

Course Title: Professional Support Services in Education

Unit: 1	Support Services
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Distinguish among types of professional support services careers to determine the area of interest. Examples: psychologist, social worker, parent educator, counselor, speech and language pathologist, audio pathologist 2. Analyze tasks and responsibilities performed by professional support services personnel to enhance student achievement and meet instructional goals. 3. Explain principles of support and services processes. 4. Evaluate the impact of professional support services in education. 5. Assess ways technology impacts professional support services.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the goals of professional support services provided in education. 2. Contrast types of professional support services careers. 3. Analyze the tasks and responsibilities of professional support services personnel. 4. Analyze the alignment of professional support services provided in a school/district support to teaching and learning. 5. Explain the alignment of professional support services provided to address the principles of academic, career, and personal/social development. 6. Determine how professional support services are provided at the district to meet student/client need and characteristics. 7. Explain the professional support services processes utilized by professional support services personnel. 8. Align measured outcomes with a pre-constructed plan for providing professional support services to students/clients. 9. Utilize appropriate data-collection strategies in providing professional support services to students/clients. 10. Analyze data correctly. 11. Justify decisions for professional support services provided to students/clients based on data analysis. 12. Recommend future professional support services that may be necessary for the student/client to enhance learning. 13. Assess the impact of professional support services in education. 14. Determine how technology impacts the professional support services offered at the district/school level.
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<p>Essential Question(s):</p>	<p>What types of professional support services careers are available in the field of education? What are the types and responsibilities of professional support services personnel in enhancing student achievement and meeting instructional goals? What is the impact of professional support services provided by a district or schools on student/client achievement? How are professional support services aligned to meet student/client needs? How do you evaluate the success of professional support services at the district or school level? What role does technology play in providing professional support services to meet student/client needs?</p>
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<p>D. Alignment of Support Services</p>	<p>educational, training, and credentialing required of each position.</p> <p>Forum: Various professional support services personnel from the central office and schools within the district describe their goals, roles, tasks, and responsibilities in enhancing student learning and meeting instructional goals.</p> <p>Short Paper on Forum Presentation: Students write a short paper on information they learned from the forum.</p> <p>Quick Talk: It is very important for professional support services personnel to align services support provided to teachers, administrators, students, and parents so that the needs of their students/clients are met and student/client achievement is increased.</p> <p>Situational Cards on Alignment Activity: The teacher prepares situations to address in an educational setting that requires assistance by professional support services personnel. The students identify the professional support services personnel that can best address the student's/client's needs.</p> <p>PowerPoint Presentation: Principles and Processes of Providing Professional Support Services to Enhance Learning</p> <ul style="list-style-type: none"> • Support Learning Theory • Academic Achievement 	<p>Contact Professional Support Services Personnel Guidelines for Forum Lead Questions</p> <p>Guidelines for Short Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Situational Cards Rubric Computers Internet Web sites References Lead Questions</p> <p>PowerPoint Presentation Computer CTX Machine Lead Questions</p>
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- Career Development
- Personal/Social Development

Principles of Professional Support Services Activity:

Students select a professional support services personnel position in their district or schools within their district. They conduct research on the principles of the professional support services processes required in aligning support services to meet student/client needs and characteristics. The student writes a job description for the position. Share Out.

Survey and Interview of Professional Support Services Personnel:

In teams of four, students develop interview questionnaires to use to interview a school psychologist, social worker, counselor, speech and language pathologist, and audio pathologist. Report Out.

Whole Group Activity on Surveys:

As a group, teams develop final copies of surveys to distribute to professional support services personnel to determine the tasks and responsibilities of each personnel position in addressing the needs of teachers, administrators, students/clients, and parents in achieving instructional goals and increasing student learning. The surveys are distributed to specific personnel. As a whole class, students tally responses and analyze findings to better understand the requirements for providing professional support services.

