



EDCI 519 01W
Response to Intervention
COURSE SYLLABUS: Fall 2022

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Email Policy: *This course is very short, I will try to respond to all emails as soon as possible and same day when possible.*

COURSE INFORMATION

Course Materials: Brown-Chidsey, R., Bronaugh, L., McGraw, K. (2009) *RTI in the classroom: Guidelines and Recipes for Success*. Guilford Press: NY

Website Requirement: National Center on Response to

Intervention: <http://www.rti4success.org/> <http://iris.peabody.vanderbilt.edu/>

Specifically: <http://iris.peabody.vanderbilt.edu/module/rti01-overview/>

Course Description: This course will build capacity among students to implement the Response to Intervention framework in local and state education agencies. Participants will examine the RTI components of screening of students, monitoring student progress, providing evidence-based interventions and identifying students with special learning needs.

Student Learning Outcomes:

Students will identify methods for:

1. Analyzing ways to build consensus within the local school for RTI implementation.
2. Applying the RTI Tiered framework.
3. Examining individualized learning needs.
4. Analyzing progress for individual children.

5. Record keeping during progress monitoring.
6. Applying Reading interventions within the RTI framework.
7. Applying Written language interventions within the RTI framework.
8. Applying Behavior interventions within the RTI framework.
9. Using RTI with English Language Learners.
10. Using the DIBELS system within the RTI framework.

COURSE REQUIREMENTS

Course Requirements:

1. Participate actively in discussions and activities
2. Complete all the required work

- a. Chapter Quizzes

**Chapter quizzes are open during the May-mini session. All quizzes can be taken multiple times and there is no time limit to each quiz. Take the quizzes at your convenience and as many times as you need.

- b. Reaction Papers
- c. Develop a rating scale for analyzing an RTI

- d. Create an RTI model for a school district

- e. Participation in Webinars

Specific Course Requirements:

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| 1. Chapter quizzes- 3 quizzes 100 points | 300 |
| 2. RTI and Middle School Assignment | 100 |
| 3. RTI Rating Scale | 100 |
| 3. RTI District Evaluation | 100 |
| 4. Data-based Decision Making Assignment | 100 |
| 5. Universal Benchmarks Assignment | 100 |

6. Critical Issues Assignment

100

7. IRIS Center Module & Assessment Discussion 100

Total:

1000 points

Course Evaluation:

Grading Scale	
A = 90 – 100%	900-1000
B = 80 - 89%	800-889
C = 70 - 79%	700-779
D = 60 - 69%	600-669
F = below 60%	599 and below

Numerical grades are recorded in ecollege and available to you when you click on “Gradebook.” ecollege also calculates a “percentage score” based on the assignments completed to date and also based on the total number of assignments for the semester. The most important percentage is the one based on assignments completed to date.

At the end of the semester, numerical scores are converted to percentage based on the total assignments for the semester. Instructors use percentage scores to calculate a preliminary final grade on a scale of 91-100% (A), 81-90% (B), 71-80% (C), 61-70% (D), etc.

Once the grade is determined based on the criteria above, it is then adjusted upward for participation, enthusiasm, cooperation, and general code of conduct; adjusted downward for attendance, lack of participation, and other factors that might apply.

TECHNOLOGY REQUIREMENTS

Internet Connection. An internet connected is necessary. Internet access/connection – high speed recommended (not dial-up)

Word Processor. MS Word is the recommended word processor for ecollege

(Microsoft Office Word – 2003 or 2007)

- Access to University Library site
- Access to an Email

Operating Systems. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. Google Chrome is also supported.

Browser Testing. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, log into ecollege, click on the ‘my Courses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using ecollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.]

How to Access ecollege.

Because of university policy, you are not able to access our course in ecollege until the first official day of classes.

1. Go the main TAMU-Commerce website: <https://leo.tamuc.edu/>
2. Click the “myLeo/Webtrax” link located just below the word “Business” in the main photo of the campus. This will take you to the “myLeo” home page for everything you do online: entering ecollege, registering for classes, paying tuition and fees, getting your transcripts, changing your name and address, checking email, etc.
3. Enter your USER Name (Campus-wide ID No.) and your PASSWORD (PIN). These are the same numbers you use to go to Webtrax to register. Once you log in, you will have several options. At the top of the page, click “ecollege” for the home page of ecollege. Read the announcements on the home page.
4. Click on “My Courses,” the link at the top located next to HOME.

5. In one of the gray bands, click the + sign next to the semester of this class. That will take you to your course.

What Should Students Do First?

1. Upon entering the courses, read any announcements that have been posted.
2. Click on ‘Course Home.’ Read my welcome message to the right and watch the slide show to give you an overview of the course.
3. Click on all of the links under "Course Home" to get acquainted with the syllabus, technical support, the library, how to communicate, the ecollege tutorial, and the Schedule of Assignments.
4. Click on “Unit 1” and read the introduction to the right.
5. Click on each link under Unit 1 and review each assignment so you can get an idea what you will be doing.
6. Click again on the "Schedule of Assignments." Print it out and keep it handy so you can see the due dates.
7. When you have questions, go to the Virtual Office and enter your questions.

How Should Students Proceed Through each Unit of Study?

