

**IN-SCHOOL RESOURCES PAPER
OPTIONS AND REQUIRED ELEMENTS
EDC-G 630**

20% of grade

Related to Objectives 1, 3, 4 and 5

See Class Schedule in the Syllabus for Due Dates of Proposals and Paper

It is easy to view special education as the only source of support for teachers and students. In this assignment, you will explore resources in your school that are not automatically tied to special education eligibility.

Our texts refer to a number of possibilities. You have a choice to explore one of the following resources:

- Response to Intervention (RTI) programs/procedures (Note: if your school does not have an active RTI process, and therefore you could not address the Required Elements, you should choose another option.)
- Teacher Assistance Teams (which could be known by other names)
- Paraprofessionals
- Another option that you and I agree on.

For ONE of these options, you will investigate its presence/operation in your school. This will involve talking to colleagues to answer the Required Elements for your chosen option. The results of your exploration will be contained in a 4-5 page paper (single spaced), which might also have attachments.

By a date identified in your class schedule, you will need to identify to me the option you have selected. Below you will find required elements for each of the options. Remember, you only need to choose one. If you have difficulty choosing an option, please let me know so I can help you.

NOTE

Regardless of the option you select, consult the Scoring Rubric so you will know what is most important.

Be sure to add a completed Rubric to your paper.

OPTION 1: RTI REQUIRED ELEMENTS

This option explores the status of RTI in your school. Response to Intervention (RTI) is a general education-based practice that is described in IDEA; our text contains many references to RTI. Briefly, RTI is generally composed of three Tiers of increasingly intense instruction and assessment. Tier 1 refers to solid, research based general education teaching and assessment. Those struggling with progress can proceed to Tier 2 (still general education), which provides more intense instruction and assessment. Children who do not respond to Tier 2 can move to Tier 3, the most intensive level of services. Sometimes Tier 3 involves evaluation to see if special education services are warranted.

1. Describe how you got information on this topic. Who did you talk to; what resources did you find?
2. Are there any written documents describing RTI at your school? If so, please include them. Do you think they are clear?
3. Describe instruction and assessment at each tier in your school. What happens? Who is responsible? How is information used? How do children move between tiers?
4. Is there a committee of teachers who problem-solve to support teachers and students who are struggling with RTI? If so, how does this group compare with the Teacher Assistance Team, which considers possible referrals for special education?
5. Who are the members of this RTI body in your school?
6. How often does it meet? When does it meet - before, during, or after school?
7. What happens at these meetings?
8. How does a teacher get "on the agenda"? Describe any forms/documentation the teacher must provide. Attach them, as well.
9. What do parents know about these meetings? Who tells them? Do they attend?
10. What follow-up activities take place? Who is responsible for supporting the teacher; for reporting back to the committee?
11. What records are kept - how are they used?
12. Describe your view of RTI in your school. What are the strengths? What recommendations would you make for changes? Support each with information from MR&W, DESE, and legal practices as you have learned in this class.

SELF-ASSESSMENT

13. Include a completed self-assessment on the Assignment Rubric. **NOTE:** If you rate yourself as a 4 in any area, be sure you have met the requirements for that rating. If you rate yourself less than 4, take the opportunity to revise your work.

OPTION 2- TEACHER ASSISTANCE TEAMS REQUIRED ELEMENTS

This option explores the process in your school when a general education teacher is concerned about a student's progress and/or behavior. Every school has a Teacher Assistance Team, although they might be called Child Study Teams, Student Support Teams, Teacher Support Teams or another name. Their goal, as you know from our text, is to help teachers problem-solve when they are concerned about a student and to discuss if a referral for special education is required.

1. Describe how you got information on this topic. Who did you talk to; what resources did you find?
2. What is the name for Teacher Assistance Team in your school? How is it described?
3. Are there any written documents describing what this body does? If so, please include them. Do you think they are clear?
4. How does this group compare with any RTI support team in your school?
5. Who are the members of the Teacher Assistance Team in your school?
6. How often does it meet? When does it meet - before, during, or after school?
7. How does a teacher get "on the agenda"? Describe any forms/documentation the teacher must provide. Attach them as well.
8. What do parents know about these meetings? Who tells them? Do they attend?
9. Who is responsible for supporting the teacher; for reporting back to the committee?
10. What kind of follow-up activities take place?
11. What kind of records are kept - how are they used?
12. How, if at all, does this body's work connect with Response to Intervention (RTI) activities?
13. Describe your reaction to this committee in your school. What are the strengths? What recommendations would you make for changes? Support each with information from MR&W, DESE, and legal practices as you have learned in this class.

SELF-ASSESSMENT

14. Include a completed self-assessment on the Assignment Rubric. **NOTE:** If you rate yourself as a 4 in any area, be sure you have met the requirements for that rating. If you rate yourself less than 4, take the opportunity to revise your work.

OPTION 3 - PARAPROFESSIONALS REQUIRED ELEMENTS

The number of paraprofessionals in schools has skyrocketed over the last 15 years. This could be due to the shortage of special ed staff, or to the perceived need for more individual attention to children. This option explores the role paraprofessionals play in your school.

1. Describe how you got information on this topic. Who did you talk to; what resources did you find?
2. How many paraprofessionals are there in your school?
3. Are there general education paras or only those connected with special ed? Are paras assigned to classes or individual students? Describe the roles of each.
4. Do paras have job descriptions? If so, what do they say? Please attach them.
5. Who decides if a para is needed? How? Who hires paras?
6. What job training is provided to help paras become acclimated to their role?
7. What do paras actually do in the day? Describe the categories: work with students; work to prepare assignments; work to help the teacher.
8. Do paras go to IEP meetings or provide information for Progress Reports?
9. What role do paras have with regard to parents?
10. Describe how paras collaborate with educators about what they should be doing.
11. If the para is assigned to student/s, what happens when those students are absent? What happens when the para is absent?
12. Do paras think they are working according to the job description, doing too much, or doing too little? What would they change?
13. Describe your reaction to the status/role of paraprofessionals in your school. What are the strengths? What recommendations would you make for changes? Support each with information from MR&W, DESE, and legal practices as you have learned in this class.

SELF-ASSESSMENT

14. Include a completed self-assessment on the Assignment Rubric. **NOTE:** If you rate yourself as a 4 in any area, be sure you have met the requirements for that rating. If you rate yourself less than 4, take the opportunity to revise your work.