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RTI and IDEA

WebQuest Description: This WebQuest is intended to teach general education instructional staff how to implement RtI and IDEA in their classrooms. The WebQuest was created to fulfill a program requirement for the Instructional Leadership: ESE course, part of the Master of Education, Educational Leadership Concentration at St. Leo University.
Grade Level: College / Adult
Curriculum: Professional Skills
Keywords: ESE evaluation, ESE placement, ESE pre-referral, ESE referral, ESE staffings, IDEA, IEP, instructional strategies, least restrictive environment, RtI
Published On: 2013-01-28 01:02:52
Last Modified: 2013-01-26 21:00:02
WebQuest URL: http://zunal.com/webquest.php?w=180789

Introduction

Welcome to this professional development WebQuest that will walk you, as a new teacher, through ways to implement the Response to Intervention (RtI) process and the required components outlined by the Individuals with Disabilities Education Act (IDEA) in your classroom. This will be a comfortable environment to maximize learning, with an end task that will assist with proper implementation and necessary collaboration with colleagues."We need to bring learning to people instead of people to learning." ~Elliott Maise, Maise Center

Tasks

The task for this WebQuest is to gain a better understanding of how to implement RtI and IDEA in your classroom. You will explore the various links contained in the four Process Steps and reflect on what you have learned via journal entries. You will complete a "What Do My Students Need" checklist/chart for students in your classroom. And finally, you will meet with your mentor to discuss what you have learned.

Process

"I hear and I forget. I see and I remember. I do and I understand." ~ConfuciusUnlike many professional development opportunities that are conducted at school or district locations, this training can be completed in the comfort of your own home. This WebQuest is designed to be completed in three weeks; you are in control of how fast you complete each step. 1) First, complete each of the Process Steps by clicking on the links contained in each step. If there is a PowerPoint, be sure to allow a few moments for the PowerPoint to open, and then click on the Slide Show tab and press F5 on your computer. Then, click to advance the slide show.2) As you read through each of the websites, reflect on the questions posed in the Process Step. Answer these questions in your Journal. Be prepared to discuss what you have discovered with your mentor at the end of the three weeks.3) Use the knowledge you have gained to help you complete the "What Do My Students Need" checklist. Click on the link below for the blank chart and print it out. List all of your students' names in the first column, and then add information to the chart as you proceed through the WebQuest. You will also share the completed chart with your mentor.4) Schedule a meeting with your mentor where you have some quiet, uninterrupted time to discuss what you have learned. You will assess your understanding using the rubric contained in the link below, and also on the Evaluation page.

What would you do if you had a student in your classroom who was struggling to make academic gains despite your tireless efforts to provide him with differentiated instruction, strategies, and additional practice?   The resources below have been developed with the purpose of guiding school teams to proceed from the Problem Solving/Response to Intervention process to Eligibility Determination procedures for Exceptional Student Education programs and services.

Visit the links below to learn more about identifying and implementing strategies. Add information to your chart for each student who has an IEP or is currently in Tier 2 or 3 for RtI. Add to your journal a response to the following: What strategies do you feel comfortable implementing in your classroom? What strategies do you feel you need additional training for?

Through this process, you will learn about procedures for monitoring IEP and RtI plans, as well as the processes of conducting an IEP and RtI meeting. Below you will find links that will give you the knowledge as to why and how these processes are so important.

 The information is general and based on laws and best practices. Carefully review the materials in this section and continue the vital conversations at your school to ensure you understand the federal, state, district and school guidelines.   Keep the following questions in mind:What is the law?What are the expectations of these processes at my school?Who is the expert designated at the school who can assist with this new knowledge? Reflect on the questions in your journal.

There are many placement options for ESE students. The decision is based on Least Restrictive Environment ultimately. However, that decision is not decided by one person but a team of individuals. The end result with every placement is the thought of what placement is BEST suited for this student? Process Step 4 introduces the placements, IDEA provisions and the advantages as well as disadvantages with decision making.

Evaluation

Below is a link to assist with monitoring your understanding of this WebQuest. The rubric is divided into the four Process Steps with ratings ranging from NOVICE to EXCEPTIONAL. Please share this information with your mentor to broaden your understanding of how to implement the RtI process and IDEA requirements with your students.

Category and Score					Score
				Total Score	

Conclusion

Well, what do you think? Do you feel better prepared for implementing RtI and IDEA in your classroom now? You have a completed chart for all students in your class and have used your journal entries to discuss your understanding of IDEA and RtI with your mentor.Now, you may want use a Student Profile page (such as the one contained in the link below) to write down more detailed information for students in Tiers 2 and 3, or students who have IEPs.Or, you may want to ask your mentor about upcoming professional development opportunities at school and through the county office for specific strategies or topics for which you would like additional training. Or, maybe you would like to create a WebQuest for your students. Links to two WebQuest creation sites are found below. If you are not ready to create your own, there are hundreds of WebQuests already out there waiting for you to use as is, or to modify.

Teacher Page

This WebQuest was designed for use as a professional development training for new teachers. It was designed to be completed in a three-week period, ideally at the start of the school year, so that new teachers would be able to identify students and strategies before the end of first quarter.
Standards
The theoretical positions that support the WebQuest technique, and the psychological rationale for its use can be found in the links to articles below.
Credits
Digital photos by Michele.
Mind map image created using Text 2 Mind Map.
Word cloud created using Word It Out.
Other
A special thanks to St. Leo University for encouraging us to collaborate and create!