



## **RTI<sup>2</sup>**

### **Response to Instruction/Intervention An Online Graduate Course**

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#### **Course Description**

RTI – Response to Instruction/Intervention is a three-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 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 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 can be viewed as a strengthened, expanded model of RTI.

RTI is not limited to students who are struggling learners. This course 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**

- Determine what RTI<sup>2</sup> is and how it differs from RTI
- Foster a common vision of RTI<sup>2</sup>
- Meet students' emotional, social and behavioral needs
- Identify student academic and behavioral strengths
- Clarify student learning expectations and needs
- Adopt effective instructional RTI practices as a result of problem solving
- Develop effective lessons incorporating three tiers in a variety of disciplines
- Reflect on the effectiveness of the instructional process



- Possess the data collection skills needed for justification and instructional decisions
- Develop a plan to implement RTI instruction
- Defend the necessity for an RTI Instruction/Intervention Teams
- Explore the concept of RTI Transdisciplinary Teams
- Monitor the connection of assessments and how they affect RTI<sup>2</sup>
- Consistently monitor, assess, and report student progress
- Investigate resources throughout each learning community
- Develop research-based, targeted interventions
- Assess achievement through universal screening, progress monitoring, and diagnostic evaluation.

### **Curriculum Design**

RTI – Response to Instruction/Intervention is a 60 hour, three-credit graduate level course delivered in online format over a 13-week period. Modules 1 through 9 will be completed one per week. Module 10 will be completed over a two-week period so students will revise and complete the final integration project. Participants will investigate best practices and engage in researching effective strategies. Participants will be required to demonstrate mastery of the concepts through reflections and assignments.

### **Skill and Hardware Requirements**

Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use Mozilla Firefox, Google Chrome, or Safari rather than Internet Explorer; for some applications Internet Explorer may work well.

### **Course Materials**

The required textbook for this course is Integrated Multi-Tiered System of Support: Blending RTI and PBIS by Kent McIntosh and Steve Goodman.

In addition to the text, online readings and website reviews (including journal articles and best practices from the body of educational research) will be assigned during the course to enhance learning. These readings will be presented as annotated websites within the course content.

Reference Guide: Wright, Jim. RTI and Classroom Behaviors. National Professional Resources, Inc.: Port Chester, NY. This item is not required but is recommended as an excellent resource.

## **Module Outline**

### **Introduction**



**Objectives:**

- Introduce yourself and begin to get to know other course participants.
- Explain why this course is of interest to you and how it connects to your current or desired professional role.

**Module One: Introduction To RTI2 - Instruction/Intervention**

**Content:**

- Define RTI2
- Distinguish between RTI and RTI2
- Define essential components and terminology
- Summarize the history of RTI

**Module Two: The 3-Tier Model**

**Content:**

- Discover the 3-Tier RTI Model
- Apply and Develop the 3-Tier Model
- Implement the 5 Principles of an RTI2 Learning Community

**Module Three: Establishing RTI2 Teams**

**Content:**

- Establish effective and supportive Grade Level Teams
- Establish effective and supportive Campus or Building Level Teams
- Establish effective and supportive Transdisciplinary Teams
- Establish roles for Team members
- Create interventions using Problem Solving

**Module Four: Student Styles and Screening**

**Content:**

- Assess Student Learning Styles
- Comprehend RTI2 Terms
- Apply Universal Academic screening techniques

**Module Five: Assessments**

**Content:**

- Discover various types of assessments
- Select appropriate progress monitoring techniques for individual needs
- Select and collecting data for various types of assessments

**Module Six: Instructional Considerations**

**Content:**

- Organize effective and purposeful groups
- Plan for peer-to-peer instruction
- Develop flex time instructional strategies
- Plan for co-teaching models

**Module Seven: Planning RTI2 English Language Arts Instruction Strategies**

**Content:**

- Investigate the ELA Common Core Standards for specific grade levels
- Recognize the responsibility for teaching language arts across the curriculum
- Design English Language Arts instruction for Tier 1, 2, and 3

**Module Eight: Planning RTI2 Mathematics Instruction Strategies**

**Content:**

- Investigate the Mathematics Common Core Standards for specific grade levels
- Recognize the responsibility for teaching mathematics across the curriculum
- Design mathematics instruction for Tier 1, 2, and 3

**Module Nine: Behavioral Intervention and RTI2 for ELL Learners**

**Content:**

- Plan Tier 1, 2, and 3 Social, Emotional, and Behavioral Interventions
- Discover principles for effective self-management
- Recognizing the unique needs of English Language Learners
- Develop effective strategies for English Language Learners

**Module Ten: Parents and RTI: Pulling it All Together**

**Content:**

- Reflect on the role that parents play in the process
- Pull all the pieces together

**Student Requirements:**

1. Participation: actively participate in all course activities.
2. Complete all reading, talking points, reflective responses, and journal entries.
3. Complete the final project.

**Grading Criteria**

Assignment	Points
Introduction	3



Reflections & Talking Points	144
Total Points	147

**Grading Scale**

- 139-147 A
- 130-138 B
- 121-129 C