Response to Invention Training Modules Project Narrative

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**Statement of Need**

*Background*

Many administrators are looking for effective way to reduce high incidences of behaviors and increase academic performance within their schools. 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 and data-based data based decision making. 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 conducted to assess prior knowledge of RTI and experiences with RTI. In most public schools, there is diversity among teachers in many aspects such as cultural backgrounds, age, and levels of experience. Knowing the audience will help the instructor highlight the most important features of RTI and spend little time on areas of strength. The presentation needs to be tailored to the needs of the audience (Dirksen, 2012).

Because the in-service will be mandatory for all teachers within the school, motivation can be lost among the learners. 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). It essential for the facilitator to grab the attention of the audience, make instruction relevant and increase motivation to ensure effective implementation and increase student success.

**Delivery System.**

The instruction will be guided by a PowerPoint presentation; various hands-on activities, discussions, and instructional videos will actively engage the learners and increase motivation as. The RTI modules will be lead by a trained professional; the instructor will implement various training elements that are tailored to the needs of the teachers within the school. 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 and possible applications for the classroom are offered to make the material relevant to the learners. Learners are welcome to bring personal computers/ or tablets to supplement instruction. Technology can be effective when used to supplement learning and if the learner accepts it (Dirksen, 2012); this is why it is optional.

**Goals**

The goals of the RTI modules include acquiring new knowledge and gaining new skills and attitudes (Bloom’s Taxonomy, 2013). As the learners go through the modules they will use higher levels of thinking. The goal of instruction is to guide teachers in creating a general understanding of RTI, its implementation, and its first essential component, screening.

The two overarching goals of the RTI training are:

1. The teacher will explain the purpose and importance of each of the 4 components of RTI.

2. The teacher will apply knowledge of screening to make data based decisions.

**Performance Objectives.**

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

1. After completing a jigsaw activity, the elementary school teacher will be able to explain the four essential components of RTI in writing with 100% accuracy.

2. After completing training modules, the elementary school teacher will identify and explain the importance of screening, with 100% accuracy

3. When given student data, the elementary school teacher 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.

**Instructional Strategy.**

An instructional analysis was conducted in order to determine the what learners need to meet their goals. The goals were broken down into steps to ensure that the learner can complete each step in order to meet all performance objectives. The training is split into three modules. The teachers are assessed at the end of each module; the teachers are allowed to practice material until mastery.

Module 1: RTI introduction

1. Assess prior knowledge: What do you already know about RTI? What do you want to know? At the beginning of the in-service, the teachers will be asked to write down three questions that they would like to have answered about RTI and by the end of the training.

2. Ask group to Think/Pair/ Share with a partner. What is RTI? Why is it important? Call on different groups for answers.

3. Discuss the meaning of RTI. Give examples and non-examples.

4. Formative Assessment #1: 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?

Module #2: Assessment within RTI

1. Discuss types of assessment within RTI Framework. Show instructional Video.

* Summative
* Formative
* Diagnostic

2. Discuss in groups personal experiences with the different types of assessment.

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

4. Formative Assessment #2: Answer questions on handouts about the examples of assessments.

Module #3: A Deeper Look at Screening

1. Discuss Screening tools (show instructional video).

2. Whole Group Activity: discuss purpose and importance of universal screening.

3. Think/Pair/Share What else can screening do?

5. Discuss identifying at risk students/ using screening data to make data-based decisions.

6. Modeling/Guided Practice in identifying at-risk students using real scenarios.

7. Formative Assessment #3 Provide scenarios to groups. The learners will choose appropriate screening tools for the student scenarios they are given. They must also make data-based decisions based on the data given.

8. Discuss scenarios in the whole group. Group leaders share their answers.

9. Review concepts. Discuss/answer any questions left unanswered.

10. Formative Assessment: 3-2-1 Exit ticket: 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..

11. Ask teachers to complete facilitator effectiveness handout.

Motivation

As stated above, the teachers may lack motivation because this in-service is mandatory. 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*. At the beginning of the in-service 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. 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.

*Relevance.* Concrete examples will be offered that the teachers can implement in their classroom; this will increase motivation because it relates the material learned directly to the individual. 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 implementing RTI. This is where guided practice in applying knowledge of screening data to make databased decisions will be helpful. A challenge is presented, but they are being set up for success and given all the tools they need to accurately complete the tasks (materials/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**

Because there are often a lot of teachers at in-services it would be almost impossible to individually and accurately assess all learners. At the end of each of the three modules there is a formative assessment. During this time, the instructor will visit groups, check for understanding, and provide feedback and error correction on a more individual level. The instructor can use this time to identify areas that need improvement among the whole group, or areas of strength. If there is a pattern of confusion, the instructor can provide clarification or remediation before he/she continues to the next module. This is another assessment that allows the instructor to tailor the presentation to the needs of the audience. Also, this will allow time for feedback. 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**

The assessment of the learner’s will mostly be formative; the instructor will provide opportunities for formative assessment after each model as well as ongoing formative assessments in the form of observation. Instruction will be remediated or modified as needed.

Formative assessment of the training will be in the form of feedback from the learners. They will be asked to fill out an instructor effectiveness form at the end of the training. The major summative assessment of the training is the effectiveness of implementation within their schools. This is available in analyzing student outcomes after RTI has been implemented. Feedback will be analyzed and the design will be revised if necessary. 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.

The satisfaction component of the ARCS model ensures that the design will progressively improve through use. If teachers implement RTI effectively, they will see academic and behavioral improvements and have the motivation to continue appropriate implementation. If teachers and administration are not seeing improvement in student outcomes, instruction will be revised and a developed to better prepare teachers to implement RTI.

References

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