Silhouette Activity on Careers:

Students are given five silhouettes. On the front of the silhouettes students write the name of each of the following: school psychologist, social worker, counselor, speech language pathologist,

Professional Support Services Personnel Positions

Guidelines for Activity

Rubric

Computers

Internet

Web sites

References

Lead Questions

Guidelines for Activity

Rubric

Computers

Internet

Web sites

References

Lead Questions

Guidelines for Activity

Lead Questions

Distribution of Surveys to Personnel

Returned Surveys

Guidelines for Activity

Rubric

Computers

Internet

Web sites

<p>E. Success of Support and Services</p>	<p>and audio pathologist. Students determine a school level such as pre-school, elementary, junior/middle school or high school and write this information on the front of the silhouettes. On the back of the silhouette, the student writes the tasks and responsibilities of the professional support services personnel position. They write a paper to explain how each professional in the position aligns professional support services to address student/client needs and characteristics. Share Out.</p> <p>Quick Talk: After professional support services personnel provide professional support services to teachers, administrators, students/clients, or parents, they need to reflect on the success of the support services in meeting instructional goals and enhancing student/client achievement.</p> <p>Guest Speakers: Various professional support services personnel discuss how they determine if the professional support services provided are successful. They also discuss what processes they follow if the professional support services provided are unsuccessful.</p> <p>Scenarios on Alignment of Professional Support Services: In groups of two, students are provided with scenarios describing students/clients from a specific grade level/class who have needs to be addressed by professional support services personnel. Using their research and additional resources, they develop a plan that aligns professional support services to student/client needs and characteristics. They identify strategies to determine the success of the professional support services provided as well as what future professional support services may be needed.</p>	<p>References Silhouettes Lead Questions</p> <p>Lead Questions</p> <p>Arrangements for Speakers Lead Questions</p> <p>Guidelines of Activities Rubric Computers Internet References Web sites Lead Questions</p>
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<p>F. Technology</p>	<p>Report Out.</p> <p>10 + 5 Discussion: Professional support services personnel use technology tools to assist in providing the professional support services that enhance student/client learning, meet student/client needs and characteristics, and meet instructional goals and objectives.</p> <p>Technology Search Activity: Using the Technology Chart, students research technology tools that are used by school psychologists, social workers, counselors, speech language pathologists, and audio pathologists. Report Out.</p> <p>Panel Discussion: A school psychologist, social worker, counselor, speech language pathologist, and audio pathologist discuss the technology tools and software used to provide support and services.</p> <p>Research Paper on Impact of Professional Support Services: Students write a research paper to assess the impact of professional support services provided in the field of education. Students orally report on the conclusions drawn from their research.</p>	<p>Lead Questions</p> <p>Guidelines for Research Paper Research Paper Rubric Computers Internet Web sites References Guidelines for Presentation Presentation Rubric Catalogs Technology Chart</p> <p>Arrangements for Panelist Lead Questions</p> <p>Guidelines for Research Paper Rubric for Research Paper Computers Internet Web sites References Guidelines for Presentation Rubric for Presentation</p>
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Unit Assessment:	Types of Professional Support Services Personnel Activity, Research Project on Professional Support Services Personnel Positions, Short Paper on Forum Presentation, Situational Cards on Alignment Activity, Principles of Professional Support Services Activity, Survey and Interview of Personnel, Whole Group Activity on Surveys, Silhouette Activity on Careers, Scenarios on Alignment of Professional Support Services, Technology Search Activity, Research Paper on Impact of Professional Support Services, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Students participate in FCCLA STAR Events – Early Childhood or Teach and Train. Students participate in Teach Alabama Events. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, and Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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Unit/Course Culminating Product:	Research paper on the roles and responsibilities of professional support services personnel and how professional support services are aligned to student/client needs and characteristics. Technology Search
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers

