LEARNING SUPPORT TEAM

COURSE OUTLINE

**LST Tutorial Course Description**

This class is designed for you to get help with any problems you may have in your other subjects. You are to use this block to improve your study and organization skills, complete any unfinished assignments, improve your overall academic skills and ask for help with any difficult assignments or questions you have encountered.

**Class Objectives**

* To develop your self-determination, self-regulation, and well-being
* Support and plan for individual student needs as outlined in student Individual Education Plan
* Help students develop organizational skills, increase self-discipline, and elevate academic functioning through positive work habits
* Collaborate with classroom teachers to identify, plan, teach and assess students with learning needs

**Supplies**

* Subject binder(s) with all classroom notes and assignments
* Textbooks from the subjects you are taking
* All handouts received throughout the semester
* Pens, pencils, erasers, rule, and calculator
* Agenda or something to write down/record your homework
* A book to read during silent reading

**Class Expectations**

* Work Quietly:
	+ Everyone in this class has work that they need support with. If you cannot control your behavior/emotions, you will be moved to a place where you can. Respect those that are working hard.
* Computers:
	+ Please ask to use the computers and inform the teacher what you will be using it for. No food or drink by the computers for obvious reasons.
* Washroom/Locker:
	+ Plan your washroom/locker breaks accordingly. Make sure you bring the supplies you need with you to class or you will be completing work we assign to you.
* Food & Drinks:
	+ Drinking WATER is acceptable in class. You may also have healthy snacks that are easy to consume during class, easy to clean up, and don’t make a lot of noise in consideration of others working
* Electronics :
	+ You may bring your electronics (iPods, cell phones, etc.) to class but if they become a distraction they will be taken away. If you want to listen to music, you must have a playlist so you are not constantly choosing new songs. Keep the volume low so only you can hear it.

**Class Routine**

* As soon as you enter the class, grab your duotang and write down what you will be working on.
* 15 min. – Silent Reading or mini lesson (grammar, math, reading, study tips/strategies, etc.)
* 43 min. - support time
* 2 min. – Duotangs signed by teacher and put away; prepare for next class

**Evaluation**

There will be a daily evaluation on your participation, work ethic, attitude, and on task behavior.

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| --- | --- |
| 5 = | On-time, prepared (binders, textbooks, pen/pencils, paper, agenda), worked entire class, helped others, respectful |
| 4 = | On-time, prepared (binders, textbooks, pen/pencil, paper, agenda), worked almost entire class, respectful |
| 3 = | On-time, mostly prepared, worked in class but had to be told to work or contribute occasionally, respectful |
| 2=  | Late, unprepared, had to be repeatedly told to work, disruptive, disrespectful |
| 1 = | Late, unprepared, did not do any work, disruptive to the class, disrespectful  |

**How do I do well in LST?**

* Be on time
* Come to class with all necessary materials you will need to accomplish your tasks for the day
* Organization
* Time management – use your time wisely, don’t do the work you know how to do on your own, do the stuff you need help with
* Ask for help
* Be honest with yourself about what you can and can’t do, NO ONE is perfect
* If you complete all your work and don’t have anything to work on, review your notes, help someone else, or see your support teacher for a literacy or numeracy support package
* Be positive
* TRY YOUR BEST! :)

**LST PRACTICE AND PROCESS**

Differentiated Instruction (DI) will be modeled and practiced by the LA Matheson LST team through the Universal Design for Learning (UDL) framework. Following these methods will ensure students work under the Response to Intervention (RTI) structure in order to best support them in their assessments during instructional time. RTI is based on the principle of prevention and early intervention, which are principles of the LST department.

Students work on programs individually designed and adapted in order to be successful through these models. Our learning models and educational philosophies are intended for use with all students in general education. The diagrams below are visual displays of the new curriculum, core competencies, and assessment language.

**EDUCATIONAL CORE COMPETENCIES**

|  |  |  |
| --- | --- | --- |
| Thinking | Communication | Personal & Social |

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| --- | --- |
| **CURRICULUM MODEL**Image result for core competency images bc | **CURRICULUM ASSESSMENT for****COURSEWORK**ExemplaryProficientDevelopingEmerging |

**CHARACTERISTICS of the CORE COMPETENCIES**

Inclusive - Cross-Curricular - Strength-Based

Student-Centered - Descriptive & Progressive