

COURSE SYLLABUS

Course: Motivating Underachievers with RTI and DI

Presenters: Carolyn Coil

Hours: 45

Course Overview

Every classroom teacher looks for ways to motivate, teach, and assess unmotivated students, those who are not working to their potential. In this practical, hands-on course, Dr. Carolyn Coil helps educators design interventions that help unmotivated students improve academic achievement and classroom behavior. She analyzes causes for underachievement, then helps teachers in the classroom identify the various learning styles and modalities that help students overcome their challenges. Early in the course, she explains why assessment is a critical aspect of differentiating instruction and focuses on assessment tools, Progress Monitoring Forms, Achiever Rubrics, and learning checklists that serve as tools to track what is working with individual students and what is not.

Dr. Coil's approach is both strategic and pragmatic. She demonstrates how differentiated instruction [DI] incorporates different levels of learning, adjustments in timing, and setting expectations for students involved in different classroom activities requiring different skills, each according to his or her needs. She shows how Response to Intervention [RTI] provides for targeted interventions, academic and behavioral screening for all students, and frequent monitoring of particular students.

Finally, Dr. Coil demonstrates how assessment informs instructional plans, providing hands-on strategies for developing standards-related criteria to measure student product and performance. After completing this course, participants will have an excellent blueprint for implementing both differentiated instruction and RTI in their classrooms, helping their students to become lifelong and motivated learners.

Presenters' Bios

Carolyn Coil, who earned her Ed.D. in Educational Leadership at the University of Southern Florida, is an internationally known speaker, author, trainer, consultant and educator. Dr. Coil works with teachers, parents, and students offering practical strategies for raising student achievement, differentiating curriculum, implementing a variety of assessment strategies, and dealing with the problems and challenges associated with preparing ourselves and our children for living and working in the 21st century. Dr. Coil has worked in the field of education and training for over 30 years. She currently teaches courses in gifted and talented education and does workshops for schools and school districts on a wide variety of topics. She has been an adjunct professor at several different universities and has worked in the United States, Australia, New Zealand, Hong Kong, Bermuda, the Marshall Islands, Spain, Germany, Ecuador, Croatia, and South Korea.



Objectives

After completing this course, educators will know:

- The elements of a well-designed differentiated instructional program for their students
- The distinctions between differentiated instruction [DI] and a response to intervention [RTI], and how to apply the various strategies of each approach to their student populations

Student Learning Outcomes

After completing this course, educators will be able to design a classroom program that:

- Motivates every student to maximize his or her potential, to close any academic gaps that exist, and to become an achiever, potentially a lifelong learner
- Incorporates a multitude of tools and strategies to best target every student in a differentiated program, also based on principles of RTI [Response to Intervention]

Unit 1: Underachievement Prototypes and RTI

This first unit defines underachievement. Dr. Coil challenges educators to focus on underachievement as academic in nature, but caused by behavioral issues. She demonstrates how educators can effectively use the three-tier Response to Intervention (RTI) system to improve the performance of underachievers. By the end of this unit, educators will know how to use the RTI Progress Monitoring Form to help more students close the gaps between their abilities and their performance.

Unit Objectives

After completing this unit, educators will know:

- How to use Response to Intervention (RTI) and the Progress Monitoring Form to design interventions to help underachieving students

Student Learning Outcomes

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

- Identify their cohort of underachieving students
- Use the Progress Monitoring form to apply intervention strategies to targeted underachieving students
- Assess the success of specific intervention strategies and adjust accordingly



Reading: *Motivating Underachievers* – Chapter 1

Participants read Chapter 1 in Coil's book, *Motivating Underachievers*, and address relevant issues in a reflection question format.

Unit 2: Students Who Lack Goals and Fear Failure

In this unit, Dr. Coil helps educators to identify the issues of goal-setting and uses worst-case scenarios to help students set realistic goals. She then examines issues regarding underachievers' fears of failure. Educators learn to select specific research-based interventions and to apply RTI forms to target those particular areas.

