



A&M-COMMERCE

EDCB 519: Response to Intervention

COURSE SYLLABUS: **Term:** Spring Term I **Year:** 2024

INSTRUCTOR INFORMATION

Instructor: Laura Isbell, PhD

Office Location: Online, Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Office Phone: 214.966.0009

University Email Address: Laura.Isbell@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less

Instructor Notes:

Email your course instructor after completing each competency project so the instructor can access and grade your work. Response time is within 24 hours or less. Email your course instructor for any additional assistance.

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

PROGRAM DESCRIPTION

The competency-based alternative certification program provides coursework preparing post-baccalaureate or graduate students for initial teacher education certification. The courses prepare students to be teacher leaders in a modern classroom and in their district by helping provide the knowledge and skills needed to be an effective teacher in their respective field. The 18-semester credit hour program will focus on evidenced-based learning, curricular and instructional design, and pedagogy for teaching in K-12 schools. Through rigorous and applicable curriculum, students will be supported to achieve the objective of earning teacher certification. This program provides opportunities for students to work at their own pace toward completion of their degree, and — because it is fully online — students can plan their study schedule around other responsibilities to complete the coursework.

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

Completion of this course provides the student with the knowledge to:

1. Apply appropriate instructional strategies using progress monitoring through the RTI Framework
2. Understand IDEA and Section 504
3. Analyze progress in exceptional learners.
4. Use assessment through the RTI Framework
5. Use assistive technologies in the K-12 classroom to support students
6. Apply behavioral interventions and supports in the RTI framework.

Pedagogy and Professional Responsibilities Standards: Standard I, 1.24k-1.29k; 1.24s-1.29s

Texas Teacher Standards: Standard 5.A.i-iii, 5.B.i-iii, 5.C.i-ii, 5.D.i-ii

ELPS Standards: b.1-4

19 TAC 228.30(c)(3): Mental Health Instruction

19 TAC 228.30(c)(5) – Classroom Management Skills

Course SLO (Competency)	Standards
<p>1. Apply appropriate instructional strategies using progress monitoring through the RTI Framework</p>	<p><u>PPR EC-12 Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)</u></p> <p>Assessment of Student Learning 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives; 1.25s communicate assessment criteria and standards to students; 1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding; 1.27s promote students' use of self-monitoring and self-assessment; 1.28s analyze assessment results to aid in determining students' strengths and needs; and 1.29s use assessment results to help plan instruction for groups of students or individuals</p> <p><u>Teacher Standards (5) Standard 5— Data-Driven Practice.</u> Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.</p> <p>(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.</p>

	<p>i. Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.</p> <p>ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.</p> <p>iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.</p> <p>(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.</p> <p>i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.</p> <p>ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.</p> <p>Per TEA Requirement - instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, 21.044.</p> <p>(3) competence in the use of evidence-based inclusive instructional practices, including:</p> <p>(B) multitiered systems of support, including response to intervention strategies, classroom and school level data-based collaborative structures, and evidence-based strategies for intervention and progress monitoring systems in academic areas;</p> <p>(C) classroom management techniques using evidence-based behavioral intervention strategies and supports</p> <p><u>19 TAC 228.30(c)(5)</u> – Classroom Management Skills</p>
<p>2. Understand IDEA and Section 504</p>	<p>Per TEA Requirement - instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, 21.044.</p> <p>(a-1) Any training requirements for a certificate specified under Subsection (a) must require that the person demonstrate:</p> <p>(1) basic knowledge of:</p> <p>(A) each disability category under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) and how each category can affect student learning and development; and</p> <p>(B) conditions that may be considered a disability under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), and how a condition covered by that section can affect student learning and development;</p> <p>(3) competence in the use of evidence-based inclusive instructional practices, including:</p> <p>(A) general and special education collaborative and co-teaching models and approaches</p>

