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ED 5320 **Lisa Sousa, PhD**

Assessment in Multi-Tiered Systems of Support **Spring 2023**

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Virtual Office hours via Blackboard
Tuesday 4pm-8pm; Thursday 4pm-8pm
Saturday 9am-1pm or by appointment

Course Description:

Explain assessment and student support within a continuum of services and settings in schools and communities. Procedures for student screening; pre-referral, including Response to Intervention (RTI); referral; and eligibility will be of focus.

Textbooks

Required Texts:
Textbook, additional reading and material are a free resource for this class. It uses open educational resources (OER). The course assigned readings include articles from government-funded web resources, e.g., What Works Clearinghouse, Center for Parent Information and Resources, and the IRIS Center (Information Briefs).

Additional Resources/Suggested Text:
American Psychological Association. (2010). Publication manual of the American Psychological Association (7TH ed.). Washington DC: Author. ISBN: 9781433805615
OR
Open Educational Resource for APA text:
https://owl.english.purdue.edu/owl/resource/589/02/

Course Objectives

- Actively participate in the RTI process (pre-referral, intervention, monitor and referral for assessment)

- Identify the continuum of services available to all children (e.g. 504, service delivery, inclusion)
- Create and utilize informal and curriculum based assessment
- Identify free and appropriate education (FAPE) and least restrictive environment (LRE)
- Effectively communicate and collaborate with professionals
- Explain exclusionary and referral factors for testing
- Explain state procedures for assessment and service delivery
- Report background information, socioeconomic factors, authentic achievement, physical health and interventions
- Create referral hypothesis

Professional Standards

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This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

Competency 1
C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, physical, functional, adaptive, and social/emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
Competency 2
E.   Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, and student feedback).
F.   Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills)
G.   Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility
Competency 3
E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
Competency 4
D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
Competency 6
A.   Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress)

B.   Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development,
reevaluations, transition planning, and dismissal and/or graduation

Competency 7

A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.

C.   Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues

D.   Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations

E.   Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs F. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).

ED 5320 will contribute to the following Student Learning Outcomes (SLOs):

- Identify and administer appropriate psycho-educational tests for purposes of determining disability criteria for specially designed instruction for students served in the Kindergarten – 12th grade school system.

Create collaborative relationships with stakeholders and professional responsibilities as an Educational Diagnostician in the Kindergarten through 12th grade school system.

Program Marketable Skills:

Research Skills and Awareness
- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

Communication Skills
- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication

- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice
- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

General Course Policies

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LMS: This course will be delivered online in an asynchronous and synchronous format via Blackboard Learning Management System. This course site opens on the first day of classes

Schedule: Our week will start on Monday, and finish on Sunday at 11:59pm. You may work ahead. **THIS IS AN 8 WEEK CLASS IN THE SPRING AND 5 WEEK CLASS IN THE SUMMER**

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly.

Instructor Support: There will be a standing meeting time for the course for synchronous support. Students may also email the instructor to schedule a one-on-one session.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Late Assignment Policy (Life Happens Policy): Course modules are set up as general guidelines to be completed in one week. No extensions are provided after the close of the course. No need to contact the instructor if you fall behind unless you need specific help.

Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Copyright: Many of the materials and readings for this class have copyright protections. They are for your sole educational use and should not be shared, copied or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, either with colleagues at Sul Ross State University or on the internet, please ask me.

Opportunities for Revision: This course is a writing intensive course. Revision opportunities are available should contributions not meet the standards for this course. The instructor will reach out and either suggest a revision or give guidance for similar activities (e.g. discussion board) for the following module.   However, extensions and revisions are not offered for work that is missing. Additionally, should the student not apply suggestions at the next module or complete suggested revisions, no further opportunities will be offered. Revisions must be completed within the next module grading period (Sunday, 11:59 pm) from when feedback is given.

