Term Information

Effective Term: Autumn 2016

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5505
Course Title: Multi-Tiered Systems of Support
Transcript Abbreviation: MTSS
Course Description: Introduces students to the concept of multi-tiered systems of support. Emphasis on 1) strategies for assessing and teaching social skills to diverse learners in inclusive classrooms; 2) designing and implementing multi-tiered instructions within Response-to-Intervention Model; 3) collaborative differentiated instruction for whole class, small group, one-on-one teaching.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites: ESSPED 5650: Introduction to Exceptional Children or EDUTL: 5501 Inclusion
Exclusions

Cross-Listings

Cross-Listings: ESSPED 5505

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Junior, Senior, Masters
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

1. Demonstrate a understanding of importance of collaboration in inclusive education.
2. Identify strategies to teach prosocial behavior and social skills.
3. Describe various models of co-planning & co-teaching & apply them to classroom scenarios.
4. Demonstrate understanding of Tiers 1, 2, & 3 instructional strategies and create products to support application in the classroom.
5. Demonstrate an understanding of how to create a positive learning environment through the creation of a democratic society in the classroom.
6. Identify and describe various assessments that can be used to determine appropriate interventions & supports for whole class and individual students.
7. Discuss the development and characteristics of learners from culturally and linguistically diverse backgrounds and students with exceptionalities.

Content Topic List

- Co-planning/co-teaching, Universal Design for Learning, Response to Intervention; Disability Studies, designing democratic environments, positive behavior management, Characteristics-students of all ability levels & cultural & linguistic backgrounds

Attachments

- MTSS Final_June16.docx: course syllabus
  (Syllabus. Owner: Katz,Laurie J)
- 5505 Syllabus.docx: Syllabus with Course number
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

- Revision requested for addition of cross-listing with ES (by Odum,Sarah A. on 12/10/2015 10:58 AM)
- Approved by GSC. (by Mercerhill,Jessica Leigh on 11/02/2015 03:43 PM)

Workflow Information

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<th>Date/Time</th>
<th>Step</th>
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<td>10/19/2015 03:49 PM</td>
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Description: This course is designed to introduce students to the concept of multi-tiered systems of support, including philosophical, legal, educational, and instructional issues. This course emphasizes strategies for assessing and teaching social skills to diverse learners in inclusive classrooms. Additionally, this course provides strategies for designing and implementing multi-tiered instruction within the Response to Intervention (RTI) model. Students in this course will learn to design differentiated instructional interventions for whole class, small group, and one-on-one teaching arrangements based on the intensity needed as determined by student assessment information. Students will also discuss the importance of collaboration and partnerships to support individualized needs.

Prerequisites: Enrollment in a licensure program and permission from instructor.

Guiding Principles:
1. The diversity within the populations of students who are emergent bilinguals and who have exceptionalities reflects rich and varied cultural and linguistic resources that are important tools for learning.
2. Each student is unique and deserves a responsive approach to education to meet his or her intellectual, linguistic, physical, social, and emotional strengths and career development goals.
3. Inclusive education widens access to education and promotes full participation and opportunities for all learners vulnerable to exclusion to realize their potential.
4. Building relationships with families requires cultural and personal sensitivity, reciprocal communication, flexibility, and commitment.
5. Responsive teachers are aware of personal biases and assumptions and use students’ cultural knowledge, prior experiences, communication styles, and strengths to design and implement effective instruction.

Course Objectives/Learning Outcomes – The following objectives will be covered in this course. The objectives align with the indicated program goals and are assessed in the following ways. Following successful completion of this course, the student will be able to….

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<th>Objective</th>
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| Discuss the development and characteristics of learners from culturally and linguistically diverse backgrounds and students with exceptionalities. | Goal 2: Demonstrate an understanding of the development and characteristics of learners with special needs  
Goal 3: Demonstrate an understanding of individual learning differences | Assignment 1: Introductory Reflection                                                  |
| Demonstrate an understanding of the importance of collaboration in inclusive education. | Goal 10: Demonstrate collaboration skills                                                | Assignment 3: Collaboration Plan                                                |
| Describe various models of co-planning and co-teaching and apply them to classroom scenarios. | Goal 10: Demonstrate collaboration skills                                                | Assignment 1: Introductory Reflection                                             |
Identify and describe various assessments that can be used to determine appropriate interventions and supports for whole class and individual students.