Course Title: Professional Support Services in Education

Unit: 2	Assessment
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 6. Determine needs of students employing strategies and techniques used by professional support services staff. Examples: observation, interview, consultation, testing, review documents 7. Evaluate assessment tools used by professional support services. 8. Explain assessment results to prepare stakeholders to participate in developing an action plan for education.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze multiple strategies used to determine student/client needs and characteristics. 2. Assess the appropriateness of assessment tools in meeting student/client needs and characteristics. 3. Utilize appropriate assessment tools to determine needs of students/clients. 4. Utilize appropriate data-collection strategies. 5. Analyze data correctly. 6. Interpret assessment results to determine the needs of students/clients. 7. Justify conclusions for professional support services provided based on data analysis. 8. Recommend future professional support services needed to enhance student/client learning. 9. Communicate assessment results to prepare stakeholders to participate in developing an action plan for educational success. 10. Teach stakeholders to identify needs of students. 11. Teach stakeholders to recognize the need for proactive support for learning. 12. Teach stakeholders to recognize existing barriers to learning. 13. Align measured outcomes with a pre-constructed plan for professional support services.
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<p>Essential Question(s):</p>	<p>What strategies are used by professional support services personnel to determine the needs of students? What are the appropriate assessment tools used by professional support and services personnel to determine needs and characteristics of learners? How is data analyzed correctly? How do you justify conclusions for professional support services based on data analysis? How do support services professionals communicate assessment results to all stakeholders? How do support services professionals teach stakeholders to recognize the needs of learners? How do support services professionals teach stakeholders to recognize the need for proactive support for learning? How do support services professionals teach stakeholders to recognize existing barriers to learning?</p>
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	<p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Evaluating the appropriateness of assessment tools aligned to student/client needs and characteristics and assessment purpose <ul style="list-style-type: none"> - Aligned to student needs and characteristics - Aligned to assessment purpose - Seek learner input • Using appropriate assessment tools to determine needs of student/client and student/client characteristics <ul style="list-style-type: none"> - Use of multiple tools - Standardized measures - Qualitative measures - Quantitative measures <p>Teacher Demonstration: Using a case study, the teacher and students identify what assessment tools are appropriate to address student/client needs and characteristics. The teacher demonstrates the process of aligning multiple assessment tools and measures to provide support services to meet student/client needs and characteristics.</p> <p>Guided Practices: Using a case study with students, the teacher walks through the process of determining the appropriate assessment tools to address the student/client needs and characteristics so that learning is enhanced.</p> <p>Case Study on Selecting Appropriate Assessment Tools: Using case studies, students work in pairs to identify the appropriate assessment tools to address student/client needs and characteristics so that learning is enhanced. Report Out.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Case Studies Assessment Tools Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Copies of Case Studies Lead Questions Assessment Tools</p> <p>Guidelines for Activity Computers Internet Web sites References Copies of Case Studies</p>
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	<p>10 + 5 Discussion: It is very important that professional support services personnel not only align support and services to student/client needs and characteristics but they must also measure outcomes of providing the professional support services. It is important that professional support services personnel use appropriate data and analyze data correctly to justify the professional support and services provided.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Data Collection Strategies • Analyzing Data Correctly • Justifying conclusions <p>Teacher Demonstration: Using a case study, the teacher demonstrates the process of how to select appropriate data collection strategies, how to analyze data correctly, and how to assess if the data justifies the process or principles used in determining professional support services that need to be provided.</p> <p>Guided Practice: Using a case study with students, the teacher walks through the process of how to select appropriate data collection strategies, how to analyze data correctly, and how to assess if the data justifies the process or principles used in determining support and services needed.</p> <p>Case Study on Analyzing Data: Using different case studies, students work in pairs to identify the appropriate data collection</p>	<p>Lead Questions Assessment Tools</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Computer CTX Case Study Lead Questions Action Plan</p> <p>Guidelines for Activity Computers Internet Web sites References Copies of Case Studies Lead Questions Action Plans</p> <p>Guidelines for Activity Computers Internet Web sites</p>
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strategies, analyze data to determine the professional support services needed to address student/client needs and characteristics. Share Out. In the Share Out discussion, the class determines if the strategies and analysis of data are appropriate to provide professional support services of the student/client identified in the case study. Students identify what professional support services personnel could be recommended for future professional support services to enhance learning. Students identify what information can be included in the development of an action plan.

Forum:

Various professional support services personnel discuss how they collect data, analyze data, and align data to determine what professional support services are needed to address the student/client need and characteristics, and how they determine if the assessment tools selected justified their conclusions.

Quick Talk:

After collecting data, selecting appropriate assessment tools, identifying student/learner needs and characteristics, it is necessary for the professional support services team to determine what professional support services should be provided to address the student/client needs and characteristics to enhance learning.

Guest Speaker:

A professional support service professional discusses with the class the professional support services offered by the school district and schools within the district. He or she also discusses the process of developing a plan to provide the necessary professional support services.

