



Department of Graduate Education, Leadership, and Counseling

Programs in Special Education

Teacher of Students with Disabilities Certification

Masters of Arts in Special Education

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College of Education and Human Services

Conceptual Framework

COLLEGE OF EDUCATION AND HUMAN SERVICES

Conceptual Framework

GOAL 1: COMMITMENT

Commitment is a value highly prized by the College of Education and Human Services, serving as an essential cornerstone for our teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators.



For more information about
Conceptual Framework,
Scan here!

GOAL 2: EXPANDING KNOWLEDGE

In the College of Education and Human Services, we emphasize both content and pedagogical knowledge as we prepare our students. We design classroom and field experiences to help students learn this knowledge and apply it in practice. Students are expected to use their technological expertise as a tool in learning and to reference relevant standards when either planning for or reflecting on their own classroom work, as well as that with their own students or clients.

GOAL 3: REFLECTION

The College of Education and Human Services defines reflection as the process of thinking clearly and deliberately to promote understanding and to actively foster the exercise of in depth thinking about professional practice. We believe that reflection, grounded in active experience, has value for developing educators, when practiced consistently and systematically through such activities as classroom observation, continuous self-assessment, and journal writing.

GOAL 4: PROFESSIONALISM

Novice and experienced educators enrolled in the College of Education and Human Services are on a career-long path toward professionalism and are not viewed as totally developed and experienced professionals upon graduation. Our goal is to encourage students to become thoughtful, creative problem-solvers as they begin and refine the acquisition of craft and knowledge in their ongoing journey toward higher levels of professional success.

RIDER.EDU/CEHS



RIDER UNIVERSITY
College of Education
and Human Services

Policies and Procedures

Our graduate programs are guided by all University policies, as well as a supplemental policy manual specific to the Department of Graduate Education, Leadership, and Counseling. Information about University policies can be found under [Academic Policy Manual](#).

Technology support – [Office of OIT](#).

Since special education graduate programs are online, it is critical for all graduate students in special education to check their Rider e-mail and canvas course sites regularly. Critical program information and announcements will be sent out on-line. If you do not check email and canvas sites, you may miss important updates and information.

If you need support with technology, please contact the Office of Information Technology. The phone number is (609)-219-3000. Or you may visit, the [Help Desk Portal](#) or send e-mail to helpdesk@rider.edu to submit a ticket.

Contact Information

Please be sure that we have updated contact information for you. If you change your telephone numbers, personal e-mail, or mailing address, contact your Program Advisor and the [Office of Graduate Education, Leadership, and Counseling](#) immediately.

Change of Program

It is important for students to know the program in which they are enrolled. If you wish to change your program, you must complete a [Change of Program Form](#), which is available in the Office of Graduate Education, Leadership, and Counseling (Bierenbaum Fisher Hall Room 202). Please note that program changes are not automatic, and that requests for program changes will be reviewed through the admissions process.

Leave of Absence

If it is necessary for you to take some time off from coursework, you should notify your Program Advisor and complete a Request for Leave of Absence Form. Students who are not enrolled for an extended period of time will be removed from enrollment lists and be required to re-apply for admission. Note that you are required to complete a program within 6 years; a leave of absence will stop the timing until you return.

Registration

You may register for courses on our website through [MyRider](#) – link for registration during registration periods (typically mid-October and mid-March). Please be sure to check course prerequisites; you will not be able to register for a course if you have not completed the

prerequisite courses. Specific information regarding course registration procedures will be announced via e-mail.

It is highly recommended that you register for courses during the registration periods, as courses often fill early, and will close if they do not fill. You are not billed immediately, so you can always drop a course during the drop/add period if necessary.

If you are not able to register online, please contact the Registrar's Office at 609-896-5065.

GPA Requirements/Academic Progress

All students must maintain a Grade Point Average of 3.0 throughout their enrollment in the program. Students with more than two grades of C, or two grades of F, will be automatically dismissed from the program. See the Department of Graduate Education, Leadership, and Counseling Policy Manual for more information.

