

## COURSE SYLLABUS

**Course:** Pyramid Response to Intervention: How to Respond When Kids Don't Learn

**Presenters:** Austin Buffum, Mike Mattos, and Chris Weber

**Credit:** 3 Graduate Credits

**Required eBook:** *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*

### Course Overview

Students who don't get the education they need run higher risks not only of dropping out of school, but of incarceration, homelessness, and early death. Pyramid response to intervention (PRTI) seeks to remedy that situation—and has met with remarkable success—by systematically identifying students' needs, providing targeted interventions, monitoring students' progress, modifying interventions as necessary, and thereby enabling all of a school's or district's students to learn at high levels. In this course, expert presenters Austin Buffum, Mike Mattos, and Chris Weber share their experience implementing PRTI. They take participants through the critical stages of establishing professional learning communities (PLCs) within schools and districts, using universal screening tools to ascertain students' learning needs, and devising interventions for students at three tiers. In Tier 1, the classroom teacher differentiates instruction to meet all of his or her students' needs; in Tier 2, teachers begin targeting their interventions to meet the needs of those students not met in Tier 1 (e.g., through small group work and systematic push-in and pull-out strategies); and in Tier 3, teachers call on the expertise of others and practice one-on-one interventions for the remaining few. The presenters emphasize the role of collaborative teamwork and instruct participants on how to make their meetings purposeful and effective. Interviews and classroom footage illustrate how constructive PLCs and PRTI has been for all parties invested in the mission of helping all students achieve at the highest levels possible.

### Presenters' Bios

**Austin Buffum**, EdD, has 38 years of experience in public schools. His many roles include serving as former senior deputy superintendent of the Capistrano Unified School District in California. Dr. Buffum has presented in over 400 school districts throughout the country and around the world. He delivers trainings and presentations on Pyramid Response to Intervention. This tiered approach to RTI is centered on Professional Learning Communities at Work™ concepts and strategies to ensure every student receives the time and support necessary to succeed. Dr. Buffum also delivers workshops and presentations that provide the tools educators need to build and sustain PLCs.

**Mike Mattos** is recognized throughout North America for his work in the areas of response to intervention and professional learning communities. He is coauthor of the best-selling book *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*,



which was a 2009 finalist for the Distinguished Achievement Award from the Association of Educational Publishers. Mike is former principal of both Marjorie Veeh Elementary School and Pioneer Middle School in Tustin, California. At these schools, Mike used RTI and PLC practices to create a collaborative environment among his staff and improve learning for all students.

**Chris Weber**, EdD, is a consultant and administrative coach for Chicago Public Schools and the Oakland (California) Unified School District. He delivers trainings and presentations on Pyramid Response to Intervention. This tiered approach to RTI is centered on Professional Learning Community at Work™ concepts and strategies to ensure every student receives the time and support necessary to succeed. Dr. Weber also delivers workshops and presentations that provide the tools educators need to build and sustain PLCs.

### **Course Objectives**

After completing this course, educators will know:

- A systematic process that ensures every child receives the additional time and support needed to learn at high levels
- The essential elements of PRTI
- How professional learning community practices create the foundation needed to successfully implement PRTI
- How to align site interventions to the characteristics of highly effective interventions

### **Student Learning Outcomes**

After completing this course, educators will apply the following skills:

- Facilitate a professional learning community in their school or district
- Locate and utilize universal screen tools to ascertain students' needs
- Devise appropriate interventions at each of three tiers
- Monitor student progress and revise interventions accordingly
- Conduct productive team meetings

#### **Unit 1: Introduction**

In this unit, presenter Mike Mattos establishes context for pyramid response to intervention by discussing what questions a school or district needs to ask in order to best serve its students. He presents some disturbing statistics about what happens to children who don't receive an appropriate 21<sup>st</sup> century education, but then introduces a critical formula that can help educators meet all students' learning needs.



