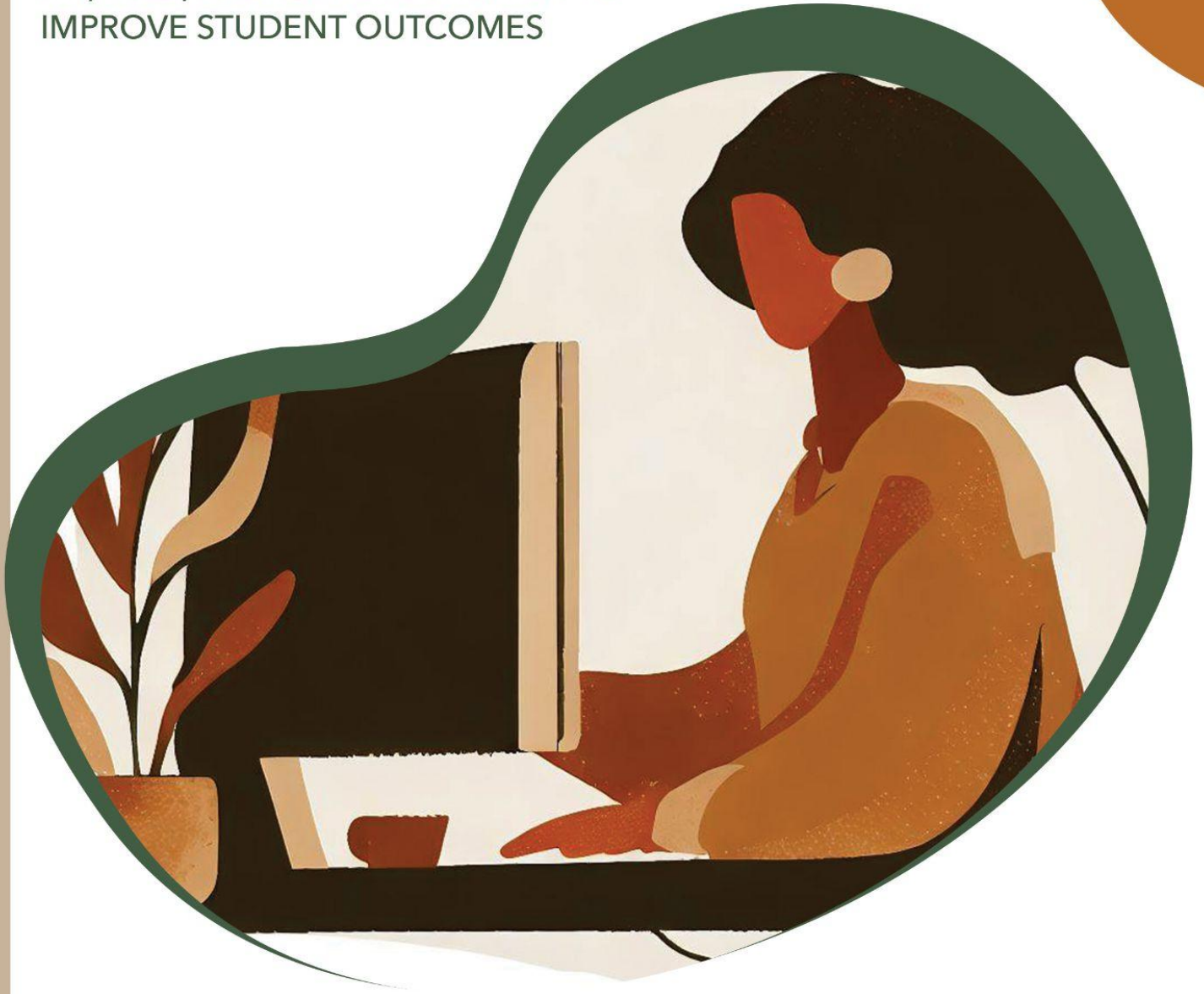




Course Syllabus

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



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

45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description:

The teacher taking this course will take away concrete methodologies and strategies they 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 themselves a powerful, effective educator. 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.

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- 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 and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, the development of written lessons using differentiated strategies, classroom implementation of these strategies, and analysis of both the lesson and the students' response to the lesson. A final exam is also a part of the course. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

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:

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 Policy

- 100%-90% = A

- **89%-80% = B**
- **79% and below is Not Passing**

Course Component	Percentage of Final Grade
Forum Post Exercises/ Reflective Journals	70%
Quizzes	10%
Final Exam	20%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

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 1 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
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- 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

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.