References
Copies of Case Studies
Lead Questions

Contact Professional Support Staff
Lead Questions

Lead Questions

Contact Professional Support Services
Personnel
Lead Questions

	<p>PowerPoint Presentation: Using Measured Outcomes to Develop an Action Plan for Providing Professional Support Services</p> <p>Teacher Demonstration: Using a case study, the teacher demonstrates the process of how to use measured outcomes to develop a pre-constructed plan for professional support services.</p> <p>Guided Practice: Using a case study with students, the teacher walks through the process of how to select appropriate data collection strategies, how to analyze data correctly, and how to assess if the data justifies the process or principles used in determining professional support services provided, and how to develop a pre-constructed plan for professional support services.</p> <p>Case Study on Developing Pre-Constructed Professional Support Services Plan: Using different case studies, students work in pairs to identify the appropriate data collection strategies and analyze data to determine the professional support services needed to meet student/client needs and characteristics. Share Out. In the Share Out discussion, the class determines if the strategies and analysis of data are appropriate to provide professional support services for the student/client identified in the case study. Students develop a pre-constructed plan for providing professional support services. They also identify what professional support services could be recommended for future</p>	<p>PowerPoint Presentation Computer CTX Case Studies Action Plan Format Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Case Study Pre-Constructed Plan Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Case Study Pre-Constructed Plan Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Case Study Pre-Constructed Plan Lead Questions</p>
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<p>C. Communicating Assessment Results to Stakeholders</p>	<p>professional support services that enhance learning.</p> <p>10 + 5 Discussion: After data has been collected and analyzed and student/client needs identified; it is necessary for professional support and services personnel to explain assessment results to prepare stakeholders to participate in developing an action plan to determine how to provide professional support services based on student/client needs and characteristics.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Identification of Stakeholders Involved in the Assessment Profile • Process of Communicating Assessment Results with Stakeholders • Process of Involving Stakeholders in Developing an Action Plan for Educational Success • Monitoring the Understanding of Information <p>Forum on Communicating Assessment Results: Professional support services personnel such as the school psychologist, social worker, counselor, speech and language pathologist, and audio pathologist discuss who their stakeholders are and how they communicate assessment results to stakeholders, how they prepare stakeholders to participate in developing action plans, and how they monitor their understanding of the information.</p> <p>Teacher Demonstration: Using assessment results included in a scenario, the teacher identifies stakeholders that should be involved in the assessment profile, how the</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Make Arrangements with Professional Support Services Personnel Lead Questions</p> <p>Lead Questions Scenario</p>
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assessment results are communicated, how stakeholders are prepared to participate in developing action plans, and how to monitor if stakeholders understand the information.

Role Play Developing a Student Assessment Profile:

Students are provided with an assessment profile. Based on the assessment results, they determine who the stakeholders are that should assist with providing professional support services. They role play the situation as to how they would communicate the assessment results to the stakeholders, how they will prepare stakeholders to participate in developing an action plan, and how they will monitor the understanding of the information included in the assessment profile.

Student Assessment Profile Activity:

Students are given statistical information collected from various strategies and techniques. Based on the information provided, students develop an assessment profile for the student. They identify the student/client needs and characteristics, who the stakeholders are that should be involved in providing the professional support services, how to communicate assessment results to stakeholders, and develop a pre-constructed plan for professional support services to address student/client needs and characteristics.

Research Paper on Role of Assessment in Identifying Needs of Learners:

Students write a paper on the role that assessment plays in identifying student/client needs and characteristics and professional support services that should be provided.