Digital Literacy Requirement

•   Per TAC §228.30 (c)(8) students seeking initial certification in any certification class, must receive training and instruction in digital literacy skills, specifically, the digital literacy instruction must:

- • (1) align with the International Society for Technology in Education's standards,
- • (2) provide, effective evidence-based strategies to determine a person's degree of digital literacy,
- • (3) include resources to address any deficiencies identified by the digital literacy evaluation.
- • To meet this requirement students in a professional certification program will complete assessment and training Digital Literacy through Northstar Digital Literacy during the course ED 5307 – Graduate Research or ED 5332 – Educational Research I.
- • In Graduate Research/Educational Research I students will:
- • Complete the pre-test assessment through Northstar by Week 4 of the semester. This assessment will identify the strengths and deficiencies of students digital knowledge in:
  - • a) Essential Computer Skills
  - • b) Essential Software Skills
  - • c) Using Technology in Daily Life.
- • After completion of the pre-test assessment students will have until Week 12 to complete training modules for areas of digital literacy needing remediation per the Northstar study plan.
- • Upon completion of the training modules students will take the post-test in all three skill areas,
  - • a) Essential Computer Skills
  - • b) Essential Software Skills
  - • c) Using Technology in Daily Life.
- • Students will submit post-test reports upon completion no later than Week 15.
- • How the pre-test and post-test results will be submitted is at the discretion of the professor.

To access NorthStar and to create your account follow the instructions below:

☒ Given COVID-19 restrictions, we've released best practices for how you can proctor your test takers remotely, if you so choose. **See our news announcement** for more details, as well as for other resources inside and outside of Northstar to assist your learners in this time.

Your Info

Location PIN:

UPY2

Using this PIN to access assessments ensures that results will feed into your location's reports. You can use it in either of these ways:

- • Enter the PIN on our homepage.
- • Bookmark the page it takes you to:
  https://www.digitalliteracyassessment.org/launch-from/9325-UPY2-sul-ross-state-university

You're also welcome to post the location PIN in your computer lab for easy reference.

⚠ The most private credentials on Northstar are your email and password: never allow test takers or others on your computer while logged in via email and password, as they could have full access to this admin portal and see personal data on others.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to login several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to turning in work as original that was used in whole or part for another course or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to https://owl.english.purdue.edu/owl/resource/589/02/

Syllabus Change Policy
The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: https://get.adobe.com/reader/

Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player

Apple Quick Time Player: www.apple.com/quicktime/download/

Specific Course Requirements

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Assigned Reading

Module Notes – Module Notes Activities are advanced organizers for you as you work on the modules. You will need this information to study for your professional exam so hang on to them. You may add or as much or as little as you would like

Activities – Activities are in the form of case studies or other activities. Complete the packet and upload

Research Info Graphic – 2 options

1. Complete an infographic about MTSS/RTI for your school, district or State. An infographic is a collection of imagery, data visualizations like pie charts and bar graphs, and minimal text that gives an easy-to-understand overview of a topic. As in the example below, infographics use striking, engaging visuals to communicate information quickly and clearly.
2. Complete an informational infographic regarding progress monitoring for a particular grade level and subject

https://www.canva.com/create/infographics/

More information can be found in Blackboard

NorthStar Digital Literacy – It is a requirement for all students in any educator preparation program to complete the NorthStar Digital literacy modules for fulfillment of TEA requirements. Failure to complete all the modules will not allow your recommendation to take the certification exam. These are not hard questions. TEA is looking that you have a basic understanding of social media, how to send an email etc. It is tedious and time consuming. Please budget enough time to complete these activities. They must be all complete and you must upload PDF proof that you completed all the modules. I am not looking for perfection.

