Implementation of IEP/RtI and IDEA in the General Education Classroom- Teacher Professional Development

WebQuest Description: This webquest is designed to be used at a teacher in-service day at school. It should be used as part of a presentation for faculty members on how to implement IEPs/RtI and IDEA in their general education classrooms.

Grade Level: College / Adult
Curriculum: Professional Skills
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Introduction

"Your Boots are Made for Walking...and that's just what they'll do." Teachers it is time for you to walk "not quite" a mile in someone else's shoes. Take off your boots and put on your running sneakers and prepare yourself for a school day of "drills" and "practice" with your peers. You will be randomly selected to play a role as a participant in the implementation process of an IEP/RtI for a "fictional", yet possible, high school student in your school. No acting lessons are necessary. The only requirements are "quick moves" through the internet and teamwork. You must be able to "work out" problems with others using critical thinking skills, discussion, and cooperation. There may be some unforeseen "hurdles" to overcome along the way. You will be working as an individual, in pairs, small groups, and a group of six for the "final meeting".

In order to not be "called out" for a "false start", please follow all assigned tasks carefully and use your time wisely. You will be selected to play one of the following roles: ESE student, his/her parent, general education teacher, special education teacher, administrator, and related services agency representative. You will each have your own research as well as tasks to complete in preparation for the final "team meeting" at the end of the day. In order to win the "race", you must show understanding of the implementation of RtI and IDEA in your own classroom."On your mark, get set, go ! 

Tasks

1. Faculty members will learn about the procedures for implementing RtI and IDEA in their general education classrooms.

2. Faculty members will understand the IEP/RtI procedures/process (PRE-REFERRAL, REFERRAL, EVALUATION, PLACEMENT, AND RELATED SERVICES).

3. Faculty members will learn the procedures for monitoring the IEP/RtI plans and conducting IEP/RtI meetings.

4. Faculty members will learn about placement of ESE students and staffing assignments.

5. Faculty members will learn about the LRE.

6. Faculty members will learn to respect all individuals involved in the IEP/RtI process.

7. Faculty will research best practices and instructional methods and strategies to use with ESE students.
8. Faculty members will be selected to play one of the following roles: ESE student, his/her parent, general education teacher, special education teacher, administrator, and related services agency representative.

9. Faculty members will each have their own research as well as tasks to complete in preparation for the final “team meeting” at the end of the day. (See task descriptions)

10. Faculty will follow the directions below to prepare for an IEP/RtI team meeting with/for an ESE student.

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**Process**

*Welcome to today’s in-service day. Please take out your laptops or IPADS. You will be completing a webquest today instead of the usual faculty in-service day. In order for our day to run smoothly, please follow the assigned role of a member of an Implementation Team for an ESE student. You will be randomly selected to be play of ONE of the following roles: Administrator, Parent, ESE Student, General Education Teacher, Special Education Teacher, and Related Services Agency Representative. Be sure to follow the directions below. You will be notified about the break times (15 minute breaks and a lunch break). The conclusion of the day is the same time as the usual dismissal time.*

*At the end of the day: 1- Your assigned implementation team will present your plan to your colleagues. 2- Please read the rubrics page to see the scoring and what the results mean for your group.*

**Group 1 = “ADMINISTRATORS”**
- 10 faculty members will be randomly selected to be “administrators” for this task. You will meet in one group, research, record and discuss the role of the administrator in the IEP and RtI process/procedure (PRE-REFERRAL, REFERRAL, EVALUATION, PLACEMENT, and RELATED SERVICES). Discuss in your group and record your information in a notebook/i-pad in order to be prepared to present/interact with the other groups. As an administrator, you will need to explain your role to the small group (intervention team) whom you will later be assigned to work with. Please be sure to look up and know the laws in regards to special education. In addition to this, you will EACH be sent an e-mail with a description of a “student” in need of special services. You must be prepared to assign a placement for this child in the LRE. Work in your group of administrators to decide this for each child. Also, you must record knowledge about IEPs/RtI and IDEA, please include an explanation of placement as well as staffing issues and include what the least restrictive environment (LRE) will be for your student.

