



Response to Intervention (RTI): A Roadmap for Successful Classroom Implementation Site-Based Participant Syllabus

Course Description

Participants in this course will learn about the multi-tiered Response to Intervention (RTI) model and how it can assist in increasing student achievement, foster classroom engagement, be an alternative avenue for student identification of special services, and learn practical strategies and tools to implement essential components of Response to Intervention (RTI) in a variety of classroom and school settings. The course will expose participants to needed skills and techniques to develop a partnership to use RTI strategies and explore researched-based methodologies to remediate students. A comprehensive roadmap will be followed to learn how to implement RTI, assess students in a variety of mediums, and differentiate instruction using a plethora of RTI interventions.

Course Prerequisites

This course is recommended for K-12 teachers and administrators looking to gain background information concerning engaged learning and collaboration research and application of these tenets in classroom and school community. Participants must hold a baccalaureate degree.

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course. Assigned and recommended readings are listed in each milestone.

Global Goals of the Course

1. To examine current research on Response to Intervention and how it impacts instruction (NBPTS 3,4)
2. To develop an understanding of the need for RTI's multi-tiered approach in today's classroom (NBPTS 1,3,4)
3. To analyze current RTI instructional practices to better support student learning (NBPTS 1,3,4)
4. To explore possible applications of RTI strategies/interventions for student-centered instruction in the classroom (NBPTS 1,2,3,4)
5. To synthesize best practice research and classroom applications involving RTI (NBPTS 2,3,4)

Instructional Objectives

By the conclusion of this course, each participant should be able to do the following:

1. Understand the framework of RTI
 - 1.1 Reflect on one's personal RTI experiences
 - 1.2 Explore components that make up RTI belief systems in relation to collaborative and engaged learning
 - 1.3 Research why RTI is important and the benefits of RTI
2. Understand the tiers of RTI
 - 2.1 Define and examine the three tiers of RTI
 - 2.2 Explore and assess strategies within each RTI tier
 - 2.3 Discuss methods of self reflection
 - 2.4 Examine and reflect on current classroom and school-wide RTI process
3. Develop a RTI process
 - 3.1 Investigate current research-based RTI processes
 - 3.2 Explore RTI processes at the district, classroom, and family levels
 - 3.3 Review team design strategies and supports at each level
 - 3.4 Explore models at current and surrounding school districts
4. Construct the RTI problem-solving process
 - 4.1 Explore RTI problem-solving process models and frameworks
 - 4.2 Examine intervention and evaluation plans
 - 4.3 Develop an intervention and evaluation plan for your district
 - 4.4 Appraise feasibility of plans based on current school resources
5. Construct a personalized student assessment
 - 5.1 Explore personal student assessment frameworks
 - 5.2 Examine research-based scales and inventories to assess students
 - 5.3 Review screening and evaluation methods within RTI tiers
6. Develop RTI into daily classroom structure
 - 6.1 Explore intervention and remediation strategies
 - 6.2 Examine methods of RTI implementation to daily routines
 - 6.3 Consider school resources that might impact daily RTI implementation
7. Design lesson plans to monitor student growth
 - 7.1 Explore lesson plan techniques that measure growth within a variety of scales
 - 7.2 Examine and explore assessment data and how it correlates to strategies to measure growth in the classroom
 - 7.3 Examine student centered, differentiation, and mini-formative assessments to measure and maintain growth
 - 7.4 Identify targeted areas where data can support change to initiate support

8. Reflect on RTI tools that will enable success
 - 8.1 Reflect on the RTI process
 - 8.2 Identify online resources to help facilitate RTI in your classroom and school
 - 8.3 Apply current research concerning RTI to educate staff and parents
 - 8.4 Devise/plan an RTI resource kit or presentation

Teaching Methodology and Delivery Model

Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 8 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the

course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Topics Agenda

Milestone One: Understanding the Components of Response to Intervention (RTI)

Course expectations and assignment overview is covered. Participants will engage in an examination of RTI components. A discussion of why RTI is important and what research says about effective RTI implementation can do for your classroom will be explored.

Milestone Two: The Tiers of RTI

Participants will learn about the three tiers of RTI and what each tier means, involves, and assesses. Components of each tier and their framework will be examined. Reflection on one's own RTI practice and current classroom will be contrasted against the tiered levels.

Milestone Three: Understanding and Setting Up a RTI Process

Participants will learn about teaming designs in the development of creating an RTI process. RTI implementation process from the district level, classroom level, support staff, and resources for parents will be reviewed and examined. Participants will gain a better understanding of the many facets of RTI in a school district and how they all work towards the common goal of student support and success.

Milestone Four: The RTI Problem-Solving Process

Current RTI models will be examined to gain better insight of the RTI problem-solving process. Participants will learn a variety of approaches and strategies to develop an intervention and evaluation plan.

Milestone Five: Personalized Student Assessment

Participants will learn about personalized student assessment. A review of research-proven inventories, assessments, and scales to measure multiple intelligences will be surveyed. Screening and evaluation methods will be discussed and how assessment results can lead to movement through the RTI tiers of interventions.

Milestone Six: Incorporating RTI into Daily Instruction

Participants will learn practical ways to make informed decisions to intervene with students needing acceleration and remediation. Strategies to support and integrate the implementation of RTI in your current classroom to support all students will be explored.

Milestone Seven: Designing Lesson Plans to Monitor Student Success

Participants will learn to create tiered approach lesson plans for all levels of students. Strategies to foster student-centered approaches through learning centers, differentiated instruction, and formative assessments to quickly assess student progress will be modeled. How to incorporate data-based decision making to initiate, modify or discontinue tiered interventions will be reflected on.

Milestone Eight: Increase Your RTI Tools

Participants will explore a variety of RTI resources that will help them be more efficient and effective in their classroom. An extensive resource list will be reviewed and developed with ready-to-use forms, web-based tools, and timesaving tips to make RTI implementation more effective and impactful.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one’s own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual’s personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in “Distinguished” on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author’s own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in “Proficient” on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Basic” on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author’s own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in “Unsatisfactory” on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.