

# **Teacher of Students with Disabilities Endorsement Program Student Handbook**

**Rowan University**

**College of Education**

**Interdisciplinary and Inclusive Education Department**



## Table of Contents

<b>Overview and General Information</b>	<b>3</b>
<b>Purpose of the Teacher of Students with Disabilities Program</b>	<b>3</b>
<b>Program Learning Outcomes</b>	<b>4</b>
<b>Professional Expectations</b>	<b>5</b>
<b>Program Description</b>	<b>5</b>
<b>Application to the Teacher of Students with Disabilities Program</b>	<b>5</b>
<b>Retention in the Teacher of Students with Disabilities Program</b>	<b>6</b>
<b>Teacher of Students with Disabilities Course Requirements</b>	<b>6</b>
<b>Program and Signature Assessments</b>	<b>7</b>
<b>Teacher of Students with Disabilities Course Field Requirements</b>	<b>7</b>
<b>Teacher of Students with Disabilities Clinical Practice Requirements</b>	<b>8</b>
<b>Applying for Certification</b>	<b>8</b>
<b>Types of Certifications</b>	<b>9</b>
<b>Highly Qualified Requirements</b>	<b>9</b>
<b>Praxis II</b>	<b>9</b>
<b>TOSD Advisement</b>	<b>10</b>

*Access, Success, Equity.....Turning Research into Practice*

## **PROGRAM DESCRIPTION**

### **Overview and General Information**

Welcome to the Teacher of Students with Disabilities Endorsement Program (TOSD). This handbook will provide you important information concerning the program and options within our program. If you have additional questions concerning the program, contact the student advisor for our program.

In keeping with the mission statement of teacher education at Rowan University, our endorsement program will prepare teachers who will positively impact all educational communities by collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings. Our ultimate goal is to ensure equitable educational opportunities for all learners by preparing and supporting our clinical interns through the development of knowledge, skills, and dispositions. The vision for the College of Education is that we will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

### **Purpose of the Teacher of Students with Disabilities Endorsement Program**

The purpose of the TOSD Endorsement program is to prepare professional educators to teach students with disabilities, kindergarten through grade 12, with a variety of exceptional learning needs. Our program is designed to prepare educator practitioners to serve as skillful, ethical, and caring professionals. Our program is committed to the effective implementation of evidence based practices which includes the identification of students with special needs, instructional planning, implementation and progress evaluation to meet the diverse needs of these individuals. Our program also recognizes the diversity of students, families, environments and abilities that are present in schools today.

The Teacher of Students with Disabilities program is designed to enable clinical interns to meet the requirements of the State of New Jersey for the endorsement as a Teacher of Students with Disabilities. In order to qualify for the endorsement, candidates must already hold or be eligible for an initial instructional certificate. The program fosters an understanding of students with special needs and provides the clinical intern with the pedagogical skills to teach this group of students.

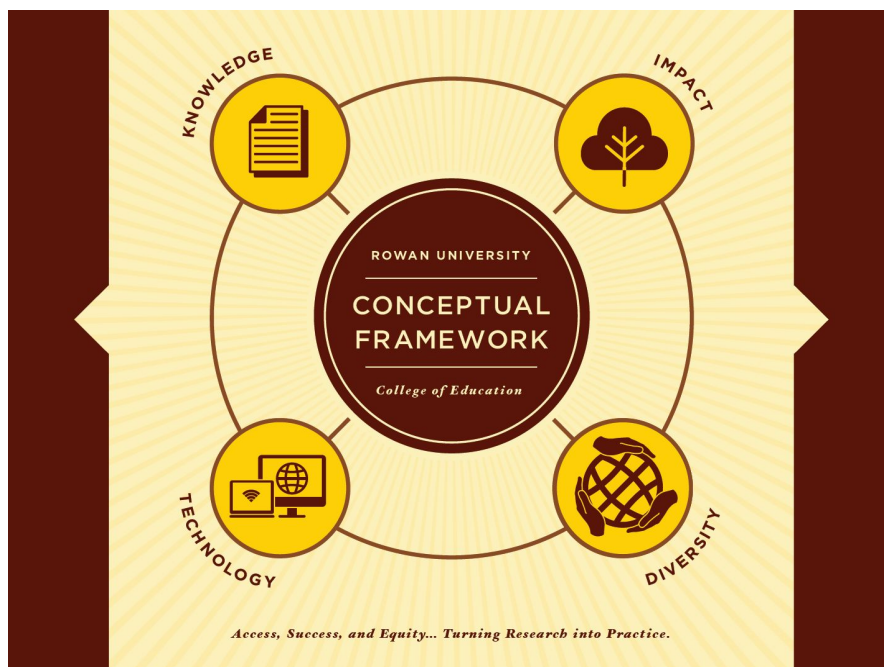
### **Vision Statement of the College of Education**

