

CESA 5 Credit Course Syllabus

EDUC -548-091 Successful RtI Implementation @ Elementary, Middle and High School Levels

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SEMESTER CREDITS: 1 graduate credit

COURSE DATES: Thursday August 20, 2015 8:00 AM – 4:00 PM (Face to Face)

Webinars – October 8, 2015; November 12, 2015; January 14, 2016; February 11, 2016
(each webinar is from 3:30-5:30)

LOCATION: Westfield High School Auditorium N7046 Cty Rd M, Westfield, WI 53964

DESCRIPTION:

The purpose of this graduate course is to provide professional educators, directors, and school psychologists with strategies & techniques to assist with progress monitoring, interventions to influence and reduce and reduce the achievement gap, instructional planning, and techniques to tie IEP goals to Results Driven Accountability. This course will be a face to face lecture and then a series of 4 webinars. The conference also provides an opportunity for educators to network and collaborate.

2015 Featured Presenter:

Dr. Mark Sinn: Professor at School of Psychology at National Louis University. Mark has provided staff development and MTSS/RtI implementation support to schools, districts, and state departments of education in 43 states.

Students will attend a one-day conference and four (4) webinars in which they will be engaged by both regional and international experts in the field of instructional supports to enhance the reading strategies using a variety of different types of technology. A variety of issues found in the school-based scope of practice will be covered.

COURSE ASSIGNMENTS AND REQUIREMENTS:

1. Attend both the lecture and complete all four (4) webinars.
2. Complete an electronic conference evaluation after the conference.
3. Write an application summary paragraph for the FOUR (4) webinars and the face to face lecture.
4. Read **FOUR (4)** articles and summarize how the information applies to daily work assignments.

(Articles are provided to participants on the conference webpage).

CESA 5 Credit Course Syllabus

5. Items # 3 and #4 must be received by Mary O'Brien no later than 4:00 PM on Monday February 29, 2016 in order for the student to receive credit. Please send summaries to my email address, obrienm@cesa5.org No handwritten papers will be accepted.

METHODOLOGY:

Lecture, small group discussion, large group discussion, question and answer sessions, webinars, videos, LCE presentations, overheads, sharing sessions, and other related teaching and presentation aids will all be used during the conference sessions.

WISCONSIN TEACHER STANDARDS ADDRESSED:

PI-34.02 Teacher Standards:

2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

PI-34.03 Administrator Standards:

3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
5. The administrator models collaboration with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

CESA 5 Credit Course Syllabus

7. The administrator understands, responds to, and interacts with the larger political, social economic, legal, and cultural context that affects schooling.

PI-34.04 Pupil Services Standards:

2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety, and development.
3. The pupil services professional has the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.
5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral, and physical issues and circumstances which may limit pupils' ability to achieve positive learning outcomes through development, implementation, and evaluation of system-wide interventions and strategies.

Viterbo Mission Statement

The mission of Adult Learning at Viterbo University is to be the regional choice for non-traditional students, preparing them to grow as confident professionals in their careers and communities.

GPAE Goals

- To foster an appreciation of the lifelong learning in program participants.
- To teach using active methods of learning through discussion, student involvement, and relevance to the learners' lives.
- To prepare learners for careers or for occupational advancement or change through acquisition of current knowledge and skills.
- To offer courses at times, locations, and in formats convenient to working adults' schedules.
- To provide learning opportunities for adults across Wisconsin and beyond through the use of technology.

Accreditation

Viterbo University is committed to meeting the highest academic standards measured by the North Central Association of Colleges and Schools Commission on Institutes of Higher Education (HLC). The university offers excellent opportunities for students transferring from similar colleges and universities which have met the stringent guidelines of their regional accrediting commissions. We have a liberal transfer policy for students transferring from any of the six accredited institutions. Most often, these are nationally accredited, proprietary/for profit institutions. We urge all students to verify that the institution where they take courses is regionally accredited to ensure that their coursework can be

CESA 5 Credit Course Syllabus

considered for transfer to any regionally accredited university or college at the graduate or undergraduate level.