Professionalism and Dispositions

Students enrolled in special education programs at Rider University are expected to demonstrate professionalism as guided by the School of Education's conceptual framework and the CEC Standards for the Preparation of Special Educators. Students' professional dispositions, progress and performance is reviewed on an ongoing basis by program faculty. The rubric below outlines professional expectations throughout all programs in special education. In addition, course assessments include CEC standards related to professionalism and appropriate dispositions for special educators. These standards include standard 6 Professional Learning and Ethical Practice and 7 Collaboration.

Dispositions Policy

All students are expected to 'Meet Expectations' standards in each criterion outlined in the *Special Education Program Dispositions Rubric* throughout their experience in the special education program. If there is a persistent professional disposition concern, a student will participate in a professional development meeting with the professor and program administrator to develop a plan for intervention. If performance does not improve, the student may be dismissed from the program for unprofessional disposition in the field of special education.

Special Education Program Dispositions Rubric

	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
Professional quality of written and Oral communication to support inclusive practice CEC standard 6 and 7	<p>Demonstrated inappropriate or limited written and oral communication that did not meet expectations nor adhered to grammar and writing standards or course and field expectations. Poor communication led to practice that was unethical and exclusive of diverse members of the special education community.</p>	<p>Appropriate and consistent oral and written work that meets all course and field expectations. Most or all written communication is adequate and meets grammar and writing standards for written work submissions and presentations helped to develop appropriate inclusive practice in special education</p>	<p>High level of professional quality written work submitted with depth and breadth consistently. Meaningful oral communication with colleagues, professor and school community led to positive, professional and inclusive outcomes in special education</p>
Effective Collaboration with peers and school community members CEC standard 7	<p>Showed little or no engagement in collaborative activities. Exhibited little or no evidence of parity, cultural responsiveness, shared responsibility, accountability and resources. Undermined goal achievement in collaborative activities. Was defensive and unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities: exhibited evidence of parity, cultural responsiveness, shared goals, responsibility, accountability and resources. Accepted compromise in collaborative activities. Established a collegial rapport with others</p>	<p>Leader of collaborative activities for groups and worked actively with others. Consistently exhibited clear evidence of parity, cultural responsiveness, shared goals, responsibility, accountability, and resources. Initiated compromise when necessary. Maintained professional and collegial rapport with others.</p>

Integrity: Laws, policies, and professional standards of the profession CEC standard 6	Did not follow relevant laws, ethical practice, policies, and professional standards of the profession	Followed relevant laws, ethical practice, policies, and professional standards of the profession	Followed and took initiative in identifying how specific laws, policies, ethics and professional standards impact students and the school community.
Reflection CEC standard 6	Demonstrated little to no self-awareness or self-reflection. Did not reflect on professional standards or inaccurately reflected on how personal experiences and/or characteristics could impact professional practice. No evidence of motivation to become a life-long learner	Demonstrated an acceptable level of self-awareness or self-reflection and made adequate connections to professional standards. Reflected accurately on how personal experiences and/or characteristics could impact professional practice. Exhibits evidence of becoming a life-long learner	Exhibited a high level of self-awareness or self-reflection and made clear connections professional standards. Reflected accurately and insightfully on how personal experiences and/or characteristics could professional practice. Demonstrates motivation of life-long learner

Schedule of Classes

ALL STUDENTS MUST COMPLETE 30 CREDITS OF COURSE WORK TO GRADUATE WITH A MASTER OF ARTS IN SPECIAL EDUCATION

Online SPECIAL EDUCATION – Certification and MA

SCHEDULE OF CLASSES		
COURSE	Required for Teacher of Students with Disabilities (TOSD) Certificate (21 Credits)	Credit Hours
SPED 512	Psychology of Exceptionality (Prerequisite for all other SPED courses)	3 credits
SPED 514	Applied Behavior Analysis for Students with ASD and other Behavioral Needs	3 credits
SPED 524	Collaboration and Inclusive Practice for students with Mild and Severe Disabilities	3 credits
SPED 531	Assessment for Instruction in Special Education	3 credits
SPED 536	Instruction and Transition for Autism and Severe Disabilities	3 credits
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorder and Other Disabilities	3 credits
SPED 539	Instructional Practices for Students with Disabilities (Recommended as final course in TOSD program)	3 credits
COURSE	Required Additional Courses for M.A. in Special Education (9 Credits)	Credit Hours

SPED 542	Literacy and Students with Special Needs	3 Credits
EDUC 500	Introduction to Research	3 Credits
SPED 590	Professional Seminar in Special Education (Permission of instructor required)	3 Credits

SPECIAL EDUCATION MA ELECTIVES OR ADDITIONAL OPTIONS

This coursework and electives need to be approved by your advisor.

