

RTI at Work Online Course

Early Elementary Focus – CEU

Introduction to the course

This course provides students with the background, rationale, and strategic steps for planning and implementing a high-quality Response to Intervention (RTI) initiative. Students will design strategies for developing Tier 1, Tier 2 and Tier 3 intervention systems and the professional learning culture and community needed for implementation in early elementary grades.

About Solution Tree Online Courses

Solution Tree partners with noted experts and authors to develop online courses that provide engaging and rigorous professional development. Each course is highly interactive and is facilitated by experts who provide direct and timely feedback to every learner. Courses are comprised of 30 hours of work, including videos, reflections, eBook readings, online quizzes and writing assignments. Courses can be taken for CEU credit where states and districts support.

Solution Tree's online platform can be accessed by educators anytime and anywhere there is Internet connectivity. Learners can use desktops, laptops and tablets to access their online courses.

Each course is facilitated by expert teachers and administrators who provide practical and timely feedback on all written assignments. Students can send emails to course facilitators at anytime from within the online course.

Course Objectives

1. Understand the common misconceptions and pitfalls in how RTI has been approached in many schools and districts.
2. Develop a new way of thinking about how schools should work and redefine the responsibility of educators
3. Understand the purpose of RTI: to systematically provide every child with the additional time and support needed to learn at high levels.
4. Identify the essential cultural beliefs and practices for effective RTI
5. Describe the Four Cs of RTI: Collective Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access.
6. Describe the role of collaborative teacher teams, the schoolwide leadership team and the schoolwide intervention team in the Inverted RTI Pyramid
7. Describe the assumptions of a culture of collective responsibility.
8. Describe the roles of district and school leadership teams in establishing cultural change.
9. Describe the rationale and ideal makeup of a guiding coalition
10. Understand the importance of establishing mutual professional accountability and the role of common formative assessments and interventions in this cultural change.
11. Describe the specific responsibilities of teacher teams, the school wide leadership team and the schoolwide intervention team in core instruction and interventions.
12. Describe the different teacher team structures and their appropriate application.
13. Demonstrate an understanding of the importance of professional learning communities (PLC) for the planning and implementation of high-quality RTI.
14. Define Concentrated Instruction
15. Identify the characteristics of high-quality Tier 1 instruction.
16. Identify collaborative teacher team and schoolwide team responsibilities related to behavioral and academic misbehavior.
17. Understand the elements of the teaching-assessing cycle
18. Define convergent assessment.
19. Understand when and which teams should administer measures such as universal screening, formative assessments, common formative assessments, diagnostic assessments and curriculum based measures.
20. Describe the role of convergent assessment in predicting and addressing behavioral, social and academic misbehaviors.
21. Describe methods for extending learning when students reach grade-level proficiency.
22. Describe measures that districts and schools can use to measure the efficacy of their RTI programs.
23. Describe the characteristics of effective RTI programs
24. Define Certain Access

25. Describe the methods and necessary protocols for identifying students in need of intervention
26. Identify the appropriate teams to lead each part of Tiers 1, 2 and 3.
27. Describe how best to identify staff for administering interventions
28. Describe the role of convergent assessment in monitoring the efficacy of interventions.
29. Define the concept of “Core and More” and why it is critical to effective RTI processes
30. Describe the reasons for urgency in the development of high-quality early elementary RTI initiatives.

Opportunities for Assessment & Application

This course will provide students with history, research, resources and protocols that will help them plan and implement a high-quality RTI initiative. The course will also provide students with a framework by which they can understand the challenges to implementation.. Each student will develop a personalized strategy for implementation and on-going learning. Quizzes and the development of personal plans will be used to assess student learning and competency.

Each module of this online course will contain the following assessments:

1. A reflection in which learners will be asked to state their opinions or thoughts on the topics covered in the module, defended by evidence from the content in the module. Reflections are given a pass/fail grade and constructive feedback by the course facilitator.
2. An online quiz containing between 5 and 10 multiple-choice questions on the topics covered in the module. Online quizzes are automatically graded and learners are provided immediate feedback.

