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Response to intervention : establishing effective introductory training

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Running Head: RESPONSE TO INTERVENTION

RESPONSE TO INTERVENTION
ESTABLISHING EFFECTIVE INTRODUCTORY TRAINING

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Education

California State University Monterey Bay

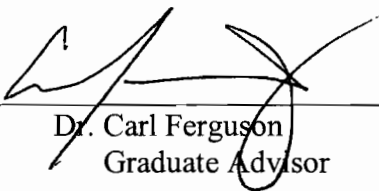
December 2008

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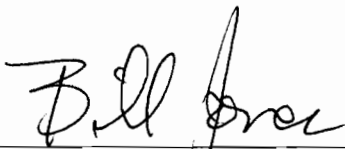
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ABSTRACT

The purpose of this project was to develop an introductory Response to Intervention training module that teachers, administrators, and instructional paraprofessionals can understand and that will help them prepare for possible Response to Intervention implementation. Intended training participants have or work with general education and special education students who are in need of classroom and school wide interventions. Subjects for the pilot study were California State University Monterey Bay, Level 2- Education Specialist credential candidates. Data was also gathered from experts in the education field such as; teachers familiar with RTI, university professors, researchers, and PhDs in both general education and special education to determine if the training was complete in content and format. Pilot results indicated that the training was complete but overwhelming. Expert results showed that the responses were positive and there was no mention of excluding components of the training nor did they suggest that the training was overwhelming. Some additions were suggested that provide opportunity for future research.

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CHAPTER I

Introduction

Response to Intervention (RTI) is a relatively new concept with older roots in the education field (Sampson Graner et. al., 2005). It was introduced in Public Law 108-446, the Individuals with Disabilities Improvement Act of 2004 (IDEA, 2004), as a multi-tier approach used for identifying special education placement for students with disabilities and for providing interventions to struggling students. An added and important benefit of RTI is the reducing of over-identification of special education students.

When using this multi-tiered approach, the levels of RTI intervention are increased/ decreased depending on the level of student need. Each tier is monitored and results of the monitoring are used to determine if the student needs a more or less intense level of instruction such as specialized education.

The information above is important but what does it mean for teachers? How does it affect school sites? As a fairly new teacher, it is often difficult to weed through the school, district, state, and federal requirements of teaching. What are teachers responsible for? Will this new program or teaching model have longevity? How much time do teachers need to invest?

Statement of Problem

The problem we now face is how to determine if RTI is right for individual schools/ districts and how to implement RTI in a cost effective and efficient manner. As with any new system, research is limited; which can affect many aspects of RTI implementation, especially professional development (NJCLD, 2005, Sampson Graner et.

al. 2005 & VanDerHeyden et al. 2007). Although there is research that provides “best practices” of professional development (PD), what is needed to ensure effective teacher training and subsequent implementation, with a high level of fidelity is less understood.

Purpose of the Study

The purpose of this project was to use available research in the areas of progress monitoring and professional development, and to develop an introductory RTI training module for teachers, administrators, paraprofessionals, and others in the education field. This project is needed because more districts are moving toward RTI and more effective teacher training is needed before implementation. Currently, teachers are being asked to implement a RTI model without any real RTI professional development (beginning in the 2007/2008 academic school year). Many teachers have no information on the school’s interventions, who is responsible for the interventions, how interventions are created, and how students’ learning is monitored. As a result of many communiqués with colleagues, it became apparent that teachers need to be better prepared and armed with enough information to take the next steps in the RTI process. Consequently, the development of a training module to teach educators about RTI and the RTI process was imperative. This training module has the potential to be used with many different school sites, across school districts in Central California, and across the nation.

Research Questions

Successful RTI implementation depends on effective teacher training. In order to create a meaningful professional development module it is necessary to consider the following research questions:

1. Given the need for effective teacher training on RTI, what content and process will be needed for teachers' long term knowledge retention of RTI?
2. Does a multifaceted training format appear to address the in-service needs of educators?

Definition of Terms

In order to ensure the understanding of terms used in this document, the following definitions are given.

Assessment- Assessment is a broad term used to describe the gathering of information about student performance in a particular area of achievement or ability.

Curriculum-Based Measurement (CBM)- A method of monitoring student educational progress through direct assessment of academic skills.

Interventions- The directing of instruction in the area(s) of concern. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis. Changes in instruction, for the student in the area of learning difficulty, are designed to improve learning and to achieve adequate progress.

Multitiered Service-Delivery Model or Tiered Service-Delivery Model- A multitiered service-delivery model provides tiers of increasingly intense interventions directed at more specific deficits.

Progress monitoring- A scientifically based practice used to assess student's academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Response to Intervention (RTI)- Response to Intervention is a process whereby local education agencies (LEAs) document a child's response to scientific, research-based

intervention using a tiered approach. In contrast to the discrepancy criterion model, RTI provides early intervention for students experiencing difficulty learning to read. RTI was authorized for use in December 2004 as part of the Individuals with Disabilities Education Act (IDEA).

Special Education- Services offered to children who possess one or more of the following disabilities: specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury, and other health impairments.

Specific Learning Disability (SLD)- A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. This disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Universal Screening- A process in which all students are assessed to identify those at risk for failure.

CHAPTER II

Literature Review

Until recently, most school districts used the I-Q achievement discrepancy model approach to determine special education (SPED) placement for students with learning disabilities (LD). This model has become known as the “wait to fail” model because of the many years of students failing in school before being identified for special education services (Bradley et. al., 2007). As educators who devote their lives to furthering student education; waiting for students to fail was not an acceptable outcome. In 1997, a letter was written to the U.S. Office of Special Education Programs (OSEP) from the National Joint Committee on Learning Disabilities (NJCLD) that discussed this late identification of students with learning disabilities (Bradley et. al., 2007). Following the letter, in 2000, a series of activities occurred called the Learning Disabilities (LD) Initiative (Bradley & Danielson, 2004; Bradley, et. all, 2007). The LD Initiative was headed by a planning committee that gathered researchers, advocacy groups, educators, parents, local and state education agencies, and policy makers to discuss the accuracy and efficiency of identifying students with specific learning disabilities (Bradley & Danielson, 2004; Bradley et. al., 2007). The discussion to find alternatives to the discrepancy model led to the inclusion of Response to Intervention (RTI) into public law.

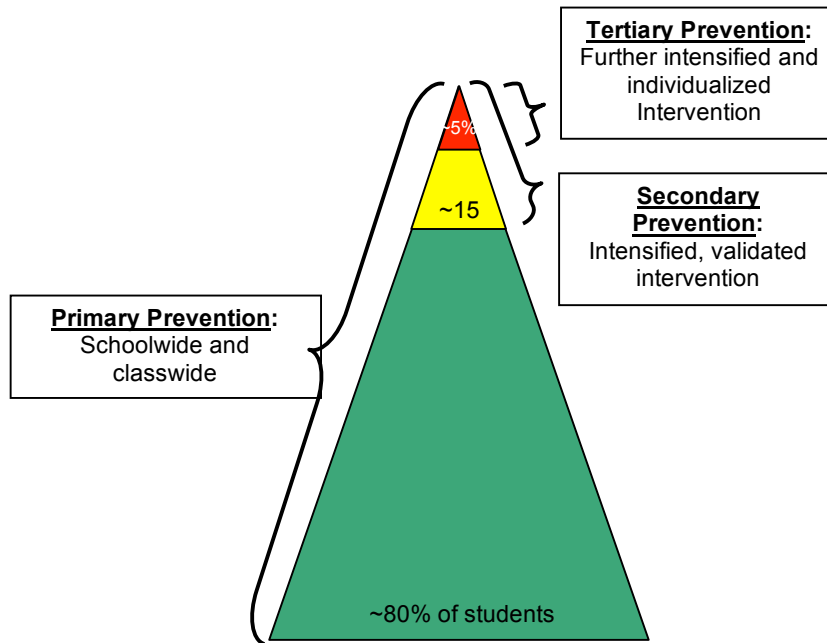
In Public Law 108-446 of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004), RTI is provided as an option to the discrepancy model in identifying students with disabilities. The law states, “In determining whether a child has a specific learning disability, a local educational agency may use a process that

determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures.” (IDEA, 2004). As a result of the LD Initiative, schools were given the opportunity to provide a research-based intervention model or RTI as a means for SPED identification and placement.

RTI is a multi-tier approach that addresses students’ instructional needs by using levels of interventions based on the students’ responsiveness to the received instruction. It is also used to identify SPED placement for students with LD. Equally important, this process is believed to help reduce the over-identification of SPED students with LD (Bradley et. all, 2007; Fuchs & Fuchs, 2007; Kovaleski & Prasse, 2004; Fuchs & Fuchs, 2001).

The most widely discussed RTI model is described as a three-tiered prevention model where students are universally screened and move through the tiers as needed. Universal screening is completed before students can be placed into the appropriate level of intervention. Fuchs and Fuchs (2001) discussed that state assessment scores from the previous academic school year as acceptable to determine placement. “Best practices” recommends that all students or only students who scored low on the previous year’s state test are screened at the beginning of the new academic year, with a brief assessment tool that will help to predict student performance in math and reading on the state exams.