ADDITIONAL CERTIFICATE OPTIONS		
COURSE	Reading Specialist Certificate (This sequence will be recommended to educators teaching for at least two years)	Credit Hours
LITR 501	Psychology and Pedagogy of the Reading/Language Process	3 credits
LITR 502	Curriculum, Instruction and Supervision in Literacy	3 credits
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum	3 credits
COURSE	Life Coach Certification (This sequence can be recommended for new teachers)	Credit Hours
COUN 500	Introduction to Counseling & Helping Professions	3 Credits
CNPY 502	Theories of Counseling & Helping Professions	3 Credits
COUN 505	Vocational/Career Development	3 Credits

OTHER OPTIONS

Rider Autism Spectrum Disorder Certificate
(One additional course **SPED 505**)

Additional interest options include courses in these areas: [Educational Leadership](#), [Gifted](#), and [Organizational Leadership](#) (a variety of online courses are offered regularly in these areas)

Special Education – course descriptions

SPED 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low tech, and no-tech solutions that support the individualized needs of learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

SPED 512 Psychology of Exceptionality 3 Credits

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. An experience in the field will enable students to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

SPED 514 Applied Behavior Analysis for Students with Autism Spectrum Disorder and other Behavior Needs 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals through Applied Behavior Analysis for students with Autism Spectrum Disorder and other behavioral issues. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and the design of proactive, positive behavior intervention plans that emphasize the teaching of appropriate alternative skills. An emphasis is placed upon behavior change strategies, which intervene on antecedent events, teach appropriate alternative skills, and provide supports in the natural environment. Multi-component interventions also are designed to include the interest and preferences of the target student. Legal and ethical considerations are considered. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

SPED 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

SPED 531 Assessment for Instruction in Special Education 3 Credits In this course, standardized and functional assessments are emphasized. Students are introduced to basic

educational assessment procedures, norm-referenced, criterion referenced, and individually referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice.

SPED 536 Instruction and Transition for Autism and Severe Disabilities 3 Credits The course will provide students with the knowledge and skills to support individuals with Autism Spectrum Disorders and those with moderate to severe disabilities. Strategies to address instruction, transition, behavior, and communication and will be emphasized across domains of life skills, inclusion, and transition. Transition planning, including understanding, formulating, and implementing the Individual Transition Plan will be taught. Collaborative interactions with school and community personnel and agencies will be addressed. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

SPED 539 Instructional Practices for Students with Disabilities 3 Credits This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. Students will experience the collaborative process and develop their ability to function as part of an educational team. A field experience with children with disabilities will enable students to apply knowledge in a realistic classroom setting. Recommended to be taken as the last course in the ***Teacher of Students with Disabilities TOSD*** certificate program.

SPED 542 Literacy and Students With Special Needs 3 Credits

The course will provide an overview of theories, assessment, and intervention techniques for the literacy development of students with special instructional needs. Students will explore research validated methods for literacy development and instruction, including current strategies for teaching comprehension, composition, vocabulary, and language study. Management of literacy instruction is studied in a workshop setting. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

SPED 590 Professional Seminar in Special Education 3 Credits

This course addresses the current issues in the field of special education. Students will synthesize research and literature from the field of special education to address current issues and practice. Collaboratively, students will examine one area of special education through research and presentation. A reflective comprehensive view of special education including assessment, instruction, inclusive practice, assistive technology, Autism Spectrum Disorder, behavior, literacy etc. will be shared. Students are expected to complete a comprehensive exam in these related special education topics and submit 100 hours of supervised field hours. ***This course should be taken in the final semester of the MA program as it is the culminating reflective course of study.***

Prerequisite(s): Permission of instructor.

