Course Syllabus

Idaho State University - Albion Institute

Intervention Strategies for Educators within the Multitiered System of Support (PD)

EDUC 5597 - 0116

Description

This course prepares K–12 educators and school leaders to understand and apply intervention practices within a Multi-Tiered System of Supports (MTSS). Participants examine the purposes, structures, and key components of MTSS, Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS), and apply a structured problem-solving process to student needs. Emphasis is placed on using student data to select evidence-based interventions, implementing screening and progress-monitoring practices, and evaluating the effectiveness of academic and behavioral supports.

Participants apply these practices across Tier I, Tier II, and Tier III supports through student case studies, classroom and intervention plans, data analysis, and team-based problem solving. The course also addresses collaboration with educators, specialists, and families, as well as the use of Universal Design for Learning (UDL) principles and assistive technology to support access and participation. By the end of the course, participants will be able to develop, implement, monitor, and refine targeted supports that can be used in classrooms and within broader school-based intervention systems.

Enrollment, Delivery, and Completion Information

- EDUC 5597: Intervention Strategies for Educators within the Multi-tiered System of Support
- Course Completion: 45 clock hours awarded upon successful completion (graded as Satisfactory/Unsatisfactory)
- Enrollment Type: Open enrollment with self-registration
- Completion Timeframe: Six months from the date of enrollment
- Delivery Format: Fully online
- Purpose: K-12 professional development for recertification/relicensure*

*Always check your state's relicensure requirements first before registering for a course.

Recertification and Professional Advancement Statement

Successful completion of this course results in a satisfactory or unsatisfactory completion status. This course provides 45 clock hours of professional development that may be applied toward teacher license renewal or recertification requirements. Learners enroll as non-matriculated students, and course completion is recorded on an Idaho State University transcript.

Depending on state, district, employer, and applicable salary schedule requirements, these clock hours may also be eligible for salary advancement, lane movement, or other forms of professional advancement. Acceptance and application of clock hours toward recertification, salary advancement, or other professional purposes are determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, district policy, or other approving entity. Educators are encouraged to verify eligibility and obtain any required pre-approval before enrolling.

Student Expectations

Learners are expected to complete all activities and engage with the content in good faith. The course includes academically engaging learning through readings, lectures, videos, applied activities, and other instructional materials designed to support professional learning and implementation in educational settings. Successful completion requires meaningful participation in all required course components and learning activities as described below:

- Spend the time necessary to complete all assigned learning materials, activities, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools (e.g., PowerPoint), Adobe Acrobat files (PDF), file downloads and uploads, and viewing videos.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student's ability to complete assignments successfully, particularly those involving file handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

General Technology Hardware for Online/Hybrid Courses - ISU Help Desk

No textbook purchase is required for this course.

Learning Outcomes

1. Differentiate Multi-Tiered System of Support (MTSS), Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS) by creating a comparison chart that outlines the purpose, structure, and key components of each system.

2. Utilize the problem-solving process in a Multi-Tiered System of Support and Response to Intervention by applying each step of the process to a real or simulated student case study.

3. Create a list of five high-quality interventions for various students in school settings by analyzing student data and matching it to appropriate, evidence-based strategies.

4. Choose, implement, and evaluate a selected intervention based on the Council for Exceptional Children (CEC) standards by developing a real or simulated case study report that includes rationale, implementation steps, and outcome evaluation.

5. Implement evidence-based screening, monitoring, and intervention strategies at the Tier I level by designing a classroom-level plan in collaboration with appropriate professionals.

6. Employ evidence-based screening, monitoring, and intervention strategies at the Tier II level by developing an intervention plan that includes specific student needs, tools used, and progress-monitoring data.

7. Utilize evidence-based screening, monitoring, and intervention strategies at the Tier III level by conducting a mock team meeting and submitting a Tier III intervention protocol based on a real or simulated student scenario.

8. Collaborate with other professionals and parents to implement evidence-based practices within classrooms by designing and demonstrating a lesson plan that incorporates Universal Design for Learning (UDL) principles and at least one assistive technology tool.

Course Modules

Time Allocation	Module Content
5 hrs	Module 1: Multi-Tiered Systems of Supports
4 hrs	Module 2: Problem Solving Process in MTSS
6 hrs	Module 3: Evidence-Based Practices in MTSS Part I
6 hrs	Module 4: Evidence-Based Practices in MTSS Part II
6 hrs	Module 5: Evidence-Based Practices at Tier I
5 hrs	Module 6: Evidence-Based Practices at Tier II
6 hrs	Module 7: Evidence-Based Practices at Tier III
7 hrs	Module 8: Some Considerations in EBPs

Assignments and Grading

Successful course completion requires participants to complete all required learning activities and achieve a score of at least 80%.

Academic Integrity

Students are expected to follow institutional policies on academic honesty. Plagiarism, cheating, or misrepresentation of work undermines learning and will result in appropriate consequences as defined by university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the

Disability Services office as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.