Unit Objectives

After completing this unit, educators will know:

- How to help students set appropriate goals and overcome fears of failure

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use the RTI Progress Monitoring form to apply intervention strategies to students who lack goals and/or fear failure
- Assess the success of specific intervention strategies and adjust accordingly

Unit 3: Motivating the Unmotivated

Motivating unmotivated students has always been a challenge to teachers. In this unit, educators learn to identify—and help students to identify—their preferred learning styles and modalities and then teach to them. Dr. Coil introduces an Achiever Rubric to assess students' self-confidence, goal-setting, motivation, organizational skills, and study skills. By the end of the unit, educators will have a variety of practical tools to help assess and encourage their unmotivated students.

Unit Objectives

After completing this unit, educators will know:

Why teaching to students' preferred learning styles and modalities motivates them

- How to use a variety of checklists, rubrics, and other forms to motivate students and to help them identify their own learning and organizational needs



Student Learning Outcomes

After completing this unit, educators will be able to:

- Identify the learning styles and modalities of students in their cohort
- Use test scores to identify gaps in students' learning
- Use Dr. Coil's Organization Quiz to assess students' organizational deficits
- Use Dr. Coil's Achiever Rubric to help students self-monitor their progress in five areas: self-confidence, goal-setting, motivation, organizational skills, and study skills

Reading: *Motivating Underachievers* – Chapter 3, and *Becoming an Achiever* – Steps 4 and 5

Participants read Chapter 3 in Coil's *Motivating Underachievers*, and Steps 4 and 5 in Coil's *Becoming an Achiever* addressing relevant issues in a reflection question format.

Unit 4: Encouraging Achievement: Challenge, Persistence, and Responsibility

In this unit, Dr. Coil is strategy-focused as she explains that achievement comes from challenge, persistence, and building responsibility in students. She describes typical mindsets that lead to underachievement in school and how a teacher can counteract those attitudes. She also offers practical methods to help students take on some of the responsibility for their own learning.

Unit Objectives

After completing this unit, educators will know:

- How to counter students' destructive attitudes about learning
- How to encourage students to persist despite repeated failure
- How to help students accept academic challenges and take responsibility for their own learning

Student Learning Outcomes

After completing this unit, educators will be able to:

- Recognize and reverse the negative mindsets that hold students back
- Establish appropriately high expectations for students
- Apply strategies to help students manage stress
- Model for students how to apply self-evaluation strategies
- Develop student decision-making to promote learning



Unit 5: RTI and Differentiated Instruction: How Do They Work Together?

In this unit, Dr. Coil explains the overlap between Differentiated Instruction [DI] and Response to Intervention [RTI], two methodologies designed to meet students' distinct needs during their school years and to prepare them for the years after. Both offer different ways for students to learn according to their needs. Both aid in assessing what students know. Both modify activities for different learning styles and modalities and adapt to students' different cultural and linguistic backgrounds. Both use assessment to drive instruction. Dr. Coil helps educators become flexible, to plan, to offer choices to students, and to frequently monitor student progress in order to capitalize on their strengths.

Unit Objectives

After completing this unit, educators will know:

- The elements of classroom management and instruction that can be enhanced by DI and RTI
- How DI and RTI together in the classroom create a structure and an environment where academic and behavioral interventions are successful
- How to target some students for intervention and assess the success of that intervention
- How to utilize progress monitoring as formative assessment

Student Learning Outcomes

After completing this unit, educators will be able to:

- Plan classroom management strategies impacted by differentiating and applying RTI –type interventions
- Implement practical instructional strategies to:
 - Become more flexible in the classroom
 - Adjust time in which students are expected to complete assignments
 - Adjust assignments according to expectations of a student's abilities and progress, as well as a student's learning preferences
 - Adjust expectations according to a student's particular cultural and language background
 - Adjust assessments to align them with the student, the work he or she is doing, and expectations for that particular student

Unit 6: Interventions for Students at Different Levels

What does an educator do in a classroom with students who are below, at, and above grade level? In this pragmatic unit, Dr. Coil discusses when and how to group students heterogeneously or homogeneously, how to plan lessons for individual work, for pairs of students, and for whole class instruction so that every student in a multi-level classroom can be productively engaged. Techniques of *compacting* curriculum are addressed, and finally, examples of scaffolded and tiered lessons for different abilities are showcased.



