DVD*
- Pennsylvania SLD Guidelines
- Flinn

**The controversy?**
- Batsche*

### July 19
**Guided Discussion #1 (3 students):**
**Reading and Language Arts Interventions**
Pick 4 readings from:
- McCardle (8, 9, 10, 15)
- Jimerson (14, 15)
- Glover (6)
- Haagar (2, 7, 9)
- Fletcher (5, 6, 7)
- Hart & Risley

### July 20
**Guided Discussion #1 (cont.): Reading and Language Arts Interventions**
Pick 1 reading from:
- Glover (9)
- Shinn (21)
- BP (28)
- Fletcher (9)

### July 21
**Guided Discussion #2 (2 students): Math Interventions**
- National Math Panel Report – Executive Summary*

Pick 1 additional reading from:
- BP (26, 27)
- Glover (8)
- Shinn (20)
- Fletcher (8)

### July 26
**Guided Discussion #3 (2 students): RTI in Secondary Schools**
Pick 2 readings from:
- BP (69)
- Stupski Report
- Glover (7)
- Shinn (18, 22, 23)

### July 27
**Guided Discussion #4 (3 students): RTI for Behavior**
Pick 4 readings from:
- BP (88)
- Glover (10)
- Shinn (4, 14, 15, 16, 17, 27, 30)
- Bear (2009)
- Seligman et al. (2006)
- Terjesen (2004)

### July 28
**Guided Discussion #4 (cont.): RTI for Behavior**
<table>
<thead>
<tr>
<th>August 2</th>
<th>August 3</th>
<th>August 4</th>
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<tbody>
<tr>
<td>Guided Discussion #5 (1 student): Teaching English-Language Learners</td>
<td>Discussion of Curriculum Projects</td>
<td>Discussion of Curriculum Projects</td>
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<tr>
<td>Pick 2 readings from:</td>
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<tr>
<td>• BP (108, 109, 116)</td>
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<tr>
<td>• McCardle (13)</td>
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<td>• Haager (4, 10)</td>
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<td>• Shinn (19)</td>
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<tr>
<td>• Frisby (2009)</td>
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* Required reading