Goal 8: Understand and apply appropriate assessments
Assignment 4: Social Skills Lesson Plan
Assignment 5: Data Reflection
Assignment 6: Behavior Intervention Plan for Case Study Student

Demonstrate an understanding of Tier 1, Tier 2, and Tier 3 instructional strategies and create products to support application in the classroom.

Goal 4: Understand and apply evidence-based instructional strategies
Goal 7: Demonstrate instructional planning skills
Assignment 2: Classroom Layout and Description (Tier 1)
Assignment 3: Collaboration Plan, Rules, and Management Plan (Tier 1)
Assignment 4: Social Skills (Tier 2)
Assignment 6: Behavior Intervention Plan for Case Study (Tier 3)

Demonstrate an understanding of how to create a positive learning environment through the creation of a democratic society in the classroom.

Goal 5: Demonstrate an understanding of learning environments and promoting social interactions
Assignment 2: Classroom Layout and Description (Tier 1)
Assignment 3: Collaboration Plan, Rules, and Management Plan (Tier 1)

Identify strategies to teach prosocial behavior and social skills.

Goal 5: Demonstrate an understanding of learning environments and promoting social interactions
Assignment 4: Social Skills (Tier 2)
Assignment 6: Behavior Intervention Plan for Case Study (Tier 3)

Required Text(s) and Course Materials:
Carbone, E. (2001). Arranging the classroom with and eye (and ear) to students with ADHD. Teaching Exceptional Children, 34, 72–81.
Dudley-Marling, C. A Family affair: When School Troubles come home
Grading Plan/Grading Rubric: The point structure for assignments, attendance and engagement, and the final project are included below. Rubrics for each assignment can be found on Carmen.

- Attendance and Engagement – 10%
- Assignments – 60%
- Final Reflective Binder – 25%
- Final Reflection (UG) – 5%
- Literature Review (G) – 5%

Grading Scale:

<table>
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| Discuss the development and characteristics of learners including their strengths, exceptionalities, prior schooling experiences, and cultural and linguistic backgrounds. | Goal 2: Demonstrate an understanding of the development and characteristics of learners with special needs  
Goal 3: Demonstrate an understanding of individual learning differences | Assignment 1: Introductory Reflection                                                  |
| Demonstrate an understanding of the importance of collaboration in inclusive education. | Goal 10: Demonstrate collaboration skills                                                  | Assignment 3: Collaboration Plan                                                 |
| Describe various models of co-planning and co-teaching and apply them to classroom scenarios. | Goal 10: Demonstrate collaboration skills                                                  | Assignment 1: Introductory Reflection                                             |
| Identify and describe various assessments that can be used to determine appropriate interventions and supports for whole class and individual students. | Goal 8: Understand and apply appropriate assessments                                       | Assignment 4: Social Skills Lesson Plan  
Assignment 5: Data Reflection  
Assignment 6: Behavior Intervention Plan for Case Study Student |
| Demonstrate an understanding of Tier 1, Tier 2, and Tier 3 instructional strategies and create products to support application in the classroom. | Goal 4: Understand and apply evidence-based instructional strategies  
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Assignment 4: Social Skills (Tier 2) |
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**Topical Outline**