## Objectives

After completing this unit, educators will know:

- Why pyramid response to intervention is necessary in the 21<sup>st</sup> century
- An exemplary mission for 21<sup>st</sup> century education

## Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Ask and answer the right questions to ensure all students' learning
- Articulate a mission statement for themselves as educators
- Use the formula: targeted instruction + time = learning

## eBook: How Does Your Current Practice Align to RTI?

Participants read chapters 1 and 2 in their eBook and then fill out the chart on p. 172, titled “How Do Our School’s Current Practices Align with the Essential Elements of RTI?” They present the conclusions they reach as a result of the exercise in reflection questions and in the discussion forum.

## Unit 2: Building the Foundation: RTI and PLCs

In this unit, presenter Austin Buffum discusses the critical role of professional learning communities (PLCs) as the foundation for RTI. He illustrates how PLCs—defined by a focus on learning and collaboration and driven by results—create a culture that facilitates RTI.

## Objectives

After completing this unit, educators will know:

- What constitutes a professional learning community
- How to facilitate a professional learning community in schools and districts

## Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Establish their education community as a professional learning community



- Utilize the PLC as a foundation for RTI

### **eBook: Creating a PLC Foundation**

Participants read chapter 4 in their eBook and then complete the chart on p.175, titled “Creating a PLC Foundation.” They present the conclusions they reach as a result of the exercise in reflection questions and in the discussion forum.

### **Unit 3: Why Adopt an RTI Model?**

In this unit, presenter Mike Mattos foregrounds how the traditional special education model fails students; in its place, he argues, RTI reforms that model. He lays the groundwork for the adoption of a pyramid RTI model that assists educators in helping all of their students learn.

#### **Objectives**

After completing this unit, educators will know:

- The dangers of the traditional special education model for students
- RTI as a reformed model for meeting students’ needs

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Assess the shortcomings of the traditional special education model
- Embrace RTI as reform

### **eBook: Why RTI?**

Participants read chapter 3 in your eBook and complete the chart on p 173 titled “How Will Our School Respond to Key RTI Questions?” They present the conclusions they reach as a result of the exercise in reflection questions and in the discussion forum.

### **Unit 4: What is RTI?**

In this unit, presenter Mike Mattos describes response to intervention CPR—i.e., interventions marked by



a sense of urgency, informed by research, directive, timely, targeted, administered by professionals, and systematic.

### **Objective**

After completing this unit, educators will know:

- What makes interventions most effective

### **Student Learning Outcome**

After completing this unit, educators will apply the following skills:

- Employ response to intervention CPR

## **eBook: Evidence of RTI**

Participants review chapter 3 in their eBook and complete the chart on p.174, titled “What Elements of RTI Are Present in the Pioneering Models.” They present the conclusions they reach as a result of the exercise in reflection questions and in the discussion forum.

## **Unit 5: Why a Pyramid?**

In this unit, presenter Austin Buffum details the components of the pyramid response to intervention model. He describes what Tier 1, Tier 2, and Tier 3 interventions look like and how they can benefit all students.

### **Objectives**

After completing this unit, educators will know:

- The essential components of the pyramid response to intervention model
- Characteristics of Tier 1, Tier 2, and Tier 3 interventions

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Distinguish between Tier 1, Tier 2, and Tier 3 interventions
- Assess which students need which interventions when



### **eBook: The Pyramid**

Participants read chapters 6, 7, and 8 in their eBook and complete the charts on pp 188 – 190, titled, “What Is Our Tier 1 Core Program,” “What Are Our Tier 2 Supplemental Interventions,” and “What Are Our Tier 3 Intensive Interventions,” respectively. They present the conclusions they reach as a result of the exercise in reflection questions and in the discussion forum.

### **Unit 6: A Systematic Response, Part 1**

In this unit, presenter Chris Weber offers the first half of the details of a systematic response to intervention—i.e., one that works through the first three stages of identifying students, determining students’ needs, and monitoring their progress.

