



Response to Intervention:

Practical Information for the Classroom Teacher

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Introduction

Welcome to *Response to Intervention: Practical Information for the Classroom Teacher*, a course that introduces the Response to Intervention process for special education teachers, general classroom teachers, parents, and related professionals.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Response to Intervention: Practical Information for the Classroom Teacher*
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Instructor: Dr. Karen Lea

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Expected Learning Outcomes

After taking this course, participants will demonstrate their ability to:

- Implement a systematic process, RTI, to ensure that every child learns
- Review and explain the history of response to intervention in education
- List, define and discuss the Tiers of Response to Intervention
- List and discuss the essential elements for each RTI Tier
- Analyze The various RTI models that are currently available for educators
- Discuss how to apply the RTI process in a classroom setting
- Identify some of the main barriers that might prevent the use of RTI
- Define and explain universal design as it applies to RTI
- Compare and contrast formative/summative assessments
- List and define types of High-Quality Instruction
- Understand and explain methods of RTI progress monitoring
- Describe how gifted & talented students might be fit into an RTI system
- Discuss some of the adaptations that must be considered for EEL students in an RTI system
- Differentiate between the various methods to collect and analyze program data

Course Description

As educators, you have probably heard the term RTI, or Response to Intervention. RTI is a process that schools can and should use to help students who are struggling with academics or behavior. Even though RTI is primarily linked to special education and the early identification of learning problems, RTI is not just for students in special education. RTI is for all students and is based on the premise that a student might be struggling because of instruction or the curriculum in either a past or a current classroom. Every teacher will have students who are struggling, and RTI is a valuable tool for easing that struggle. So welcome to the class on Response to Intervention, where you will learn what RTI is and how to use it in your classroom.

Student Expectations

As a student you will be expected to:

- Complete all four information sections showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Course Overview

Chapter 1: RTI Tiers

In this first section of the course, we will look at the history of RTI or Response to Intervention so that you'll understand the significance of this process. We will also look at what RTI is, the three tiers of a typical RTI, the essential elements of RTI, two basic models, how to talk with families about RTI, and the benefits of RTI. Your goal, or objective, for this section is to be able to explain what a Response to Intervention is and why it is used.

Chapter 2: RTI Tier 1

Response to Intervention (RTI) is a valuable tool for all teachers, at all levels, to ensure that students are receiving the instruction they need to be successful in the classroom. In the RTI approach, struggling students' skills and behavior are monitored to determine whether they show adequate growth—referred to as *responsiveness*—following the implementation of high-quality instruction. Students who do not respond adequately to research-validated instruction in the general education classroom are provided with increasingly intensive interventions. Students' progress in skill areas of concern is monitored frequently (e.g., weekly), and the data collected inform subsequent decisions about whether a student is either appropriately responsive or needs still more intensive instruction. Although RTI is used primarily to enhance academics, which will be the primary focus of this course, RTI is also used for behavior. Response to Intervention starts with universal screening and is typically implemented in three tiers. Tier 1 is the

focus of this section of the course. Tier 1 relies heavily on the classroom teacher, and the goal is to ensure that the needs of at least 80% of the students are met before implementing Tier 2.

Chapter 3: RTI Tier 2

Greulich et al. (2014) found that the need for flexibility when using RTI starts in Tier 1; they advocate for rapidly moving students who are persistently inadequate responders in Tier 1 to Tier 2, where they will receive more intensive interventions. Tier 2 is the focus of this section of the course, which also describes using the RTI process with Gifted and Talented students and in grade levels above elementary school. Understanding how the process works with Gifted and Talented and in the middle and high school levels is critical for a complete understanding of RTI.

Chapter 4: RTI Tier 3

All Tiers include high-quality instruction, frequent progress monitoring, and data-based decision making. Together, these elements create a strong instructional foundation for all students: Struggling students receive the additional instructional support they need to catch up with their peers and to succeed in the general education classroom, and students with specific learning disabilities can be identified in the early grades. If it's to be successful, the RTI approach must be implemented in a context of shared responsibility and increased accountability for student learning. These goals can be achieved through greater collaboration among school leaders, teachers, and parents. In particular, the success of RTI depends on the ability of general educators and special educators to work closely together. Tier 3 is considered a level of tertiary or intensive individualized intervention. Students whose progress is still insufficient in Tier 2 receive even more intensive and individualized instruction. Such instruction is provided through special education services. Tier 3 is the focus of this section of the course.

Examinations

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course***

Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Instructor Description

Karen Lea holds a PhD in education. Dr. Lea has 15 years’ experience teaching at the K–12 level and another 14 years’ experience teaching education courses at the undergraduate and post-graduate levels. Currently she is an Assessment Developer/Instructional Designer at Western Governor’s University. Dr. Lea has been professionally published over 15 times and has served on more than a dozen panels and boards, including serving on the NCATE (CAEP) Board of Examiners.

Contacting the Instructor

You may contact the instructor by emailing Karen Lea at karen_lea@virtualeduc.com or by calling 509-891-7219 Monday through Friday, 8:00 a.m. – 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

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Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letter grades will be assigned as follows:	90% to 100%	A
	80% to 89%	B
	70% to 79%	C
	69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.**
- Course Evaluation:** Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.

- **Print Certificate:** You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.