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

### Connecting to the College of Education Conceptual Framework Pillars:

The four pillars of the College of Education Conceptual Framework are an important foundation that informs who we are and what we truly value. Those pillars are:

1. content and pedagogical knowledge,
2. technology to facilitate teaching and learning,
3. diversity with a commitment to social justice, and
4. impact on student learning.



By building a foundation of content and pedagogical knowledge, using technology to facilitate teaching and learning, valuing diversity with a commitment to social justice, and impacting P-12 student or client learning, we inform our practices and provide a foundation upon which learning evolves.

### Program Learning Outcomes

The Teacher of Students with Disabilities Endorsement Program aligns itself with the seven major preparation standards of the Council for Exceptional Children’s Initial Level Special Education Preparation Standards. Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for effective and safe practice.

<b>CEC Initial Preparation Standards</b>	
1.Learner Development and Individual Learning Differences	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging experiences for individuals with exceptionalities.
2.Learning Environments	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.
3.Curricular Content Knowledge	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4.Assessment	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
5.Instructional Planning and Strategies	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6.Professional Learning and Ethical Practice	Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7.Collaboration	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.

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## **Professional Expectations of Special Educators**

As future special educators, you are expected to model professional behavior at all times in class, in the community, and in your field based experiences. The following is a list of expectations that will help you present yourself in a positive and professional manner.

1. Attendance, punctuality, and participation
2. Work habits
3. Quality of work
4. Respect
5. Technology
6. Interactions with faculty, collaborating teachers and students in the field.
7. Attitude
8. Commitment to excellence in teaching
9. Confidentiality

## **Program Description**

The Teacher of Students with Disabilities Endorsement Program is offered in two ways. The first is offered to students currently enrolled in one of Rowan University's undergraduate initial teacher certification programs. Students must be an education major in one of the following certification areas: Early Childhood Education, Elementary Education, Subject Matter Education or Health and Physical Education.

The second option is available to individuals who currently hold a Bachelor of Arts (or its equivalent) with at least a Certificate of Eligibility (CE) in education. This second option is for those people interested in pursuing undergraduate courses only and is offered both on campus and on-line. The post baccalaureate TOSD online program is presented in 8 week online modules. All course field requirements and clinical practice requirements are applicable. For more information on this delivery model, contact CGCE Admissions.

## **Application to the Teacher of Students with Disabilities Endorsement Program**

For Undergraduate Applicants:

1. Completion of Human Exceptionality SPED 08130 and Teaching Literacy READ 30280 with a B- or better

2. Completion, with grades of B- or better, of the following General Education courses: College Composition I and II and Public Speaking for students currently enrolled in a Rowan University undergraduate program
3. Enrollment as an education major
4. GPA of at least 3.0
5. Attend a Pre-Admission Workshop with the TOSD Program Coordinator and/or TOSD Program Adviser
6. Meeting with TOSD Advisor to review all requirements and submission of the TOSD application. The application includes the following at a minimum: two letters of recommendation, essay submission and application details.

For Applicants who already hold an undergraduate degree (BA or BS)

1. Bachelor's degree (or its equivalent) from an accredited institution of higher learning
2. Official transcripts from all colleges attended
3. Current professional resume
4. Two letters of recommendations
5. Minimum GPA of 3.0
6. Essay
7. Copy of initial NJ Standard Instructional Certificate, Certificate of Eligibility with Advanced Standing (CEAS), or Certificate of Eligibility (CE) in early childhood, elementary, subject matter or health and physical education.
8. Copy of NJ Certificate of Eligibility (CE) in Teacher of Students with Disabilities
9. Interview with TOSD Program Coordinator
10. Submission of official test results demonstrating passing scores on Praxis I. Official Praxis II score report in appropriate area of CEAS or CE.
11. For applicants who possess a CE only: As of September 1, 2015 the State of New Jersey requires that any student who is preparing formally to enter a teacher preparation program needs to meet the following requirements:
  - a. Submit scores that are at a minimum or higher for the basic skills teacher preparation tests.
  - b. These tests are also known as the Praxis Core Academic Skills for Educators exams.

