



EDCI 519 (01W 40243) RTI Applied to Exceptional Learners

COURSE SYLLABUS: Summer I 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Nicole Pearce

Office Location: Online

Office Hours: Email or Telephone or Virtual by Appointment

University Email Address: Nicole.pearce@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Communication Response Time: 24 Hours or Less

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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.

Course Description

This course will build capacity among preservice and in-service teachers to implement the Response to Intervention (RTI) framework with k-12 students who represent high incidence special education populations. Participants will describe ways to identify k-12 students with exceptional learning needs. In addition, preservice and in-service teachers will examine the RTI components of screening of students, monitoring student progress, providing evidence-based interventions.

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

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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.

COURSE TIMELINE

Week	Topic	Assignments
1	Module 1 Part A: RTI Framework Part B: UDL Framework	<ol style="list-style-type: none"> 1. RTI Overview Training & Certificate 2. UDL table
2	Module 2 Part A: SPED Rules & Regulations Part B: IEP	<ol style="list-style-type: none"> 1. SPED Overview Infographic 2. CIEP analysis chart
3	Module 3 Part A: Exceptional Learners Part B: Assessment	<ol style="list-style-type: none"> 1. Designated Supports Table 2. RTI Assessment Training & Certificate
4	Module 4 Part A: Assistive Technologies Part B: PBIS	<ol style="list-style-type: none"> 1. Case Study 2. PBIS Brochure
5	Finals Week Culminating Project	<ol style="list-style-type: none"> 1. Culminating Project

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.

Student Responsibilities or Tips for Success in the Course

The syllabus/schedule are subject to change.

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.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

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.

Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course.

Item	Worth
Module 1	100 points
Module 2	100 points
Module 3	100 points
Module 4	100 points
Culminating Project	100 points
Total	500 points

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 technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

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LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 here:

<https://community.brightspace.com/support/s/contactsupport>

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. EDCI 519 – Module 1)
- Salutation
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific 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.

University Specific Procedures

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 in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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.R0.03 Undergraduate Academic Dishonesty

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](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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.

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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.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

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

Department or Accrediting Agency Required Content

References

<p>Module 1 RTI & UDL Frameworks</p>	<p>READ</p> <ul style="list-style-type: none">• Response to RTI, Texas Education Agency (TEA)• Approaches to RTI• Response to Instruction and Universal Design for Learning <p>VIEW</p> <ul style="list-style-type: none">• About Universal Design for Learning• The UDL Guidelines• Basics of RTI Module
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	<p>Additional RTI resources:</p> <ul style="list-style-type: none"> • OER commons: RTI resources • Building the Legacy: IDEA 2004 • National Center for Culturally Responsive Educational Systems (NCCRESt) • WestEd--Research, Development, and Service Agency • National Research Center on Learning Disabilities • National Association of State Directors of Special Education
<p>Module 2 IDEA & Section 504</p>	<p>READ</p> <ul style="list-style-type: none"> • Special Education related to IDEA • 13 Categories of Disabilities • TEA definition of Section 504 • Section 504 Eligibility • Role of Section 504 Coordinator • Individualized education plan (IEP) model • Special Education Process under IDEA • AEM Center Brief: The Right of Students with Disabilities Who Need Accessible Educational Materials to Receive These Materials in a Timely Manner <p>VIEW</p> <ul style="list-style-type: none"> • video What is IEP? IDEA, IEP, and Special Education
<p>Module 3 Exceptional Learners & Assessments</p>	<p>READ</p> <ul style="list-style-type: none"> • The National Center on Educational Outcomes <ul style="list-style-type: none"> ◦ (general and alternate) • English Language Proficiency (ELP) Assessments • Considerations for ELL Placement • TEA 2022-2023 Accommodations • Responsiveness to Intervention in the SLD Determination Process <p>VIEW</p> <ul style="list-style-type: none"> • Accommodations & Modifications video • The National Center on Educational Outcomes • RTI Assessment Training. • Intervention Central • Positive Behavioral Interventions & Supports (PBIS) • RTI Action Network • Center on Multi-Tiered System of Supports (MTSS Center)
<p>Module 4 Assistive Technologies</p>	<p>READ</p> <ul style="list-style-type: none"> • TEA Assistive Technology