**STEP 1- GO TO:**
- http://www.ese.escambia.k12.fl.us/ click on FORMS, go to the section of the page that states “I Have a Question”, click on the drop down arrow to SECTION 504 and complete the On-Line Introductory Tutorial- take the pre-test, watch the modules, and take notes and then take the post-test. **STEP 2:** Click on Secondary Teacher Training and watch the Power point Presentation...take notes.
- The following websites will be helpful when researching for your task: Bureau of Exceptional Education and Student Services-FDOE and Office of Interagency Programs http://www.fldoe.org Rti Action Network http://www.rtinetwork.org

**STEP 3-**
- You will be conducting an IEP/RtI meeting with the intervention team about a “student” in your school who needs a special education referral. In addition to the above tasks, you must know how to monitor these plans and share the procedures with the team (later in the day). Create a “how-to” list of proper procedures.
- The following website contains a checklist and a lot of helpful information to prepare you for this process: http://www.interventionalcentral.org

**STEP 4-**
- At the END of the day- You will be now be given an implementation team to work with, including a parent, a student with ESE (from your e-mail), a general education teacher, a special education teacher, and a related services agency representative. It is your job to lead this meeting and come up with the appropriate plan for the student assigned. **STEP 5-** Place all information gathered today in a portfolio to prepare for your final large group presentation and discussion.

*The remaining faculty members will be separated into groups of 5 and assume different roles in order to understand the IEP procedures/process (PRE-REFERRAL, REFERRAL, EVALUATION, PLACEMENT, AND RELATED SERVICES). Follow the directions below to prepare for an
IEP/RtI meeting with/for an ESE student:*Once in chosen groups, each of you will select one of the following roles: &nbsp;parent, student (possibly with special needs), general education teacher, special education teacher and local agency representative,&nbsp;for related services. Group 2 = "PARENTS AND STUDENTS". The "parents" and "students" should meet with each other to "create" possible signs/symptoms of a disability (educational or behavioral) that each student "has". STEP 1- For the purpose of this activity, please write a "scenario" of a child, include a brief biography/family history, include the name of the child with all his/her signs/symptoms of a learning (cognitive) disorder or behavioral disorder in an e-mail. This description should be sent to the "general" and "special" education teachers, the administrator, and the agency representative as soon as it has been completed. Be sure to record the information for your use as well. Keep all pertinent information in a portfolio about your child. Please research using the websites listed below to help you understand learning disabilities and the law.&nbsp;STEP 2- The parent must become familiar with the laws and procedures/process for IEPs. The following website has a very detailed IEP Guide for Parents put together using information from numerous organizations located in numerous states. It will help you to understand your role as a parent with a child in need of special education services. Go to: http://www.riverbenddds.org/iepguide.html and read it thoroughly in order to understand what IEPs are and your role in the process. You may want to print it out so you are prepared to ask/answer questions in the meeting later in the day (it is quite lengthy). STEP 3- You must print-out and fill-out The IEP Preparation and Participation Form for Parents. STEP 4- Print-out and highlight the adaptations and modifications that apply to your "child" from the Checklist on p.13. STEP 5- In order to be fully prepared for your meeting with the school and agency representatives, print-out the Special Education Meeting Planner and follow the directions to fill it out. STEP 6- Next, print-out the Evaluation Form for the IEP Meeting (p.20-21), fill this checklist out after the meeting to assist you in evaluating the quality of the IEP that has been developed for your "child". Do this after the implementation team meeting at the end of the day. STEP 7- At the END of the day- You will be now be given an implementation team to work with, including an administrator, your "child" with ESE (from your e-mail), a general education teacher, a special education teacher, and a related services agency representative. It is your job to&nbsp;be prepared for this meeting and&nbsp;be an advocate for&nbsp;your "child". Also, you will take part in&nbsp;the planning for&nbsp;"your child's" IEP/RtI. STEP 8- Place all information gathered today in a portfolio to prepare for your final large group presentation and discussion.

Other Helpful Websites include:&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n...
Student Services - Technical Assistance Paper-FLDOE and Office of Interagency Programs http://www.fldoe.org/RtI
http://www.fldoe.org/RtI/Action Network (information and videos) http://www.rtinetwork.org
Building the Legacy: IDEA 2004
http://www.idea.gov
National Association of School Psychologists http://www.nasponline.org, &nbsp;http://www.nasponline.org/resources/mentalhealth,
http://www.nasponline.org/advocacy,
http://www.nasponline.org/resources/rti
National Center on Learning Disabilities http://www.ld.org
National Center on Learning Disabilities http://www.ldonline.org
RtI Action Network
http://www.rtinetwork.org
National Research Center on Learning Disabilities http://www.nrclrd.org
National Center on Student Progress Monitoring http://www.studentprogress.org
Group 4 = "AGENCY REPRESENTATIVES"
Each Agency Representative must not
only be very familiar with the federal laws regarding IEPs and RtI, but also
must know the appropriate/specific services that their state and agency
can provide for the child. For the purpose of this activity you will be a
representative who represents all of the agencies providing the services
that your assigned "child" needs. You will be sent an e-mail with the description of an ESE student, he/she will
be in need of services from several agencies. You will need to put all gathered information in a portfolio to present in
the implementation meeting later in the day.
STEP 1 - Familiarize yourself with the laws in regards to IEPs/RtI and IDEA. Also, research laws regarding ESE students in need of special services so that the child that you "represent" will get the appropriate assistance. Please take notes and print-out necessary information.
STEP 2 - You must go to the National Dissemination Center for Children with Disabilities website at http://www.nichcy.org/state-organization-search-by-state to locate information about the state organizations that provide students with assistance.
STEP 3 - Follow the directions on the website, first use the help video, next select 2 states.
Take notes about the agencies you select/represent from each state you choose.
STEP 4 - You will then create a Venn Diagram or other graphic organizer to show a compare/contrast of the states selected.
STEP 5 - Next locate, print-out, and then fill-out a special/related services form from EACH agency that you represent for your "student".
STEP 6 - At the END of the day - You will be now be given an implementation team to work with, including an administrator, a parent, a student with ESE (from your e-mail), a general education teacher, and a special education teacher. It is your job to prepare for this meeting and present the appropriate information about your agencies that will serve the child's needs.
STEP 7 - Place all information gathered today in a portfolio to prepare for your final large group presentation and discussion.
The following websites will assist you in your research: Also, National Association of School Psychologists http://www.nasponline.org, http://www.nasponline.org/resources/mentalhealth,
http://www.nasponline.org/advocacy,
http://www.nasponline.org/resources/rti,
http://www.nasponline.org/publications,
Building the Legacy: IDEA 2004
http://www.idea.gov
FINAL STEPS for all groups - IMPLEMENTATION MEETING FOR ALL MEMBERS OF THE IMPLEMENTATION TEAM: All team members will be placed in teams of 5 to plan and decide upon a plan for your selected ESE child. You must share and discuss all gathered information. Please be sure to know your roles and be prepared to work out a proper plan for your student using the laws, strategies/modifications, related services, etc. This may take some time, so be prepared to read, discuss, and plan.
STEP 2 - Your "team" will then PRESENT your child's description and plan to the rest of the faculty. Be prepared to answer any posed questions.
STEP 3 - ALL groups will take part in a "large group" discussion based on the presentations.
STEP 4 - ALL faculty members will turn in a portfolio which includes all notes, print-outs and assignments from your tasks.
STEP 5 - ALL faculty members will receive a scored rubrics about their group presentation. Faculty members not scoring the required total amount of points will need to attend another IDEA, RtI/IEP in-service day in order to show proficient knowledge.

EVALUATION FOR ALL MEMBERS OF THE IMPLEMENTATION TEAM - All team members will be placed in teams of 5 to plan and decide upon a plan for your selected ESE child. You must share and discuss all gathered information. Please be sure to know your roles and be prepared to work out a proper plan for your student using the laws, strategies/modifications, related services, etc. This may take some time, so be prepared to read, discuss, and plan. Your "team" will then PRESENT your child's description and plan to the rest of the faculty. Be prepared to answer any posed questions. ALL groups will take part in a "large group" discussion based on the presentations. ALL faculty members will turn in a portfolio which includes all notes, print-outs and assignments from your tasks. ALL faculty members will receive a scored rubrics about their group presentation. Faculty members not scoring the required total amount of points will need to attend another IDEA, RtI/IEP in-service day in order to show proficient knowledge. You will be scored as an individual and as a group. Please see the Table/Rubrics Page for the rubrics that will be used for evaluation.
In concluding, “RtI represents a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected implementations” (FLDOE, 2006, P.1). In implementing an IEP/RtI for an ESE student, it is essential that all “team members” understand the entire process and the roles of each member. In order for this process to work, students and their families must be treated with respect. Success in the classroom and community takes hard work and patience by all those involved in the process. There are countless websites providing students, parents, teachers, administrators, and agency representatives with the appropriate information to help all students be successful in school and life. It has been stated that “teachers are life-long learners” and one can be sure that this active learning “assignment” has proven this. Continue to learn about IEP/RtI implementation and share what you have learned with your colleagues on a daily basis.

