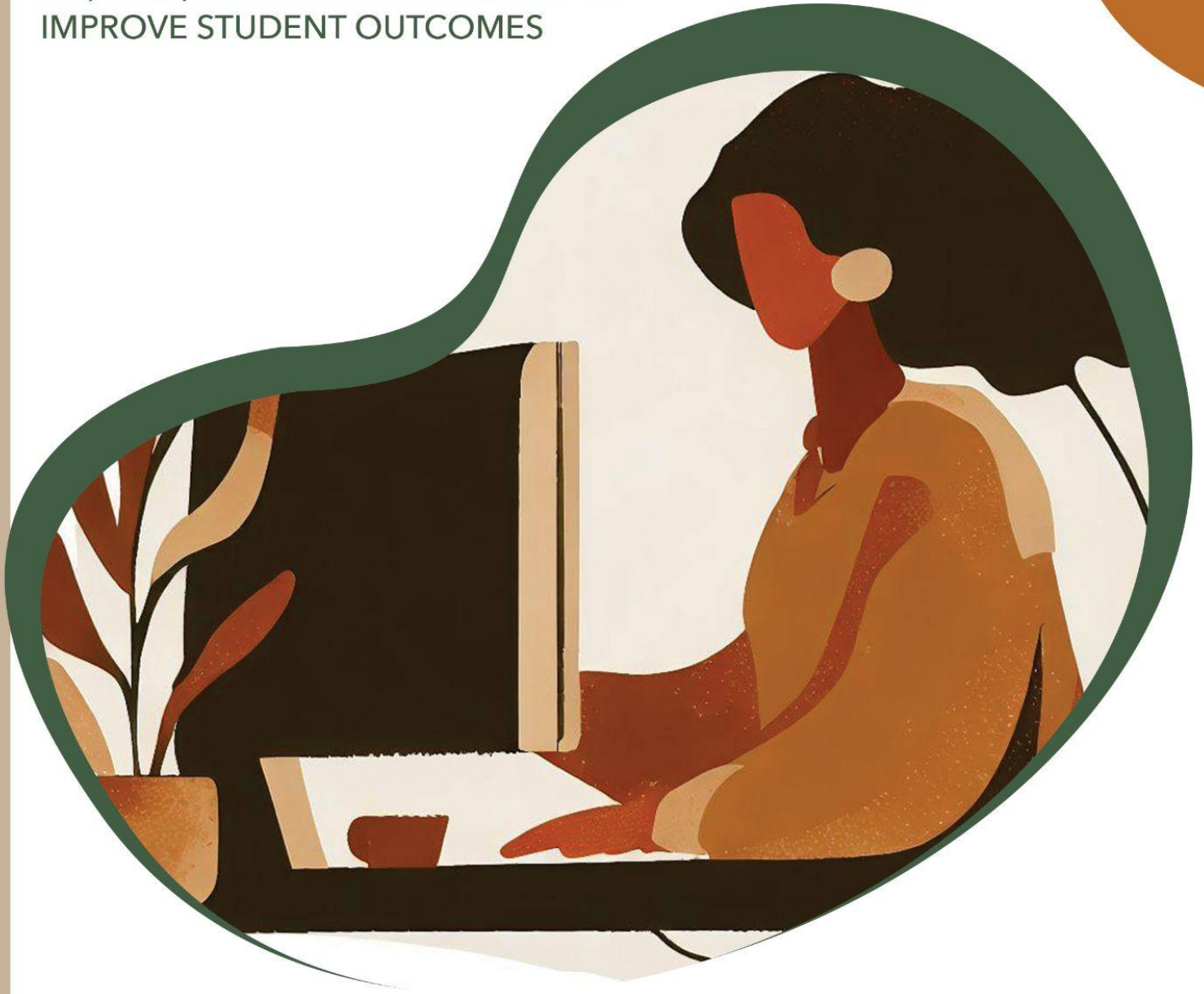




Course Syllabus

NIMBLE TRANSITIONING: INTEGRATING
RTI, PLCS, AND DIFFERENTIATION TO
IMPROVE STUDENT OUTCOMES



Nimble Transitioning: Integrating RTI, PLCs, and Differentiation to Improve Student Outcomes

112.5 Hours of Coursework

3 Salary Points

Course Description:

Are you a teacher who is looking to rekindle their passion, are you new to the profession, or are you struggling to document your own proficiency in the context of a new mandated evaluation system? If you answered yes to any part of this question, this is the course for you!

One can argue the teaching profession is changing more rapidly than at any other time in United States educational history. Teacher evaluation, coupled with new standards and new high stakes testing systems have become the norm across the country and many teachers are experiencing the disequilibrium that comes with these significant shifts.