After universal screening, students identified as needing intervention received additional instruction and were monitored for progress in tier one. The following figure diagrams the levels of intervention:



(Hintze, 2007).

- Tier 1- Primary Prevention is provided by general education using a research-based core instruction program. Ongoing progress monitoring for a specified amount of time is provided for the students at risk. If they are deemed “non-responders” (no or very little academic growth) they are moved into tier two.
- Tier 2- Secondary Prevention is a general education and/ or special education supplementary instructional program, given for a designated amount of time, usually provided in small groups with ongoing progress monitoring. If the student responds to the intervention they are moved back into tier one. If the student does not respond, they are referred for a psychoeducational evaluation to determine special education eligibility.
- Tier 3- Tertiary Prevention or special education provides individualized interventions with an individualized education plan (IEP) and ongoing progress monitoring to determine student response to instruction. (Busch & Reschly, 2007; Fuchs & Fuchs, 2001, 2007; Stecker, 2007; Vaughn & Roberts, 2007;

Barnes & Harlacher, 2006; Marston, 2005; NJCLD, 2005; Sampson Graner et. al, 2005; Fuchs et. al, 2003).

Again this RTI model is the most widely used but schools may chose to use other models with more or less intervention tiers.

The purpose of this literature review was to gain an expert level of understanding of RTI through the analysis of peer-reviewed literature on RTI, progress monitoring, and professional development. Information gained was used in the creation of a PD training module for educators. Consequently the training focused on what RTI truly is: evidence-based instructional practices, data collection of student progress in response to instruction, and varying intensities of instruction that increases/decreases with student need.

Articles chosen for this literature review were based on the following criteria: (a) provided information in the basic design of RTI, (b) possible models for RTI, (c) included definitions, evidence, information, and implications of the effects of RTI, (d) described progress monitoring using curriculum based measurement (CBM), and (e) provided insight on teacher professional development. Three databases were used in this search; Expanded Academic ASAP, Academic Search Elite (Ebsco), and ERIC.

Electronic descriptors used included: (a) response to intervention, (b) intervention, (c) professional development, (d) progress monitoring, and (e) curriculum based measurement. Only articles that met the following criteria were chosen for this literature review: peer reviewed, cited by other authors, written clearly, published from 1985 to 2008, and addressed the project topic.

Response to Intervention

Fuchs and Fuchs (2007) examined how schools may consider implementing RTI models and what a RTI model may look like using a fictional first grade class. The article used research conducted by the National Research Center on Learning Disabilities (NRCLD) to describe the following Response to Intervention system using six components that are needed for the RTI process. The first of the six recommended components is determining the number of prevention tiers. The authors' model recommends three tiers which are; (1) Tier 1 Primary Intervention, (2) Tier 2 Secondary Prevention and, (3) Tier 3 Tertiary Prevention (Fuchs & Fuchs, 2007). This model has emerged as the most widely used so far in education. Tier 1 is a general education, universal instructional program which uses universal curriculum based measurement (CBM) screening of all students. This screening is used to monitor progress in "at-risk" students. In Tier 2, students who are determined to need more intervention from Tier 1 are given small group tutoring in math and/ or reading. The Fuchs & Fuchs (2007) model encouraged 15 to 20 week tutoring sessions with progress monitoring to determine effectiveness of interventions. Tier 3 used an individualized program to address student needs that were not met by Tiers 1 and 2.

The second RTI component the authors outlined was identifying the students that needed prevention using universal screening. Schools may decide if they give a school-wide placement test, use the previous year's state testing, or use benchmark tests. Schools are then required to use the testing data to make decisions as to who needs to be monitored more intensely, who may require more intensive instruction, and those students that appear to be progressing satisfactorily.

The third component for RTI was determining what preventive intervention will look like at a school site. Which programs will be used? Who will provide the interventions?

The fourth component was classifying response or the expectations for student performance. The article suggested that a dual discrepancy be used to classify student responsiveness (Fuchs & Fuchs, 2007). For example, if a student is not making adequate progress in both scores and slope of progress (dual discrepancy), this will indicate the current instructional program is not adequate for this particular student and additional instructional intervention is necessary.

Component five is multidisciplinary evaluation that is required for placement in special education. The sixth component focused on providing special education where students receive individualized interventions determined by an IEP and ongoing progress monitoring to determine student response to instruction.

Fuchs and Fuchs (2007) concluded that previous research has provided guidelines or a framework on how to implement RTI but as new research emerges, the implementation recommendations of RTI will evolve. The most apparent strength of this article was the “showing” of how to implement an RTI model through a fictional class. Due to the lack of RTI implementation research, the authors were not able to provide possible RTI implementations limitations but noted that this is an area of need for future research.

VanDerHeyden, Witt, & Gilbertson (2007) examined the implementation of System to Enhance Educational Performance (STEEP), a systematic RTI model in the identification of special education children. The study asked if RTI components can be

implemented by the “front line” educational professionals (VanDerHeyden et al., 2007). Research was conducted in five elementary schools grades one through five for three years. Each school’s data was broken down by number of students, gender, race, free lunch, mean SAT-9 scores, English Language Learners, and Special Education.

The STEEP system used a multiple baseline design to evaluate the effects on initial evaluation, percent of children who qualified for services, and evaluation for differences by gender and ethnicity before and after the implementation. Using CBM, school wide screening took place three times a year and progress monitoring was completed more frequently. The CBM probes consisted of words read per minute and in math, digits correctly computed in two minutes (VanDerHeyden et al., 2007). Non-responding students were recommended for a psychoeducational assessment.

In this study it was found that the effect of the number of student evaluations that qualified for services increased from the baseline year to the second year of implementation and decreased when the model was reversed. It was also found that the disproportionate number of males to females evaluated and placed reduced when the model was implemented. The STEEP program was shown to reduce the assessment and placement cost for the district (VanDerHeyden et al., 2007). More research needs to be done; the findings are limited and provide only preliminary evidence of STEEP’s effectiveness. This research shows that with the correct implementation and data interpretation, a RTI model can be effective.

To address the replacement of the IQ-achievement discrepancy model to determine placement into special education I turned to Kovaleski and Prasse (2004). The purpose of the article was to explore RTI and its possible role in the special education

process. The authors suggested a dual discrepancy format which asks if (1) the student is significantly below their peers and (2) if the student has responded poorly to planned and appropriately delivered instruction (Kovaleski & Prasse, 2004). To determine if there is grade level discrepancy and if the students are unresponsive to carefully implemented instruction, CBM is used to assess student levels and ongoing monitoring. This RTI model consists of three phases that determine if instruction is in place for groups of students, provides appropriate instruction to the student and measures the outcomes, and refers students who need more intervention or specialized instruction (Kovaleski & Prasse, 2004). Phase 1 consists of two different approaches, active format and passive format. Both are group interventions but in an active format students are screened in their class as a group and students who are deemed “at-risk” are provided short-term interventions in the general education classroom (Kovaleski & Prasse, 2004). If a school does not have the intervention programs in place, they can use the passive format which is to determine if effective instruction has taken place for the group of students (Kovaleski & Prasse, 2004).

In phase 2, if students continue to be unresponsive to group interventions they are given individualized interventions. This phase is supported by general and special educators and ongoing CBM is used to determine intervention effectiveness. To express the need for support team models, the authors referred to many models already in place such as Ohio, Pennsylvania, Iowa, and Minneapolis. If the support teams implement interventions and students are still unresponsive, the team then determines if the interventions were appropriate and effective. If it is determined so, the student(s) are referred for phase 3, special education.

In phase 3, if the student is below their grade level peers and does not respond to RTI, there is a need for specialized instruction (Kovaleski & Prasse, 2004). At this point the RTI model does not require an assessment for SPED placement but each district can decide if an assessment is needed. The authors state that there should be enough data collected from phase 1 and 2 to determine placement.

The authors' conclusions stated that more research needs to be done to determine if RTI will change the identification process of special education. This model differs from the Fuchs' (2007) model where the student would now be referred for an assessment.

Progress Monitoring

Response to Intervention literature indicates that implementation hinges on the use of progress monitoring (PM) to be successful. In other words, monitoring student progress is essential when determining the levels of intervention for all students. Moreover, progress monitoring is considered important when implementing RTI for many reasons such as predicting student performance, enhancing teacher instruction and planning, screening "at-risk" students, time efficiency, measuring student growth, assessing English language learners, and much more (Deno, 2003). Schools need to make sure that the PM tools they choose are appropriate for their site, sensitive to student change, educationally meaningful, and do not take up too much instruction time (Stecker, Lembke, & Foegen, 2008). The most recognized form of PM is curriculum-based measurement (CBM), which is vital for teachers to plan and individualize instruction, allowing them to make important decisions about student progress (Stecker et. al., 2005). The frequent measures that progress monitoring provides are necessary to eliminate the

discrepancy model and enables students to move through the RTI tiers by determining if an intervention is working or is no longer needed.