The WebQuest was originally created by Bernie Dodge, PhD; in February, 1995, for a San Diego State University course (Intuit, 2012). Tom March assisted him in designing and refining the WebQuest model. It was previously known as “an online activity in which an instructor outlines a quest or project, and asks students to visit specific websites to obtain information, to fulfill the requirements of the quest” (Intuit, 2012). Today, it has a lengthy but detailed definition. It is described as follows, “A WebQuest is a scaffold learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students’ investigation of a central, open-ended question, development of individual expertise, and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best Web Quests do this in a way that inspires students to seek richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes” (BestWebQuest, 2012).

Cognitive Psychologists believe that if we want people to endeavor to perform at more expert levels, we should examine what experts do and then prompt novices through similar experiences (BestWebQuest, 2012). “Scaffolding has been shown to positively affect student achievement” (Bereiter and Scardamalia, 1984; March, 1993). “Scaffolding examples are activities that help students develop the right mindset, engage students with the problem, divide activities into manageable tasks, and direct students’ attention to essential aspects of the learning goals” (Ngeow & Kong, 2001). Additionally, according to Tom March at BestWebQuests.com, “a well-designed WebQuest uses the power of the internet and a scaffold learning process to turn research-based theories into dependable learning-centered practices” (BestWebQuest, 2012). Real WebQuests should pass the ARCS filter, a Model of Motivational Design created by John Keller. This means that they provide a well-respected and reasoned approach to increasing students’ willingness to expend effort in their pursuit of learning (Keller, 1983, 1987). This filter includes: Attention, Relevant, Confidence, and Satisfaction. “Does the activity get students’ Attention?, is it Relevant to their needs, interests or motives? Does the task learners’ Confidence in achieving success? Finally, would completing the activity leave students with a sense of Satisfaction at their accomplishment?” (Keller, 1983, 1987).

“Because we want to support students as they transform information into new understanding, using a question can access prior knowledge, thus activating pre-existing cognitive networks of meaning. In addition, questions can create the cognitive dissonance that leads to investigation and assimilation of a more robust understanding” (BestWebQuest, 2012).

According to Tom March, this justification for questioning comes from schema theory and constructivism. “Of the four aspects that teachers can alter to differentiate learning tasks-content, process, products and learning environment” (Tomlinson, 2000), WebQuests explicitly support differentiation of content and process and allow delivering teachers to vary final products and classroom routines as they see fit (BestWebQuest, 2012). According to Kirshner and Whitson in 1997, individual roles prompt students to develop expertise in the subject from within a situated learning environment, that is, one in which “knowledge and skills are learned in the contexts that reflect how knowledge is obtained and applied in everyday situations” (BestWebQuest, 2012). Tom March believes that the main critical attribute of a WebQuest is to facilitate the transformation of information into a newly constructed and assimilated understanding (BestWebQuest, 2012).
learners are participating in active learning (BestWebQuest, 2012). According to Tom March, when trying to create the best WebQuest, one must ask “Is it Real, Rich, and Relevant?” One must apply adults’ wisdom and lived experiences to the topics in order to engaging students in personally meaningful tasks that “entwine” thematic and interdisciplinary relationships (BestWebQuest, 2012). Lipson et al. (1993), suggest that thematic teaching helps students to understand why they are engaged in the current study; making logical connections among disciplines and thus increasing the chance for transferring learning from one context to another; and also facilitating the development of a sound knowledge base (BestWebQuest, 2012). In addition to this, March believes in the “development of outstanding WebQuests through clever applications of authentic assessment” (BestWebQuest, 2012). Wiggins, 1990, believes that it makes sense “to encourage learners to test their newly constructed knowledge against real world feedback” (BestWebQuest, 2012). Finally, when students are aware of their own thinking patterns—after making metacognition overt—indepen-dent use of these strategies eventually develops in learners (Blakely & Spence, 1990). In concluding, it has also been found that “The 14 Learner-centered psychological principles” are in accordance with the principles as well as structure of a WebQuest. These principles can be found at http://www.apa.org/ed/1cp.html. Tom March concludes his beliefs and studies with the belief that teachers gain as much, if not more from the implementation of well-designed WebQuests. They will gain in-process and professional development which will move them toward a learning-centered practice (BestWebQuest, 2012). Teachers must keep in mind that they are life-long learners. Sharing their experiences with students, as well as other teachers, is essential in 21st century teaching and learning. References


Other