



A&M-COMMERCE

EDCB 519 –Response to Intervention COURSE SYLLABUS

Term:		Year:	
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INSTRUCTOR INFORMATION

Instructor Name:	
Office Phone:	
A&M Commerce Email Address:	
Instructor Notes:	

Office Location: Online/Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

[CBE Handbook Link](#)

COURSE INFORMATION

Course 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.

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](#).

Alternative Certification 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.
7. Identify instructional planning techniques and inclusive practices for all students, including students with disabilities using MTSS

Alignment to the Texas Education Agency (TEA) Standards

[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
1. Apply appropriate instructional strategies using progress monitoring through the RTI Framework	<p data-bbox="581 472 1513 619">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 data-bbox="581 667 1008 699">Assessment of Student Learning</p> <p data-bbox="581 705 1500 814">1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;</p> <p data-bbox="581 821 1458 852">1.25s communicate assessment criteria and standards to students;</p> <p data-bbox="581 858 1484 932">1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;</p> <p data-bbox="581 938 1479 970">1.27s promote students' use of self-monitoring and self-assessment;</p> <p data-bbox="581 976 1419 1050">1.28s analyze assessment results to aid in determining students' strengths and needs; and</p> <p data-bbox="581 1056 1451 1129">1.29s use assessment results to help plan instruction for groups of students or individuals</p> <p data-bbox="581 1171 1487 1356">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 data-bbox="581 1402 1471 1512">(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 data-bbox="678 1518 1500 1898" style="list-style-type: none"><li data-bbox="678 1518 1500 1627">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.<li data-bbox="678 1633 1500 1707">ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.<li data-bbox="678 1713 1500 1898">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>(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 <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> <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> <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><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</p>

	<p>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 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. (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. (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: (1) be provided through: (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.</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 can demonstrate competency.

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.

Dropping the Course Due to Failure

Students are NOT allowed to drop a course due to failure in the course. In the event a student does not make 80% or higher on a posttest or culminating project by the third attempt, the student is not allowed to drop the course due to failure. The student is also ineligible to accelerate or re-enroll/re-take the course in the current term.

To drop a course, students must have passing grades in the course or have not attempted any assignments in the course. Please reach out to an academic advisor to drop a course.

STUDENT RESPONSIBILITIES FOR COURSE

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 by the due date specified. Please contact the instructor by email for any assistance or support.

CWID and Password

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.

Technology-Related Issues

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.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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.

Learning Management System (LMS) – D2L

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:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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](#).

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). **You will not RECEIVE email through D2L, so be sure to check you TAMUC email for communication.** 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.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line (ex. EDCB 517 – Posttest)
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

CID Studio

The CID Studio is located in D2L and available to all CID students. The CID Studio contains modules intended to support and inform students on their educational journey.

[CID Studio Link](#) – Please contact your advisor if you need access.

RESPONSE TIME & GRADING TIME IN CBE COURSES

Instructors for competency-based education courses are expected to respond to students in 24 hours. If you are not able to reach your instructor, please reach out to your advisor for help. The grading of assignments in courses will be done in a timely manner, but grading responses will not be returned in 24 hours.

ACCELERATION IN CBE COURSES

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.**

Acceleration 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.

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.

Submitting Past Work

The resubmission of work submitted in a past course is self-plagiarism. Also, the resubmission of substantial parts of work submitted in a past course is self-plagiarism. **If a student would like to resubmit past work or substantial parts of past work, the student must gain permission from the instructor prior to submission and cite the work properly.** If the student does not gain permission and cite the work, then the submission will be flagged for self-plagiarism and result in actions detailed in the CID Policy on Academic Integrity.

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

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



COURSE ASSESSMENTS

Requirement for Successfully Passing Course

Students must achieve 80% or higher for **every** posttest **and** culminating project to demonstrate mastery of all competencies and pass the course.

Using Remaining Attempts to Improve Grade

Students are permitted to use remaining attempts on a posttest and/or culminating project after scoring 80% or higher to attempt to make a higher score on the assignment. Students are not permitted to exceed 3 attempts for any posttest or culminating project.

- **Must** complete all required posttests and culminating project and receive a grade on the assignments before doing additional attempts.
- The **highest** grade achieved on the posttest or culminating project will be used for the **final grade** for the posttest and culminating project.
- Please keep in mind that submitting during the final days and hours of the term means that you may not have time to resubmit or receive feedback.
- Once you have accelerated out of the course and received a completion email, you may not return to the course to resubmit work.

Pretest

The purpose of the pretest is to provide students with a baseline understanding of your knowledge in the competency. Pretests 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 pretest is required before you begin studying course materials. A passing score on the pretest does NOT provide permission to skip required assignments in the course. The grade on the pretest does **not** count in the final grade for this course.

Posttest

At the end of a module or course is a comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the module or the course. A **score of 80% or higher is required** to demonstrate mastery of the competency. If a student scores less than 80% on a posttest, the student 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 on another attempt. 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. All posttests in the course have a due date: **Last day of week 7, Friday by 11:59 PM CST.**

Culminating Project

The final project in the course assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate mastery of each competency. 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. **If you want feedback for revisions, submit by the end of week 6.** Culminating projects have a due date: **Last day of week 7, Friday by 11:59 PM CST.**

GRADING

A score of 80% or higher on the Culminating Project and all Posttests is required to demonstrate mastery of the competencies 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
Module 7	100 points
Culminating Project	200 points
Total	1000 points

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

COURSE OUTLINE / CALENDAR

Suggested Schedule

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

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>(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),</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

Competencies	Materials to Read or Review	Assignments
	Individualized Education Plan (IEP), and Special Education.	
<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> <p>Designated Supports</p> <p>Designated Supports Requiring TEA Approval</p> <p>VIEW: Accommodations & Modifications</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
<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 Instruction and Accessibility support for students with</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

Competencies	Materials to Read or Review	Assignments
	<p>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><u>VIEW:</u></p> <p>Complete the Assistive Technology: An Overview through the IRIS Center.</p>	
<p><u>Module 6:</u> 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 and submit to D2L.
<p><u>Module 7:</u> Identify instructional planning techniques and inclusive practices for all students, including students with disabilities using MTSS</p>	<ul style="list-style-type: none"> • Special Education: RTI and MTSS Article: What Lives Under the MTSS Umbrella • TEA Infographic: Multi-tiered System of Support • TEALearn: Overview of Multi-tiered System of Support Module 	<ol style="list-style-type: none"> 1. Complete Overview of MTSS module in TEALearn and submit certificate in D2L.

Competencies	Materials to Read or Review	Assignments
<p><u>Culminating Project</u></p> <p><u>Performance-Based Assessment (PBA) for module meets the following:</u></p> <p>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> <p><i>(K) proactively implementing instructional planning techniques and inclusive practices for all students, including students with disabilities</i></p>	<p>RTI Training Presentation</p>	<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

TIPS FOR SUCCESS

- **All assignments must be submitted by 11:59PM/CST on the Friday of Week 7 of the term.**
- A score of 80% or higher on the Culminating Project and all Posttests is required to demonstrate competency and receive credit for the course.
- **Tip:** After a failed attempt at a posttest or the culminating project, review feedback provided by your instructor and/or reach out to your instructor with questions before moving to the next attempt.