In the previously described RTI models, universal screening is used to determine if an intervention is needed, but then what? As students are placed into tiers with appropriate interventions, how do we determine how long they stay in that tier? How do we determine if the intervention is making any difference? To answer all of these questions, authors turn to progress monitoring, particularly CBM procedures. Progress monitoring is a way that teachers can gather data on how students are progressing academically using a quick and easy CBM (Deno, 2003).

Stecker, Fuchs, and Fuchs (2005), described how progress monitoring should take place. Interventions are implemented for a series of weeks and once or twice a week a short CBM is given to track growth. Results are charted on a graph to visually determine if an intervention is effective or not. If not, the teacher makes instructional changes to the program and continues monitoring progress.

Over the past 30 years, there has been a great deal of evidence compiling on the effectiveness of using CBM to monitor and revise student instruction (Stecker et al., 2005). Stecker and Fuchs (2000) studied the effectiveness of using CBM to make individual instructional decisions for students and instructional decisions for partner students based on target students' data. The study included 22 special education teachers who were asked to choose at least two CBM target students. After choosing the target students, teachers were asked to choose a partner for the target students which had similar math levels. Due to unforeseen factors, the study ended up with 42 matched pairs in Grades 2 through 8, as opposed to the 48 in which they started. Ninety percent of the

students were identified with learning disabilities, while the last 10% were identified with emotional disabilities. The students were given a pre and post math test to determine the level of student growth in math. Results showed that all the students made growth, but the target students made significant growth over their partners (Stecker & Fuchs, 2000).

These findings are extremely important when contemplating RTI implementation. Teachers often use what the authors called “steering groups”, to determine student growth and instruction changes. That means that teachers would choose a sample group in the class to make changes in the education program for the entire class (Stecker & Fuchs, 2000). Not only does the research show again that CBM is effective when making data-based instructional decisions; but it also illustrates how using “steering groups” is not as effective as using CBM to make individual student instructional changes. As general education teachers are asked to monitor student growth using PM data, how can this be accomplished on such a large scale without “steering groups?” What trainings are available to educators who are being asked to implement such an enormous task? Progress monitoring must be a carefully planned process with ongoing and adequate professional development opportunities (Stecker et al., 2005).

Professional Development

Research tells us that for RTI implementation to be effective, teacher professional development is required (Barnes & Harlacher, 2008; VanDerHayden et al., 2007; Danielson, Doolittle, & Bradley, 2007; Burns & Ysseldyke, 2005). Since there is little research that identifies clearly the key components of professional development (PD) programs (NASDSE, 2006), it is imperative that a realistic action plan for professional development is created, implemented, and researched for important components.

According to Barnes & Harlacher (2008), the training needs to be ongoing, individualized, and supportive. Moreover, in order for RTI to be successful, teachers and administrators need professional development that uses all of the known key variables in order to ensure the likelihood of good initial RTI implementation (Danielson et. all, 2007).

To better support educators on the front lines of RTI implementation with PD, technological advances such as online learning have become very popular and are a cost-effective way to provide ongoing trainings for school staff (Brown & Green, 2003). To be effective, online teacher professional development (oTPD) must offer all of the important components that in person trainings provide such as:

1. interactive lessons to keep participants engaged and to illustrate key concepts
2. collaboration using email or discussion boards with other teachers and/or training facilitators
3. modeling of CBM and instructional strategies
4. video clips to keep participants engaged and to illustrate key concepts
5. assessment to determine if the participants understand the intended learning outcome
6. thought provoking and meaningful training experiences (Roskos, Jarosewich, Lenhart, & Collins, 2007).

One important advantage of online training that in person training does not provide is flexibility of time. Teachers have been given many added duties that make it extremely difficult and often impossible to find the time to attend multiple day trainings.

Online learning enables teachers to continue their learning at their own convenience. Additionally, with dwindling resources to pay teachers to attend professional development opportunities, easily available online resources that are free or at a very low cost, appears to make important business sense.

O'Sullivan and Deglau (2006) discussed that PD needs to be designed in a way which learning is embedded within the activities, activities are engaging teachers to learn new subject matter, learners are held accountable for completing assigned tasks, and adequate time is allowed to share or collaborate about what was learned (O'Sullivan & Deglau, 2006). The research summarized a four year physical education PD system. In the study, the authors discussed what design elements worked best for their purposes and what they would do differently in the future. The authors highlighted key points or "lessons learned" that related to PD, such as focused instruction by limiting assignments and teacher collaboration on learned information. Based on project data, reviewed literature, and "lessons learned" in their study, authors provided a list of "principles for PD design and delivery" (O'Sullivan & Deglau, 2006). The principles included a) teachers should be allowed to play a more active role in the PD module as "active learners", b) teachers should be heard through collaboration and their point of view encouraged, c) PD must be presented in classroom practice by giving them concrete examples of how an idea can be used, d) tasks must be related to work, for example how will this activity affect them, e) ongoing training or discussion over a period of time should be provided, f) work and practicing skills should be completed in the closest to real setting for teachers, and g) teachers should be accepted for who they are but kept on task.

Summary

Current literature shows that Response to Intervention is a relatively new approach to addressing student achievement in schools and has little evidence on the impact of special education identification and placement of students with disabilities. Yet, more than 25 years of research on progress monitoring, the backbone of RTI, serves as an evidence “springboard” for RTI implementation across general and special education. RTI may serve as a needed restructuring for general education academics to identify students “at risk” of failing. As educators, we can no longer afford to use the “wait to fail” model.

CHAPTER III

Methods

Response to Intervention (RTI) professional development is crucial for the implementation of the system. Without teacher support there is no possibility for a successful outcome. To address the lack of teacher professional development (PD) in school districts, the composition of an ongoing and supportive training module was needed to increase teacher knowledge of RTI. The purpose of this study was to determine if the created professional development training module contained the necessary RTI content and if the training format was efficient and easy to use. The design of this research was through a pilot study and a review of the training by experts in the field who determined the validity of my training module in both content and format including sequence of instruction and resources used. This study compiled data from multiple professionals in the field that provided the feedback necessary for revising the training module for optimum service delivery and instruction of RTI.

Participants

The intended audiences were general education teachers, special education teachers, administrators, paraprofessionals, school psychologists, and administrators. Participants will have worked with general education and special education students who are in need of classroom and school wide interventions. Pilot subjects were California State University Monterey Bay (CSUMB), Level 2- Education Specialist credential candidates. Experts in the education field included teachers familiar with RTI, school

psychologists, university professors, researchers, and administrators who were asked to look at the training and assess for content and process relevance.

Setting

The training module was created as a WebQuest (see Appendix A) and is available online for individual use or facilitated group use. WebQuests are located at www.questgarden.com, which is an internet based lesson format that allows for flexible training. Typically, WebQuests are created as lessons for students where teachers compile online resources which are used to complete assignments and/or projects. In this instance, the WebQuest enables trainers to use an interactive training format available anywhere a high speed internet connection is available. Individual teachers are also able to review and/or continue training at their own pace.

Pilot subjects were introduced to the WebQuest, asked to explore the module, and to fill out a content/format survey (see Appendix B) during a class at CSUMB (on a voluntary basis). Experts were emailed asking them to please look at the WebQuest, fill out the survey, and send back their responses (also on a voluntary basis).

Data Collection

Literature Review

Research and evaluation of peer-reviewed journal articles in the areas of RTI, progress monitoring (PM), and PD were used to compile this WebQuest. During this process, this author identified important components for teachers to learn. Through a synthesis of research and position papers on RTI, the WebQuest allowed this author to create a training module which addresses the major tenets of RTI and provides an effective process for training and instruction on RTI.

Review of Publicly Available Materials

While reviewing the literature, further exploration of publicly available materials such as; online RTI power-points, handouts, video training modules, etc. was completed. There was also a review of curriculum-based measurement (CBM) websites, assessment measures, and possible math and reading interventions. This review provided a basic understanding of what has been done and how one could create a RTI professional development WebQuest.

Information Evaluation and Project Creation

After reviewing the literature and available materials, this author determined what RTI components to include and moved forward in creating the module. Professionals in the education field were consulted in the composition of the training. Material was chosen that is interactive and provides RTI information with concrete examples. All of the information was consolidated into a WebQuest lesson format.

Pilot and Collaboration with Professionals in the Education Field

Next, information was gathered by collaborating with other professionals in the education field to obtain their input on revising the module as well as feedback upon its completion. To collect the data, a survey was created that asked pilot and expert subjects a series of open ended questions to determine if the training module was easy to use and contained the necessary RTI components. The survey was first sent to pilot subjects who were asked to explore the WebQuest and respond to the survey questions. Based on the pilot comments, the WebQuest was revised and sent to experts in the education field. Experts were also asked to explore the WebQuest and respond to the survey via email. Again, revisions were made before publication. Survey questions are located in the

appendix section of this thesis. Subjects included (but were not limited to) professors from the local state university, teachers, practicing teachers, and doctoral candidates in the areas of General Education, Special Education, and Speech and Language Pathology.