This course details how a teacher, required to teach differently to conform to this new and complex environment can thrive as a result of understanding the fundamental policy shifts that got us here. Moreover, the teacher taking this course will take away concrete methodologies and strategies she can immediately use in any teaching assignment. Through understanding policy shifts and exploring the best practices in Response to Intervention (RtI), Professional Learning Communities (PLCs) and gaining ideas on how to best deploy the rich learning and teaching strategies through Differentiated Instruction (DI), the teacher consuming this class will gain tools to make herself a powerful, effective educator. The online format allows for reflection, practice, observation and analysis and application of skills to current settings. Emphasis is upon intentional best practice, resulting in a classroom environment where all children have the ability to maximize their learning, and where the teacher deploys skills, methods and strategies to thrive in this challenging time in our profession. Teachers new to the profession, struggling with evaluation systems and teachers, simply wanting “a shot in the arm” are sure to benefit from this course.

Course Objectives: By the end of the course, participants will:

- Understand how the principles of Response to Intervention (RtI) and reforms to teacher evaluations mesh so each initiative can support the other.
- Demonstrate an understanding of multiple measures of teacher effectiveness is more than tracking standardized test scores.
- Explore the “Big Picture” of how states around the country are approaching the new teacher evaluation system.

- Explore how Professional Learning Communities (PLC) support both RtI and the new teacher evaluation which presupposes effective teachers differentiate instruction.
- Develop an awareness of how to collect evidence and to determine whether evidence is quality.
- Articulate the rationale behind the change trends and mandates creating our current educational atmosphere.
- Connect the origins of the Common Core State Standards and the trend toward new teacher evaluation systems.
- Develop an introductory level understanding of value-added modeling as a component of teacher evaluation
- Explore why each child needs access to a rigorous education through understanding the implications of our global economy.
- Articulate the rationale behind the change trends and mandates creating our current educational atmosphere.
- Connect the origins of the Common Core State Standards and the trend toward new teacher evaluation systems.
- Develop an introductory level understanding of value-added modeling as a component of teacher evaluation
- Explore why each child needs access to a rigorous education through understanding the implications of our global economy.
- Understand the origin and key components of proactive and preventative practice and how those practices look at the system, teacher team and individual classroom level.
- Reflect on the importance of ensuring children access to readiness opportunities prior to formal schooling and identify their community's response to these learners.
- Examine their current core instructional practice to ensure the critical evidence-based components are in place, and why these components lead to student success.
- Identify what student academic and behavioral indicators predict success at the elementary, middle and high school levels. Chapter 4
- The educator will understand the shift in the profession from independence to interdependence
- The educator will be able to access and implement best practices related to collaboration
- The educator will be able to link the best practices of collaboration to a successful teacher evaluation
- Educators will understand the construction of 21st century skills and why it is critically important why EACH child receive a rigorous education. Educators will gain valuable tools for differentiation, specifically gaining strategies to deeply engage with above, at and below standard students in heterogeneous classrooms.

- The educator will understand the basic action research cycle as it pertains to education and understand why it is essential to lead with assessment in front of instruction.
- The educator will gain familiarity with best practice instructional strategies to implement after gaining specific insights from baseline and formative assessment.
- The educator will develop an understanding of the action research cycle and know why assessment is the foundation for planning and adjusting instruction.
- The educator will understand the power and the research base centering around Formative Assessment (FA).
- The educator will understand and develop practical strategies to ensure the key principles of FA become the integral part of their teaching routine.
- Understand the “big picture” of how RTI, PLC’s, and DI fit together as a framework for improving student learning and meeting evaluative criteria within a framework-based evaluation system.
- Have new-found confidence to try the skills discussed within this course to their instruction in the classroom.

Student Expectations:

This online course is experiential, interactive, and features many streaming video training modules. Participants will complete journal exercises and online assignments. In addition, participants will be expected to practice and use specific skills in their own setting and report the results to the online forum. Participation is necessary for passing the course.

All LAUSD participants are required to keep a log of their in class time as well as their outside time. A time log is provided and must be submitted at the end of the course in order to complete and receive your Salary Points.

Instructor Description:

Erich Bolz currently serves as Assistant Superintendent of Instructional Programs at Richland School District in southeastern Washington. He has served as a remedial reading teacher, pre K-12 principal, and as a central office administrator at the small district, large district and Educational Service District (ESD) levels. Erich also works as an adjunct professor, process facilitator, strategic planner, a systems consultant and is a published author and keynote speaker.

