The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Navigating Student Support Services
Credits: 3 credits
Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION
This course is designed to provide educators with an overview of student support services. Participants will learn a structured approach to assess students' needs, provide appropriate modifications and accommodations, and obtain the suitable support services for best student progress. Referral strategies for students' areas of concern will be studied. Sources of support services will be examined. Participants will explore Student Teacher Assistance Teams, Title One, 504s, IEPs, and more. Prerequisites: none

LEARNING OUTCOMES:
GLOBAL GOALS OF THE COURSE:
1. Synthesize and apply theories of classroom accommodations for struggling learners.
2. Identify, duplicate, and describe student support services.
3. Identify and implement student support services in order to make appropriate referrals.

INSTRUCTIONAL OBJECTIVES:
- Participants will synthesize and critique major approaches to student support services.
- Participants will be able to implement a structured approach to assess students' needs.
- Participants will employ appropriate modifications and accommodations as needed, and obtain the suitable support services if needed.
- Participants will be able to apply strategies for referral for students' areas of concern will be studied.
- Participants will be able to differentiate the appropriate strategies for student success determined through evaluation and implementation and review by Student Teacher Assistance Teams.

- Participants will evaluate and be able to select an appropriate student support service if needed including, but not limited to Title One, 504s, and IEPs.
- Participants will identify and implement strategies to increase parental involvement in student support services.
- Participants will be able to critique and synthesize current research in student support services.

TEACHING/LEARNING ACTIVITIES:
Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED & RECOMMENDED READINGS:
Bryson, M., Maden, A., Mosty, L., & Schultz, S. (2010, October). Doing RTI Right. Educational Leadership, 68.

Dinsmoor Case, A. (1992, October). The Special Education Rescue: A Case for Systems Thinking. Educational Leadership, 50.

Ferlazzo, L. (2011, May). Involvement or Engagement? Educational Leadership, 68.

Fontana, J.L., Doerries, D., & Stickney, D. (n.d.) Instructional support teams help sustain responsive instruction frameworks. Retrieved from http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=10372

Kovaleski, J.F., Tucker, J.A., & Stevens, L.J. (1996, February). Bridging Special and Regular Education: The Pennsylvania Institute. Educational Leadership, 53.

Nisbett, R.E. (2010, November). Think Big, Bigger…and Smaller. Educational Leadership, 68.

Theoharis, G. (2010, October). Include, Belong, Learn. Educational Leadership, 68.

Weinstein, M.G., Stiefel, L., Schwartz, A.E., & Chalico, L. (2009). Does Title I Increase Spending and Improve Performance? Evidence from New York City. IESP Working Paper #09-09

"Which Is Better, a 504 Plan or an IEP?" School Psychologist Files. N.p., n.d. Web. 02 Mar. 2014.

EVALUATION METHODS:
1. <u>One Page Response Journals:</u> Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? Each response should be one page and double spaced in length and treating weekly topics on student support services.
2. <u>Online Discussions:</u> Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

3. Final Assignment: For the final assignment, you can choose to attend a Student Teacher Assistant Team meeting, a 504 meeting, an IEP meeting, or interview someone who works in a support services position. If you choose to attend a meeting, you will write a description of what you observed and incorporate what you have learned from the course. If you choose to interview a support personnel, you will write up the interview through either a summary or in the interview format. You should incorporate questions that you created based upon course topics. Your paper should be a maximum of 5 pages. The main focus of your paper should be the integration of course topics and materials.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussion boards/class participation
- 40% Final project

Grading Scale-Graduate:
A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy
If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university._As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement
Students are required to abide by the *Academic Integrity Policy*.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines
For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.
6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL OUTLINE

Week One

- Review Syllabus
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - What are student support services in schools?
    - Instructional Supports
    - Pre-Referral Process
    - Pupil Services
    - Student Support Services
  - Differentiated Learning

Required Readings For Assignment
Article on student support services.

Other Assignments
One page written response.

Week Two
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - Student Teacher Assistance Teams
  - Pre-Referral Process
  - Pre-Referral Interventions
  - Instructional Supports
  - Classroom-Based Interventions
  - Accommodations and Modifications
  - Differentiation and Intervention
  - Student Progress Monitoring

Required Readings For Assignment
Article on Student Teacher Assistance Teams

Supplemental Readings For Assignment
Additional articles on Student Teacher Assistance Teams

Other Assignments
One page written response.

Week Three
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - Classroom accommodations
  - RTI
  - At-Risk Readers
  - At-Risk Learners

Required Readings For Assignment
Article on classroom accommodations for learning.
Article on classroom accommodations for behavior.

Other Assignments
One page written response.

Week Four

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  o Referral process
  o Assessments of Instructional Needs
  o Making the Eligibility Determination
  o Disability Lists
  o Specific Learning Disability Determination
  o Special Education Forms
  o Managing Special Education Students in Your Classroom
  o Special Education Laws

Required Readings For Assignment
Article on student support services.

Other Assignments
Online Discussion Board Post

Week Five
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  o Title One
  o Title One Support Services
  o Title One Funding

Required Readings For Assignment
Article on Title One support services.

Other Assignments
Online Discussion Board Post

Week Six
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  o 504
  o 504 Eligibility Determination
  o 504 Accommodations
  o IDEA
  o Civil Rights
  o 504 versus IEP
  o Grading Exceptional Learners

Required Readings For Assignment
Article on 504s

Other Assignments
Online Discussion Board Post
Final Assignment: Observation or interview

* Syllabus is subject to change.

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent

Week One
 	
● Review Syllabus
● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
   o What are student support services in schools?
     ▪ Instructional Supports
     ▪ Pre-Referral Process
     ▪ Pupil Services
     ▪ Student Support Services
   o Differentiated Learning
 	
Required Readings For Assignment
Article on student support services.
 	
Other Assignments
One page written response.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Two
 	
● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
   o Student Teacher Assistance Teams
   o Pre-Referral Process
   o Pre-Referral Interventions
   o Instructional Supports
   o Classroom-Based Interventions
   o Accommodations and Modifications
   o Differentiation and Intervention
   o Student Progress Monitoring
 	
Required Readings For Assignment
Article on Student Teacher Assistance Teams
 	
Supplemental Readings For Assignment
Additional articles on Student Teacher Assistance Teams
 	
Other Assignments
One page written response.
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Three
 	
● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
   o Classroom accommodations
   o RTI
   o At-Risk Readers
   o At-Risk Learners
 	
Required Readings For Assignment
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Article on classroom accommodations for learning. Article on classroom accommodations for behavior. **Other Assignments** One page written response.		

Week Four
● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  o Referral process
  o Assessments of Instructional Needs
  o Making the Eligibility Determination
  o Disability Lists
  o Specific Learning Disability Determination
  o Special Education Forms
  o Managing Special Education Students in Your Classroom
  o Special Education Laws
 	
Required Readings For Assignment
Article on student support services.
 	
Other Assignments
Online Discussion Board Post
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Five
● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  o Title One
  o Title One Support Services
  o Title One Funding
 	
Required Readings For Assignment
Article on Title One support services.
 	
Other Assignments
Online Discussion Board Post
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Six
● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  o 504
  o 504 Eligibility Determination
  o 504 Accommodations
  o IDEA
  o Civil Rights
  o 504 versus IEP
  o Grading Exceptional Learners
 	
Required Readings For Assignment
Article on 504s
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Other Assignments Online Discussion Board Post Final Assignment: Observation or interview		
		Total 135 hours