Activity #1 (Week One)	100
Activity #2 (Week Two)	100

Activity #3 (Week Three)	100
Activity # 4 (Week Four)	100
Activity #5 (Week Five)	100
Research infographic	500
NorthStar Digital Literacy upload	100

Grading

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A=100-91%   **B=90-81%**   **C=80-71%**   **D=70-61%**

Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

Course Schedule

Week one Due: 1/22	**Reading:** SLD eligibility https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/ **Video:** RTI Tier 1-3 https://www.youtube.com/watch?v=nkK1bT8ls0M RTI secondary level https://www.youtube.com/watch?v=Q85L1M7egPM **Module:** Intensive Intervention: Using Data Based Individualization to Intensify Instruction (3 hours) https://iris.peabody.vanderbilt.edu/module/dbi1/ Module Notes for Intensive Interventions https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/dbi1.pdf **Case Study/Activity One:** RTI Data-Based Decision Making Packet https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtidm.pdf

	Register for North Star Digital Literacy through TEA
Week two Due 1/29	**Reading:** Progress Monitoring within a Response to Intervention Model http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model Progress Monitoring Brief #1: Common Progress Monitoring Omissions: Planning and Practice https://files.eric.ed.gov/fulltext/ED578045.pdf Progress Monitoring Briefs Series Brief #2: Common Progress Monitoring Graph Omissions: Missing Goal and Goal Line https://files.eric.ed.gov/fulltext/ED578044.pdf **Video:** RTI second language learners http://www.rtinetwork.org/professional/videos/podcasts/janette-klingner-realizing-the-potential-of-rti-considerations-when-implementing-rti-with-english-language-learners// RTI and Cultural Considerations https://iris.peabody.vanderbilt.edu/blog/interview/baca_rti/ **Module**: Intensive Intervention Part 2 Collecting and Analyzing data for data based individualization (3 hours) https://iris.peabody.vanderbilt.edu/module/dbi2/ Module Notes: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/dbi2.pdf **Activity/ Case Study # Two:** RTI Progress Monitoring Packet https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtipm.pdf **Continue with NorthStar Digital Literacy**
Week Three Due 2/5	**Reading:** Progress Monitoring Briefs Series Brief #4: Common Progress Monitoring Omissions: Reporting Information to Parents https://files.eric.ed.gov/fulltext/ED578047.pdf Tiered Instruction and Intervention in a Response to Intervention Module http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model **Module**: RTI Part One Overview 1 hour https://iris.peabody.vanderbilt.edu/module/rti01/

	Module Notes: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/rti01_overview.pdf RTI Part Two Assessment (2 hours) https://iris.peabody.vanderbilt.edu/module/rti02/ Module Notes: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/rti02_assessment.pdf **Activity Number three: Progress Monitoring** https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Rate_of_Growth.pdf
Week Four Due 2/12	**Reading:** Treatment Integrity: Ensuring the "I" in RTI http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-ensuring-the-i-in-rti Module: RTI Part Three: Reading Instruction https://iris.peabody.vanderbilt.edu/module/rti03/ RTI: PART Three Reading Instruction Module Notes https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/rti03_reading.pdf **Activity Four:** RTI Part Three: Reading Instruction Module Assessment Upload
Week Five Due 2/19	**Module:** MTSS/RTI Mathematics (2.5 hours) https://iris.peabody.vanderbilt.edu/module/rti-math/ Module Notes – MTSS/RTI Math https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/rti_math.pdf Progress Monitoring Math https://iris.peabody.vanderbilt.edu/module/pmm/ Module Notes – MTSS RTI Math https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/pm_math.pdf **Activity five:** Progress Monitoring Math https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Scoring_Math_Comp_Probes.pdf

Week Six Due 2/26	Module: RTI Part 4 Putting it all together (3 hours) https://iris.peabody.vanderbilt.edu/module/rti04/ Module Notes worksheet: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/rti04_alltogether.pdf Activity Six: Start Infographic
Week Seven Due 3/5	Module: RTI Part 5 Special Education – A closer look Tier 3 https://iris.peabody.vanderbilt.edu/module/rti05/ Module Notes worksheet: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_module_outlines/rti05_tier3.pdf Activity: Start NorthStar Digital literacy Modules
Week 8 final Due 3/12	Final: Infographic due NorthStar Digital Literacy Due * This is a TEA program requirement and must be completed

Reference:
(1) 19 TAC §228.30(c)(8)
(2) 19 TAC §228.30(b)

This course is based upon the following research based practices (2)

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.

Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, *102*, 101586.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. John Wiley & Sons.