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<p>And Behavioral Interventions & Supports</p>	<ul style="list-style-type: none"> • Instruction and Accessibility support for students with disabilities: Assistive Technology (TEA) • TEA Low-Tech Assistive Technology Checklist • Using technology to enhance RTI implementation • Assistive Technology: Research • Behavioral Supports and Guidance for Students with Disabilities (TEA) <p>VIEW</p> <ul style="list-style-type: none"> • Assistive Technology: An Overview • National Center on Substance Abuse and Child Welfare • Society for the Prevention of Teen Suicide, Inc. (SPTS) • Texas Behavioral Support Initiative Course
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Bibliography

Burns, M. *Using technology to enhance RTI implementation*. Retrieved March 9, 2023. <http://www.rtinetwork.org/getstarted/implement/using-technology-to-enhance-rti-implementation>

Fleming, K., Ressa, V., Lazaurs, S. S., Rogers, C. M., & Goldstone, L. (2022). *Assistive technology: Research (NCEO Accommodations Toolkit #26a)*. National Center on Educational Outcomes.

Karger, Joanne, J.D., Ed.D. (2021). *AEM Center Brief: The Right of Students with Disabilities Who Need Accessible Educational Materials to Receive These Materials in a Timely Manner*. Wakefield, MA: Author. Retrieved March 8, 2023. <https://www.oercommons.org/courses/the-right-of-students-with-disabilities-who-need-accessible-educational-materials-to-receive-these-materials-in-a-timely-manner/view>

National Research Center on Learning Disabilities, The. (2005). *Responsiveness to intervention in the SLD determination process*. U.S. Department of Education [Online]. Retrieved March 8, 2023, from [https://osepideasthatwork.org/sites/default/files/2021-08/Responsiveness to Intervention in the SLD Determination Process-508.pdf](https://osepideasthatwork.org/sites/default/files/2021-08/Responsiveness%20to%20Intervention%20in%20the%20SLD%20Determination%20Process-508.pdf)

Strangeman, N., Hitchcock, C., Hall, T., Meo, G. & Coyne, P. (2006). *Response to instruction and universal design for learning: How might they intersect in the general education classroom*. Reading Rockets. <https://www.readingrockets.org/article/response-instruction-and-universal-design-learning-how-might-they-intersect-general-0>

The IRIS Center. (2006). *RTI (part 1): An Overview*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/rti01/>

VanDerHeyden, A. (2023, March 1). *Approaches to RTI*. RTI Action Network. <http://www.oercommons.org/courses/response-to-intervention-teacher-preparation/view>

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Alignment to TEA Standards

PPR EC-12 Standards: Standard I, 1.24k-1.29k; 1.24s-1.29s

Teacher Standards: Standard 5(A) i.-iii.; 5 (B)i.-iii., 5(D).i-ii.

ELPS Standards: (b)(1-4)

Course SLO (Competency)	Standards
<p>1. Apply appropriate instructional strategies using progress monitoring 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 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>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 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> <ul style="list-style-type: none"> 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. ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress. iii. Teachers communicate with students and families regularly about the importance of collecting data and

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	<p>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> <ul style="list-style-type: none"> i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes. ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed. <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> <ul style="list-style-type: none"> (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; (C) classroom management techniques using evidence-based behavioral intervention strategies and supports
2. Understand IDEA and Section 504	<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> <ul style="list-style-type: none"> (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 (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>(3) competence in the use of evidence-based inclusive instructional practices, including:</p> <ul style="list-style-type: none"> (A) general and special education collaborative and co-teaching models and approaches
3. Analyze progress in exceptional learners	<p>Per TEA Requirement - instruction regarding students with disabilities, the use of proactive instructional planning techniques,</p>

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	<p>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><u>ELPS - (b) School District Responsibilities</u></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</p> <ul style="list-style-type: none"> (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency <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><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</p> <p>1.25k the role of assessment in guiding instructional planning;</p>

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	<p>1.26k the importance of creating assessments that are congruent with instructional goals and objectives; 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies; 1.28k the role of technology in assessing student learning; 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 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: (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</p>

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	<p>regarding mental health, substance abuse, and youth suicide. The instruction required must:</p> <ul style="list-style-type: none">(1) be provided through:<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(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.
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