Test:	Minimum Score:
Reading (test 5712)	156
Writing (test code 5722)	162
Math (test code 5732)	150

### **Retention in the Teacher of Students with Disabilities Program**

Students must exhibit successful performance as evidenced by maintaining an overall GPA of 3.0 in all TOSD courses that are part of the program. They must also maintain an overall GPA as prescribed by the College of Education. Students who fall below these minimum requirements will meet with the TOSD

Program Coordinator and a probationary plan for academics will be developed to assist the student in making progress toward GPA requirements for TOSD courses.

A student receiving a “C” or lower in any TOSD course will be required to repeat the course and placed on program probation (Students must receive a “B-” or above in all TOSD courses). Students must also successfully complete the appropriate Praxis I and II with passing scores for their education major, and complete the Praxis II for special education.

It is important to emphasize that students should meet with their TOSD advisor on a regular basis to update your program of studies.

### **Teacher of Students with Disabilities Course Requirements**

For all students accepted into the TOSD Endorsement Program as of July 2014, the following courses are required. For students admitted prior to July 2014, please see your TOSD advisor.

SPED 08130	Human Exceptionality	3
READ 30280	Teaching Literacy (or READ 30320 for Early Childhood track)	3
SPED 08316	Differentiated Instruction in the Inclusive Classroom ( or ECED 23431 for Early Childhood Track)	2
READ 30351	Differentiated Literacy Instruction (INC 02330 for Elementary Track, READ 30347 for Early Childhood track, or READ 30310.30319 for Subject Matter and Health and Physical Education tracks)	2
SPED 08360	Positive Behavioral Support Systems for Students with Exceptional Learning Needs	3
SPED 08307	Assessing Students with Exceptional Learning Needs	3
SPED 08350	TOSD Clinical Experience I (co-requisites: SPED 08360 and SPED 08307)	1
SPED 08308	Assistive Technology and Transition Planning	3
SPED 08415	Specialized Instruction for Students with Exceptional Learning Needs	3
SPED	TOSD Clinical Experience II (co-requisites: SPED 08308 and SPED 08415)	1
SPED 08450	Clinical Practice in Special Education	4
SPED 08445	Clinical Seminar in Special Education	2

### **Program and Signature Assessments**



<b>Program Assessment</b>	<b>Course</b>	<b>Signature Assessment</b>
1	NA	Praxis II Examination
2	SPED 08445 Special Education Seminar	Comprehensive Examination
3	SPED 08415 Specialized Instruction for Students with ELNs	Unit Plan
4	SPED 08450 Clinical Practice in Special Education	TOSD SPA
5	SPED 08307 Assessing Students with ELNs	Assessment Plan and Implementation
6	SPED 08360 Positive Behavioral Support Systems for Students with ELNs	Functional Behavioral Analysis and Behavior Intervention Plan
7	SPED 08308 Assistive Technology and Transition Planning	Assistive Technology Evaluation and Plan
8	SPED 08445 Special Education Seminar	Pupil Impact Activity

### **TOSD Course Field Requirements**

It is the view of the Teacher of Students with Disabilities Endorsement Program’s faculty that pre-service teaching experience should be designed to provide concrete experiences in the school setting that facilitates the development of acceptable and realistic perceptions of roles, responsibilities, and relationships. Students will be asked to do the following:

- Observe in the school setting with a variety of children with exceptional learning needs
- Relate those experiences to theory and coursework
- Apply theory and coursework to assignments completed in the field

TOSD Clinical Experience I will include a total of 40 hours of field experience (20 hours SPED 08360 and 20 hours SPED 08307) in a school setting that services students with mild to moderate special needs.

TOSD Clinical Experience II will include a total of 40 hours of field experience (20 hours SPED 08308 and 20 hours SPED 08415) in a school setting that services students with moderate to severe special needs.

Field placements can occur in a variety of placements (e.g., public schools, special services school districts and schools that service only students with special needs) and with any age group or grade level.

It is the student's responsibility to arrange for transportation to and from his or her course field placement sites.