#### **Objective**

After completing this unit, educators will know:

- What systematic response to intervention looks like in a classroom, school, or district

#### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Locate and utilize universal screening tools to identify students
- Determine students’ needs

### **eBook: Systematic Responses, Part 1**

Participants read chapter 11 in their eBook and answers the questions on pp. 197-198 to the best of their ability. They present the conclusions they reach as a result of the exercise in reflection questions and in the discussion forum.

### **Unit 7: A Systematic Response, Part 2**

In this unit, Chris Weber continues his inquiry into what constitutes systematic response to intervention. He explores the last three stages of continued progress monitoring, revision of supports as necessary, and extension of the curriculum for students ready to move forward.

#### **Objective**



After completing this unit, educators will know:

- What systematic RTI looks like in the classroom, school, or district

### **Student Learning Outcomes**

After completing this unit, educators will apply the following skills:

- Monitor students' progress
- Revise supports as necessary
- Extend the curriculum

### **eBook: Systematic Responses, Part 2**

Participants re-read chapter 11 in their eBook and answers the questions on pp. 197-198 to the best of their ability. They present the conclusions they reach as a result of the exercise in reflection questions and in the discussion forum.

### **Unit 8: Examining the Models**

In this unit, Austin Buffum completes this course by looking at model pyramid response to intervention programs and strategies on the elementary, middle, and high school levels. He details the interventions those programs offer and how to implement and sustain them through collaborative teamwork.

#### **Objective**

After completing this unit, educators will know:

- Three model pyramid response to intervention programs

#### **Student Learning Outcome**

After completing this unit, educators will apply the following skills:

- Model their own pyramid RTI on successful programs implemented in other schools and districts

### **eBook: The Models**

Participants review the sample pyramids available under Resources in the eClassroom and explain in



reflection questions and in the discussion forum which would best serve as models for their schools and why. Participants may propose alterations to the model or combine ideas from several models, as they see fit.

### Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

### Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

### Percentage of Course Credit

- |                        |     |
|------------------------|-----|
| • Reflection questions | 25% |
| • Quizzes              | 15% |
| • Midterm              | 25% |
| • Final                | 35% |

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

### Grading Policy

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: < 2.0



### Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<b>Quizzes</b>	90-100%	80-89%	70-79%	69% or below
<b>Reflection Question</b>	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>

### Midterm

In order both to explore the notion of professional learning communities (PLCs) and to either get started on the path to becoming a PLC or support what you are doing now as a PLC, please do the following:

1. Compare your school's culture to that of a professional learning community. How does it align to a PLC's tenets (i.e., focused on all students learning, collaborative, and driven by results)? Where does it not align? Why? What obstacles would your school have to overcome to achieve an authentic alignment?
2. In relation to the 1<sup>st</sup> tenet, what evidence do you have of your school's teachers' beliefs that all students can learn? What evidence do you have of the absence of that belief? Propose 1-2 strategies for making the issue a focus of discussion in faculty meetings or similar venues.
3. In relation to the 2<sup>nd</sup> tenet, propose 2-3 strategies for enhancing your school's teams' productivity. How would assure that teams are truly working collaboratively?
4. In relation to the 3<sup>rd</sup> tenet, propose a plan for gathering thorough data related to the results of your teachers' instruction and interventions. Where would you gather that data from? (List as many sources as you can think of.) What would you do with the data?
5. Write a final reflection (2 to 3 additional paragraphs) addressing why you think professional learning communities can engender schools that serve all of their students.
6. If you are currently working in a school, choose a strategy from your proposals in step 2, 3, or 4 to implement and do so before the final.



### Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p><b>Compare your school's culture to that of a professional learning community. How does it align to a PLC's tenets (i.e., focused on all students learning, collaborative, and driven by results)? Where does it not align? Why? What obstacles would your school have to overcome to achieve an authentic alignment?</b></p>	<p>Participant has done a full comparison of his or her school's culture to a professional learning community, touching on all 3 PLC tenets.</p> <p>Participant has fully explained where and why they do or do not align.</p> <p>Participant has included a thorough list (e.g., 3-5) of obstacles his or her school would have to overcome to achieve an authentic alignment.</p>	<p>Participant has done a satisfactory comparison of his or her school's culture to a professional learning community, touching on 2-3 PLC tenets.</p> <p>Participant has satisfactorily explained where and why they do or do not align.</p> <p>Participant has addressed some obstacles (e.g., 2-3) his or her school would have to overcome to achieve an authentic alignment.</p>	<p>Participant has done a partial comparison of his or her school's culture to a professional learning community, touching on 1-2 PLC tenets.</p> <p>Participant has not fully explored where and why they do or do not align.</p> <p>Participant has addressed only 1 or 2 obstacles his or her school would have to overcome to achieve an authentic alignment.</p>	<p>Participant has done a vague comparison of his or her school's culture to a professional learning community, touching on 0-1 PLC tenets.</p> <p>Participant has not explored where and why they do or do not align.</p> <p>Participant has not explored what obstacles his or her school would have to overcome to achieve an authentic alignment.</p>
<p><b>In relation to the 1<sup>st</sup> tenet, what evidence do you have of your school's teachers' beliefs that all students can learn? What evidence do you have of the absence of that belief? Propose 1-2 strategies for making the issue a focus of discussion in faculty meetings or similar venues.</b></p>	<p>Participant has provided convincing evidence of the presence or absence of teachers' beliefs that all students can learn.</p> <p>Participant has proposed 1 or 2 strategies likely to be successful for making the issue a focus of discussion.</p>	<p>Participant has provided some evidence, though not all convincing, of the presence or absence of teachers' beliefs that all students can learn.</p> <p>Participant has proposed 1 or 2 strategies for making the issue a focus of discussion, though the strategies are not fully formed.</p>	<p>Participant has provided little evidence of the presence or absence of teachers' beliefs that all students can learn.</p> <p>Participant has proposed a strategy, though not a convincing one, for making the issue a focus of discussion.</p>	<p>Participant has provided no evidence of the presence or absence of teachers' beliefs that all students can learn.</p> <p>Participant has either not proposed any strategies or not proposed any convincing strategies for making the issue a focus of discussion.</p>
<p><b>In relation to the 2<sup>nd</sup> tenet, propose 2-3</b></p>	<p>Participant has proposed 2-3</p>	<p>Participant has proposed 2-3</p>	<p>Participant has proposed 1-2</p>	<p>Participant has proposed 0-1</p>



<p><b>strategies for enhancing your school's teams' productivity. How would you assure that teams are truly working collaboratively?</b></p>	<p>strategies likely to be successful for enhancing his or her school's teams' productivity.</p> <p>Participant has detailed how he or she would assure that teams are truly working collaboratively.</p>	<p>strategies for enhancing his or her school's teams' productivity, though the strategies are not yet fully formed.</p> <p>Participants has provided some detail—but with key details missing—relevant to how he or she would assure that teams are truly working collaboratively.</p>	<p>strategies for enhancing his or her school's teams' productivity, though the strategies are not persuasive.</p> <p>Participant has provided little detail relevant to how he or she would assure that teams are truly working collaboratively.</p>	<p>strategies for enhancing his or her school's teams' productivity, and/or the strategy proposed is not persuasive.</p> <p>Participant has provided no detail relevant to how he or she would assure that teams are truly working collaboratively.</p>
<p><b>In relation to the 3<sup>rd</sup> tenet, propose a plan for gathering thorough data related to the results of your teachers' instruction and interventions. Where would you gather that data from? (List as many sources as you can think of.) What would you do with the data?</b></p>	<p>Participant has proposed a convincing plan for gathering thorough data related to the results of teachers' instruction and interventions.</p> <p>Participant has indicated from where he or she would gather that data with a thorough list.</p> <p>Participant has carefully explained what he or she would do with the data.</p>	<p>Participant has proposed a plan for gathering thorough data related to the results of teachers' instruction and interventions, though the plan needs refinement to ensure success.</p> <p>Participant has indicated from where he or she would gather that data, though with the list is not exhaustive.</p> <p>Participant has explained what he or she would do with the data, though some details are missing.</p>	<p>Participant has proposed either a partial plan or an unconvincing plan for gathering data related to the results of teachers' instruction and interventions.</p> <p>Participant has provided a noticeably incomplete list of from where he or she would gather that data.</p> <p>Participant has only minimally explained what he or she would do with the data.</p>	<p>Participant has not proposed a plan for gathering data related to the results of teachers' instruction and interventions.</p> <p>Participant has not provided a list of from where he or she would gather that data.</p> <p>Participant has not explained what he or she would do with the data.</p>
<p><b>Write a final reflection (2 to 3 additional paragraphs) addressing why you think professional</b></p>	<p>Participant has written 2-3 convincing paragraphs, supported with details, addressing</p>	<p>Participant has written 2-3 relatively persuasive paragraphs, though lacking some supporting details,</p>	<p>Participant has written 1-2 paragraphs, not wholly persuasive in their lack of supporting details,</p>	<p>Participant has written 0-1 paragraphs, unsupported and vague, addressing why he or she thinks</p>



