



Professional
Development
GROW EXCELLENCE

South Atlantic Conference of Seventh-day Adventists

Office of Education

MTSS: Responding to Data through Intervention (PK-12)

Professional Development Syllabus for Summer 2019

Class Meetings

Class: July 1 - 3, 2019 (1:00 AM to 5:00 PM; Grades PK-12)

Instructors

Dr. Michael Jon Cookenmaster, EdD, Associate Superintendent of Schools

Email: mcookenmaster@sacsd.org

Phone: 407.530.6928 (call/text between 7:00 am and 6:00 pm only, please)

What we will study?

Course Description

Respond to Intervention early by implementing effective, research-based techniques with your students providing Multi-tiered Structural Supports with data driving your instruction.

Textbooks

Richard D. Jones, *A Handbook for Teachers: Learner Engagement for Academic Success*
(ISBN-13: 978-1935300755)

Biblical Foundation for the Course

Professional development (PD) opportunities are nearly universal in the experiences of U.S. educators, both in public school settings and in Christian schools. The question of which strategies are most effective has become more critical in recent years, as schools face increasing internal and external pressures to improve student outcomes and optimize instructional expenditures. As a result, many school leaders are seeking to identify research-based ways to support student learning and achievement.

Learning Outcomes

Upon successfully completing this course, the student will be able to:

1. Create a climate for learning and engagement.

2. Determine key factors to building relationships with learners.
3. Understand and implement data-driven instructional supports through MTSS
4. Adjust and compact student learning through differentiation.
5. Identify research-based strategies which maximize student success.
6. Applying MTSS in the Adventist classroom with little support in comparison with your public school counterpart.

| Day | Topic | Chapters | Individual Coursework Activity |
|------------|---|----------|--|
| 1 – July 1 | One Size Doesn't Fit All; Creating A Climate for Learning; and Knowing the Learner. | 1 – 3 | <ul style="list-style-type: none"> • Read chapters • Answer daily DQ • Respond to co-learner DQ |
| 2 – July 2 | School Culture of Engagement; Assessing the Learner; MTSS- RTI Forms and Compacting and Adjusting; and Approaches for Differentiation | 4 & 5 | <ul style="list-style-type: none"> • Read chapters • Answer daily DQ • Respond to co-learner DQ |
| 3 – July 3 | Applying MTSS in the Adventist Classroom; Mock SIT meeting | 6 & 7 | <ul style="list-style-type: none"> • Read chapters • Answer daily DQ • Turn in Final Project on Edmodo • Complete SU PD Form |

How we will study

Instructions for accessing and using Edmodo

The website for course access is Edmodo.com. Here you will find an electronic version of the syllabus, descriptions of course activities, discussion questions (DQ), final project, and links to a variety of resources. The official link to the class is <https://new.edmodo.com/groups/mtss-responding-to-data-through-intervention-pk-12-29550683>.

Course Header

In every Edmodo course, you will see the following header which has important links:

The screenshot shows the Edmodo course header for "MTSS: Responding to Data through Intervention (PK-12)". At the top, there is a navigation bar with icons for Home, What's Due, Progress, Library, Messages, Notifications (with a red badge showing 5), and an Invite button. Below this, the course title is displayed in a blue header, along with a description: "Respond to Intervention early by implementing effective, research-based techniques with your students providing Multi-tiered Struc...". The instructor's name, Michael Cookenmaster, and his role as School Admin are shown. To the right, the Class Code is "LOCKED" and there is an "Invite People" button. The main content area is divided into "Posts", "Folders", "Members", and "Settings" tabs. Under the "Posts" tab, there are options for "Note", "Assignment", "Quiz", and "Poll". A text input field for a note is visible, with a "Post" button. Below the input field, there is a "Start the conversation!" prompt with a blue speech bubble icon and text: "Discover how Class Discussions work by posting a quick message above. For example, you can welcome your students or ask a simple question." On the left side, there are sections for "Classes" and "Groups". The "Classes" section lists "MTSS: Responding to Data through Intervention (PK-12)", "Classroom Management in South Atlantic Schools (PK-12)", and "Developing and Supporting Instructional Effectiveness (PK-12)". The "Groups" section has a "Create a Group" button. At the bottom right, there is a "Filter posts by" dropdown menu.

It is critical that when you post or respond DQ questions, you do so only under the “Posts” thread. Submit your final project as a PDF to the “Assignments” thread. The final assignment may be found on the main thread and under “What’s Due” on the top header of the classroom forum page.

Academic Honesty

As Adventist educators we should each be committed to honesty in all things, including academics. Always give credit to any sources you use in your work. Presenting someone else’s work as your own is dishonest.

Coursework Log

- Daily attendance
- Read assigned chapters and be ready to participate in class discussions and demonstrations.
- Answer the daily DQ post each day by 6:00 PM.
- Respond to one other individual’s DQ answers each day by 7:00 PM.
- Complete the final project by 6:00 PM of the final day of class, July 3, 2019.

- Complete the Southern Union Conference Office of Education Application for Continuing Education Units, including one paragraph on how this course will alter your instructional practices this coming school year.

Final Project

Write a final essay in which you describe your plans for this coming school year to implement the MTSS-RTI process in your classroom, if you are a teacher, or at your school, if you are the principal. Your final essay should comprise the following sections: 1). Engaging a new generation of learners; 2) Activities for building relationships with students; 3) The Clock Is Running – How MTSS-RTI will be implemented in your classroom; and 4) A case study on one student coming to your room who you are concerned for and the strategies you may need to employ;

There is no word limit. The content should be genuine, relevant, and show a desire for you to make a difference in the lives of your students based on the information you have learned in this course.

Absences and Make-Up Work

This course is for professional clock hours. The course has not been registered with Oakwood University nor Southern Adventist University for academic credit. A total of 15 clock hours or 1.5 CEUs will be available for teachers needing re-certification. Failure to be in attendance each day of the training for the full time and complete all the course requirements will result in no certificate of hours being provided to the learner.