<p>3. Analyze progress in exceptional learners</p>	<p>Per TEA Requirement - instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, 21.044.</p> <p>(2) competence in the use of proactive instructional planning techniques that:</p> <p>(A) provide flexibility in the ways:</p> <ul style="list-style-type: none"> (i) information is presented; (ii) students respond or demonstrate knowledge and skills; and (iii) students are engaged; <p>(B) reduce barriers in instruction;</p> <p>(C) provide appropriate accommodations, supports, and challenges; and</p> <p>(D) maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency</p> <p>ELPS - (b) School District Responsibilities</p> <p>The beginning teacher can:</p> <p>(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section</p> <p>(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum</p> <p>(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency</p> <p>(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system.</p>
<p>4. Use assessment through the RTI Framework</p>	<p>PPR EC-12 Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)</p> <p>Assessment of Student Learning</p> <p>1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.</p> <p>1.25k the role of assessment in guiding instructional planning;</p> <p>1.26k the importance of creating assessments that are congruent with instructional goals and objectives;</p> <p>1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;</p> <p>1.28k the role of technology in assessing student learning;</p> <p>1.29k the benefits of and strategies for promoting student self-assessment;</p> <p>Teacher Standards (5) Standard 5— Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and</p>

	<p>analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.</p> <p>(A) Teachers implement both formal and informal methods of measuring student progress.</p> <ul style="list-style-type: none"> i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning. ii. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge. <p>(C) Teachers regularly collect, review, and analyze data to monitor student progress.</p> <ul style="list-style-type: none"> i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning. ii. Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
<p>5. Use assistive technologies in the K-12 classroom to support students</p>	<p>Per TEA Requirement - instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, 21.044.</p> <p>(3) competence in the use of evidence-based inclusive instructional practices, including:</p> <p>(D) appropriate adaptation strategies, including accommodations, modifications, and instruction in the use of assistive technology for instruction.</p>
<p>6. Apply behavioral interventions and supports in the RTI framework.</p>	<p>Per TEA Requirement - instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, 21.044.</p> <p>(c-1) The [Any] minimum academic qualifications for a certificate specified under Subsection (a) [that require a person to possess a bachelor's degree] must [also] require that the person receive, as part of the training required to obtain that certificate, instruction regarding mental health, substance abuse, and youth suicide. The instruction required must:</p> <p>(1) be provided through:</p> <ul style="list-style-type: none"> (A) a program selected from the list of recommended best practice-based programs and research-based practices established under Section 38.351; or (B) a course offered by any accredited public or private postsecondary educational institution as part of a degree program; and <p>(2) include effective strategies, including de-escalation techniques and positive behavioral interventions and supports, for teaching and intervening with students with mental health conditions or who engage in substance abuse.</p> <p>19 TAC 228.30(c): Mental Health Instruction TAC 228.30(c)(3)</p>

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

Tk20

Students are expected to purchase a Tk20 account to use in the CBE alternative certification program. Students will be expected to upload specific assignments in each course as a requirement of the course and program. Tk20 is an electronic database used by teacher candidates to demonstrate they have met Texas Education Agency (TEA) requirements for certification. [Tk20 Information and Support](#).

ASSESSMENT

Students must achieve 80% or higher for the both the post-test or module project and culminating project to demonstrate competency and pass the course.

Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. If students do not make at least 80% on the pretest, they will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project. Students are required to complete the post-test even if scoring 80% or higher on the pre-test. The grade on the pre-test does **not** count in the final grade for this course.

Learning Objective Reflections or Projects or Essays

A brief assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Depending on the course, that can be done through reflections, projects, or essays. Essays are submitted to the instructor and do not require comments or “discussion” with other students in the course.

Posttest

The end-of-module comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the module. A **score of 80% or higher is required** to demonstrate competency. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the posttest, you will have an opportunity to review the material and retake the posttest two additional times. Students who fail the posttest should review feedback from the instructor before

reattempting the posttest. If the posttest score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

GRADING

A score of 80% or higher on both the Culminating Project or Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth
Module 1	100 points
Module 2	100 points
Module 3	100 points
Module 4	100 points
Module 5	100 points
Module 6	200 points
Culminating Project	200 points
Total	900 points

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

A = 900 points – 810 points

B = 809 points – 720 points

F = 719 points or Below

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of “A” or “B.”
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- Course name and subject in the subject line (ex. EDCB 517 – Posttest)
- Salutation
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)

- Student name and CWID after the body of the email

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty Form](#)

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

[13.99.99.R0.10 Graduate Student Academic Dishonesty](#)

Students with Disabilities-- 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
 Velma K. Waters Library Rm 162
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
 Email: studentdisabilityservices@tamuc.edu
 Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students’ Mental Health - Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Competencies	Materials to Read or Review	Assignments
<p>Module 1: RTI Framework. <i>Apply appropriate instructional strategies using progress</i></p>	<p>Reading and/or viewing material listed</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Complete Basics of RTI

The syllabus/schedule are subject to change.

