



**Response to Intervention (RTI):  
A Roadmap for Successful Classroom Implementation  
Online Self-Paced 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.

**System Requirements**

- Computer with word processing software
- Internet access connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

**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 in 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 used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching.

### **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.

### Final Projects

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project 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 and will be submitted to the instructor within the 8 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

### 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 will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12-week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

### **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.