### **TOSD Clinical Practice (SPED 08450) Requirements**

TOSD clinical interns will spend approximately 6 weeks (5 days a week) in their clinical practice placement. Candidates will be in the role of the special education teacher for the duration of the placement. The placement can be in any of the following:

- a. In-class support classroom where there are two contracted teachers ( one general education and one special education)
- b. Resource center with in-class support and pull out options for support or replacement instruction
- c. Self-contained special education classroom in a public school
- d. Self-contained special education classroom in a county based, special services school district
- e. Self-contained special education classroom in a state approved private school that services only children with special needs.

During the placement, the clinical intern will gradually take over the management and instructional responsibilities of the classroom. Options for team teaching are acceptable. The clinical intern must have a minimum of 15 consecutive days of full time teaching.

Special Education Seminar SPED 08445 is taken concurrently with Clinical Practice in Special Education.

If a TOSD clinical intern is contracted as a full time special education teacher, clinical practice may occur in their classroom with both district and Rowan University approval.

Since clinical practice is a capstone experience, all courses have to be completed successfully before clinical practice. In addition, students must meet all College of Education and TOSD requirements before entering clinical practice. Students are not permitted to take additional courses to complete program or university requirements during the TOSD clinical practice experience or after completing clinical practice.

Additional information regarding TOSD Clinical Practice will be made available in your TOSD Clinical Practice Handbook available prior to clinical practice.

### **Applying for Certification**

Clinical interns must complete a Certification Application (available online on the Office of Field Experiences webpage) during the semester that you complete your clinical practice for special education. The form is submitted to your TOSD Program Advisor. Upon review, to assure that all required coursework has been completed and all exit requirements have been met, the application will be forwarded to the College of Education's Certification Officer. Once your clinical practice is successfully completed, the application will be forwarded to the State for processing.

## Types of Certificates (NJDOE November 2012)

- CE (Alternate Route): The Certificate of Eligibility (CE) is a credential with lifetime validity issued to an individual who has NOT completed a teacher preparation program but who has met the basic requirements for certification including academic study and applicable test requirements.
- CEAS (Traditional Route): The Certificate of Eligibility with Advanced Standing (CEAS) is a credential issued to an individual who HAS completed a teacher preparation program and has met the basic requirements for certification including academic study and applicable test requirements. THE CEAS authorizes the individual to seek and accept employment in NJ public schools requiring certification. The CEAS is issued to an individual who does NOT hold a NJ Standard Certificate or has NOT completed one year of full time teaching under a valid out of state instructional certificate.
- Provisional: This two year certificate is requested by the employing school district for a newly hired teacher after an individual obtains a CE or CEAS and a full time teaching position. This certificate legalizes employment. Both mentoring and supervision and evaluation are required under this certificate. Alternate route teachers will also be required to complete formal instruction. *Please note that an individual cannot apply for this certificate. Rather it is the employing district that applies for this certificate on behalf of the applicant.*
- Standard: This is a permanent certificate issued to an individual who has met all requirements for state certification. This certificate is awarded individuals who have successfully completed a Provisional Teacher Program, hold a previously issued NJ instructional certificate, or holds a valid out of state instructional certificate with one year of full time teaching under the certificate.
- **In order to be eligible for the Teacher of Students with Disabilities Standard Certificate, the individual will need to possess or be eligible for a standard NJ instructional certificate with an endorsement appropriate to the subject or grade level to be taught.** As an example, if an individual possesses a Certificate of Eligibility (CE) only, they will only receive a CE in TOSD.

## Highly Qualified Requirements and Special Education Teachers

The Teacher of Students with Disabilities endorsement is attached to your initial teaching certification area (Elementary Education, Early Childhood, Subject Matter or Health and Physical Education Bas in Education). It permits you to provide consultative and supportive services to students with disabilities from preschool through grade 12. However, in order to be able to provide more than support instruction, you must have an appropriate initial certification (i.e., P – 3, K – 6, SM, HPE) for the grade level or subject you wish to teach and be highly qualified in the subject area(s) you wish to teach (i.e., passing scores on the appropriate Praxis exam)

## Praxis II for Special Education

All candidates enrolled in the Rowan University Teacher of Students with Disabilities Endorsement Program are required to take and pass the Praxis II exam for Special Education. The Praxis

II exam number for Special Education is 0354 and the title is: *Special Education Core Knowledge and Applications*. Please see your TOSD Program Advisor for additional details.

### **TOSD Advisement**

In order to ensure that sufficient classes are scheduled each semester, it is imperative that all TOSD Endorsement candidates contact their TOSD Program Advisor each semester.

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Feel free to contact me with questions regarding the TOSD program.  
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