Unit Objectives

After completing this unit, educators will know:

- When and how to use multi-leveled groups
- That compacting curriculum enables students to address only what they need to learn
- Specific strategies for scaffolding and tiering lessons and how to monitor those lessons

Student Learning Outcomes

After completing this unit, educators will be able to:

- Determine how and when to level groups according to the needs of a differentiated classroom
- Use an RTI Progress Monitoring Form to evaluate productivity in student groupings
- Implement and evaluate the success of compacted curriculum, as well as tiered lessons and units in a differentiated curriculum
- Monitor student progress in tiered-lesson activities

Unit 7: Interventions for Students with Different Learning Preferences

In this unit, educators learn how to accommodate students' different learning preferences, including visual, verbal, kinesthetic, technological, musical/rhythmic, logical/mathematical, naturalist, intrapersonal, and interpersonal. Each learning preference is accompanied by a list of activities that can be used or adapted for the classroom. Participants investigate graphic organizers for individual lesson plan models and review activity charts to help teachers form learning groups. Educators review the use of an RTI monitoring form to track students' progress.

Unit Objectives

After completing this unit, educators will know:

- How to identify and accommodate students' individual learning preferences
- How to monitor students' progress with a focus on their learning preferences

Student Learning Outcomes

After completing this unit, educators will be able to:

- Analyze which learning preferences predominate for each student
- Write ILP's [Individual Lesson Plans] according to Dr. Coil's model
- Use the RTI Monitoring Form for evaluating performance on activities in preferred learning style



- Create products and activities [performances] that are aligned with students' learning preferences

Reading: *Successful Teaching in the Differentiated Classroom* – Chapters 5 and 6

Participants read Chapters 5 and 6 in Coil's book, *Successful Teaching in the Differentiated Classroom*, and address relevant issues in a reflection question format.

Unit 8: Assessment Strategies for the Differentiated Classroom

In this unit, Dr. Coil focuses on the three types of assessment that she argues must be a constant practice in the differentiated classroom: pre-assessment to determine student readiness and level of knowledge for instructional decisions; consistent formative assessments to determine student progress and to adjust instruction accordingly; and summative assessments to measure whether objectives and standards have been reached. Dr. Coil offers practical suggestions for instituting criteria to meet the standards in project-based instruction and includes useful tips for writing and grading.

Unit Objectives

After completing this unit, educators will know:

- How pre-assessments, formative, and summative assessments can become effective teaching tools
- How to link students' products to the content standards in a project-based curriculum
- How to develop effective rubrics that embed the standards
- How to implement rubrics as an assessment strategy in a differentiated classroom
- How and why to develop mini-rubrics streamlined for students' and teachers' ease of use

Student Learning Outcomes

After completing this unit, educators will be able to:

- Implement more effective pre-assessment, formative, and summative assessment tools in their classrooms
- Develop standards-related criteria to better assess both content and products developed in their differentiated classrooms
- Articulate clearly the criteria by which projects will be evaluated, both for content and for quality of product
- Develop effective rubrics with embedded standards to serve as assessments for differentiated classroom activities
- Articulate clearly the criteria and the scale by which students' work will be assessed



Reading: *Successful Teaching in the Differentiated Classroom* – Pages 143-165

Participants read pages 143-165 in *Successful Teaching in the Differentiated Classroom*, and address relevant issues in a reflection question format.

Methods of Instruction

- Videos with PowerPoint presentations (teacher workshops and additional resources)
- Text (units based on required reading)
- Reflection questions (open-ended questions at intervals throughout the videos where educators 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)

In order to complete the requirements of the course, the participant must complete all coursework. We do not award partial credit.

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.

Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

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|------------------------|--------------------|
| • Quizzes | 40% of total grade |
| • Reflection Questions | 60% of total grade |



KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
Quizzes	100% Correct	80% Correct	60% Correct	0-40% Correct

	Distinguished	Proficient	Basic	Unsatisfactory
Reflection Questions	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed