

505-3-.83 STUDENT SUPPORT TEAM COORDINATOR ENDORSEMENT

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to serve as the student support team coordinator for schools in the state of Georgia that use a systematic process to address learning and/or behavior problems of student (P-12). This rule supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) A state-approved professional education unit shall offer this field as an endorsement to a level 4 or higher professional teaching, service, or leadership certificate.

(b) To receive approval, a state-approved professional education unit shall offer a preparation program described in program planning forms, catalogs addressing the following standards:

Category 1 – Problem Solving

1. The Learner. The program shall prepare student support team coordinators who:

(i) Draw upon theories of learning, growth and development, including individual variations and disabilities.

(ii) Have knowledge of and communicate theories of behavior and classroom management.

(iii) Understand how students differ in their approach to learning and their response to teaching/learning activities.

2. Problem Solving Process. The program shall prepare student support team coordinators who:

(i) Identify problem (descriptive and measurable)

(ii) Gather information and analyze data.

(iii) Establish instructional/behavioral objective(s) for the student.

(iv) Develop an educational plan that specifies teaching/learning strategies and ongoing assessment measures.

(v) Implement plan.

(vi) Evaluate educational plan periodically, adjusting plan or closing case, as appropriate.

3. Assessment and Data Analysis. The program shall prepare student support team coordinators who:

(i) Develop observation skills to obtain information about student, teacher, classroom and school environments.

(ii) Gather and analyze data from a variety of sources and assessments.

(iii) Understand how assessment informs and guides instruction, and measure the effects of instruction.

(iv) Use data to identify barriers to, and factors that improve student achievement and performance.

(v) Determine students' academic performance and/or behavior within the classroom/school setting at any given time.

(vi) Facilitate students' reflection on their own progress by providing them meaningful data and feedback.

4. Instruction. The program shall prepare student support team coordinators who:

(i) Use data and information about the student to identify strategies to appropriately address the learner's instructional needs.

(ii) Prioritize and evaluate instructional alternatives/solutions and plan instruction.

(iii) Redesign, maintain or discontinue instructional strategies based upon progress monitoring (ongoing assessment data).

(iv) Acquire knowledge on the management of instruction and differentiated instructional practices.

Category 2 – Team Process and Management

5. Facilitation and Communication. The program shall prepare student support team coordinators who:

(i) Manage multiple components of effective teams including: communicating/defining roles and responsibilities of team members; developing procedures; identifying resources (personnel, materials); organizing documentation and paperwork; applying brainstorming strategies; utilizing conflict resolution techniques; evaluating procedures; and setting goals.

(ii) Develop and implement processes and procedures for assessing the effectiveness of the SST.

(iii) Communicate clearly and effectively in oral/written/non-verbal form; applying listening and responding skills (e.g. acknowledging, paraphrasing, reflecting, clarifying, elaborating, summarizing); and interview effectively to elicit/share information and explore problems.

(iv) Give and solicit continuous objective feedback and acknowledge credit due to others.

6. Legal and Regulatory Requirements. The program shall prepare student support team coordinators who:

(i) Understand the judicial origin and legal intent of the SST process.

(ii) Understand and communicate pertinent aspects of applicable statutes and rules.

- (I) State Board of Education SST Rule 160-4-2-.32
 - (II) Section 504 of 1973 Rehabilitation Act, P.L. 93-112
 - (III) Individuals with Disabilities Education Act (IDEA)
 - (IV) Family Educational Rights and Privacy Act (FERPA) and confidentiality issues.
 - (V) Records retention schedule for SST records (where included)
 - (VI) No Child Left Behind Act (NCLB)
 - (VII) System Improvement Plan, School Improvement Plan
 - (VIII) HB 605: The Improved Student Learning Environment and Discipline Act
 - (IX) Georgia Code of Ethics for Educators
 - (X) State reporting requirements, as applicable
7. Safe Learning Environment. The program shall prepare student support team coordinators who:
- (i) Identify and use various technologies to gather and analyze data.
 - (ii) Communicate with team members, school personnel, families, and others.
 - (iii) Electronically manage documents, forms, data, and resources

Category 3 – Leadership, School Improvement, and Change

8. Collaborative Consultation. The program shall prepare student support team coordinators who:
- (i) Develop role as a change agent.
 - (ii) Draw upon expertise of staff and invited specialists for consultation, information and support.
 - (iii) Engage parent/family participation and involvement throughout the SST process
9. Professional Learning and Staff Development. The program shall prepare student support team coordinators who:
- (i) Use a problem-solving framework to identify the content for professional development based on data collection and analysis.
 - (ii) Help prepare educators to understand and appreciate all students, create supportive learning environments for them, and have high expectations for their achievements.

(iii) Use knowledge about how people learn, and provide educators with the skills and knowledge to collaborate.

10. Use Data for Classroom, School, and System. The program shall prepare student support team coordinators who:

(i) Analyze SST data for trends that reflect needs for change in class, school, and system processes.

(ii) Align SST data with school improvement plans.

(iii) Compare SST trend data across schools within the school system, and analyze the need for change

(iv) Compare SST school and system data with data from other systems for needs and benefits.

(v) Provide results to system leaders and change agents.

Authority O.C.G.A. § 20-2-200