Data Analysis

To analyze both the pilot and expert data, the surveys were read and reread to determine if there were reoccurring themes in the survey responses. After sorting the information, further categorization through coding of the data was attempted to better define patterns. Responses from the pilot and experts were very broad. Due to the scattered responses, this author determined it was best to categorize the data based on the components of the WebQuest. Components included: student introduction, task, student process, evaluation, conclusion, credits, teacher introduction, learners, standards, teacher process, and resources. These methods of analysis determined if the WebQuest contained the necessary components needed for understanding RTI and if the training format was efficient and easy to use.

CHAPTER IV

Results

The purpose of this thesis was to develop an introductory Response to Intervention (RTI) training module for educators that clearly delineated and explained the major RTI components. It was intent of this author to create a convenient, online learning environment using a WebQuest (see Appendix A) lesson format that educators could access at any time. By coding the data obtained from a pilot study and from experts in the education field, the following research questions were addressed:

1. Given the need for effective teacher training on RTI, what content and process will be needed for teachers' long term knowledge retention of RTI?
2. Does a multifaceted training format appear to address the in-service needs of educators?

Pilot Study

The pilot study was conducted at California State University at Monterey Bay (CSUMB). The participants were Level 2 Education Specialist credential candidates that were asked to partake in an online RTI training module and fill out a survey (see Appendix B). The purpose of this pilot was to gather initial data about the content and format of the WebQuest before sending it out to experts in the education field for further evaluation.

Data Characterization

To categorize the pilot data, there was an attempt to code and sort the responses in many different ways. After carefully reviewing the coded answers to the survey

questions, it was determined that the participant responses would best be discussed in relation to the WebQuest lesson format. Therefore the data was coded and sorted using the following WebQuest sections: student introduction, task, student process, evaluation, conclusion, credits, teacher introduction, learners, standards, teacher process, and resources. The percent of participant responses in both content and format for each category is shown in Table 1.

Table 1

Pilot Survey Data

Categories	% of Responses per Category	
	Content	Format
Student Introduction	–	0.57%
Task	0.29%	–
Student Process	57.9%	27.5%
Evaluation	0.29%	–
Conclusion	–	–
Credits	–	–
Teacher Introduction	–	–
Learners	–	–
Standards	6.9%	2.6%
Teacher Process	–	2.3%
Resources	–	0.57%
Overall Website	0.6%	0.6%

Note. Percentages were calculated by the number of responses in each category divided by the total number of responses.

Student/Participant Introduction. Although no data was provided by the Level 2 Education Specialists credential candidates on content of the student introduction, there was a comment on the format. The “Ins and Outs” (see Appendix C) link was not initially spelled out as a link. A revision was added that clearly explained that it is a link. Responses did prompt some other changes in the introduction. Before the pilot, the introduction discussed the purpose of the WebQuest and basic information on the use of the WebQuest. After reviewing the survey questions, it was found that many of the participants were having difficulty navigating the WebQuest. To alleviate this, a character was added at the bottom the section to direct participants to the next step or page of the training.

Task. Again, no specific information was provided by participants for the task section but pilot participants did positively comment on the final project. This comment is relevant to the task page as the project was initially introduced in this section. The project was to create a handout in the form of a brochure, pamphlet, newsletter, or information sheet on what parents/educators need to know about RTI and its components. The female character was also added to the end of the task section to guide participants to the next WebQuest page.

Student/ Participant Process. The survey asked specific questions that pertained to the process section of the WebQuest such as content and formatting questions. Most participants believed that the RTI information was complete but the format was “visually overwhelming.” In order for the training to remain complete, none of the training components could be deleted. It was important to thoroughly explain and provide ample examples of the RTI components. In an attempt to lessen the enormity of this section, the

female character was added in this area as well. This was done to try and break up the activities on the page, provide reasons for the activities, give participants a sense of how long the section would take, and provide some words of encouragement.

Another participant suggestion was to make the IRIS module links pop-up as a separate window instead of on the same page. Participants found it difficult to navigate back to the WebQuest from the IRIS Center website. It was inconvenient to search through the computer's internet history to find the previous link or to use the back button all the way back through the module. To remedy this, the hyperlinks were altered so that the IRIS links came up as separate internet windows.

Participants also recommended that the steps should be more clearly delineated. Taking this advice, the steps were revised for more clarity and the instructions in the parent/educator handout were adapted to be more explicit.

To specifically address RTI content, participants were asked if there were any missing RTI or progress monitoring components. Most responses stated that there were no parts missing, but a couple participants wanted more information. There were two specific areas that participants wanted to know more about; (1) the discrepancy model to identify students for special education placement and (2) RTI research. Although these were great suggestions to enhance the WebQuest, it was decided to not add more information in these areas. There was a great deal of information provided in one of the IRIS modules about the discrepancy model. To add more information would expand the training, negatively affecting the fluidity of the module. Adding RTI research was a valid request. What proof is there that making this huge change in our intervention and identification processes is worth the time, effort, and funds? To help address this

concern, websites were provided in the credits and conclusions pages of the WebQuest. This allows the participants and facilitators to find this information on their own.

Evaluation. There was only a 0.29% response on the evaluation page of the WebQuest. A participant commented that they liked the rubric that was provided for the parent/educator handout.

Standards. In the survey, participants were asked if the WebQuest addressed the intended learning outcomes (ILOs) listed in the standards page. Most believed that the ILOs were covered in the training. Only three out of the 25 participants felt that a few of the standards were not addressed. Participants did not stipulate which ILOs were not addressed, comments were unspecific.

Teacher Process. Participants commented that they could not find the teacher process page. There were no revisions made as a direct result of these comments but revisions were made based on the comments from the student process page. Since the teacher and student processes must correlate to conduct the training, suggestions from the student process page were helpful in determining needed changes in the teacher process page. Changes included altering the hyperlinks so that the IRIS links came up as separate internet windows and clearly delineating the process steps. In addition, the instructions in the parent/educator handout were adapted to be more explicit.

Resources. Two participants suggested that the resource page should be printable for teachers. No action was taken to change this page due to the limitations of the webquest format.

Overall Website. A couple comments were given that do not fit into the WebQuest lesson format categories. One comment was that they would recommend the

website to others. Another comment was that they “hated” the web address. The web address, provided by Quest Garden (an online hosting service), is extremely long. No action was taken to revise this. On Quest Garden’s website it is posted that providing shorter web addresses is in the works.

The pilot data proved to be very helpful in the revision process of the WebQuest. Participants were able to give suggestions that provided needed information for important revisions. In summary, the RTI content was considered to be overwhelming but complete and the format needed several revisions.

Expert Study

After gathering results from the pilot surveys and revising the WebQuest, experts in the education field were solicited for their input. The expert study was conducted via email. The participants were researchers, university professors, and doctoral candidates who were also asked to partake in the Webquest and fill out a survey. The purpose of soliciting the expert data was to gather information about the content and format of the revised WebQuest from individuals across the nation who had expertise in teacher training, RTI, progress monitoring and the education of general and special education students. The expert responses provided valuable input for further revisions and future research on the WebQuest training.

Data Characterization

To categorize the expert data, there was an attempt to code and sort the responses in many different ways. Just as with the pilot data, it was determined that participant responses would best be categorized in relation to the WebQuest lesson format. Again categorization used the following WebQuest sections; student introduction, task, student

process, evaluation, conclusion, credits, teacher introduction, learners, standards, teacher process, and resources. Table 2 shows the percent of expert responses for each category.

Table 2

Expert Survey Data

Categories	% of Responses per Category	
	Content	Format
Student Introduction	0.9%	—
Task	1.8%	—
Student Process	58.2%	13.6%
Evaluation	—	—
Conclusion	0.9%	—
Credits	—	—
Teacher Introduction	—	—
Learners	—	—
Standards	4.5%	0.9%
Teacher Process	5.5%	3.6%
Resources	0.9%	0.9%
Overall Website	4.5%	3.6%

Note. Percentages were calculated by the number of responses in each category divided by the total number of responses.

Student/Participant Introduction. No specific comments were made about student introduction, but there was a comment on the helpfulness of the “Ins and Outs” handout

(located in the student introduction page as a link). The experts felt that the handout was beneficial to the WebQuest and was a great idea.

Task. When asked about the overall formatting of the WebQuest, one expert suggested identifying the three different parts for the parent/ educator handout in the task section. The purpose would be to clarify the “scope” of the WebQuest from the beginning. Although this is a valid point, there were no revisions made. Reading about the task required at the end of the training before beginning the training began, was perceived by this author as confusing to those who are new to RTI.

Student/ Participant Process. The survey asked specific questions that pertained to the process section of the WebQuest such as content and formatting questions. Most experts believed that the RTI information was complete and did not believe that the format was overwhelming like the pilot participants. There were many comments such as, “thorough,” “excellent job,” “detailed information,” “format was helpful,” “impressed by sequence and depth of information,” “navigation was easy,” and “directions were clear.”

