

505-3-.103 STUDENT SUPPORT TEAM COORDINATOR ENDORSEMENT

(1) Purpose. This rule states field-specific content standards for approving endorsement 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 students (P-12). This rule supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate is required for program admission.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

Category 1 – Problem Solving

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

(i) Are knowledgeable about the methodology of teaching and learning and stages of child development, including the importance of family, school, and peer contexts for understanding student academic performance and behavior and for intervention selection to address student difficulties;

(ii) Are aware of individual differences in learning, including but not limited to the influence of culture, language, and disability, in response to instruction/intervention; and

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

2. Problem Solving Process. The program shall prepare student support team coordinators who can facilitate a data-driven, decision-making process and who:

(i) Identify the problem using (descriptive and measurable) terminology;

(ii) Gather information and analyze data;

(iii) Choose realistic measurable instructional/behavioral goals for the student;

(iv) Develop an educational plan that specifies research proven or research based interventions/practices, progress monitoring and fidelity measures, and implementation steps;

(v) Implement a plan with fidelity, assess student progress frequently, and provide ongoing feedback to parents/guardians, students, and staff as appropriate; and

(vi) Evaluate an educational plan periodically, adjust plan, transition to a different tier or close case, as appropriate.

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

- (i) Develop observation and interview skills to obtain information about students, teachers, classrooms, and school environments;
- (ii) Gather, interpret, and analyze data from a variety of sources and assessments, to include Tier 1 and Tier 2 data, developmental history, and input from parents/guardians;
- (iii) Understand various assessment tools, their purposes, and limitations;
- (iv) Understand how assessment informs and guides instruction, and measures the effectiveness of instruction;
- (v) Determine students' academic performance and/or behavior within the classroom/school setting at any given time and access normative data on peer performance to compare student performance with expected performance;
- (vi) Facilitate students' reflection on their own progress by providing them with meaningful data and feedback; and
- (vii) Guide committee discussion to hypothesize possible causes of the problem and evaluate factors that may impact student performance/behavior such as appropriate instruction, language proficiency, cultural and environmental differences, educational history, and medical needs of the student.

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

- (i) Use data and information about the student to identify and access research proven practices and interventions to appropriately address the learner's instructional needs;
- (ii) Prioritize and evaluate instructional alternatives/solutions and plan instruction;
- (iii) Redesign, maintain, or discontinue instructional interventions, strategies, and practices based upon ongoing assessment data from progress monitoring;
- (iv) Acquire knowledge on the management of intervention and instruction, and differentiated instructional practices;
- (v) Have knowledge of universal, targeted, and intensive levels of academic and behavioral interventions;
- (vi) Have knowledge of how to promote and assess treatment fidelity and integrity of implementation; and
- (vii) Facilitate discussion to compare student needs with curriculum standards to determine intervention intensity.

Category 2 – Team Process and Management

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

(i) Manage multiple components of effective teams including communicating and defining roles and responsibilities of team members; developing procedures; identifying resources (personnel, materials, time); organizing documentation; record keeping; 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 Student Support Team (SST) process;

(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) Draw upon expertise of staff, parents, and invited specialists for collaborative consultation, information, and support, creating an inclusive culture where ideas are welcomed in developing solutions; and

(v) 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) Know and apply the laws, policies, and ethical principles regarding classroom management;

(iii) Know the rights and responsibilities of students, teachers, parents, and other professionals as it relates to implementation of SST and Response to Intervention (RTI); and

(iv) Understand and communicate pertinent aspects of applicable statutes and rules including but not limited to:

(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/IDEIA);

(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)/Elementary and Secondary Education Assistance Act (ESEA);

(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; and

(X) State reporting requirements, as applicable.

7. Technology: The program shall prepare student support team coordinators who:

(i) Identify and use various technologies to gather, monitor progress, and analyze data in order to use information to improve student learning and align educational practices with school improvement goals;

(ii) Utilize the team process to communicate with team members, school personnel, families, and others as appropriate through various technological devices;

(iii) Electronically manage documents, forms, data, and resources to effectively and securely share student information, advocate for student learning needs, and recognize trends to direct instructional planning in the classroom and school wide; and

(iv) Investigate instructional technologies and their positive and/or negative impact on student achievement and behavior.

Category 3 – Leadership, School Improvement, and Change

8. Leadership: The program shall prepare student support team coordinators who:

(i) Advocate for the rights and/or needs of students, secure additional resources within the building or district that support student learning, and facilitate effective communication with targeted audiences;

(ii) Foster a collaborative culture of responsibility, respect, and trust to support educator development and student learning;

(iii) Are knowledgeable about school improvement and research proven best practice frameworks;

(iv) Lead changes by modeling effective communication skills, building consensus, and utilizing data to generate solutions to issues of mutual importance;

(v) Access, disaggregate, and analyze RTI, SST, and other data sources to inform school and system improvement planning and improve student learning;

(vi) Understand how educational policy is made and use this knowledge to advocate for practices that support effective teaching and learning; and

(vii) Help students to become self-advocates: understand their own learning and the need for self-directed learning skills; actively participate in the learning process; and know how to get assistance.

9. School-Family-Community Partnerships: The program shall prepare student support team coordinators who:

(i) Engage parent/family participation and involvement throughout the SST process through invitation, encouragement, and education, including explanation of their role/responsibilities;

(ii) Utilize knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective communication and collaboration among colleagues, families, and the larger community;

(iii) Facilitate and encourage use of culturally responsive strategies to enrich the educational experiences of students and enable high levels of learning for all students; and

(iv) Collaborate with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

10. Professional Learning. The program shall prepare student support team coordinators who:

(i) Engage the learning community (team, school, system, community) to identify and systematically address professional job-embedded learning needs related to the effectiveness of SST in a multi-tiered system of support (RTI and the Georgia Pyramid of Interventions);

(ii) Demonstrate understanding of how adults learn and differentiate ongoing education opportunities for diverse learning needs;

(iii) Collaborate with other professionals within and outside the system to share and engage in research, best practices, and pursue continuous improvement to achieve successful student outcomes; and

(iv) Partner with school/system leadership to prioritize, monitor, and coordinate resources for educator learning.

Authority O.C.G.A. § 20-2-200