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TLT 403

April 18, 2013

**Final Project Narrative**

**Statement of Need**

Understanding RtII was developed to create teacher and staff buy-in of the RtII process. With implementation of RtII teachers and staff are faced with another new way of doing the same thing they’ve always done, teach. The goal is to have them understand the reasoning behind RtII so they are more committed to the process. Teachers and staff exhibit gaps in understanding and implementing RtII so they may not be implementing RtII with fidelity and may not be aware of the best practices for all students. The need for understanding RtII is apparent with teacher comments, questions and attitudes toward different aspects of RtII. When the knowledge and skill gaps are filled, there is a better chance of success, resulting in more effective education.

**Target Group / Population**

This training was devised to meet the needs of current and pre-service teachers. The learners are a majority of females, ranging in age from 25 – 60 years of age. They are all teachers with bachelor’s degrees to masters plus. They are proficient at their general education teaching responsibilities but many need support to differentiate instruction, and may lack a true understanding of RtII and the value it has for struggling learners. Most learners will be in attendance for mandatory education.

**Delivery System**

The training was designed to be delivered in a face-to-face format. There are whole group, small group, collaborative, and individual activities. Should the need arise; the training could be modified to meet the needs of students needing an on-line option. There would be mandatory whole group sessions, and times when students would be able to work in groups or on their own without the instructor.

**Goals**

The overarching goal of instruction is to acclimate teachers and pre-service teachers to the RtII process. The training will allow them to understand the process, reasoning behind the process and their role to provide students with the best education possible by using best practices. Understanding RtII is designed to improve teacher understanding and participation in RtII.

**Performance Objectives**

The performance objectives of Understanding RtII are:

1. (K) - In the classroom, given the benchmark and progress monitoring data regarding an individual student, the learner will be able to explain the benefits of RtII for struggling learners.

2. (S) - In the classroom, given the benchmark and progress monitoring data regarding an individual student, the learner will be able to:

~ Interpret data to place the student into correct intervention category (math computation, math fluency, reading comprehension, reading fluency).

~ Differentiate classroom materials for the individual student.

3. (A) - In the classroom, given the benchmark and progress monitoring data regarding an individual student, the learner will choose to engage the student in appropriate intervention strategies.

**Instructional Strategy**

The instructional strategy begins with subordinate information, the background of RtI and continues through the teacher’s role. The topics follow Gagne’s 9 events of instruction; there are attention getting activities, rehearsal, encoding, retrieval and feedback. The topics are designed to gain the attention, be relevant, provide information, let the learners gain confidence in the process and have satisfaction in their understanding (Keller, ARCS). Throughout the topics, learners are provided with the prerequisites (background knowledge), presented with the stimulus, given guidance and practice with continuous feedback.

**Assessment and Branching** and **Formative and Summative Assessments**

Assessments are used throughout the training to help inform instruction. Several activities include formal and informal formative assessments to provide the instructor with information necessary to determine the level of understanding of the learners. The formative assessments are used to guide reviews and information that needs to be revisited. Formal assessments are used to assess the learner’s understanding of the performance objectives.

**Task Analysis**

1. What is RtII: benefits - problems

2. Who does it benefit – teachers, students, school society

3. Why use RtII: what does it do?

4. How students are selected

5. Criterion – from where

6. Why are some students who show a need in the classroom not selected for RtII?

7. How it is implemented within the school district

8. Why teacher support is important: mandated

Students emulate teacher/parent opinions; reflects in interventions, creates

Conflict that needs to be addressed and overcome and delays the acceptance of the intervention support extending the time needed for intervention

9. Why some students don’t succeed; what happens next

10. Teachers roles within Tier I

11. Teachers role within tier II

12. Teachers role within tier III

13. Why some students are still referred to special education

**Resources**

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