Suggestions for improvement focused mostly on the content of the WebQuest. Two experts suggested adding questions to the Self Assessment (see Appendix D) such as; specific tier one and two questions, what do participants already know about RTI, and maybe less intense questions. Many of the responses stated that no additions or changes should be made to the Self Assessment and they felt that all of the questions were attainable upon the completion of the WebQuest.

Participants also recommended that the “step” headings in the process section should be more clearly delineated or highlighted in some way. Taking this advice, the font color was made darker to stand out.

Conclusion. One response from an expert suggested that more links be added to the “Additional Websites” list located in the conclusions section of the WebQuest. Using this advice several more websites were added.

Standards. In the survey, participants were asked if the WebQuest addressed the intended learning outcomes (ILOs) listed in the standards page. Most believed that the ILOs were covered in the training.

Teacher/ Facilitator Process. Participants commented that they did not have any difficulty following the teacher process page and felt the pages were clear. Although there were no revisions suggested, there was a change prompted by a comment in the student process section. The font color of the “step” headings was changed to a darker color to clearly delineate the process steps.

Resources. One participant was confused by the title “Resources” and suggested that the title should be changed to “Planning” or “Materials Needed.”. No action was taken to change this page because Quest Garden does not give the option to change the heading names.

Overall Website. Overall comments were positive and did not suggest any major content or format changes to the WebQuest.

The expert data proved to be very helpful in the final revision process of the WebQuest. Comments and suggestions provided good insight as to what future changes could be made as well as possible future research directions.

CHAPTER V

Discussion

The purpose of this project was to develop an introductory Response to Intervention (RTI) training module that teachers, administrators, and instructional aides can understand and that will help them prepare for possible RTI implementation. This study examined if the content and format of a RTI WebQuest would be effective for teacher training and positively impact teacher understanding and retention of RTI. To determine if the WebQuest was designed to sustain teacher training and positively impact understanding, data was collected using a survey from Level 2 Education Specialist credential candidates and experts in the education field.

Summary of Results

Overall results showed a positive response to the WebQuest in content and format. Although pilot data and the expert data both showed a high percentage of content responses, the experts mostly focused on content with 77.3% of comments on content and 22.7% on format. Pilot participants commented 65.9% of the time on content and 33.9% on format. This could be for a few reasons. One reason is that the experts are just that, experts. They are well versed in RTI and understand how involved the training process needs to be for implementation, therefore focusing on content. This might account for why there were fewer responses from the experts such as “overwhelming.” Another reason for different expert and pilot comments was the fact that the experts received a revised version of the WebQuest. As the pilot group explored the WebQuest, they found

all of the formatting kinks such as, links opening in a separate window to avoid using the back button several times which were resolved for the expert viewing.

Pilot Results

The first research question to consider was, given the need for effective teacher training on RTI, what content and process will be needed for teachers' long term knowledge retention of RTI? Pilot data suggested that the overall WebQuest content was overwhelming. There was a large amount of information to absorb. Although this is a valid point, in order to fully understand RTI, none of the components could be excluded. Many of the pilot participants had none or very little prior knowledge about RTI which understandably would make this topic seem overwhelming. There is a great deal of information to learn for implementation. One major benefit to this online lesson format is that when one is feeling overwhelmed they can take a break and continue when refreshed. Participants did positively comment on the use of audio, video, and evaluative training formats. These comments suggest that the format and content can positively impact teacher training.

The second research question to consider was does a multifaceted training format appear to address the in-service needs of educators? The pilot data suggested that although many participants commented on the amount of information, most of them found the WebQuest to be useful and complete. Whether or not teachers are able to retain information gained from the webquest training and apply what they have learned is still unknown.

Expert Results

Again, the first research question to consider was, given the need for effective teacher training on RTI, what content and process will be needed for teachers' long term knowledge retention of RTI? Expert data suggested that the overall components were complete and informative. Responses were positive and there was no mention of excluding components of the WebQuest. Some additions were suggested and provide opportunity for future research. Experts' comments suggest that the WebQuest can positively impact teacher training through the use of video and audio components and that all of the RTI WebQuest components are needed for successful training implementation.

The second research question was does a multifaceted training format appear to address the in-service needs of educators? The expert data expressed that most of the participants found the WebQuest to be useful and complete. Although it is unknown if teachers will be able to translate what they have learned into practice; experts did not mention that the training was lacking in a specific area to prevent application of knowledge gained from the training.

Limitations

The major limitation to this study was that the module needed to be implemented in multiple ways, with a variety of educators, to determine its ultimate success. Ideally, the participants would be followed through RTI implementation and observations of the participants would occur to determine if the training translated into effective practice.

Another limitation was the small numbers of pilot and expert responses to the training. However, since the experts' feedback corresponded highly with the pilot study

and only enhanced the feedback received from the pilot study, and the experts were generally very complimentary of the webquest, a larger number of experts may not have produced any significantly different results.

Further Research

Further research in the areas of RTI and RTI professional development are necessary for the future success of implementation. For the purposes of this project, the next step is implementation of the WebQuest at multiple school sites to fully determine its effectiveness. The training needs to be implemented in its entirety using both the Face-to-Face and Online training options determining which option (or if both) will positively impact teacher training and effectively increase educators' understanding of RTI. Further research needs to be completed with teachers who have been initially trained using the WebQuest and followed through RTI implementation in their schools. This research will determine if the provided training positively effects actual implementation. Further research questions to consider are:

1. Does this training produce positive results in knowledge acquisition and understanding of concept, skills, and strategies? Does it transfer into practice?
2. What RTI knowledge is needed in order to implement RTI in the classroom?
3. What do classroom teachers need in order to implement RTI successfully?

In conclusion, this study provides educators with an easy to use online professional development training module in the area of RTI. As more districts move toward implementation and resources accumulate, educators will be better armed to implement this multifaceted intervention system. Overall participant responses were positive and determined that the training module is easy to use and the content is

complete. Additional research is needed to corroborate the overall responses and to determine if the WebQuest does transfer training content into teacher practice.

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APPENDICES

Appendix A: **WebQuest**

<http://questgarden.com/46/14/0/080901151317/>

Response to Intervention (RTI)

- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Credits

- **Teacher Page**

by Sandra Mettler, Fitch Middle School

This WebQuest is a Response to Intervention training module.

Introduction



What is Response to Intervention (RTI)? What are my roles in implementation? What trainings are available to me? These are only a few questions educators ask when school districts propose RTI.

Recently, there has been an influx of RTI research and trainings available to the masses. But what are the "first steps" when discussing RTI?

The purpose of this WebQuest is for you to participate in an interactive RTI professional development module. This WebQuest will provide you with a basic understanding of the major RTI components using the Iris Center and the National Research Center on Learning Disabilities (NRCLD) websites.

*****This WebQuest is available for individual online use or use with a facilitator. The facilitator led training can be implemented online or in person.*****

*****To access a document that describes the "Ins and Outs" of this WebQuest, click on the link.*****



Next, click on *Task* in the menu bar to the left.

Response to Intervention (RTI)

- Introduction
- **Task**
- Process
- Evaluation
- Conclusion
- Credits

- Teacher Page

Task



Upon completion of this training module you will have explored the necessary components of RTI and participated in activities that will enable you to provide necessary input for your site's RTI implementation.

The end result of this training module will be for you to create a parent/ educator pamphlet, handout, or brochure about the necessary RTI components. The activities embedded in the Process section of the WebQuest will provide you with the knowledge to complete this task.

Next, click on *Process* in the menu bar on the left to begin the training.



Response to Intervention (RTI)

- Introduction
- Task
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- Credits

- Teacher Page

Process

Purpose/ Outcome: To participate in an interactive RTI professional development module. This WebQuest will provide you with a basic understanding of the major RTI components.

Section 1: Introduction to RTI



In this section you will be introduced to RTI and its major components. Each module is time consuming, so make sure you have adequate time before you begin. Stick with it! There is a lot of useful information.

Step 1: Complete the Self-Assessment and evaluate your basic understanding of RTI. If you are working with a facilitator, send the assessment to them when finished. Click on the following blue link to download the Self-Assessment form.

- [Self-Assessment Form](#)

Step 2: Complete the following IRIS Center modules by clicking on the blue links below. The first module is a guided tour of how to use the IRIS modules. For the rest of the modules; if you are working with a facilitator, send completed assignments to them when you are finished.

- [Self Paced Tour](#)
 - To learn how to navigate an IRIS module open this blue link and click on *Navigating an IRIS module* at the top of the page.
- [RTI Part 1: An Overview](#)
 - complete this module and send Assessment section answers to your facilitator.
- [RTI Part 2: Assessment](#)
 - complete this module and send Assessment section answers to your facilitator.
- [RTI Part 3: Reading Instruction](#)- This module is optional but recommended for this training.

*****If you are not able to answer the questions in the Assessment section of the modules, please go back through the modules at this time.*****

Step 3: Go to National Research Center on Learning Disabilities (NRCLD) and complete the following activities. When you are finished write a summary of the provided information. If you are working with a facilitator, send completed assignments to them when finished.

