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Implementing RtI and IDEA in the classroom.

WebQuest Description: Implementing RtI and IDEA in your classroom, by Kimberley Beth Hanssen-McLean, Kimberly Duffy, & Michele Kloiber; Saint Leo University.
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Introduction

Essential Question: How are the vastly different needs of all my students being met?Implementing RtI and IDEA in the classroom are daily tasks that teachers address. Effective teachers consider, reflect, and evaluate many questions throughout the year among them are: How should RtI look in my classroom? Am I adhering to IDEA? What actions am I taking to accomodate, scaffold, and foster learning for all my students? How do I know that the accomodations and strategies that I am using in my classroom are working? What can I do to be more effective? What are the advantages and disadvantages of different types of placement models?

Process

It is your job to count off by fours and make cooperative groups. Each group will complete one task. There vare graphic organizers within each task to assist you in organizing your information. Once the groups are finished, you will rejoin and discuss your discoveries. The tasks are desinged with the introduced questions in mind. Within each task you will find references and documents to assist you on your quest. Please feel free to ask us any questions or to make clarifications if needed.

Tasks

TEAM 1: Your task is to determine the procedures for pre-referral, referral, evaluation, placement, and related services. When considering this task one should ask the following questions:What are the requirements prior to referral? How does one go about the process of referring a student to be evaluated for Exceptional Student Education (ESE) services? What is the evaluation process? Are the requirements the same for all students? Are there timeline restrictions for procedures? If, so what are they? What types of screening tools can be used? How is placement determined? How does a student qualify for related services?

identification and implementation instructional strategies as identified on the IEP or RtI plan
Team #2Using the graphic organizer shown, each member of your group must investigate one of the five categories used in the implementation of instructional strategies for an IEP or RTI plan. As a group complete the organizer and present to the staff. (ex. one person chooses Direct Instruction. This person describes direct instruction and gives us a skill used to accommodate a students instructional needs per their IEP or RTI plan.)

procedures for monitoring IEP and RtI plans
TEAM 3: Half of you are going to look at the ways to monitor IEP's and RtI plans and the other half will look at the processes to conduct IEP and RtI meetings and what the differences and similarities of each. While working on this task consider the following questions: What are the components of an IEP? What are the components of an RtI Plan?How are they alike and how are they different? How do you monitor progress on each plan? What are the steps in conducting an IEP or RtI meeting?How are these two meetings similar and how are they different.

Least Restrictive Environment
TEAM 4: Your job is to look at least restrictive placement models and determine the pros and cons of each model. When preparing for this task one should ask: What do the laws say about the rights of students in reference to their placement?How is least restrictive environment (LRE) determined? Compare and contrast mainstreaming and inclusion. How are they alike? How are they different?Evaluate the term "continuum of alternative placements". What are the arguments for and against full inclusion?

Evaluation

 CriteriaRatings Needs HelpSatisfactoryVery HelpfulExcellentIntroduction   1-3 4-6   7-9 10How did you find the process to break up into groups?   1-3 4-6   7-9 10In the Procedures for Pre-referral, Referral, Placement, Evaluation and related services did you find the resources helpful in finding the information for the graphic organizer?   1-3 4-6   7-9 10For the Identification and Implementation of Instructional Strategies as Identified on the IEP or RtI Plans how did you feel about the resources and the graphic organizer to fill in?   1-3 4-6   7-9 10While working on the Procedures for Monitoring IEP and RtI Plans and Conducting IEP and RtI Meetings were the resources valuable in filling out the information for the two graphic organizers?   1-3 4-6   7-9   10How did you find the Least Restrictive Environment section looking at the pros and cons of each?   1-3 4-6   7-9 10Overall Scores

Category and Score					Score
				Total Score	

Conclusion

As we have learned, the steps for success include, Tier I using data and differentiated instruction in the pre and referral process may sometimes lead to Tier II needs. Tier II in the RTI process relies heavily on documentation such as progress monitoring, use of interventions, conferencing with team before deciding on the advancement to Tier III. In the event that Tier III is imperitive, conduct a conference and continue to progress monitor. After Tier III intensive instruction and data is well established, the committee reviews the PMP forms, the Individual Intervention plan, and the team focus will be to review and make appropriate recommendations such as modifications, need for on-going intensive interventions or the student may be considered for Exceptional Student Education Eligibilty.There are on going strategies directly and indirectly reflective of student intervention with required skills and meeting the needs of the IEP as we have learned. In addition, monitoring a students progress through data, direct observations and intervention plans is necessary for progression. If you would like to learn more about the placement, RTI, staffings and the least restrictive enviorment please go to the following website for a thorough explanation of requirements surrounding a RTI/IEP process: www.fldoe.org/ - Florida Department of Education

Teacher Page

A well-designed WebQuest uses the power of the Internet and a scaffolded learning process to turn research-based theories into dependable learning-centered practices (March, 2012). As administrators we have developed this WebQuest to give you a research-based way to learn more about RtI and IDEA. The rationale for developing a webquest is to inspire people to collaborate using resourses given, to problem solve tasks individually, yet show accountablilty in a cooperative group (Webquest, 2012). In this WebQuest you were given many resources about RtI, IEP's, IDEA, and Progress Monitoring, along with tasks in order for you to find out the information that will help you to understand these processess and where to find information to help you through the processess.
Standards

Credits

Other

Reference:
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