<p><b>learning communities can engender schools that serve all of their students.</b></p>	<p>why he or she thinks PLCs can engender schools that serve all students.</p>	<p>addressing why he or she thinks PLCs can engender schools that serve all students.</p>	<p>addressing why he or she thinks PLCs can engender schools that serve all students.</p>	<p>PLCs can engender schools that serve all students.</p>
<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>

**Final**

For your midterm, you proposed strategies to enhance your school's focus on all students' learning, your collaborative culture, and your focus on results rather than intentions. You also implemented one of those strategies. For your final, please do the following:

1. Assess how the process of implementation went. What succeeded? Why? What obstacles did you encounter? How would you or did you confront those obstacles? What would you do next? *(If you are not currently in school and were not able to implement a strategy, please do the following: Think about how you would implement one of your strategies from the midterm. What obstacles to you think you might encounter and how would you confront those obstacles)*
2. Explore the connection between professional learning communities and pyramid response to intervention. Why do the course presenters posit that the former is necessary for the latter?
3. Identify a specific need that you know some of your school's students have that is not being fully met in the classroom.
4. Propose 2 interventions to meet that need that align with Tier 2 and Tier 3 stipulations and that would exploit a school's status as a professional learning community by drawing on its tenets. Describe the interventions in detail and explain who would be involved in implementing the interventions and how you would incorporate them into the master schedule (i.e., make them directive).
5. Write a final reflection (2-3 additional paragraphs) addressing your mission for your school and its students and how that mission can be pursued through PLCs and pyramid response to intervention.



### Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
<p><b>Assess how the process of implementation went. What succeeded? Why? What obstacles did you encounter? How would you or did you confront those obstacles? What would you do next?</b></p>	<p>Participant has assessed the process of implementation by addressing what succeeded, what did not, and why.</p> <p>Participant has convincingly explained how he or she would or did confront any obstacles.</p> <p>Participant has explained and justified what he or she would do next.</p>	<p>Participant has assessed the process of implementation though omitted either what succeeded, or what did not, or a thorough exploration of why.</p> <p>Participant has explained how he or she would or did confront any obstacles.</p> <p>Participant has explained what he or she would do next, though not with a thorough justification.</p>	<p>Participant has assessed the process of implementation though omitted 2 of the following: what succeeded, what did not, or an exploration of why.</p> <p>Participant has explained how he or she would or did confront any obstacles, though unconvincingly.</p> <p>Participant has explained what he or she would do next, though without adequate justification.</p>	<p>Participant has not assessed the process of implementation, what succeeded, what did not, or why.</p> <p>Participant has not explained how he or she would or did confront any obstacles.</p> <p>Participant has not explained what he or she would do next, or has offered unjustified and unconvincing next steps.</p>
<p><b>Explore the connection between professional learning communities and pyramid response to intervention. Why do the course presenters posit that the former is necessary for the latter?</b></p>	<p>Participant has successfully explained, with multiple examples, why the presenters posit that PLCs are necessary for effective PRTI.</p>	<p>Participant has explained, with a few examples, why the presenters posit that PLCs are necessary for effective PRTI.</p>	<p>Participant has explained why the presenters posit that PLCs are necessary for effective PRTI, but is lacking sufficient supporting examples.</p>	<p>Participant has not explained why the presenters posit that PLCs are necessary for effective PRTI.</p>
<p><b>Identify a specific need that you know some of your school's students have that is not being fully met in the classroom.</b></p>	<p>Participant has identified a specific and meaningful student need not being met in the classroom.</p>	<p>Participant has identified a specific need not being met in the classroom.</p>	<p>Participant has identified a specific need not being met in the classroom, though the need is not convincingly substantial.</p>	<p>Participant has not identified a specific student need not being met in the classroom, or presented a trivial need.</p>



