



Riverside Academy Microcredential Program

Program Overview

The Riverside Academy Microcredential Program (RAMP) offers special education professionals **flexible, on-demand, self-paced** training on assessment, IEP development, and legal compliance issues. The program uses scenario-based learning to instill best practices.

It provides actionable insights into the referral, evaluation, eligibility, and service delivery processes, empowering educators as they advocate for their students. RAMP provides continuing education credits with microcredential certificates, making it the perfect solution for both early-career teachers and seasoned professionals.

Why Choose RAMP?

RAMP closes the special education training gap – **empowering teachers**, supporting compliance, and allowing more students to receive **accurate, fair evaluations**.

RAMP offers **flexible, self-paced, on-demand** courses in Riverside Learn LMS with content and resources available 24/7.



Cost

\$300 per course

(price includes 3 continuing education credits per course)



Timeline

Summer 2026 - The following courses will be available.



Course Descriptions

Craft your learning journey by selecting from the following courses. Each course costs \$300 and includes three continuing education credits.

Course 1: Understanding Tests and Measurement

Course Overview:

This course builds foundational assessment skills in educational tests and measurement concepts. Participants will obtain essential assessment literacy by learning how to interpret test scores, understand basic statistics, evaluate reliability and validity, and make ethical, informed decisions when selecting and using educational assessments.

Learning Objectives:

By the end of this course, learners will be able to:

1. Explain core concepts in educational measurement, including standard scores, percentiles, and norm groups.
2. Calculate and interpret basic descriptive statistics such as mean, median, mode and standard deviation.
3. Explain different forms of reliability and validity and why they matter.
4. Distinguish between norm-referenced and criterion-referenced assessments and their appropriate uses.
5. Critically evaluate the quality of an assessment using technical documentation, including test manuals and norming data.



Course 2:

Evaluating Students: Understanding and Using Formal and Informal Assessment Measures

Course Overview:

This course equips participants with the foundational knowledge to select, administer, and integrate formal and informal assessment tools. Emphasis is placed on developing comprehensive, culturally responsive, and meaningful student profiles that support sound educational and special education decision-making.



Learning Objectives:

By the end of this course, learners will be able to:

1. Differentiate between screening, diagnostic, formative, and summative assessments and describe their roles in special education evaluation.
2. Apply standardized administration and scoring procedures for formal assessments with accuracy and consistency.
3. Identify and use informal assessment methods, such as observations, curriculum-based measures, and work samples, to interpret qualitative and quantitative data.
4. Select appropriate assessment methods and tools based on a comprehensive review of referral information, including presenting concerns and cultural and linguistic factors.
5. Integrate data from multiple sources to develop a well-rounded, defensible student profile.
6. Document assessment procedures and results clearly, professionally, and ethically.

Course 3:

Investigating Learning Challenges: Differentiating Learning Deficits from Learning Disabilities

Course Overview:

This course equips learners to make confident, defensible decisions when students struggle academically. Participants will learn how to interpret assessment, RTI/MTSS, and intervention data to determine whether learning difficulties stem from instructional or environmental factors, or reflect an underlying learning disability, while aligning with current best practices in special education evaluation.



Learning Objectives:

By the end of this course, learners will be able to:

1. Differentiate learning challenges related to instruction, opportunity, or environment from learning disabilities rooted in cognitive processing.
2. Recognize hallmark characteristics and behavioral indicators of common learning disabilities, including dyslexia, dysgraphia, and dyscalculia.
3. Interpret assessment to generate data-driven hypothesis about the root causes of academic difficulties.
4. Analyze RTI/MTSS and progress-monitoring data to determine whether patterns of performance are consistent with a disability condition or instructional variables.
5. Apply evidence-based frameworks to support accurate identification of specific learning disabilities.
6. Make well-reasoned recommendations for targeted interventions, instructional adjustments, or additional evaluations.



Sneak Peek:

Future Microcredential Course Topics

Coming soon!

- Administering Assessments
- Interpreting Results
- Understanding Legal Compliance Issues in Special Education
- Language Development & Acquisition in Diverse Learners
- Writing IEPs and 504 Plans
- Effective Communication with Parents & Teachers
- Implementing in the Classroom: Data-Driven Instruction