Georgia's Tiered System of Supports for Students: Screening Course Overview

Course Overview	Purpose: This course increases the participant's understanding of Screening, an essential component of MTSS. It addresses how effective screening tools may inform instruction and help identify students who are in need of enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes.
	Structure: This course is composed of one module and multiple lessons. Completion of this course will take approximately one to two hours. Course Etiquette: Participants are expected to use professional educator communication throughout the course which may include their personal blog, online discussions, email and other forms of communication. Correct grammar and punctuation are required. A professional and courteous tone is expected. Policies: • Participants' work should be original or otherwise properly cited. All work should be FERPA compliant and protect student data and personal information. Work that is plagiarized or copied from others may result in removal from the course and learning platform. • No refunds are permitted for paid courses. Technology requirements: Participants need a computer with internet access to complete this course. Both Chrome and Firefox are preferred browsers. Participants should have basic computer skills (e.g. web navigation, internet search, email).
Learning Objectives	At the end of the course, participants will be able to: • List the five essential components of Georgia's Tiered System of Supports for Students. • Identify the "when" and "why" of summative, diagnostic, and formative assessment; and identify screening and progress monitoring as the two assessment types in Georgia's Tiered System of Supports for Students. • Identify the purpose, focus, tools, timeline, and importance of screening. • Identify the three screening criteria and the main characteristics of each. • Identify the importance of screening and using other data sources to verify risk. • Select and evaluate appropriate screening tools. • Identify sources of screening data at the secondary level. • Analyze screening data at the district, school, and classroom levels; and apply screening data to decision making. • Self-reflect on their current data review process. • Identify next steps for their screening implementation plan.
Assessment and Measurement	Grading policies: Participants must complete the course and earn an 80% or greater on the summative assessment in order to earn the digital badge. Information for submissions: Reflections will be shared within the course forum and will be visible to all participants. Please ensure that your reflection meets FERPA, privacy, professional and netiquette standards that demonstrate your learning and understanding of the material.

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Instructional Materials and Assignments	The course is designed with the independent adult learner in mind. Each module contains a stated learning objective, an assignment, practice, and additional resources that support the completion of the course.
Learner Support	This course is intended to be an independent course. For this reason, no instructor contact information is provided. General questions may be directed to: galearns@gavirtuallearning.org