- [What is RTI?](#)- click on this link and read
- [RTI School Based Practices](#)- open link and read
 - [School-Wide Screening](#)- open link, read, and watch video
 - [Tiered Service-Delivery Model](#)- open link, read, and watch 5 videos.
 - [Data-Based Decision Making](#)- open link, read, and watch 2 videos.
 - [Fidelity of Implementation](#)- open link, read, and watch video.

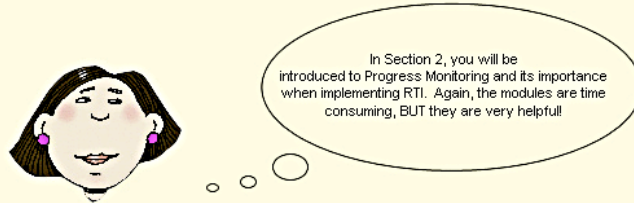
*****If you are not able to summarize the information, please go back through the links at this time.*****

Step 4: How would you explain RTI to parents or other educators? Create a handout that includes necessary information and resources that parents/educators will need to understand RTI. Your handout can be a pamphlet, brochure, newsletter, or an information sheet. There is a great deal of information on the [NRCLD](#) website and the [Iris Center](#) website. You may use any information you would like. There is a rubric located in Evaluation section so you may look over the project expectations. If you are working with a facilitator, send completed assignment to them when finished.

This will be completed in 3 parts so that the handout is created as you learn about specific RTI topics. We will complete the first part in this section.

- Part 1: Include what you think parents/educators need to understand overall about RTI. Do not go in-depth about progress monitoring because you will create that part in the next section. You may use whatever format you choose. Be creative and ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own. Do not use a handout you found, as your handout. There is a rubric located in the Evaluation section that will explain the desired content outcomes.

Section 2: Progress Monitoring



Step 1: Complete the following IRIS Center modules by clicking on the blue links below. If you are working with a facilitator, send completed assignments to them when you are finished.

- **Classroom Assessment Part 1: introduction to Monitoring Academic Achievement in the Classroom.**
 - complete this module and send Assessment section answers to your facilitator.
- **Classroom Assessment Part 2: Evaluating Reading Progress**
 - complete this module and send Assessment section answers to your facilitator.

*****If you are not able to answer the questions in the Assessment section of the modules, please go back through the modules at this time.*****

Step 2: Go to National Research Center on Learning Disabilities (NRCLD) and complete the following activities. When you are finished write a summary of the provided information. If you are working with a facilitator, send completed assignments to them when finished.

- **RTI School-Based Practices: Progress Monitoring-** open link, read, watch video, and summarize.

*****If you are not able to summarize the information, please go back through the link at this time.*****

Step 3: Complete Part 2 of the parent/ educator handout, pamphlet, newsletter, or brochure. If you are working with a facilitator, send completed assignment to them when finished.

- For the second part, include what parents/educators need to understand about progress monitoring. You may use whatever format you choose but make sure it matches Part 1 of your handout. Be creative and ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own. There is a rubric located in the Evaluation section that will explain the desired content outcomes.

Section 3: Putting It All Together



Your in the home stretch! In section 3 you will learn how to plan, prepare, and implement RTI.

Step 1: Go to The Iris Center and complete the following module by clicking on the link below. If you are working with a facilitator, send the assignment to them when you are finished.

- **RTI Part 4: Putting It All Together**
 - complete module and Assessment section questions #1,2,3,and 5

*****If you are not able to answer the questions in the Assessment section of the module, please go back through the module at this time.*****

Step 2: Think about your school site, answer the following questions. If you are working with a facilitator, send the assignment to them when you are finished.

1. What interventions does your school have in place for struggling students?
2. What interventions for struggling students should be added or modified to your school?
3. What teaching strategies do you implement to reach all students; general education, special education, gifted, and English language learners?
4. How would you get reluctant teachers to commit to RTI? What would you say to them? How would you support them?

Step 3: This Process is entitled *Putting It All Together*. So you will do just that with you parent/educator handout. Remember, there is a rubric located in Evaluation section so you may look over the project expectations. If you are working with a facilitator, send the completed handout to them when you are finished.

- For this part, you will put together your finished parent/educator handout. Add any extra information parents/educators might need to know or have access to such as; links to useful website, phone numbers, email addresses, and anything else you can think of. Now is the perfect time to dress up your handout.
- As stated before ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own.

Step 4: Please retake the Self-Assessment and evaluate what you have learned about RTI. If you are working with a facilitator, send the assessment to them when you are finished. Click on the following blue link to download the Self-Assessment form.

- **Self-Assessment Form**



YOU'RE FINISHED!!!
For additional websites see the *Conclusion* page located in the menu bar on the left.

***** Administrators, School Psychologists, Site Leadership Teams complete Step 5.*****

Step 5: Complete the following IRIS Center modules by clicking on the blue links below. If you are working with a facilitator, send completed assignments to them when you are finished.

- **RTI: Considerations for School Leaders**
 - complete this module and send Assessment section answers to your facilitator.

*****If you are not able to answer the questions in the Assessment section of the module, please go back through the module at this time.*****

Response to Intervention (RTI)

- Introduction
- Task
- Process
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- Credits

- Teacher Page

Evaluation

- Parent/ Educator Information Rubric
 - This rubric sets guidelines for the parent/ educator pamphlet, handout, or brochure.

RTI Parent/ Educator Information

Student Name: _____

CATEGORY	4	3	2	1
Content	All facts in the brochure are accurate and contain all the necessary RTI components.	Facts in the brochure are accurate and contain most of the RTI components.	Facts in the brochure are accurate and contain some of the RTI components.	Facts in the brochure are list RTI components but do not explain them.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Knowledge Gained	Participant can accurately answer all questions related to facts in the brochure.	Participant can accurately answer most questions related to facts in the brochure.	Participant can accurately answer some questions related to facts in the brochure.	Participant appears to have little knowledge about the facts in the brochure.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

Response to Intervention (RTI)

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Conclusion

RTI is moving it's way into many districts and often professional development is lacking and is not ongoing. This professional development module was intended to provide ongoing, individualized training for you: the teachers, paraprofessionals, administrators, and anyone else who needs information regarding RTI.

When your school begins to discuss RTI, remember this training module and use it as a resource. If you would like to research any of the topics in this training or if you would like to start implementing your own classroom interventions the following websites are useful when getting started.

Additional Websites

- Response to Intervention: [Links to Good Websites](#)
- Intervention Center <http://www.interventioncentral.org/>
- RTI Action Network <http://www.rtinetwork.org/>
- easycbm.com <http://www.easycbm.com/>
- Dibels <https://dibels.uoregon.edu/>
- National Center on Student Progress Monitoring <http://www.studentprogress.org/>
- NASDSE <http://www.nasdse.org/>
- US Department of Ed. -IDEA <http://idea.ed.gov/explore/home>
- Vaughn Gross Center- Building RTI <http://buildingrti.utexas.org/>

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Credits

Credits

- National Center for Learning Disabilities <http://www.nclld.org/>
- National Center on Response to intervention <http://www.rti4success.org/>
- National Center on Progress Monitoring <http://www.studentprogress.org/>

Author Biography

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This WebQuest was created in **QuestGarden**

Response to Intervention (RTI)

- Introduction
- Learners
- Standards
- Process
- Resources
- Credits

- Student Page

by Sandra Mettler, Fitch Middle School

This WebQuest is a Response to Intervention training module.

Teacher Introduction

What is Response to Intervention (RTI)? What are my roles in implementation? What trainings are available to me? These are only a few questions educators ask when school districts propose RTI.

Recently, there has been an influx of RTI research and trainings available to the masses. But what are the "first steps" when discussing RTI?

The purpose of this WebQuest is for participants to take part in an interactive RTI professional development module. This WebQuest will provide participants with a basic understanding of the major RTI components using the Iris Center and the National Research Center on Learning Disabilities (NRCLD) websites.



***** The teacher pages are for facilitator use.*****

*****This WebQuest is available for individual online use or use with a facilitator. The facilitator led training can be implemented online or in person.*****

*****To access a document that describes the "Ins and Outs" of this WebQuest, click on the link.*****

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Learners

This WebQuest was designed as an ongoing, individualized training module for teachers, administrators, paraprofessionals, and anyone else who has questions about Response to Intervention (RTI). It is not a typical WebQuest because it allows for individual use and use with a facilitator.

Please note that there is a difference between the "student"- participant pages and the "teacher"- facilitator pages. As a participant you will be using the student pages to navigate through the training.