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Assessment Profile

Guidelines for Activity
Rubric
Statistical Information for Assessment Profiles
Computers
Internet
Web sites
References
Lead Questions

Guidelines for Paper
Rubric
Computers
Internet
Web sites
References
Lead Questions

Unit Assessment:	Observation Activity, Case Study on Selecting Appropriate Assessment Tools, Case Study on Developing a Pre-Constructed Professional Support Services Plan, Role Play on Developing a Student Assessment Profile, Assessment Profile Activity, Research Paper on the Role of Assessment in Identifying Needs of Students/Clients, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Students participate in FCCLA STAR Events - Early Childhood or Teach and Train. Students participate in Teach Alabama Events. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, and Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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Unit/Course Culminating Product:	Assessment Profile Activity Research Paper
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers
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Course Title: Professional Support Services in Education

Unit: 3	Support and Intervention
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<p align="center">Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 9. Stimulate stakeholders to identify interests and needs of students. 10. Discuss resources available to stakeholders that enhance student educational success. 11. Stimulate stakeholders to recognize the need for proactive support, including existing barriers for educational enhancement. 12. Construct a personal or group action plan for educational success. Examples: setting educational goals, identifying multiple sources of data and interpretation 13. Coordinate support services to meet the needs of students. Example: stakeholder meetings 14. Explain benefits and potential resources for intervention. 15. Determine skills to advocate for increased resources to meet needs of learners.
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<p align="center">Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Teach stakeholders to identify interests and needs of learners. 2. Determine resources available to stakeholders that enhance student educational success. 3. Explain to stakeholders the benefits of proactive support. 4. Teach stakeholders to recognize existing barriers to learning. 5. Determine strategies for recognizing barriers. 6. Explain the benefits of intervention. 7. Develop a personal action plan for educational success. 8. Develop a group action plan for educational success. 9. Develop a plan to coordinate professional support services to meet needs of students. 10. Analyze the benefits of intervention to enhance student learning. 11. Determine resources that can be used for intervention. 12. Explain skills that are necessary to advocate for increased resources to meet needs of learners.
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<p>Essential Question(s):</p>	<p>How do support services professionals stimulate stakeholders to identify interests and needs of students? What resources are available to stakeholders that can be used to enhance educational success? How can stakeholders be stimulated to recognize the need for proactive support? How can stakeholders be stimulated to recognize existing barriers for educational enhancement? How do support services professionals construct a personal action plan for educational success? How do support services professionals construct a group action plan for educational success? How do support services professionals coordinate professional support services to meet needs of students? What are the benefits of intervention?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Support and Intervention</p> <p>A. Teaching Stakeholders to Identify Interests and Needs of Students</p>	<p>10 + 5 Discussion: Professional support services personnel must solicit assistance from all stakeholders as an action plan is developed for providing professional support services to address student/client needs and characteristics.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Identify stakeholders that can assist professional support services personnel in providing professional support services to meet student/client needs and characteristics. • Describe why it is important for stakeholders to identify learner needs and characteristics. • Identify strategies used by professional support services personnel for identifying student needs and interests. <p>Strategies to Identify Student Needs and Interests: Students select one of the strategies identified in the PowerPoint Presentation. They research the strategy, describe how the strategy is used to identify interests or needs, and provide an example that stakeholders can use to identify learner needs and interests. They develop a plan to present this strategy to stakeholders. Students present their strategies to the class.</p> <p>Quick Write on Persuasive Communication: Students write a paper on persuasive communication and how important it is for professional support services personnel to use persuasive communication in raising awareness of learners' needs and characteristics so that</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Rubric for Presentation</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References</p>

<p>B. Resources to Meet Specific Needs of Students</p>	<p>appropriate professional support services can be provided.</p> <p>Role Play Strategies and Techniques to Raise Awareness of Learners' Needs and Characteristics: Using a list of stakeholders, students assume the roles of the professional support services personnel. They explain the mutual benefits of identifying the needs of learners to stakeholders. Students role play their strategies used to raise awareness.</p> <p>Quick Talk: It is necessary for professional support services personnel to be knowledgeable of available resources to meet specific needs of students so that learning is enhanced.</p> <p>Resource File: Students create a resource file on resources available to professional support services personnel to use in meeting specific needs of students. Share Out.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Role Play Situations Computer Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Resource File Rubric Computers Internet Web sites References Catalogs Lead Questions</p>
<p>C. Need for Proactive Support</p>	<p>Quick Talk: Professional support services personnel rely on the assistance of stakeholders to identify the needs of learners and their characteristics. It is very important that professional support services needed by students are identified early. This will allow time for the professional support services personnel to impact the student/client as soon as possible.</p> <p>Search and Report on Proactive Support: Students conduct research to support the need for proactive support of all stakeholders in assisting</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Search and Report Activity Rubric Computers</p>

