Course Title:
Response to Intervention: Moving from Theory to Practice (RTI)

Number of Credits:
2

Course Location/Format:
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 https://idahotc.com/lms

Instructor Name:
Cari Murphy, Ph. D., UI Center on Disabilities & Human Development
Co-Instructor: Alayna Gee, M.Ed., Idaho State Department of Education

Instructor Phone:
Cari Murphy – (208) 885-6132
Alayna Gee – (208) 332-6979

Instructor Email:
Cari Murphy – carilee@uidaho.edu
Alayna Gee – agee@sde.idaho.gov

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 Objectives:
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.

Course Objectives:
1. Participants will determine strengths in current educational structures for providing tiered interventions for all students
2. Participants will determine areas to improve in the systemic implementation of Response to Intervention (RtI)
3. Participants will describe the tiers of RTI to and increase buy-in from parents and families in education settings
4. Participants will incorporate school-parent-community partnership strategies into a family involvement action plan
5. Participants will identify and understand the purpose, focus, decision-making rules, and goal setting needs of progress monitoring
6. Participants will 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

Required Materials:
There are no outside readings or materials required for this course.

Course Requirements:

1. Participation: Participants are required to complete all modules, including handouts and quizzes.

2. Quizzes: All quizzes must be submitted through the Idaho Training Clearinghouse LMS.

> *All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on 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)

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 must be submitted through the online course at the Idaho Training Clearinghouse LMS.

> *Final Assignment (100 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 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 you 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 & tier III, data analysis, and leadership teams within each cycle of work.

Grading:

This is a Pass/Fail course. No incompletes will be given. Late work will not be accepted.

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% (80/100) 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.

Learning Civility Clause & Academic Integrity:

In any learning environment, it is essential that all members feel as free and safe as possible in their participation. It is expected that everyone in this course will treat each other with mutual respect and

courtesy, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel course interactions do not reflect an environment of civility and respect, you are encouraged to contact the instructor to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

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.

University of Idaho (UI) Nondiscrimination Policy:

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fsh. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); 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 Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Accommodations for Students with Disabilities:

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: https://www.uidaho.edu/current-students/cdar