**Statement of Need**

*Background*

Many administrators are looking for effective way to reduce high incidences of behaviors and increase academic performance within their school district. Response to Intervention (RTI), is an effective research-based solution to their problem. RTI is a system that provides effective education to all students based on frequently monitored student outcomes. The RTI system focuses on student outcomes and determines educational need on an individual basis.

*Purpose*

In order to implement RTI effectively, school administrators and personnel need to have extensive training on proper implementation of RTI. The purpose of this project is to design instruction for elementary teachers that will introduce or reinforce the meaning of RTI and also train them in screening, which is the first essential component of RTI.

**Target Group or Population.**

The population in need of this instructional module will be elementary school teachers that are employed in a school that will soon be implementing RTI as a response to high incidences of behaviors and low academic performance. A learner analysis will be used to assess prior knowledge and applications of RTI. In most public schools the teacher community is a diverse community. Backgrounds, ages, levels of experience will vary. The presentation can be tailored to the needs of the audience. Knowing the audience will help in highlighting the most applicable and important features of RTI. The RTI in-service will be mandatory for all teachers within the school, because effective implementation is essential for student success. Reiser & Dempsey state, “Motivation to learn is promoted when the knowledge to be learned is perceived to be meaningfully related to one’s goals” (Reiser & Dempsey, 2012). Because the in-service is mandatory is it essential for the facilitator to conduct a learner analysis in order to make instruction relevant and attention grabbing for them to increase motivation.

**Delivery System.**

A facilitator will provide instruction by implementing various training elements that focus on RTI implementation in the school that is receiving the training. The training module will be a well-balanced combination of facilitator-led instruction, collaborative group work, and independent reflection. Multiple learning styles will be activated through the variety of activities that will be implemented. Real world examples/ applications in the classroom will be given to make the material relevant to the learners. Learners are welcome to bring personal computers/ or tablets for a Jig Saw activity. Technology can be effective when used to supplement learning.

The main instruction will be guided by a Powerpoint presentation, but various hands-on activities will break up the day as well as discussions, videos, and reflections that will enhance engagement and increase motivation.

**Goals**

The goals include acquiring new knowledge and gaining new skills and attitudes (CITE). As the learners go through the course they will use different levels of Bloom’s Taxonomy. The outcome of instruction is to guide teachers in creating a general understanding of RTI, its implementation, and its first essential component, screening. The elementary school teacher will explain the 4 components of RTI and have real world so they can apply the knowledge. The teachers will need to work with fidelity and integrity in order for the RTI process for be effective.

**Performance Objectives.**

In order to reach the goal of the instructional module the audience will need to meet four performance objectives:

1. Given a jigsaw activity, the learner will be able to explain the four essential

components of RTI with 100% accuracy.

2. After attending a training module, identify and explain the importance of screening, with 100% accuracy

3. When given assessment data, the learner will evaluate and choose the most accurate screening tool appropriate for the situation with 90% accuracy.

4. When given assessment data, the learner will evaluate and choose the most accurate screening tool appropriate for the situation with 90% accuracy.

Formative assessments will be given throughout the training. This will help the facilitator identify areas of stregnths and need.

**Instructional Strategy.**

An instructional analysis was conducted in order to determine what tools the learners need to meet their goals. The goal was broken down into steps to ensure that the learner can complete each step in order to meet all performance objectives.

1. The learner will write down three questions that they would like to have answered about Response to intervention and by the end of the module. Assess prior knowledge. What do you already know about RTI. What do you want to know?

2. Ask group to Think/Pair/ Share with a partner. What is RTI? Why is it important? Call on different groups for answers. Discuss the meaning of RTI. Give examples and non-examples.

2. Group Jig Saw Activity: Pull group back together. Provide overview of 4 components of RTI.

* What is screening?
* What is progress monitoring?
* What is multi-level preventions?
* What is Data-based decision making?

3. Types of assessment within RTI Framework

* summative
* formative
* diagnostic

Group activity: Discuss in groups the questions listed on assessment handouts on personal experiences with assessments.

4. A deeper look at screening data to make decisions

Group Activity: discuss purpose and importance of universal screening.

Think Pair Share what else can screening do?

5. Discuss identifying at risk students.

Guided Practice in identifying at risk students.

6. Review concepts. Clear up questions. Ask if there were any questions they the teachers wrote down that were not answered. Closing Activity.

 *Motivation*

Because this in-service is mandatory, there may be a lack of desire to be at the in-service; therefore, there might be a lack of motivation to participate and learn. Designing instruction and incorporating strategies to increase motivation will be essential to the module. The instructional strategy incorporates John Keller’s ARCS model in order to facilitate motivation for each individual learner throughout the module.

*Attention*

Multiple modes of delivery will be incorporated in order to maintain interest. Group work, reflection, application based problems, videos and discussion are among the various elements used to increase motivation.

Also, each teacher will be asked to generate questions that they would like to have answered by the end of the module. This makes them more likely to pay attention if they are looking for an answer to a question they asked.

*Relevance*

Concrete examples will that the teachers can implement in their classroom will be offered; this should increase motivation because it relates to the individual. Also, the question that they posed in the beginning makes the information relevant to them because they are looking to find answers to their personal questions within the presentation.

*Confidence.*

The teachers need to know they will have success in using what they are learning. This is where guided practice in applying will be helpful. They have a challenge, but they are being set up for success and given all the tools they need to accurately complete the tasks (material/collaboration with peers/ feedback from instructor).

*Satisfaction*

 The facilitator needs to give feedback to success or error correction so that they are motivated to continuously apply the knowledge they have learned. Because they will have frequent and natural opportunities to implement RTI they will see positive outcomes, which increases motivation.

**Assessment and Branching.**

The delivery section explains the activities in which the teachers will break into teams and collaborate to get through the activities. This allows the speaker to travel around and address needs on a more individual level. This is a form of formative assessment. This allotted time allows the teachers to apply and discuss what they are learning and also allows the facilitator to assess areas of strength or need for improvement. From there, she will be able to tailor the presentation to the needs of the audience. Also, this will allow time for feedback.

Formative assessments will relied on in this instructional design, because the summative assessment will rely on student outcome.

Because teachers will have to implement these strategies within their classrooms, it would only hinder them not to ask questions or ask for clarification if help was needed.

**Formative and Summative Assessment**

Because there are often a lot of people at in-services it would be impossible to individually assess all learners. Formative assessment is heavily relied on throughout this training module. Formative assessments will be given by listening in on small group activities.

Summative assessment of both the teachers and the instructional module will be seen in the student outcomes. If student outcomes are improving, the instructional module was effective. If student outcomes are not improving, design will be revised and areas of improvement will be addressed with further training.

A closing activity will also be given in the form of a 3-2-1, before teachers leave they must write down three new things they have learned, two things that have been reiterated, and one question they were left with. This is a nice closing activity, and it also helps the facilitator.

The satisfaction component of the ARCS model ensures that the design will progressively improved through use because as teachers see that when implemented correctly there are positive outcomes they will be motivated to effectively implement RTI, but if they are not effectively implementing RTI in the first place instruction will be designed to more effectively teach the learners.

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