<p>D. Existing Barriers to Learning</p>	<p>professional support services personnel in providing assistance to students/clients. Also, they identify strategies that professional support services personnel can use to stimulate all stakeholders to recognize the need for proactive support. Share Out.</p> <p>Guest Speakers: Various professional support services personnel from the central office and/or schools discuss the importance of stakeholders to recognize the need for proactive support and how they stimulate stakeholders to recognize the need for proactive support.</p> <p>Case Studies on Proactive Support: Using case studies of situations where stakeholders need to be encouraged to provide proactive support, students determine strategies to stimulate stakeholders to be proactive. Share Out.</p> <p>Quick Talk: Professional support services personnel and stakeholders must be aware of existing barriers they may face as they plan for professional support services to be provided.</p> <p>Research Report on Barriers: Students conduct a research study to identify existing barriers that educators face in providing professional support services to meet learner needs and characteristics. They write a report identifying the barriers and how the barriers can be addressed by professional support services personnel as well as stakeholders. Share Out.</p>	<p>Internet Web sites References Lead Questions</p> <p>Make Arrangements with Support Services Personnel Lead Questions</p> <p>Guidelines for Case Studies Rubrics Case Studies Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Report Rubric Computers Internet Web sites References Lead Questions</p>
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E. Action Plan of Educational Success

Whole Class Discussion:

As a group, students discuss barriers to learning and what strategies can be used for recognizing these barriers.

Barriers Handbook:

Students design a handbook on existing barriers to student learning and strategies that address the barriers so that appropriate professional support services can be provided to meet student/client needs and characteristics.

Case Studies on Barriers:

Using case studies that describe educational situations of students who need professional support services to enhance their learning, students identify barriers that impact the students' learning and what strategies can be used to overcome the barriers. Report Out.

Quick Talk:

A major task of professional support services personnel is to develop personal as well as group action plans for educational success.

PowerPoint Presentation:

Developing Personal and Group Action Plans for Educational Success

Guest Speakers:

Professional support services personnel discuss how personal and group action plans are developed in their district.

Teacher Demonstration:

Using statistical data, the teacher demonstrates the process of developing a personal action plan for educational success.

Lead Questions

Guidelines for Handbook
Rubric
Computers
Internet
Web sites
References
Lead Questions

Guidelines for Activity
Rubric
Case Studies
Computers
Internet
Web sites
References
Lead Questions

Lead Questions

PowerPoint Presentation
Computer
CTX
Lead Questions

Make Arrangements with Guest Speaker
Lead Questions

Statistical Data
Lead Questions
Personal Action Plan

<p>F. Coordination of Support and Services</p>	<p>Guided Practice: Using statistical data, the teacher guides students on how to develop a personal action plan for educational success.</p> <p>Case Study on Personal Action Plan: Students are provided with statistical data and they develop a personal action plan for educational success. Share Out.</p> <p>Teacher Demonstration: Using statistical data, the teacher demonstrates the process of developing a group action plan for educational success.</p> <p>Guided Practice: Using statistical data, the teacher guides students on how to develop a group action plan for educational success.</p> <p>Case Study on Group Action Plan: Students are provided with statistical data and they develop a group action plan for educational success. Share Out.</p> <p>Quick Talk: After an action plan has been developed, it is necessary that professional support services personnel coordinate professional support services to meet needs of students/clients.</p>	<p>Statistical Data Lead Questions Personal Action Plan</p> <p>Guidelines for Activity Rubric Case Studies Computers Internet Web sites References Catalogs Lead Questions Personal Action Plan</p> <p>Statistical Data Lead Questions Group Action Plan</p> <p>Statistical Data Lead Questions Group Action Plan</p> <p>Guidelines for Activity Rubric Computer Internet Web sites Case Studies References Group Action Plan Lead Questions</p> <p>Lead Questions</p>
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<p>G. Intervention</p>	<p>Research Paper on Coordinating Professional Support Services: Students research and write a paper on strategies used by professional support services personnel to coordinate support and services to meet needs of students/clients. Report Out.</p> <p>Guest Speakers: Professional support services personnel discuss strategies they use to coordinate professional support services to enhance learning.</p> <p>Case Studies on Coordinating Personal Action Plan: Using a group action plan, students develop an action plan and describe how professional support services will be coordinated. Share Out.</p> <p>Case Studies on Coordinating Group Action Plan: Using a group action plan, students identify, plan, and describe how professional support services will be coordinated. Share Out.</p> <p>10 + 5 Discussion: As professional support services personnel collect data, analyze data, determine the needs and interests of students/clients, it is necessary that with the assistance of stakeholders, intervention is used to provide the professional support services needed to enhance learning.</p>	<p>Guidelines for Paper Rubric Computer Internet Web sites References Lead Questions</p> <p>Make Arrangements with Guest Speakers Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Case Studies Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Case Studies Lead Questions</p> <p>Lead Questions</p>
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H. Skills to Advocate for Resources to Meet Needs of Learners