Erich lives in Richland, WA with his adorable wife Shelly, an elementary art specialist and two surprisingly delightful teenagers. When he is not working writing or speaking, Erich can be found traveling, playing tennis, cooking, reading and enjoying a glass of local wine.

Methods of Instruction:

[Learning Management System Sign In
support@cecreditsonline.org](mailto:support@cecreditsonline.org)
www.cecreditsonline.org

A variety of strategies are employed in this course:

- Content presented for participants to read online—the formal instruction
- Video clips illustrating key course concepts and strategies
- Specific and varied learning activities to practice skills and strategies
- Online forum for participants to post answers to questions and summarize student responses to differentiated lessons in their own classrooms
- Classroom examples, specific strategies, activities, implementation assignments, and quizzes are included in each course module so skills are acquired and practiced at high enough levels of understanding to be applied throughout the course

Grading:

- **Forum Post Exercises/ Reflective Journals:** 70% of your final grade
- **Quizzes:** 10% of your final grade. Quizzes may be submitted up to 3 times each and the highest score of the 3 will be used.
- **Final Exam:** 20% of your final grade. **You must receive a score of 60% or greater on the final exam to pass this course.**
- You must have an 80% average to obtain university credit for any course. You must have an 80% average to pass the course unless your district has specified otherwise. If your district has specified a different percentage needed to pass, it will be posted in “Your District Information” in the District section of the site. If nothing is posted, you must pass with an overall average of 80%.
- Forum post exercises will not be approved until your entry has met the minimum approval score of 80%.

Credit:

- All participants who successfully complete will receive a Certificate of Completion.
- For those taking this course for LAUSD Salary Points, upon successful completion your NA Form will be submitted to the LAUSD Professional Development Unit.
- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected. Please see [University Partners](#) on our homepage for more information.

Class Outline:

- Welcome
- Chapter 1: Finding Our Professional Equilibrium
 - Objectives:
 - 1.a Making transitions in a time of change
 - 1.b Teacher effectiveness is more than a test score

- 1.c Trends around the country
- 1.d How does an instructional framework impact the evaluation process?
- 1.e What is evidence and what is just an artifact?
- 1.f What is quality evidence
- 1.g How to collect evidence?
- 1.h Review of Chapter 1chapter one enduring understandings
- Chapter 2: What does “all students” mean, and who is responsible for them?
 - Objectives:
 - 2.a Where did all this stuff come from anyway?
 - 2.b What does this new evaluation system mean to me?
 - 2.c What are some differences between the “new” standards and the previous version of my state standards?
 - 2.e Putting it all together and a preview of next chapter
 -
- Chapter 3: An ounce of prevention is worth a pound of cure: Response to Intervention (RTI)
 - Objectives:
 - 3.a What is Response to Intervention (RTI) and where did it come from?
 - 3.b Where they start is where they finish
 - 3.c How do we set targets for our students in our systems?
 - 3.d What do academic prevention and intervention look like in K-12?
 - 3.e What do behavioral prevention and intervention look like in K-12?
 - 3.f What happens if my school or district does not have a proactive, preventative framework?
- Chapter 4: Assessment precedes instruction, and more minds are better than one mind
 - Objectives:
 - 4.a From a culture of independence to a culture of interdependence (opening teacher practice)
 - 4.b How teacher evaluations and PLCs are “joined at the hip”
 - 4.c Operationalizing PLCs
 - 4.d The relationship between RTI and PLCs
 - 4.e Data to drive individual student achievement improvements
 - 4.f Again, what happens if my school or district does not provide this formal supportive framework?
- Chapter 5: Instructional Ferocity Entails DI
 - Objectives:
 - 5.a Key principles
 - 5.b DI Allows us to...
 - 5.c Hallmarks of a good DI classroom

- 5.d Instructional strategies seen in a DI classroom
- Chapter 6: Formative assessment -- how do I manage it?
 - Objectives:
 - 6.a Assessment is the backbone of all we do and the most important assessment is what we use to drive student learning at the classroom level
 - 6.b Relentless timely effective feedback- what would John Hattie say?
 - 6.c FA Techniques- strategies for checking for understanding
- Chapter 7: Putting it all together
 - Objectives:
 - 7.a The terror that is the total system
 - 7.b Graphic organizers
 - 7.c RTI + PLC + DI = improved student learning
- Evaluation
- Final Exam

Course Access:

Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email support@cecreditsonline.org, create a customer service ticket in the LMS, or call [425-788-7275](tel:425-788-7275) extension 104.

Compliance with and Commitment to the American Disabilities Act:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.