



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Tiered Interventions for Struggling Learners

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 evidence-based best practices for developing and implementing tiered interventions for struggling learners across grade levels and academic settings. An overview of the typical profile struggling learners will be reviewed and analyzed. Participants will study tiered interventions and strategies for supporting struggling learners including those placed in Special Education. Current issues with struggling learners will be covered, including socioeconomic, social emotional, and behavioral concerns.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

1. Participants will examine and critique tiered intervention practices for struggling learners.
2. Participants will develop and apply evidence-based best practice tiered intervention practices for struggling learners.
3. Participants will interpret and evaluate the issues surrounding the access to general education curriculum by struggling learners.
4. Participants will research and apply understandings of typical profiles of struggling learners.
5. Participants will critique current research on struggling learners.
6. Participants will interpret and evaluate the basic and current issues in assessment of struggling learners.
7. Participants will acquire and execute instructional strategies to support struggling learners and students placed in Special Education.

8. Participants will acquire knowledge to collaborate services for struggling learners and be able to develop a plan to support all learning needs.
9. Participants will interpret and evaluate factors impacting learning including socioeconomic, social emotional, and behavioral.

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 READINGS:

Allen, R. (2012). Support Struggling Students with Academic Rigor. Education Update: Alexandria, VA: ASCD. 54.8., p. 3-5.

Darling-Hammond, L. & Ifill-Lynch, O. (2006). If They'd Only do Their Work! Educational Leadership: Alexandria, VA: ASCD. 63.5, p. 8-13.

Serpa, M. D. (2011). An Imperative for Change: Bridging Special and Language Learning Education to Ensure a Free and Appropriate Education in the Least Restrictive Environment for ELLs with Disabilities in Massachusetts.

EVALUATION METHODS:

1. **One Page Response Journals:** 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?
2. **Online Discussions:** 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 will write a two page report on a topic of your choice on Tiered Interventions for Struggling Learners. You can choose one course topic to review in depth. Your paper will define the topic, give your opinion on the topic, and discuss the future of this topic in either education or your classroom. Your paper should be a maximum of 2 pages. The main focus of your paper should be the integration of course topics and materials. The final assignment is due at the end of week 6 / the close of the course.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

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 with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at

<http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, 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* of Endicott College.

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.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

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 TIMELINE:

Week One

- Review Syllabus
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Profile(s) of Struggling Learners

Required Reading for Assignment

Allen, R. (2012). Support Struggling Students with Academic Rigor. Education Update: Alexandria, VA: ASCD. 54.8., p. 3-5.

Assignment

One page written response.

Week Two

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Tiered interventions for Struggling Learners: Academic

Required Reading for Assignment

Serpa, M. D. (2011). An Imperative for Change: Bridging Special and Language Learning Education to Ensure a Free and Appropriate Education in the Least Restrictive Environment for ELLs with Disabilities in Massachusetts.

Assignment

One page written response.

Week Three

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Evidence-based best practices and Tiered interventions for Struggling Learners: Academic

Required Reading for Assignment

Darling-Hammond, L. & Ifill-Lynch, O. (2006). If They'd Only do Their Work! Educational Leadership: Alexandria, VA: ASCD. 63.5, p. 8-13.

Assignment

One page written response.

Week Four

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Evidence-based best practices and Tiered interventions for Struggling Learners: Socioeconomic

Assignment

Discussion Board.

Week Five

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Evidence-based best practices and Tiered interventions for Struggling Learners: Social Emotional

Assignment

Discussion Board.

Week Six

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Evidence-based best practices and Tiered interventions for Struggling Learners: Behavioral
 - Collaboration between Team Members

Assignment

Discussion Board.

Other Assignment

Final Assignment: Two page report on topic of your choice for Tiered Interventions for Struggling Learners.

TOPICAL OUTLINE

| Instructional Activity | Description of Activity | Time Spent |
|---|---|-------------|
| <p><u>Week One</u></p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Profile(s) of Struggling Learners <p>Required Reading for Assignment Allen, R. (2012). Support Struggling Students with Academic Rigor. Education Update: Alexandria, VA: ASCD. 54.8., p. 3-5.</p> <p>Assignment One page written response.</p> | <p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p> | <p>22.5</p> |
| <p><u>Week Two</u></p> | <p>Posted Lecture Notes, Articles, PowerPoint, and Websites,</p> | <p>22.5</p> |

| | | |
|--|--|------|
| <ul style="list-style-type: none"> • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Tiered interventions for Struggling Learners: Academic <p>Required Reading for Assignment Serpa, M. D. (2011). An Imperative for Change: Bridging Special and Language Learning Education to Ensure a Free and Appropriate Education in the Least Restrictive Environment for ELLs with Disabilities in Massachusetts.</p> <p>Assignment One page written response.</p> | Discussion Board, Written Response | |
| <p>Week Three</p> <ul style="list-style-type: none"> • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Evidence-based best practices and Tiered interventions for Struggling Learners: Academic <p>Required Reading for Assignment Darling-Hammond, L. & Ifill-Lynch, O. (2006). If They'd Only do Their Work! Educational Leadership: Alexandria, VA: ASCD. 63.5, p. 8-13.</p> <p>Assignment One page written response.</p> | Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response | 22.5 |
| <p>Week Four</p> <ul style="list-style-type: none"> • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Evidence-based best practices and Tiered interventions for Struggling Learners: Socioeconomic <p>Assignment Discussion Board.</p> | Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response | 22.5 |
| <p>Week Five</p> <ul style="list-style-type: none"> • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Evidence-based best practices and Tiered interventions for Struggling Learners: Social Emotional <p>Assignment Discussion Board.</p> | Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response | 22.5 |
| <p>Week Six</p> <ul style="list-style-type: none"> • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: | Posted Lecture Notes, Articles, PowerPoint, and Websites, | 22.5 |

| | | |
|--|---|----------------------------|
| <ul style="list-style-type: none"> ○ Evidence-based best practices and Tiered interventions for Struggling Learners: Behavioral ○ Collaboration between team members <p>Assignment Discussion Board.</p> <p>Other Assignment Final Assignment: Two page report on topic of your choice for Tiered Interventions for Struggling Learners.</p> | <p>Discussion Board, Written Response</p> | |
| | | <p>Total 135 hours</p> |

* *Syllabus is subject to change.*