As you proceed through each unit in the class, please keep in mind the following important principles:

1. **Assignments.** All assignments for each unit are explained in the links on the left navigation bar. Everything you need to know about each assignment can be found within the assignment. I try to explain as clearly as I can, but writing lacks the clarity of the spoken word. Never hesitate to ask me if you are unsure about an assignment. It is better to ask me to clarify what I expect than to find that you have done an assignment wrong.
2. **Needed Documents Are Provided.** When documents are required, they are usually embedded within the assignment. Look for the blue links. When an assignment requires you to have a document, that document will be provided to you simply by clicking on the blue link there in the lesson.
3. **Asynchronous discussions.** This course may include **Asynchronous** discussions (not live). If it does, they will be conducted using the Threaded Discussion feature of ecollege. When you click on a Threaded Discussion link, you will be given instructions on how to use this feature. In a typical case you will be asked to respond to a topic or question. You will enter your initial response to that question and everyone else in the group will do the same. A few days later you will be asked to return to the discussion, read over what has been written, and then respond to initial entries and others will respond to yours as well. When someone responds to you and it needs or deserves a reaction, you continue that dialog. Grading for threaded discussion is usually based on (1) how many you dialog with, (2) how much you say, and (3) the quality of your entries..

6. **The DropBox.** Unless specified, you will submit your assignments electronically using the ecollege dropbox tool.

COMMUNICATION AND SUPPORT

Questions about the course, assignments, syllabus, etc.

Contact me via **Virtual Office** any time 24/7. When you have a question about the course or particular assignments, use **Virtual Office**. It is a great way to ask questions that others might need to ask as well and I don't have to answer the questions multiple times. I check Virtual Office daily.

Office Hours

Virtual Office: You can visit Virtual Office anytime 24/7. Post your questions or concerns and I will respond to you as soon as I see it – typically within 24 hours.

Submitting assignments:

All assignments are submitted through the ecollege Dropbox. Pay close attention to due dates. All assignments have due dates and penalties are assessed for late work. I use a document called “Schedule of Assignments” to record every assignment along with the date and time each is due.

Announcements:

Announcements are posted often during the semester. They are posted on the home page when you go to the course. In some cases I will also send the same announcement to you via the ecollege email system inside of the course.

Email Correspondence

From me to you: all emails from me will be sent to your University email account, not your work or home email. Therefore, it is important to go to Leo Mail every day.

ecollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of ecollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an ecollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with ecollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with ecollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with ecollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures/Policies:

Late Work.

Specific dates and times are established for every assignment. Grades on work not turned in when due are automatically reduced beginning immediately upon exceeding the deadline. For example, assignments typically have a midnight deadline. If you exceed that midnight deadline, your work is automatically reduced by one numerical grade. For the next 24 hour period, the grade is reduced again by one. Work cannot be made up and extra work is not allowed to compensate for missing or later work. The final authority on time is the time recorded on your assignment by the ecollege clock. Refer to the earlier section on grading for more details.

Appeal of the Final Grade (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised December 15, 1999, Revised February 8, 2007)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:
 - a) Some basis other than performance, or
 - b) standards different from those applied to other students in the same course section, or
 - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.

4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principal the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

Academic Integrity/Honesty Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

UNIVERSITY SPECIFIC POLICIES

Requests for Special Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE SCHEDULE

Objective	Class Readings	Assignments:
<u>Unit One: Week 1</u> 1. Analyzing ways to build consensus within the local school for RTI implementation.	Read: Introduction Chapter 1 <i>RTI in the Classroom</i>	Quiz 1,2, and 3 open to take at your convenience
2. Applying the RTI Tiered framework.	Read: Chapter 2 <i>RTI in the Classroom</i> <i>Webinar: RTI in Middle School</i>	Quiz 1 Sunday, March 27 -Reaction Paper to RTI in Middle School ; Discussion Due Sunday, 27 -RTI Scale
3. Examining individualized learning needs.	Read: Chapter 3 <i>RTI in the Classroom</i> <i>Webinar: RTI Essential Components: Data-based Decision Making</i>	Quiz 1 Sunday, March 27 - Reaction Paper to RTI Essential Components; Discussion due
<u>Unit Two: Week 2</u> 4. Analyzing progress for individual children.	Read: Chapter 4 <i>RTI in the Classroom</i> <i>Webinar: RTI and Universal Screening: Establishing District Benchmarks</i>	Quiz 2 Sunday, April 3 - Reaction Paper to RTI and Universal Screening; Discussion due
5. Record keeping during progress monitoring.	Read Chapter 5: RTI in the Classroom	Quiz 2 – April 3
<u>Unit Three: Week 3& 4</u> 6. Applying Reading interventions within the RTI framework.	Read: Chapter 6. <i>RTI in the Classroom</i> <i>Webinar: RTI and Learning Disability I and II</i>	Watch RTI and Learning Disability webinar part I and II, English Language Learners webinar; and RTI and Family Engagement Project: Create a rating system for evaluating RTI models.

		- Reaction paper to webinars and critical issues article
7. Applying Written language interventions RTI framework.	Read: Chapter 7 <i>RTI in the Classroom</i>	Chapter Quiz April 10
8. Applying Behavior interventions RTI framework.	Read: Chapter 8 <i>RTI in the Classroom</i>	Chapter Quiz April 17
9. Using RTI with English Language Learners.	Read: Chapter 9 <i>RTI in the Classroom</i> <i>Webinar: RTI for English Language Learners: Appropriate Screening, Progress Monitoring, and Instructional Planning</i>	Evaluation Project: Secure a RTI model that is currently being used with content areas, behavior, or English Language Learners. Use the rating system you have developed to evaluate the RTI model. (RTI Evaluation) Wednesday, April 24- RTI District Evaluation
10. Using the DIBELS system within the RTI framework.	Read: Chapter 10	Quiz 3 Wednesday, April 24

11. IRIS Center	View the IRIS Center website: RTI module- 5 sections	<p>Assignment: RTI module IRIS Center</p> <p>Discussion: Post your initial response to the four questions and respond to at least TWO classmates posts.</p> <p>Wednesday, May 13</p>
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