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Standards

Participant Intended Learning Outcomes (ILO)/ Objectives

Section 1:

- Learn what RTI is
- Acquire knowledge about the discrepancy and response-to-intervention (RTI) models
- Understand the benefits of RTI
- Acquire knowledge about different approaches to RTI
- Learn about one model of RTI and how to implement it
- Know the available options regarding assessment and identification for RTI
- Understand the assessment process at each tier in the RTI approach
- Know how to interpret the assessment data and make informed instructional and placement decisions
- Understand the importance of research-validated instruction
- Know the five components of effective reading instruction
- Understand how to implement high-quality instruction when using the Response-to-Intervention approach

Section 2:

- Acquired knowledge about different assessment methods
- Understood how progress monitoring can affect the academic outcomes of students
- Learned about curriculum-based measurement and how to implement it
- Discover how to assess reading skills at each grade level, K-6
- Identify how to set goals, monitor instruction, and adjust instruction based on students' reading scores
- Understand how to communicate students' reading progress to other educational professionals and parents
- Understanding progress monitoring in an RTI setting and its various functions at each tier.

Section 3:

- Recognize fundamental elements that support successful RTI implementation
- Understand how to coordinate assessment procedures and high-quality reading instruction within the RTI approach
- Gain an understanding of other factors that influence effective implementation of RTI
- Analyze what you already contribute to RTI and what are your next steps.

Administrators

- Understand the stages of adopting and fully integrating the RTI approach into a school
- Be able to identify factors that contribute to the effective implementation of RTI
- Recognize that implementing the RTI approach in a school requires a collaborative effort
- Understand the importance of collecting and utilizing fidelity data to continually improve a school's implementation of the RTI approach

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Teacher Process

Facilitator Agenda

Purpose: To participate in an interactive RTI professional development module. This WebQuest will provide participants with a basic understanding of the major RTI components.

Outcome: After completing the 3 Sections, participants will have gained a basic understanding of RTI definitions and components as well as CBM information.

*****To access a document that describes the "Ins and Outs" of this WebQuest, click on the link.*** I advise handing this out to the participants before the training begins. It is also located on the Student and Teacher Introduction pages.**

IMPORTANT: Below are two different agendas. One agenda is to be used for Face-to-face training sessions and one is to be used for Online training sessions. Use agendas accordingly. Participant intended learning outcomes/ objectives for each of the three sections are located the Standards page.

Face-to-face Sessions: To complete all Sections, schedule trainings over a period of time (time line to be designed by individual trainers). Add an additional training date for Administration, School Psychologists, and School Leadership Team. In-Person sessions should be interactive utilizing the websites and group discussions.

Section 1: Response to Intervention

The IRIS Center and NRCLD are interactive and easy to use websites that will enhance participants learning.

Step 1: *Before moving on, give the Self Assessment to the participants. There is a link in the Student Process page.**

Step 2: Have participants complete the Iris Peabody Modules at The IRIS Center by clicking on the provided links. The first module is a guided tour of how to use the IRIS modules; complete this module together. For the rest of the modules, you have the choice of having the teachers work on the modules individually during the training or you can go through the modules together on a LCD projector. Activities can be discussed or worked on independently.

- **Self Paced Tour *****Complete this module before moving on.**
 - To learn how to navigate an IRIS module click on *Navigating an IRIS module* at the top of the page.
- **RTI Part 1: An Overview**
 - *Assignment:* Complete module and Assessment section questions.
- **RTI Part 2: Assessment**
 - *Assignment:* Complete module and Assessment section questions.
- **RTI Part 3: Reading Instruction** (optional at this point)
 - *Assignment:* Complete module and Assessment section questions.

*****If participants are not able to answer the questions in the Assessment section of the modules, please have them go back through the modules at this time.*****

Step 3: Have participants complete NRCLD- readings and videos. You have the choice of having them watch the videos individually during the training or you can go through the videos together on a LCD projector. Summaries can be discussed or worked on as independent assignments.

- **What is RTI?** - *assignment:* read and summarize
 - **RTI School Based Practices**
 - *assignment:* read and summarize
 - **School-Wide Screening**
 - *assignment:* read, watch video, and summarize
 - **Tiered Service-Delivery Model**
 - *assignment:* read, watch 5 videos, and summarize
 - **Data-Based Decision Making**
 - *assignment:* read, watch 2 videos, and summarize
 - **Fidelity of Implementation**
 - *assignment:* read, watch video, and summarize

*****If participants are not able to summarize the information, please have them go back through the links at this time.*****

Step 4: For a final project at the end of the training participants will create a parent/ educator handout. This will be completed in sections so that the parent/ educator handout/ brochure/ pamphlet/ newsletter will be created as participants learn about specific topics. You are looking to see how well participants understand RTI (see rubric in Evaluation section). Provide feedback for activity.

Tell participants:

- How would you explain RTI to parents/ educators? Create a handout/ pamphlet/ brochure/newsletter that includes necessary information and resources that parents will need to understand RTI. There is a great deal of information to give parents/ educators on the **NRCLD** website and the **Iris Center** website but you may use any information you would like.
- This will be completed in sections so that the parent/ educator handout will be created as you learn about specific topics.
- For this section create a handout, pamphlet, brochure, newsletter, etc. that includes what parents/educators need to understand overall about RTI. Do not go in-depth about progress monitoring because you will create that part in the next section. You may use whatever format you choose. Be creative and ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own. You may not turn in a handout you found as your handout. There is a rubric located in the Evaluation section that will explain the desired content outcomes.

Section 2: Progress Monitoring

Step 1: Have participants complete the Iris Peabody Modules. You have the choice of having the teachers work on the modules individually during the training or you can go through the modules together on a LCD projector. Activities can be discussed or worked on independently.

- **Classroom Assessment Part 1: introduction to Monitoring Academic Achievement in the Classroom.**
 - *assignment:* complete module and answer questions in Assessment section of module.
- **Classroom Assessment Part 2: Evaluating Reading Progress**
 - *assignment:* complete module and answer questions in Assessment section of module.

*****If participants are not able to answer the questions in the Assessment section of the modules, please have them go back through the modules at this time.*****

Step 2: Have participants complete NRCLD- readings and videos. You have the choice of having the teachers watch the videos individually during the training or you can go through the videos together on a LCD projector. Summaries can be discussed or worked on as independent assignments.

- **RTI School-Based Practices: Progress Monitoring**
 - *assignment:* read, watch video, and summarize

*****If participants are not able to summarize the information, please have them go back through the link at this time.*****

Step 3: Participants will complete the progress monitoring section of their handout. You are looking to see how well participants understand progress monitoring (see rubric in Evaluation section). Provide feedback for activity.

Tell participants:

- For this section add to your handout a part that includes what parents/educators need to understand about progress monitoring. You may use whatever format you choose but make sure it matches the part you completed in Section 1. Be creative and ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own. You may not turn in a handout you found as your handout. There is a rubric located in the Evaluation section that will explain the desired content outcomes.

Section 3: Putting It All Together

Step 1: Have participants complete the Iris Peabody Module below. You have the choice of having the teachers work on the module individually during the training or you can go through the module together on a LCD projector. Activities can be discussed or worked on independently.

- **RTI Part 4: Putting It All Together**
 - *assignment:* Complete module and Assessment section questions # 1,2,3,and 5.

*****If participants are not able to answer the questions in the Assessment section of the module, please have them go back through the module at this time.*****

Step 2: Answer the following questions as a group or individually.

1. What interventions does your school have in place for struggling students?
2. What interventions for struggling students should be added or modified to your school?
3. What teaching strategies do you implement to reach all students; general education, special education, gifted, and English language learners?
4. How would you get reluctant teachers to commit to RTI? What would you say to them? How would you support them?

Step 3: This Section is entitled Putting It All Together. So this is exactly what participants will do with their parent handout. You are looking to see how well participants understand RTI (see rubric in Evaluation section). Provide feedback for activity.

Tell participants:

- For this section you will put together your final part to the parent handout. Add any extra information parents might need to know or have access to such as; links to useful website, phone numbers, email addresses, and anything else you can think of. Now is the perfect time to dress up your handout.
- As stated before, ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own. You may not turn in a handout you found as your handout. There is a rubric located in the Evaluation section that will explain the desired content outcomes.

Step 4: Have participants retake the Self-Assessment to measure intended learning outcome. This is the conclusion of the training module.

Step 5 is only intended for ***** Administrators, School Psychologists, School Leadership Team**

Step 5: Have participants complete Iris Peabody Module. You have the choice of having the teachers work on the modules individually during the training or you can go through the modules together on a LCD projector. Activities can be discussed or worked on independently.

- **RTI: Considerations for School Leaders**

- *assignment:* Complete module and Assessment section activity.

*****If participants are not able to answer the questions in the Assessment section of the module, please have them go back through the module at this time.*****

Online Sessions: To complete all 3 Sections, schedule assignments over a period of time with activity due dates. Time line to be designed by individual trainers. See Face-to-face Session Processes for a detailed agenda.

Section 1: Response to Intervention

The IRIS Center and NRCLD are interactive and easy to use websites that will enhance participants learning.

Step 1: **Have participants complete the Self Assessment and send to you. Give a due date.

Step 2: Have participants complete the Iris Peabody Modules at The IRIS Center. The first module is a guided tour of how to use the IRIS modules. For the rest of the modules; give a due date for completion of each section and have participants send you their completed work. Provide immediate feedback.