Viterbo University is accredited/approved by:

- National Council for Accreditation of Teacher Education
- Wisconsin Department of Instruction
- Higher Learning Commission of the North Central Association

OUTLINE OF CONTENT:

1. Course description and outlined expectations (see conference brochure)
2. Current professional journal articles, Wisconsin State – wide Project materials, and on-line resources.
3. Written project describing the application of knowledge and skills acquired through the conference to address an identified professional learning and/or district need.

COURSE OUTCOMES:

1. Participants will learn and understand the concept of presuming competence.
2. Participants will learn the importance of collaborative teaming to support successful inclusion.
3. Participants will learn and understand the power of the mind and body, as well as how to use them as motivating factors in both personal and professional circumstances.
4. Participants will learn and understand the methodology of intervention techniques and how to incorporate them into daily lessons to assist in the educational growth of their students.

GRADING/METHODS OF EVALUATION:

Grading Rationale

- * Participants in this course are expected to attend the full day institute and complete all (4) four webinars. (NOTE: No papers will be accepted at the conference).
- * After careful reading and reflection of the articles and completion of the written assignment, papers may be sent via email, US Postal Service, or faxed to CESA 5. **(But must not be hand written)**
- * All activities are to be completed to the satisfaction of the instructor.
- * All project expectations and evaluation criteria, including the due date, will be discussed at the

CESA 5 Credit Course Syllabus

institute.

Grading Scale

A	40-45 point
B	35-39 points
C	25-34 points
D	15-24 points
F	0-14 points

OR failure to turn paper in by due date: **February 29, 2016**

CESA 5 Credit Course Syllabus

Grading Rubric

Written summary paragraph for each session and summaries from four (4) articles.

Each session paragraph 5 pts each = Total 25 pts.

Reading summary paper 5 points each = Total 20 pts.

45 Total points

Grading Criteria Total of All Available points 40	Poor 1	Below Average 2	Average 3	Good 4	Excellent 5
Session – Summary #1____ Summary #2____ Summary #3____ Summary #4____ Summary #5____ 5 pts./each Total 25 Points _____points	Paragraph unorganized, no complete sentences, OR no mention of professional connection not made.	Several of the points of the paragraphs are ambiguous OR professional practice connection not made.	Paragraphs have little organization; and a poor connection to professional practice statement.	Paragraphs follow a logical organization but may drift from the session’s topic and/or benefit connection to practice statement is acceptable, but could be stronger.	Paragraphs are clear, logical, organized around a developed session’s topic. Includes strong benefit to practice statement.
Summary of Reading #1____ Reading #2____ Reading #3____ Reading #4____ 5 pts/each Total 20 points _____points	The summary does not explain how the article content relates to the application in school or daily work. No paper submitted or submitted late.	The evidence provided does not support the topic of the article; little relation to the school setting, no connection to daily work or examples.	The application and summary attempts to support the topic of the article and its relevance to the school setting only one example given.	The summary explains how the article topic supports the applications to the school setting with at least two examples.	The summary demonstrates a strong relationship between the article topic and application of the topic to the school setting; several strong examples are included.
Total points/ GRADE					

CESA 5 Credit Course Syllabus

BIBLIOGRAPHY and SUGGESTED READINGS:

Burns, Matthew K., Dana Wagner “Research into Practice – Determining an Effective Intervention Within a Brief Experimental Analysis for Reading: A Meta- Analytic Review” (pages 126-136) School Psychology Review 2008, Volume 37, No 1

Burns, Matthew K, “Response to Intervention at the Secondary Level” (pages 12-15)

Shinn, Mark R. PhD., “The Problem of Comprehension: A Potential Barrier to Reading Curriculum-Based Measurement (R-CBM) as a Progress Monitoring and Screening Instrument” (pages 2-10)

Shinn, Mark R. PhD., “The Relation of AIMSweb, Curriculum-Based Measurement, and the Common Core Standards: All Parts of Meaningful School Improvement” (pages 2-13)