Transfer of Credit

Upon application to and before admission to any graduate degree program in education, leadership, and counseling, students may request transfer of up to 12 semester hours of graduate credits completed at an accredited institution, or up to 30 graduate credits for the Clinical Mental Health Counseling program. These credits must have been earned within six years of the date of credit transfer approval. All transfer credits must be approved by the program director and the department chair. Courses accepted for transfer must be similar to required or elective courses that are approved for the respective programs, and a grade of at least "B" must have been earned in each of these courses.

Students who are eligible to transfer graduate credits from other institutions must submit official transcripts of these credits. The Department of Graduate Education, Leadership, and Counseling will consider specific written requests for appropriate transfer credits. Official transcripts covering courses submitted for transfer must accompany the written request for such transfer if the transcripts have not already been filed.

Course Repeat Policy

Students may not repeat any graduate course for credit that they have already taken, except a course in which they have received a grade lower than "B" or one from which they withdrew. Any exceptions must be approved by the program director and department chair.

Dismissal

Any of the following situations will result in the automatic dismissal of a student working toward a graduate degree or certification program in the Department of Graduate Education, Leadership, and Counseling:

- Receiving two grades of "F" in graduate course work in either the same graduate course or in two different graduate courses;
- Receiving any grade of C (C+, C, or C-) or lower in more than two graduate courses (with the exception of the graduate nursing program where receiving more than two grades of C or lower in nonclinical courses or B- or lower in concentration and practicum courses, or any combination thereof will result in dismissal);
- Not attaining a grade point average of 3.0 for the Master's degree and certificate programs or a grade point average of 3.3 for the Educational Specialist degree or the Ed.D. after taking twelve or more graduate credits at Rider University;
- Failing the comprehensive examination for the second time (pertains only to students enrolled in degree programs that require the examination);
- Failure to complete degree or certification requirements in six years

- The Department of Graduate Education, Leadership, and Counseling reserves the right to dismiss any student when, in the judgment of the faculty or the officers of Rider, such action seems advisable.

Program Standards

The knowledge and skills developed in special education programs at Rider University are primarily based on the CAEP (Council for the Accreditation of Educator Preparation) /CEC (Council for Exceptional Children) Standards for the Preparation of Special Education Teachers (see [p. 21](#)). Students are required to make themselves familiar with these standards, as they will be the focus of your work in the program.

Academic Integrity

All students are expected to be familiar with and adhere to Rider University's Academic Integrity Policy, as follows:

Academic dishonesty includes any unauthorized collaboration or misrepresentation in the submission of academic work. In all written work, whether in class or out of class, the student's name on the work is considered to be a statement that the work is his or hers alone, except as otherwise indicated. Students are expected to provide proper citations for the statements and ideas of others whether submitted word for word or paraphrased. Failure to provide proper citations will be considered plagiarism and offenders will be subject to the charge of plagiarism specified in the statement of regulations.

Similarly, students are expected to adhere to all regulations pertaining to examination conduct. These regulations are designed to ensure that the work submitted by the student on examinations is an honest representation of that student's effort and that it does not involve unauthorized collaboration, unauthorized use of notes during the exam, or unauthorized access to prior information about the examination. Violations of this policy will be addressed as outlined in [Rider's Academic Policy Manual](#).

Rider University Special Education Programs Field Experience Requirements Teacher of Students with Disabilities Certification Program (TOSD)

How to apply

[Application for the Teacher of Students with Disabilities Certification Program \(TOSD\)](#)

Program Overview

The Teacher of Students with Disabilities Certification Program is designed for Rider University graduate students who currently hold a regular New Jersey instructional certificate in another field. The sequence of courses fulfills the requirements for New Jersey certification as a Teacher of Students with Disabilities. The course sequence is designed to provide a knowledge base in current theory and practice in special education. Each course in the program will make connections from theory to practice with specific field assignments embedded in coursework.

Program Goals: Teacher of Students with Disabilities Certification Program

This graduate certification program is designed to prepare teachers who currently hold a New Jersey instructional certificate to meet the needs of all students, whether it be in the role stipulated in their current certificate or as a special education teacher.