In addition to these assessments, the online course contains two “Apply what you’ve Learned Assessments”. As the name indicates, these assessments are written projects requiring research, synthesis and application of the concepts covered in multiple modules. Apply what you’ve Learned Assessments occur at the mid-point and end of the course.

Readings & Supplemental Support Material:

Austin Buffum, Mike Mattos, Chris Webber, *Simplifying Response to Intervention*, Bloomington, IN: Solution Tree.Videos from the Solution Tree Archives/Library

All Things PLC, Solution Tree. <http://www.allthingsplc.info/>

Scope and Sequence

Module 1 - RTI: A Model for Instruction, Professional Learning, and School Improvement

- Video Introduction
- A Deeper Read – Chapter 1, A New Way of Thinking
- Reflective Conversation
- Key Things to Remember
- Quiz
- Conclusion

Module 2 - RTI: It Takes a Team

- Video Introduction
- A Deeper Read – Chapter 3, Building Structures for Collaboration
- Reflective Conversation
- Key Things to Remember
- Quiz
- Conclusion

Module 3 - RTI in the Classroom: Tier 1

- **Video Introduction**
- **A Deeper Read – Chapter 4, Concentrated Instruction: Where Do We Need to Go?**
- **Reflective Conversation**
- **Key Things to Remember**
- **Quiz**
- **Conclusion**

Mid-Term: Apply what you've Learned Assessment

Learners are required to:

1. Describe your team and/or school intervention resources.
2. Describe a plan for your core (Tier 1) instruction that provides flexible time for differentiated instruction.
3. Describe the frequency of the assessment and planning cycles in your plan.
4. What criteria will be used to identify children in need of intervention or enrichment?
5. Identify positive behaviors expected of students. What is the plan to reach, reward and support these behaviors?

This assessment is provided a grade by the course facilitator based on a published rubric.

Module 4 - RTI Beyond the Classroom: Tiers 2 and 3

- **Video Introduction**
- **A Deeper Read – Chapter 5, Convergent Assessment: Where Are We Now?, and Chapter 6, Creating a System of Interventions**
- **Reflective Conversation**
- **Key Things to Remember**

- **Quiz**
- **Conclusion**

Module 5 - Implementing the Big Ideas of RTI and PLC

- **Video Introduction**
- **A Deeper Read – Chapter 7, Certain Access: How Do We Get Every Child There, and Preface**
- **Reflective Conversation**
- **Key Things to Remember**
- **Quiz**
- **Conclusion**

Final: Apply what you've Learned Assessment

After reflecting on your own school or district, construct responses which accurately describe your present system and the instructional system you are working to build:

1. Describe the supplemental interventions for Tier 2 and 3 which are currently available at your school. Based on what you have learned in this course, what, specifically, would you recommend be changed about Tier 2 and 2 Intervention systems at your school.
2. Describe the frequency of the assessment and planning cycles in your Tier 2 and Tier 3 plan. Based on what you have learned in this course, what, specifically, would you recommend be changed about frequency of assessment and planning cycles at your school. If you don't believe these systems require change, indicate why.
3. How does your plan monitor movement between tiers? Based on what you have learned in this course, what, specifically, would you recommend be changed about monitoring movement between tiers at your school. If you don't believe these systems require change, indicate why.
4. What is your school's/district's plan for a schoolwide system of behavior support? Based on what you have learned in this course, what, specifically, would you recommend be changed about the schoolwide system of behavior support at your school. If you don't believe these systems require change, indicate why.
5. How does your plan for identification of students eligible for Special Education align with your plan for Tier 1, 2, and 3 RTI supports and services?

6. What are your reasons for urgency as you move forward toward high-quality Response to Intervention?

This assessment is provided a grade by the course facilitator based on a published rubric.