



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Response To Intervention (RTI) in the Classroom

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course will enhance participants' understanding of the Response to Intervention (RTI) framework in local and state agencies. Participants will gain an understanding of the RTI components of student screenings and progress monitoring, including how to identify students with special needs. This course teaches how to design and implement RTI in the classroom. Participants will explore evidenced-based interventions for students struggling with Reading, Writing, Math, Behavior, and Social Emotional challenges.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and interpret theories of Response to Intervention (RTI) in the general education classroom.
2. Apply knowledge of techniques of the RTI Tiered framework to novel situations.

INSTRUCTIONAL OBJECTIVES:

1. Understand and interpret the basic components of Response to Intervention (RTI) in the general education classroom.
2. Implement the basic components of Response to Intervention (RTI) in the general education classroom through integration of course learning.
3. Understand and execute principles of student screening and progress monitoring.
4. Determine appropriate techniques to identify students learning needs.
5. Create a formula of evidence-based interventions based upon student needs.
6. Develop techniques to implement Reading, Writing, Math, Behavior, and Social Emotional evidence-based interventions in the general education classroom.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Chidsey, R., & Bronaugh, L. (2009). Ch. 12 This All Sounds Great, but How Am I Supposed To Fit It In My Schedule? Scheduling and Logistics. In RTI in the classroom: Guidelines and recipes for success. New York: Guilford Press.

Dickman, G.E. (2006). RTI and Reading: Response to Intervention in a Nutshell. Perspectives on Language and Literacy, Special Conference Edition. International Dyslexia Association: Baltimore, MD.

MacSuga, A., & Simonsen, B. (2011). Increasing Teachers' Use of Evidence-Based Classroom Management Strategies through Consultation: Overview and Case Studies. *Beyond Behavior*, 20(2), 4-12.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will need to design a Response to Intervention plan for a student. The student can be real or fictitious, but personal information should be changed to protect the student's identity. The final project should include information obtained during the course. The Response to Intervention plan is due at the close of the course/end of Week 6 and must include the following:
 - Student grade level
 - Summary of student strengths and weaknesses (include screening/assessment data)
 - Target area (i.e. phonics, number sense, raising hand, etc.)
 - Evidence-based intervention to be tried
 - Explanation for chosen intervention
 - Three dates that intervention was delivered
 - Summary of student progress after three dates of intervention
 - Next steps

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - What is Response to Intervention (RTI)?
 - Screening Assessments

Required Readings

Dickman, G.E. (2006). RTI and Reading: Response to Intervention in a Nutshell. Perspectives on Language and Literacy, Special Conference Edition. International Dyslexia Association: Baltimore, MD.

Other Assignments

One Page Written Response.

Week Two

- Topics Covered:
 - Designing an RTI Classroom

Required Readings

Chidsey, R., & Bronaugh, L. (2009). Ch. 12 This All Sounds Great, but How Am I Supposed To Fit It In My Schedule? Scheduling and Logistics. In RTI in the classroom: Guidelines and recipes for success. New York: Guilford Press.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Evidence-Based Interventions: Reading & Writing

Other Assignments

Discussion Post.

Week Four

- Topics Covered:

- o Evidence-Based Interventions: Math

Other Assignments

Discussion Post.

Week Five

- Topics Covered:
 - o Evidence-Based Interventions: Behavior & Social Emotional Challenges

Required Readings

MacSuga, A., & Simonsen, B. (2011). Increasing Teachers' Use of Evidence-Based Classroom Management Strategies through Consultation: Overview and Case Studies. *Beyond Behavior*, 20(2), 4-12.

Other Assignments

One Page Written Response.

Week Six

- Topics Covered:
 - o Progress Monitoring
 - o Identifying Students with Special Needs

Other Assignments

Discussion Post.

Final Assignment.

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none"> • Review Syllabus • Topics Covered: <ul style="list-style-type: none"> o What is Response to Intervention (RTI)? o Screening Assessments <p>Required Readings Dickman, G.E. (2006). RTI and Reading: Response to Intervention in a Nutshell. Perspectives on Language and Literacy, Special Conference Edition. International Dyslexia Association: Baltimore, MD.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Two</u></p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Designing an RTI Classroom <p>Required Readings</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p>Chidsey, R., & Bronaugh, L. (2009). Ch. 12 This All Sounds Great, but How Am I Supposed To Fit It In My Schedule? Scheduling and Logistics. In RTI in the classroom: Guidelines and recipes for success. New York: Guilford Press.</p> <p>Other Assignments One Page Written Response.</p>		
<p>Week Three</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Evidence-Based Interventions: Reading & Writing <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Evidence-Based Interventions: Math <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Evidence-Based Interventions: Behavior & Social Emotional Challenges <p>Required Readings MacSuga, A., & Simonsen, B. (2011). Increasing Teachers' Use of Evidence-Based Classroom Management Strategies through Consultation: Overview and Case Studies. Beyond Behavior, 20(2), 4-12.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Six</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Progress Monitoring o Identifying Students with Special Needs <p>Other Assignments Discussion Post. Final Assignment.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>

* *Syllabus is subject to change.*