Short Write on Intervention:

Students research and write a paper on the benefits of intervention, processes used in educational interventions, and resources available to provide professional support services before, during, and after an intervention. Report Out.

Whole Group Activity on Intervention:

Students discuss the process of educational intervention.

Guest Speakers:

Professional support services personnel discuss the benefits of intervention, the process of educational intervention, and resources for intervention.

Case Studies on Intervention:

Using case studies of where educational intervention is needed, students describe the process and resources used in planning and conducting an intervention. Report Out.

Quick Talk:

Professional support services personnel not only design and implement action plans to enhance learning, but they must also be capable of advocating for increased funding and resources that are necessary to provide professional support services for students.

Research Paper on Advocacy:

Students research and write a paper describing the skills and the process used to become an advocate for educational issues.

Guidelines for Paper

Rubric

Computer

Internet

Web sites

References

Lead Questions

Lead Questions

Make Arrangements with Guest Speakers

Lead Questions

Guidelines for Activity

Rubric

Computers

Internet

Web sites

References

Lead Questions

Lead Questions

Guidelines for Paper

Rubric

Computer

Internet

Web sites

References

Lead Questions

<p>I. Providing Support and Services</p>	<p>Guest Speaker: An advocate for education discusses the process and barriers of advocating for a purpose.</p> <p>Scenario on Advocacy: Using scenarios on specific resources needed for a school district or school to provide professional support services to meet the needs of students/clients and their characteristics, students describe what techniques can be used to request funding/resources to provide professional support services. Share Out.</p> <p>Providing Support and Services Activity: In this activity, students are given five case studies. Professional support services personnel are identified in each of the case studies. The student assumes the roles of the professional support services personnel assigned in each one of the case studies. The student writes up a case profile describing how they as professional support services personnel will collect data, analyze data, determine needs of the learner, develop an action plan to address the professional support service that needs to be provided, how professional support services will be coordinated, how intervention will be provided, how success of the professional support services will be evaluated, and what future professional support services maybe needed. The student presents their case studies to the class. The class reacts to how the data was collected, how the data was analyzed, if the needs of the student/client were correctly identified, if an appropriate action plan was recommended, how support and services were coordinated, if the strategies were successful, and what future support and services may be needed.</p>	<p>Make Arrangements with Guest Speaker Lead Questions</p> <p>Guidelines for Activity Rubric Scenarios Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Guidelines for Class Discussion Rubric for Class Discussion</p>
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Unit Assessment:	Strategies to Identify Student Needs and Interests, Quick Write on Persuasive Communication, Role Play Strategies and Techniques to Raise Awareness of Learners' Needs and Characteristics, Resource File, Search and Report on Proactive Support, Case Studies on Proactive Support, Research Report on Barriers, Barriers Handbook, Case Studies on Barriers, Case Study on Personal Action Plan, Case Study on Group Action Plan, Research Paper on Coordinating Support and Services, Case Studies on Coordinating Personal Action Plan, Case Studies on Coordinating Group Action Plan, Short Write on Intervention, Case Studies on Intervention, Research Paper on Advocacy, Scenario on Advocacy, Providing Support and Services Activity, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Students participate in FCCLA STAR Events - Early Childhood or Teach and Train. Students participate in Teach Alabama Events. Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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Unit/Course Culminating Product:	Providing Support and Services Activity
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Early Childhood Education and/or Education Careers
