University of Idaho
College of Education

EDSP 505

Response to Intervention (RtI): Moving from Theory to Practice

Instructor: **Cari Murphy, Ph.D.**
Co-Instructor: **Alayna Gee, Idaho State Department of Education**

Number of Professional Development Graduate Credits: 2

Course Location: This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is:
http://www.idahotc.com/lms

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Course Description

The course consists of several online modules with descriptions of each below. Modules are self-paced and include handouts and quizzes to check for understanding.

Module 1: Response to Intervention (RtI) Overview
Module 1 provides a basic framework for Response to Intervention, reviews the essential components of RtI, and sets the stage for implementation by introducing implementation science.

Module 2: Comprehensive Assessment System
Module 2 details the assessment components included in RtI and provides resources to support the cycle of work within assessment.

Module 3: Tiered Interventions
Module 3 defines and explains tier 2 and tier 3 interventions through the lens of what factors need to be considered when building a model for intervention.

Module 4: Intervention Design I– Elementary/Secondary
Module 4 explores the aspects of successful instruction for secondary students in reading and math.

Module 5: Intervention Design II – Elementary/Secondary
Module 5 expands upon the aspects of successful instruction for elementary students in reading and math to include specific tier 2 and tier 3 strategies and research.

Module 6: Family and Community Involvement
Module 6 discusses the parent's role in RtI and the research behind the importance of parent involvement.

Module 7: Progress Monitoring
Module 7 teaches the process for data based decision making using progress monitoring data and how to understand graphic data representations.

Module 8: Leadership
Module 8 outlines how to create and lead a Response to Intervention team to support the creation of an effective system.

Module 9: Implementation Cycles within RTI
Module 9 reviews the process of implementation with specific guidance on when and how to begin creating a Response to Intervention System. This module requires that a RtI Leadership team be created so that the work of building a system can begin.

University of Idaho Learning Outcomes

1. **Learn and integrate**
   Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. **Think and create**
   Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. **Communicate**
   Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. **Clarify purpose and perspective**
   Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. **Practice citizenship**
   Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

   Specific Course Objectives Related to Above Learning Outcomes:
   At the conclusion of this course, participants will:
   - Determine strengths in current educational structures for providing tiered interventions for all students
   - Determine areas to improve in the systemic implementation of Response to Intervention (RTI)
   - Describe the tiers of RTI to and increase buy-in from parents and families in education settings
   - Incorporate school-parent-community partnership strategies into a family involvement action plan
   - Identify and understand the purpose, focus, decision-making rules, and goal setting needs of progress monitoring
   - Understand and develop a cycle of work implementation that follows a continuous improvement process of assessing implementation, analyzing data, designing a plan, and revising the plan based on data for implementation of an RTI framework

Graduate Credit Course Requirements

1. Participation: Participants are required to complete all modules, including handouts and quizzes.
2. Quizzes: All quizzes must be submitted through the online course at the Idaho Training Clearinghouse LMS.
3. Surveys: Participants are required to complete a satisfaction survey after modules 1-9 and an overall course satisfaction survey after module 9.
4. Final assignment: A written assignment (requirements listed below) must be submitted through the online course at the Idaho Training Clearinghouse LMS.

Quizzes

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System by the date(s) specified on the course home page. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

Quiz 1 (20 points)
Quiz 2 (20 points)
Quiz 3 (20 points)
Quiz 4 (20 points)
Quiz 5 (20 points)
Quiz 6 (20 points)
Quiz 7 (20 points)
Quiz 8 (20 points)

Final Assignment

Final Assignment (10 points)
Complete the "Developing a Cycle of Work Based on Data" worksheet. You will complete this worksheet based on the season in which you take this course. Only complete the questions for one of the three cycles; fall, spring, or winter based upon the time of the school year when you complete this course.

Step #1: Answer all questions within each cycle of work and RTI component in complete sentences. These questions will guide you through the cycle of work; fall, winter, and spring for each of the 5 RTI components; assessment system, core instruction, tier II & tier III, data analysis, and leadership teams.

Step #2: Identify 1 question within each cycle and component and begin planning for improvement. In the box provided, identify the steps you might take to improve upon the weakness you identified through your answers to the questions. Describe, in detail, how you will make improvements in each of the 5 identified areas; assessment system, core instruction, tier II and III, data analysis, and leadership teams within each cycle of work.

Grading Policy

This is a Pass/Fail course.
1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed;
2. Participants must earn an 80% (8/10 points) on the final written assignment to pass the course; and
3. Participants must complete the satisfaction surveys after modules 1-9 and an overall

course satisfaction survey after module 9.

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

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Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: 3220. Retaliation for bringing forward a complaint is prohibited, see 3810.

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885-4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or hrai@uidaho.edu).