The goals of this program are to:

- strengthen the preparation of all teachers to meet the needs of all children, particularly those with disabilities, in the general education classroom.
- prepare certified teachers to teach students with special needs in inclusive classrooms and self-contained classrooms with mild to severe disabilities
- provide the opportunity for graduate students at Rider University to enhance their qualifications to meet increasing demands from school districts for teachers in this area of expertise

Application for Certification

Students who have completed the certification sequence may apply for certification through the [Certification Office](#). The Certification Officer will provide information and process your application.

Students who have completed the requirements for certification must complete a Certification Clearance Form during their capstone course, SPED 539. After completing the course, contact the [Certification Office](#) to apply for the certificate. Students should apply for the Certificate of Eligibility (CE) through the school district that wishes to hire them. The school district can process your application through the County Board of Education. If you need verification of program completion or verification of enrollment, contact the Certification Office for documentation:

[Jeanette Friscia](#) | Certification Coordinator
Rider University, College of Education and Human Services

[Office of Field Placement and State Certification](#)
Bierenbaum Fisher Hall, Room 116
609-896-5175

Master of Arts in Special Education

How to apply

[Master of Arts in Special Education Application](#)

Program Overview

The Master of Arts in Special Education program is designed to prepare certified teachers to teach students with special needs in a variety of settings.

The program provides opportunities for students to understand the nature and causes of disabilities, become familiar with agencies and resources for persons with disabilities, and learn the best practices and materials for teaching students with disabilities. This knowledge base, combined with a variety of shared and individual field-based experiences, provides opportunities for teachers to develop their expertise and become confident in their ability to work with students with special needs and become leaders in meeting the challenges of diverse classrooms. This program is offered completely online.

Curriculum Overview

The M.A. in Special Education program comprises a sequence of online coursework that includes courses required for a New Jersey Teacher of Students with Disabilities Endorsement. Candidates who are successful in the Teacher of Students with Disabilities

Certification Program may apply their credits toward the M.A. in Special Education.

For individuals who are currently prepared to teach in general education settings, a 30-credit course sequence is designed to strengthen their preparation to meet the needs of all children, particularly those with disabilities. Students who currently hold a regular New Jersey instructional certificate in another field and successfully complete the program will be eligible for the New Jersey Teacher of Students with Disabilities Endorsement.

Those who already hold New Jersey Teacher of the Handicapped or Teacher of Students with Disabilities (TOSD) certification, may be eligible for up to nine credits waived depending on prior course work and transcript review. A total of 30 credits in graduate work is still required to receive the M.A. degree.

Program Goals: Master of Arts in Special Education

Teachers who complete the Master of Arts in the Special Education Program will:

- Identify IDEA classifications and evidence-based practice to support student needs •
Evaluate and conduct research in current issues and practice in special education
- Analyze and assess student needs and recommend appropriate instructional and behavioral strategies
- Implement Applied Behavior Analysis
- Support students with disabilities in transition to adult life
- Learn best practices and materials for teaching students with disabilities •
Integrate Augmentative and Assisted Technology (AAT) into instruction

The M.A. in Special Education also positions graduates to complete a Reading Specialist Certification.

Graduation Application

Please review the below links regarding Graduation information. If you have any other questions, such as, when to apply for graduation, please contact the [Registrar's Office](#).

[Rider's Graduate Online Application](#)

[Commencement Candidates](#)

Rider University Special Education Programs Field Experience Requirements

The opportunity to apply special education knowledge and develop appropriate skills and dispositions of an effective special educator is an essential component of our programs. All candidates enrolled in Rider's special education programs are required to engage in a continuum of related field experiences in a variety of special education contexts. These activities are sequentially designed to provide a variety of experiences in realistic settings with students of varying ages, level, and types of disabilities, and to develop knowledge, skills, and dispositions related to the CEC Standards for Special Educators. Candidates are strongly encouraged to participate in experiences outside of their current work experience, to broaden their perspectives in a variety of settings and enhance their existing knowledge, skills, and dispositions related to special education.

All candidates are required to complete the following field experience requirements in each course.