<p><b>Propose 2 interventions to meet that need that align with Tier 2 and Tier 3 stipulations and that would exploit a school’s status as a professional learning community by drawing on its tenets. Describe the interventions in detail and explain who would be involved in implementing the interventions and how you would incorporate them into the master schedule (i.e., make them directive).</b></p>	<p>Participant has detailed 2 interventions that meet that student need and align with Tier 2 and Tier 3 stipulations.</p> <p>Participant has persuaded the reader that the 2 interventions would clearly exploit a school’s status as a PLC.</p> <p>Participant has detailed both interventions and explained who would be involved in implementation.</p> <p>Participant has convincingly explained, through supporting detail, how the interventions would be directive.</p>	<p>Participant has proposed 2 interventions that meet that student need and align with Tier 2 and Tier 3 stipulations.</p> <p>Participant has argued that the 2 interventions would clearly exploit a school’s status as a PLC.</p> <p>Participant has described both interventions, though with room for more detail, and explained who would be involved.</p> <p>Participant has explained how the interventions would be directive.</p>	<p>Participant has proposed 1-2 interventions that meet that student need, though the alignment to Tier 2 and Tier 3 stipulations is not clear.</p> <p>Participant has stated that the 2 interventions would exploit a school’s status as a PLC though not supported the statement with details or examples.</p> <p>Participant’s descriptions of the interventions are vague and/or it is not clear who would be involved.</p> <p>Participant has stated that the interventions would be directive but not illustrated how that would work.</p>	<p>Participant has proposed 0-1 interventions that meet that student need, and the alignment to Tier 2 and Tier 3 stipulations is not clear or missing.</p> <p>Participant has not supported the statement that the intervention(s) would exploit a school’s status as a PLC.</p> <p>Participant has not provided adequate detail for the intervention(s) and/or explained who would be involved.</p> <p>Participant has not explained how the intervention(s) would be directive.</p>
<p><b>Write a final reflection (2-3 additional paragraphs) addressing your mission for your school and its students and how that mission can be pursued through PLCs and pyramid response to intervention.</b></p>	<p>Participant has written 2-3 persuasive and articulate paragraphs addressing his or her mission for his or her school and its students.</p> <p>Participant has explained, with supporting detail, how that mission can be pursued through PLCs and PRTI.</p>	<p>Participant has written 2-3 satisfactory paragraphs addressing his or her mission for his or her school and its students.</p> <p>Participant has explained how that mission can be pursued through PLCs and PRTI.</p>	<p>Participant has written 1-2 paragraphs addressing his or her mission for his or her school and its students though the mission isn’t fully articulated.</p> <p>Participant has explained how that mission can be pursued but has omitted</p>	<p>Participant has written 0-1 paragraphs addressing his or her school and its students though the mission is excessively vague.</p> <p>Participant has not explained how that mission can be pursued through PLCs and PRTI.</p>



<p><b>Formal issues</b></p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>consideration of either PLCs or PRTI.</p> <p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>
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