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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| Week 1 | **Themes:** | - Case study  
           - Providing New Access to the General Curriculum Universal Design for Learning (Hitchcock, Meyer, Rose, Jackson)  
           - Inclusion: A matter of Social Justice by Shapon-Shevin  
           - Rethinking Disability by Valle/Connor |
|       | - Characteristics of students of all ability levels (i.e., strengths, exceptionalities, prior schooling experiences, and cultural and linguistic backgrounds.) | |
|       | - Access issues | |
|       | - Inclusion/ LRE | |
|       | - Maintaining high expectations | |
|       | - Building rapport with students | |
|       | - Disability studies perspective | |
|       | - Connection between behavior & academics | |
|       | **Applied Co-planning/ Co-teaching across all tiers** | - Case Study  
           - Handout on roles and responsibilities  
           - Including Students with Special Needs in a Writing Workshop  
           - Readings by Friend  
           - Assignment 1: Introductory Reflection |
|       | Collaboration & Coordination between general/special educators & related services | |
| Week 2 | **Response to Intervention Model Universal Design for Learning** | - Response to Intervention: What & Why by Elliott |
| Week 3 | **Goal 5: Demonstrate an understanding of learning environments and promoting social interactions** | Assignment 2: Classroom Layout and Description (Tier 1)  
Assignment 3: Collaboration Plan, Rules, and Management Plan (Tier 1)  
Assignment 4: Social Skills (Tier 2)  
Assignment 6: Behavior Intervention Plan for Case Study (Tier 3) |
<p>|       | <strong>Goal 6: Demonstrate an understanding of how to create a positive learning environment through the creation of a democratic society in the classroom.</strong> | Assignment 6: Behavior Intervention Plan for Case Study (Tier 3) |
|       | <strong>Goal 5: Demonstrate an understanding of learning environments and promoting social interactions</strong> | |
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| 4      | Differentiated Instruction, Accommodations vs Modification, Flexible grouping<br>Tier 1: Physical arrangement, Democratic environments, Proactive, positive behavior management strategies, Social Emotional Development, Self-Esteem | - Peterson & Hittle: Chapter 9  
- Arranging the classroom with an eye and ear to students with ADHD by Carbone  
- Champs Pg 64-76  
- **Assignment 2: Classroom Layout and Description** |
| 5      | Assessment<br>Tier 1: Collaboration<br>General education curriculum<br>Using multi-level, differentiated instruction<br>Language Cross-Linguistically | - Case Study  
- Peterson & Hittle 11 & 12  
- Shatz & Wilkinson 6 |
| 6      | Tier 1: Creating rules and expectations, Establishing classroom routines, Class-wide positive reinforcement techniques | - Conroy  
- Rethinking Schools  
- Champs, Chapters 1 – 6  
- **Assignment 3: Collaboration Plan, Rules, and Management Plan** |
| 7      | Tier 2: Small Group Instruction, Flexible Grouping<br>Strategies for Supporting Emergent Bilinguals; e.g., Comprehensible Input | - Shea Chpt 9  
- Shatz & Williamson 5 & 7  
- Assignment due: Tier 1 Inclusive Practice |
| 8      | Tier 2: Small Group<br>Social Skills Defined<br>Social Skills Assessment<br>Social Skills Instruction | - Sansoti  
- Sartini  
- **Assignment 4: Social Skills Lesson Plan** |
| 9      | Tier 3: Individualized Pre-referral Intervention, Multi-factored Evaluation, Identification, FBA Refresher | - Handout for Decision Making  
- De George |
| 10     | Tier 3: Individualized Function-Based Behavior Intervention Plan | - Shea Chapter 5  
- Fox (2000)  
- Lane Chpt 7  
- **Assignment 5: Data Reflection** |
| 11     | Tier 3: Individualized Self-Management Strategies | - Lane Ch 5  
- NPDC Self-management brief |
| 12     | Workshop on Functional Behavior Assessment & Behavior Intervention Plan | - Work with group on case study |
| 13     | Critical issues of family/school collaboration, Integrating Children and Families’ Funds of Knowledge within Tiered Instruction | - Staples  
- **Assignment 6: Behavior Intervention Plan for Case Study Student** |
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<th>Week 14</th>
<th>Family Involvement in Education Partnerships between Families and Schools</th>
<th>-A family affair- Dudley-Marling</th>
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<td>Week 15</td>
<td>Final Project</td>
<td>Final Project- Reflective Binder with Final Drafts of Projects AND Final Reflection or Literature Review</td>
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**Assignment Details:**

**Attendance and Engagement:**

- In order to fully grasp the concepts that are presented in class, you need to ACTIVELY participate. Throughout each class, students will be given points for participating. Simply being physically present for the class is not enough for earning ‘engagement’ points. If you are physically present in class at the start of class and remain until the end of class, you will automatically receive 1 point. If you have an unexcused absence for a particular class or an unexcused reason for leaving early or coming late, you will be unable to earn engagement points for class.