- **Self Paced Tour *****Complete this module before moving on.**
 - To learn how to navigate an IRIS module click on *Navigating an IRIS module* at the top of the page.
- **RTI Part 1: An Overview**
 - *Assignment:* Complete module and Assessment section questions.
- **RTI Part 2: Assessment**
 - *Assignment:* Complete module and Assessment section questions.
- **RTI Part 3: Reading Instruction** (optional at this point)
 - *Assignment:* Complete module and Assessment section questions.

*****If participants are not able to answer the questions in the Assessment section of the modules, please have them go back through the modules at this time.*****

Step 3: Have participants complete NRCLD- readings and videos. Give a due date for completion of each section and have participants send you their completed work. Provide immediate feedback.

- **What is RTI? - assignment:** read and summarize
 - **RTI School Based Practices-**
 - *assignment:* read and summarize
 - **School-Wide Screening**
 - *assignment:* read, watch video, and summarize
 - **Tiered Service-Delivery Model**
 - *assignment:* read, watch 5 videos, and summarize
 - **Data-Based Decision Making**
 - *assignment:* read, watch 2 videos, and summarize

■ Fidelity of Implementation

- *assignment:* read, watch video, and summarize

*****If participants are not able to summarize the information, please have them go back through the links at this time.*****

Step 4: For a final project at the end of the training participants will create a parent/ educator handout, pamphlet, or brochure. This will be created in 3 parts so that the parent/ educator handout will be completed as participants learn about specific topics. You are looking to see how well participants understand RTI (see rubric in Evaluation section). Provide immediate feedback for activity. Give a due date for completion of each section and have participants send you their completed work.

Participants will read the following on their process page:

- Part 1: Include what you think parents/educators need to understand overall about RTI. Do not go in-depth about progress monitoring because you will create that part in the next section. You may use whatever format you choose. Be creative and ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own. Do not use a handout you found, as your handout. There is a rubric located in the Evaluation section that will explain the desired content outcomes.

Section 2: Progress Monitoring

Step 1: Have participants complete the Iris Peabody Modules and send you their completed assignments. Give a due date for completion of each section and provide immediate feedback.

- **Classroom Assessment Part 1: introduction to Monitoring Academic Achievement in the Classroom.**
 - *assignment:* complete module and answer questions in Assessment section of module.
- **Classroom Assessment Part 2: Evaluating Reading Progress**
 - *assignment:* complete module and answer questions in Assessment section of module.

*****If participants are not able to answer the questions in the Assessment section of the modules, please have them go back through the modules at this time.*****

Step 2: Have participants complete NRCLD- readings and videos and send you their completed assignments. Give a due date for completion of each section and provide immediate feedback.

- **RTI School-Based Practices: Progress Monitoring**
 - *assignment:* read, watch video, and summarize

*****If participants are not able to summarize the information, please have them go back through the link at this time.*****

Step 3: In this step, participants will complete the progress monitoring section of their handouts. You are looking to see how well participants understand progress monitoring (see rubric in Evaluation section). Provide immediate feedback for the activity.

Participants will read the following on their process page:

- For the second part, include what parents/educators need to understand about progress monitoring. You may use whatever format you choose but make sure it matches Part 1 of your handout. Be creative and ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own. There is a rubric located in the Evaluation section that will explain the desired content outcomes.

Section 3: Putting It All Together

Step 1: Have participants complete the Iris Peabody Module. Give a due date for completion of each section and have participants send you their completed work. Provide immediate feedback.

- **RTI Part 4: Putting It All Together**
 - *assignment:* Complete module and Assessment section questions # 1,2,3,and 5.

*****If participants are not able to answer the questions in the Assessment section of the module, please have them go back through the module at this time.*****

Step 2: Assign the following questions. Give a due date for completion of each section and have participants send you their completed work. Provide immediate feedback.

1. What interventions does your school have in place for struggling students?
2. What interventions for struggling students should be added or modified to your school?
3. What teaching strategies do you implement to reach all students; general education, special education, gifted, and English language learners?
4. How would you get reluctant teachers to commit to RTI? What would you say to them? How would you support them?

Step 3: This Process is entitled Putting It All Together. So this is exactly what participants will do with their parent/ educator handout. You are looking to see how well participants understand RTI, see rubric in Evaluation section. Provide feedback for activity.

Participants will read the following on their Process page:

- For this part, you will put together your finished parent/educator handout. Add any extra information parents/educators might need to know or have access to such as; links to useful website, phone numbers, email addresses, and anything else you can think of. Now is the perfect time to dress up your handout.
- As stated before ask yourself if your handout is something that you would read, does it catch your eye? You may use any information you have come across on the websites, links, or on your own.

Step 4: Have participants retake the Self-Assessment and evaluate their learning. Have them send it to you. The Self-Assessment is located in the evaluation section. This is the conclusion of the training module.

Step 5 is only intended for * Administrators, School Psychologists, School Leadership Team*****

Step 5: Have participants complete Iris Peabody Module. Give a due date for completion and have participants send you their completed work. Provide immediate feedback.

- **RTI: Considerations for School Leaders**
 - *assignment:* Complete module and Assessment section activity.

*****If participants are not able to answer the questions in the Assessment section of the module, please have them go back through the module at this time.*****

Response to Intervention (RTI)

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Resources

Needed Facilitator Materials

1. computers (one for trainer and one for each participant if the WebQuest is to be completed together during training sessions)
2. Internet access-Access must be broadband. **Dial-up will not work** to download the videos and graphics.
3. LCD projector (to project Power Points and/ or to work on WebQuest together)
4. email address and/ or an online blog page (for participants to send completed work)
5. Give participants this "**Ins and Outs**" handout. It explains each WebQuest page how to use them.

IMPORTANT *** The **Iris Center** provides a training manual for their modules. To obtain a password, you need to email them (by clicking on the link on the instructor page) before you can download it.***

Response to Intervention (RTI)

- Introduction
- Learners
- Standards
- Process
- Resources
- Credits

- Student Page

Credits

Credits

- National Center for Learning Disabilities <http://www.nclld.org/>
- National Center on Response to intervention <http://www.rti4success.org/>
- National Center on Progress Monitoring <http://www.studentprogress.org/>

Author Biography

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This WebQuest was created in **QuestGarden**

Appendix B

WebQuest Survey

1. Did you gain enough information to answer all of the questions in the self assessment? If not, what area(s) do you need more information? If yes, what were the most helpful activities and why?
2. In the self assessment, are there additional questions that needed to be asked, if so, what?
3. Are there any missing RTI or progress monitoring components you feel you need more information about? If so, what are they?
4. Was it helpful to have the Self Paced Tour for the IRIS modules? Explain why it was or was not.
5. Are there any formatting components needed to make the WebQuest more user friendly? If so, what are they? What currently are the most useful or helpful components?
6. Did the WebQuest address all of the intended learning outcomes (ILO) listed in the *Standards* section of the Teacher pages? If so, what standards are lacking information?
7. Do the Process Student and Teachers sections provide detailed enough directions? Are there any areas that are unclear and need revision?
8. What do you still want to know about RTI or progress monitoring that is not contained in the WebQuest?

Appendix C

WebQuest: Ins and Outs

- To access the WebQuest, go to:
<http://questgarden.com/46/14/0/080901151317/>

Student/ Participant Pages

1. After opening the WebQuest you will see the Introduction page; please read.
2. Next, click on the Task page for a brief description of your final project.
3. Next click on the Process page. This is where most of your activities are located. To complete the training, follow the instructions provided in this section. **FYI: The first IRIS module in Section 1 is an IRIS navigator tutorial.**
4. The Evaluation page houses the Self Assessment you will take at the beginning and the ending of the training. It also contains the rubric for your Parent/ Educator handout.
5. The Conclusion page sums up the purpose of this WebQuest, how it can be used in the future, and provides additional websites for further resources.
6. The Credits page does just that, gives credit where it is due by listing the important websites used in the creation of this WebQuest.

Teacher/ Facilitator Pages

1. The Teacher page opens the facilitator section of this WebQuest. It is available for all to see.
2. The Learners page discusses who this WebQuest was created for and delineates the differences in the two Facilitator Agendas.
3. The Standards page lists the intended participant outcomes/ goals. To get an overall view of the WebQuest's intended learning outcomes (ILO); participants may want to look this over before starting the training.
4. The Process section houses most of the training activities. There are two agendas available; first the Face-to-face session and second the Online session. **FYI: The first IRIS module in Section 1 is an IRIS navigator tutorial.**
5. The Resource page lists the needed facilitator materials.

6. The Credits page does just that, gives credit where it is due by listing the important websites used in the creation of this WebQuest.
7. The Student page takes you back to the Student/ Participant pages.

Appendix D

Self Assessment

1. What is RTI?
2. What is the purpose of RTI?
3. How does RTI work? Explain the steps.
4. What is progress monitoring?
5. What is the IQ- Discrepancy model?
6. What is universal screening?
7. What is a tiered service delivery model?
8. What interventions would you put into place at your site and how?
9. What are some benefits to implementing RTI?