RTI^2 –RESPONSE TO INSTRUCTION/INTERVENTION
A Graduate Course

Course Description

RTI^2 – RESPONSE TO INSTRUCTION/INTERVENTION is a 3-credit graduate course which will combine the research-based philosophy of providing effective instruction for all students with proven strategies to facilitate the academic and behavioral success of every student.

RTI^2 is not a specific program, curriculum, or model. It is a framework or blueprint for allocating instructional and behavioral services, supports, strategies, interventions, assessments, or programs that are aligned to students' individual needs. The ultimate goal of RTI^2 is to provide early, effective services at a necessary level of intensity, so that students maximize their academic and behavioral potential and proficiency. In addition, it aims to prevent inappropriate assignments to special education through early intervention and the provision of multiple tiers in a fluid environment that utilizes continuous progress monitoring. Data collection becomes part of the instructional process, not a report card issued after instruction ceases.

RTI was formally introduced as part of IDEA's identification process in 2004. However, Response to Intervention has now been combined with Response to Instruction in recognition that some students need modified, more intensive, or different instruction in order to be academically or behaviorally successful, while other students need targeted, strategic, or intensive interventions in order to facilitate their success. RTI^2 can be viewed as a strengthened, expanded model of RTI.

RTI^2 is not limited to students who are struggling learners. RTI^2 will assist all educators to ensure that both high-achieving and struggling learners in every discipline and at every grade level will become competent and armed for their future educational and professional endeavors.

Objectives

1. To understand what RTI^2 is and how it differs from RTI
2. To foster a common vision of RTI^2
3. To enable participants to meet their students' emotional, social and behavioral needs
3. To identify student academic and behavioral strengths
4. To clarify student learning expectations and needs
5. To adopt effective instructional RTI practices as a result of problem solving
6. To develop effective lessons incorporating three tiers in a variety of disciplines
7. To reflect on the effectiveness of the instructional process
8. To possess the data collection skills needed for justification and instructional decisions
9. To develop a plan to implement RTI instruction
10. To understand the necessity for an RTI Instruction/Intervention Teams
11. To understand the concept of RTI Transdisciplinary Teams
12. To monitor the connection of assessments and how they affect RTI^2
13. To consistently monitor, assess, and report student progress
14. To investigate resources throughout each learning community
15. To develop research-based, targeted interventions

16. To assess achievement through universal screening, progress monitoring, and diagnostic evaluation

Curriculum Design

RTI^2 –RESPONSE TO INSTRUCTION/INTERVENTION is a three-credit graduate level course delivered face to face over two weekends or during one full week of instruction, totaling 45 hours of contact time. Participants will investigate best practices and engage in experiential activities throughout the course. Participants will be required to demonstrate mastery of the concepts through reflections and assignments.

Course Materials

Textbook: "RTI Success – Proven Tools and Strategies for Schools and Classrooms"
              Elizabeth Whitten, Kelli Esteves, Alice Woodrow
              Free Spirit Publishing 2009
              Minneapolis, MN

Session Outline

Session 1   **Introduction to RTI^2: Response to Instruction and Intervention**
Why is it an essential component for all schools?
Content:
1. Instructor Introduction
2. Course Procedures and Expectations
3. Participant Introductory Activity
4. Course objectives, resources and requirements
5. Defining RTI^2
6. Defining the difference between RTI and RTI^2
7. Establishing importance for all students
8. Defining essential components and terminology
9. Assignments

Session 2   **Why RTI^2**
RTI^2 and the Law
Overview of 3 Tier Model of School Support
The 5 Principles of an RTI^2 Learning Community
Content:
1. Establishing philosophical basis for RTI^2
2. Outlining the legal regulations
3. Defining and understanding the 3 Tiers for Academic and Behavioral Systems
Tier 1 – Core Curriculum and Universal Interventions
Tier 2 – Strategic Interventions and Targeted Group Interventions