- To earn 2 points (full credit), you must actively engage in class. Engagement is defined as actively participating in the course by posing relevant questions to the instructor or classmates, constructively taking part in class-wide discussions, and/or constructively taking part in group assignments. Engaging in activities that are not related to the class (e.g., texting, surfing the internet, working on another class’s assignment) is an automatic way to lose ‘engagement points’ for a particular class.

- In order to be prepared for discussions and to earn engagement points, students must complete the assigned readings before class.

- These engagement points should be ‘easy’ points for students to earn.

- Students are expected to attend all classes. If you have an emergency please inform the instructor. For every missed class it is your responsibility to get the notes from another student and make up any incomplete work promptly: “3” or more absences may constitute a C or below grade.
Assignments:
- Every other week, an assignment is due. For each assignment, a description and rubric will be posted on Carmen. These assignments are applications and reflections based on the readings for the time period. Assignments must be typed, printed, and available for review at the beginning of each class. You must bring a hard copy to class because you will discuss your work and receive feedback from your peers. In addition to bringing hard copies to class, you must also submit the electronic copy of your assignment to Carmen before the start of the class in which the assignment is due. Due dates for each assignment are listed above in the course calendar. There are a total of six assignments and these are worth 60% of your final grade.

Final Reflective Binder:
- The final reflective binder includes the final drafts of all of your assignments. Throughout the semester, you will receive feedback on your assignments from your peers during class and from your instructor via Carmen. You are expected to revise these assignments based on the feedback you received. A description and rubric for the final binder will be available on Carmen. The final reflective binder is worth 30% of your final grade.

Final Reflection (Undergraduate Students):
- Undergraduate students will type a reflection that will be included in their final reflective binder. The reflection will be a discussion of individual strengths, opportunities for growth, and lessons learned from the course. A description of the assignment and the evaluation rubric will be posted on Carmen. The final reflection is worth 5% of the final grade.

Research Synthesis (Graduate Students):
- Graduate students will identify a minimum of five research articles published within the last 10 years pertaining to a topic covered in this course and write a brief (5–8 pages) synthesis. Guidelines for this assignment and a grading rubric are posted on Carmen. This synthesis will be included as part of the Final Reflective Binder and is worth 5% of the final grade.

Policies Missed Assignments and Grades: Grades will be posted to Carmen each week. All written work will be graded and returned within two weeks after the due date. Late assignments will have 10% of the final grade deducted each day after the deadline. As a student in this course, you are expected put forth a great deal of effort and to take responsibility for your learning. However, grades are based on performance, not effort. Although hard work is admirable, it is not what will determine your grade. Instead, your grade will be based on your mastery of course objectives as defined by predetermined performance standards. These standards will be made conspicuous to maximize your ability to earn a good grade, and more importantly, to acquire the knowledge and skills taught in this course.

Policies for Student Conduct and Participation: Refer to Attendance and Engagement policy.

Academic Integrity (Academic Misconduct): Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will
complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Office of Disability Services Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems: According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity: The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing
that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**U/G Courses**: Undergraduate students will submit a final reflection. Graduate students will submit a Research Synthesis assignment. See assignment details section above.

**Off-Campus Field Experiences**: There is no formal off-campus field experience that is directly linked to this course, but dual licensure candidates enroll in this course during the semester of student teaching. Therefore, the content of this course can be applied in their student teaching setting and our class discussions will include candidates discussing what they are experiencing in their setting.

**Technology**: Technology will be integrated in the course in a variety of ways. All lectures will use PowerPoint and multimedia presentations. Candidates will be required to access a web-based course management system (i.e., Carmen) to download course materials and submit assignments. In addition, candidates will learn about web-based resources and assistive/universal technology to enhance instruction.