Special Education Field Experience Checklist

CEC Standards	SPED Field Experience Assignments	Course #
2, 5	Conduct an observation of a student(s) while he or she is using augmentative, alternative, or assistive technology devices or tools in an educational setting <i>OR</i> observe a speech/language session for an individual with a disability. Write a 2-page paper (double spaced) describing your observations and how these observations relate to the CEC Standards.	SPED 504
2, 5	Observe three different special education settings or complete journal reviews of scholarly articles with reflections pertaining to inclusive teaching, autism, and cultural differences in special education delivery <i>OR</i> view videos of these settings and interview with a professional in each of these three areas. Discuss how these practices relate to both best practices in the field (evidence-based practices) as well as the CEC Standards. You must provide at least 3 references and cite using APA style.	SPED 504
5 & 6	Complete a case study of a student with autism spectrum disorder. Identify strengths and weaknesses related to communication skills, social/emotional skills, functional/daily living skills, and academic skill, also considering any fine or gross motor skills that may impact this student in the classroom. Create an Assistive Technology plan with three supports that directly align with the student's needs and abilities. CAEP key assessment*	SPED 504

1, 2, 3, 5, 7	Co-teaching observation and interview I (Inclusive classroom) - Focus on planning, supports and co-teaching models.	SPED 512
1, 2, 5	Observation in one other special education setting (Multiply Disabled, Emotional/Behavioral Disorder (EBD), Autism Spectrum Disorder (ASD), etc.)	SPED 512
1 & 3	Interview a family member of a child with a disability and discuss impact on family, education, and social emotional dynamic.	SPED 512
1, 2, 5, 6	<p>Conduct an observation in TWO of the following areas: identify how student behavioral needs are addressed, discuss effectiveness of strategies and make recommendations.</p> <p>(1) Social/Emotional Disabilities</p> <p>(2) Multiply Disabilities</p> <p>(3) Autism Spectrum Disorder</p> <p>(4) Specific Learning Disabilities</p>	SPED 514
3, 4, 5, 6, 7	With consultation and feedback from an educator in the field, identify and observe a student with behavioral needs and conduct a Functional Based Assessment (FBA). Seek feedback field partner feedback related to the feasibility of your FBA. CAEP key assessment*	SPED 514
1, 5, 6, 7	Create a collaborative instructional design and co-teaching lesson plans using the following information for an Inclusive class from the field. The class must be culturally diverse and include students with disabilities. Include student asset and performance data. Your lessons will be supported with research and evidence-based practice in the field of special education and content knowledge. CAEP key assessment*	SPED 524
5, 6, 7	Interview an administrator/supervisor who works with co-teachers. Discuss the benefits and challenges of co-teaching for teachers and students from their experience. Topics to discuss can include but are not limited to training and co-teacher selection, troubleshooting, planning time, student academic and social gains and setbacks, parent expectations.	SPED 524
2, 5, 6, 7	Co-teaching Observation and Interview II - Observe a co-taught classroom and interview the teachers. Locate current research focusing on co-teaching models and effective strategies specifically supporting individuals with disabilities in the inclusive classroom.	SPED 524

4, 5	Administer a formal and informal assessment to a child with disabilities; analyze the results for future instruction.	SPED 531
6	Interview a special education director or supervisor about ethical practice related to diverse student populations including bilingual and ELL students. Explain how school or district responds to ELL through culturally responsive education.	SPED 531
1, 2, 6	Family assessment interview (social history): Conduct a home visit/interview the members of a family of a child with special needs. Using this information, create an assessment of the impact of the disability on the family and the child's academic and social abilities, attitudes, values, interests and career options.	SPED 531
4,6	Interview a child study team member (school social worker, school psychologist or learning disabilities teacher-consultant) about the process of referral for special education to the development of the Individualized Education Plan (IEP). In your write-up, be sure to include reference to New Jersey special education law (NJAC 6a14), timelines, etc. Discuss roles and responsibilities, benefits and challenges of the position. Include interactions with teachers and the impact of their role on student performance.	SPED 531
1, 2, 6	Observe an Occupational Therapy or Physical Therapy session and identify student needs and strategies to support these needs in the session you observed.	SPED 536
1, 4, 5	To fully grasp the pertinent need for transition strategies and planning, visit a facility that promotes or supports transition services for individuals with special needs. Ideally, interview and interact with workers and consumers. Write a 3-5 page observation/reflection including your personal feelings and any interview questions or comments. OR Interview either a Director or Supervisor of Special Services, and discuss transition services within his/her district. The interview can be completed virtually - Zoom, email, phone, etc. Find out the following -- How is the district preparing students to transition to adult life? Write a 3-5 page observation/reflection including your personal feelings and any interview questions or comments.	SPED 536
5	Plan and assist/teach a lesson to an individual or group of individuals with disabilities at <u>TWO</u> of the following levels: elementary, middle, high school, post-secondary or transition. In your write-up, reflect upon your planning and teaching and cite a minimum of (2) research articles that support your instructional method(s)/methodology given the needs of the individuals taught.	SPED 539
6,7	Participate in a professional development activity that relates to students with special needs and instructional practices (e.g., reading, writing or math interventions/special education strategies, classroom-based instructional tools, etc.). In your write-up, include what was reaffirmed or learned through this professional development activity and reference the research used by the	SPED 539

