

## **Response to Intervention and the General Education Teacher**

**University of Wisconsin-Stevens Point**  
ED 370/570: Section 797  
Fall 08

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### **Required Text:**

Silver, H.F., Strong, R.W., Perini, M.J. (2008). The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson. Alexandria, VA: Association for Supervision and Curriculum Development.

This course is designed to guide the general education teacher in becoming familiar with the requirements of 'Response to Intervention' as it relates to their classroom and instruction. At the end of the semester the teacher should be able to:

- Define 'Response to Intervention' (RtI) and the three-tiered model of school supports.
- Describe what constitutes a research-based intervention and effective instruction.
- Identify appropriate teaching strategies to increase student growth in struggling learners.
- Select assessment tools or practices that assist in documenting student learning or the lack of.
- Develop collaborative and co-teaching opportunities with specialists in their school.

### **Required and Recommended Reading:**

A variety of journal articles, selections on E-Reserve and the sited text will be utilized during the course. Students are expected to read the selections prior to responding to online discussions or completing assignments. Students are also encouraged to share resources that they have found to be useful with others in the class.

### **Course Expectations and Assignments:**

**Weekly Topic Questions:** The instructor will post a question related to the topic each week for the participants to respond to. These questions are designed to have participants reflect on the readings and relate the information to their own teaching and classroom. Each will be worth **5 points** (Total: 55 pts).

### **Discussion Questions:**

Participants will be required to visit the discussion site two times each week. There will be a topic posted by the instructor. Each participant is to provide his/her reaction or feelings about the post. They are also to visit later in the week to respond or comment to the postings of class peers. Each week participants will earn **5 points** total for the two visits (Total 55 points).

**Written Papers:**

During Unit 1 & 2 participants will be asked to write a one-two page paper connecting material covered/discussed to their teaching. **Unit 1** topic will be to demonstrate an understanding of RtI. **Unit 2** will involve identifying two struggling learners in the teacher's classroom and describing their learning styles, strengths and weaknesses, and differentiation already taking place. Each will be worth **25 points**.

**Topic Design:**

During Unit 2 participants will also be asked to look at a curricular topic covered in their class and structure it according to a form of "Backward Design". This assignment is designed to get the teacher to think 'learner outcomes' first. The instructor will provide examples of templates students may chose to use. This will be worth **25 points**.

During **Unit 3** participants will be asked to write a 5-7 page paper describing the process of implementing research-based strategies with the students identified in Unit 2. It will include rationales behind the selection, how progress will be monitored/assessed, methods of data collection and if the strategies resulted in positive growth of the learner. If not, ideas of what may be the next step should be included. This paper will be worth **75 points**.

\*Papers should be downloaded to the D2L Dropbox by the date posted online.

**It is the intent of this instructor to facilitate a course that is practical and with information and strategies that easily transfer to the participant's present teaching environment.**

**Special notes:**

**Under Section 504 and the Americans with Disabilities Act** - any person enrolled in ED 370/570 requiring alternative instruction and/or evaluation procedures - please discuss with the instructor so appropriate accommodations can be made.

**Students taking the course for graduate credit** will be given a choice of selecting an additional activity provided by the instructor or expanding on their implementation plan. Further clarification will be provided.

**Grading:**

Grades will be based on percentage of points. The scale is indicated below.

100%-96 = A	87%-89= B+	77%-79=C+	67%-69=D+	59% or below=F
90%-95= A-	84%-86= B	74%-76= C	64%-66= D	
	80%-83= B-	70%-73= C-	60%-63= D-	