Competencies	Materials to Read or Review	Assignments
<p><i>monitoring through the RTI Framework</i></p>	<p>READ: Response to RTI, Texas Education Agency (TEA)</p> <p>READ: Approaches to RTI</p> <p>READ: Why is Response to Intervention (RTI) so important that we should incorporate it into teacher education programs and how can online learning help?</p> <p>READ: Response to Instruction and Universal Design for Learning</p> <p>VIEW: Complete the Basics of RTI Module (1 hour) and submit certificate to D2L.</p> <p>VIEW: UDL at a Glance</p>	<p>Module (1 hour) and submit certificate</p> <p>4. Complete Module 1 Project-UDL chart</p>
<p>Module 2: IDEA/504. <i>Understand IDEA and Section 504</i></p>	<p>Reading and/or viewing material listed</p> <p>READ: Special Education related to IDEA 13 Categories of Disabilities related to School Performance TEA definition of Section 504 Section 504 Eligibility Role of Section 504 Coordinator</p> <p>Policy Brief: AEM Center Brief: The right of students with disabilities who need accessible educational materials to receive these materials in a timely manner.</p> <p>VIEW: video of Individuals with Disabilities Act (IDEA), Individualized Education Plan (IEP), and Special Education.</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Complete Module 2 Project-IDEA/504/IEP chart
<p>Module 3: Exceptional Learners. <i>Analyze progress in exceptional learners</i></p>	<p>Reading and/or viewing material listed</p> <p>READ: English Language Proficiency (ELP) Assessments</p> <p>READ: Considerations for ELL Placement.</p> <p>READ:</p> <p>Accessibility Features (procedures and materials allowed for students needing additional supports)</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Complete Module 3 Project-Designated Supports table

Competencies	Materials to Read or Review	Assignments
	<p>Designated Supports</p> <p>Designated Supports Requiring TEA Approval</p> <p>VIEW: Accommodations & Modifications</p>	
<p>Module 4: Assessment. <i>Use assessment through the RTI Framework</i></p>	<p>Reading and/or viewing material listed</p> <p>VIEW: the RTI Assessment Training.</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Complete RTI Assessment Training and submit certificate
<p>Module 5: Assistive Technologies <i>Use assistive technologies in the K-12 classroom to support students</i></p>	<p>Reading and/or viewing material listed</p> <p>READ:</p> <p>TEA Assistive Technology</p> <p>Instruction and Accessibility support for students with disabilities: Assistive Technology (TEA)</p> <p>TEA Low-Tech Assistive Technology Checklist</p> <p>Using technology to enhance RTI implementation</p> <p>Assistive Technology: Research</p> <p>VIEW:</p> <p>Complete the Assistive Technology: An Overview through the IRIS Center.</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Complete Module 5 Project-Case Study
<p>Module 6: Behavioral Interventions and supports. <i>Apply behavioral interventions and supports in the RTI framework</i></p>	<p>Reading and/or viewing material listed</p> <ul style="list-style-type: none"> • Mental Health Training • Substance Abuse Training • Youth Suicide and Prevention Training 	<ol style="list-style-type: none"> 1. Read or view the material for the module 2. Complete Mental Health Training and submit certificate to D2L and TK20 3. Complete Substance Abuse Training and submit certificate to D2L and TK20 4. Complete and submit certificate to D2L and Tk20 5. Complete Module 6 Project- Behavioral Intervention Response

Competencies	Materials to Read or Review	Assignments
		and submit to D2L.
<p><u>Culminating Project</u></p> <p><u>Performance-Based Assessment (PBA) for module meets the following:</u> Texas Administrative Code – Title 19/Part 7/Chapter 228/RULE §228.35(b)(2) 150 clock-hours of coursework and/or training as prescribed in §228.30(d)(4) of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency in:</p> <p><i>H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities</i></p> <p><i>(J) effectively communicating with students, families, colleagues, and community members</i></p>	RTI Training Presentation	<ol style="list-style-type: none"> 1. RTI Training Presentation & Video 2. RTI Training Handout

Submit the Following Assignments to Tk20:

All assignments should be submitted to D2L. Once you have scored 80% or higher on the assignment, then you can upload it to Tk20. Be sure to upload assignment **AFTER** you have scored 80% or higher. If you have questions, please contact your instructor.

If you have not uploaded specific assignments to Tk20 by the end of the term, then you will NOT have completed all requirements of the course.

Assignments to Upload to Tk20:

- Competency 6 Posttest
- Culminating Project