	presenter(s) to frame the activity. In your reflection, discuss how your plans as a life-long learner in the field of special education.	
1, 2, 5	Interview district personnel to discuss the reading/literacy curricular programs utilized for both the general education and special education student populations, including the process (e.g., stakeholders involved, selection process, etc.) involved to adopt such curriculum. In your write-up include a minimum of two research articles that discuss the Science of Reading and how the district's curriculum does or does not relate to your research findings.	SPED 539
3,4,6,7	<p>School/Student Intervention Plan – CAEP - Problem Based Assessment - TOSD Exit Assignment</p> <p>Candidates will work with a school partner (teacher or administrator) to identify and address a challenge related to the academic or behavior performance of student(s) with disabilities in this school setting. An intervention plan to address such a problem will include research and best practice and the plan will be shared with the school community to provide support for student(s). Candidates will identify the strengths and challenges of supporting students with disabilities in a school setting, either inclusive or exclusive. Data to support this assignment may include qualitative and/or quantitative data and from the specific school or class. Include feedback from school personnel.</p>	SPED 539
2, 3	<p>Interview/Observation of a Reading class for Students with Special Needs</p> <p>Observe a special education reading class (i.e.: in-class-resource, replacement reading or supplemental reading). The student will focus on observing components of the class structure and presentation of information as it relates to SPED 542 course content. Develop a list of interview questions related to course content (i.e.: type of reading program, research based strategies used, use/types of assessments and progress monitoring, etc.) and interview the reading teacher of the class that was observed. Following the observation and interview, the student will share a thoughtful reflection tying together what was observed and discussed to personal practice as a teacher, past experiences, current research and CEC Standards.</p>	SPED 542
1, 2, 3, 4, 5	<p>Case Study Assignment</p> <p>Choose a school-age student to administer three reading assessments. The assessments chosen must reflect research-based tools that are useful in identifying reading abilities and weaknesses (a list of options will be provided and reviewed in class). After administering the assessments, analyze the assessment results and plan an effective reading lesson that reflects identified areas of weakness. The lesson plan will need to address all areas of concern and include research-based teaching strategies, as well as a plan for progress monitoring.</p> <p>The lesson plan does not need to be carried out, but it will be presented to the class along with sample materials.</p>	SPED 542

1, 5, 6	Design and conduct a research study on a current issue in the field of special education.	SPED 590
1, 2, 5, 6	Identify a current issue in the field of special education and discuss related research and literature. Interview two individuals in the field who are currently addressing these issues. From their experience, discuss effective strategies for prevention and intervention. Does the research support real life experiences? Include three APA references and a reflection to CEC standards	SPED 590

*****Due to confidentiality, and access to schools, these field assignments may be modified using virtual meetings, videos, interviews and educational case studies when necessary.***

CEC Standards

COUNCIL FOR EXCEPTIONAL CHILDREN INITIAL PREPARATION STANDARDS

LEARNER AND LEARNING

Standard 1: Learner Development and Individual Learning Differences 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influences the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and

appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

INSTRUCTIONAL PEDAGOGY

Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them⁴

Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Key Elements

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support Instructional strategies, including intervention used in academic and specialized curricula. the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

PROFESSIONALISM AND COLLABORATION

Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

6.6 Beginning special education professionals provide guidance and direction to

paraeducators, tutors, and volunteers.

Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.