Tier 3 – Comprehensive and Intensive Interventions and Individual Interventions
4. Establishing the 5 Principles of an RTI[2] Learning Community
    1. All children can learn
    2. Quality assessment informs instructional practices
    3. Quality teaching makes a difference
    4. Positive relationships within the classroom maximize learning
    5. Educators must work as a team
5. Assignments

Session 3   **Establishing RTI[2] Teams**
Collaborative Planning and Problem Solving for Student Interventions
Content:
1. Establishing effective Grade Level/Discipline Based Teams
2. Establishing effective Campus or Building Level Teams
3. Establishing effective Transdisciplinary Teams
4. Creating Interventions using Problem Solving
    a. Accurately diagnosing the problem
    b. Identifying the skill gap
    c. Analyzing the skill gap
    d. Selecting scientifically-based interventions
    e. Implementing interventions
    f. Evaluating interventions
6. Assignments

Session 4   **Student Styles and Screening**
Assessment of Learning Styles
RTI[2] Terms
Universal Academic Screening
Tiers 1, 2, 3: Academic Models with Muscle
Functional and Formative Assessments
Reflection and Functional Assessment Data Collection
Content:
1. Assessing Student Learning styles
2. Assessing Student Academic needs
3. Creating Tier 1 Instruction
4. Creating Tier 2 Instruction
5. Creating Tier 3 Instruction
6. Developing Functional and Formative Assessments
7. Collecting Data for Functional and Formative Assessments
8. Assignments

Session 5   **Assessments**

Various Types of Assessments
Progress Monitoring Techniques
Content:
1. Selecting effective Summative Assessments
2. Developing Tier activities for specific grade and discipline levels
3. Understanding various monitoring tools
4. Selecting appropriate monitoring tools for individual needs
5. Collecting Data for Summative Assessments
6. Assignments

Session 6   **Instructional Considerations**
Purposeful Grouping
Flex Time Instruction
Co-Teaching
Content:
1. Organizing purposeful groups
2. Determining optimum dosage for instruction
3. Developing flex time instructional strategies
4. Planning for Peer-to-Peer teaching
5. Assignments

Session 7   **Planning RTI² English Language Arts Instruction Strategies**
Content:
1. Understanding Common Core Standards
2. Recognizing responsibility for teaching language arts across the curriculum
3. Reviewing Tier 1, 2, and 3 strategies
4. Developing language arts instruction in various disciplines
5. Assignments

Session 8:   **Planning RTI² Mathematics Instruction Strategies**
Content:
1. Understanding Common Core Standards
2. Recognizing responsibility for teaching mathematics across the curriculum
3. Reviewing Tier 1, 2, and 3 strategies
4. Developing mathematics instruction in various disciplines
5. Assignments

Session 9:   **Behavioral Interventions and RTI2 for ELL Learners**
Content:
1. Planning Tier 1, 2, and 3 Social, Emotional, and Behavioral Interventions

2. Discovering principles for effective self-management
3. Understanding the unique needs of English Language Learners
4. Developing effective strategies for English Language Learners
5. Assignments

Session 10:   **Parents and RTI: Pulling it All Together**
Content:
1. Reflecting on the role that parents play in the process
2. Planning for putting all the pieces together
3. Final examination

Student Requirements

For an "A"

- Attend all sessions and participate in all class activities.
- Research two articles related about RTI from professional journals and write a reflection, not a review, of each.
- Create two lessons in your discipline or grade level. Each lesson should include the three tiers of intervention that could be implemented.
- Present one of the lessons with interventions to the class during the second weekend of the class.
- Write a profile of a student who exhibits social, emotional or behavioral issues. Describe the interventions you might employ to address the issues.
- Complete final examination.

For a "B"

- Attend all sessions and participate in all class activities.
- Research one article about RTI from a professional journal and write a reflection, not a review, of the article.
- Create one lesson in your discipline or grade level. The lesson should include the three tiers of intervention that could be implemented.
- Present one of the lessons and interventions to the class during the second weekend of the class.
- Write a profile of a student who exhibits social, emotional or behavioral issues. Describe the interventions you might employ to address the issues.
- Complete final examination.

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writing, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and university and is subject to academic disciplinary action.