

# Special Education

*The Esteves School of Education is accredited by the National Council for the Accreditation of Teacher Education (<http://www.ncate.org>).*

## National Accreditation Advantage

The Esteves School of Education has held continuous accreditation from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) since October 2001. NCATE/CAEP accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE/CAEP accreditation on their resumes and be prepared to talk about its significance.

## Conceptual Framework

The mission of the Esteves School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders to consider two essential questions throughout their studies and field experiences: Who am I in the lives of those with whom I work? Who am I in the life of my educational community? **We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.**

The motto of Russell Sage College, *"To Be, To Know, To Do,"* informs the educational purpose where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the Esteves School of Education, this motto is extended to form the basis for our programs.

**Conceptual Framework:** the underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

## T-BIRDS - the key concepts of the conceptual framework:

- **Technology:** a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- **Best Practices:** the pedagogical knowledge, skills, and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- **Inclusion and Diversity:** the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; the ability to develop solutions that will enhance the learning experiences of all children; and, the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsible pedagogy.
- **Reflection:** the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- **Dispositions:** the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- **Service Learning:** the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

## **Special Education Classes**

### **SED 511 : School Residency I Gr 1-3**

In School Residency I, residents are placed in a special education setting in grades 1-3 with an attending teacher and assume up to 20% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

### **SED 514 : School Residency I Gr 4-6**

In School Residency I, residents are placed in a special education classroom in grades 4-6 with an attending teacher and assume up to 20% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

### **SED 521 : School Residency II Gr 1-3**

In School Residency II, residents are placed in a special education classroom in grades 1-3 with an attending teacher and assume up to 40% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

#### **Prerequisites**

SED-511

### **SED 524 : School Residency II Gr 4-6**

In School Residency II, residents are placed in a special education classroom in grades 4-6 with an attending teacher and assume up to 40% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

#### **Prerequisites**

SED-514

### **SED 525 : Professional, Family, and Community Collaboration**

This course provides students with the knowledge and skills required for working collaboratively as part of a multidisciplinary team to deliver comprehensive wrap-around services for students with special needs. This course explores different consultation and collaboration skills such as effective team-building, understanding leadership styles, improving communication, formulate training resources, problem-solving, advocacy, and decision-making that when utilized ensures that the needs of individuals with special needs are addressed throughout their PK-12 education. 25 fieldwork hours are required.

## SED 531 : High/Low Incidence Disabilities

This course introduces teacher candidates to the knowledge and skills needed to teach students who are gifted and/or talented and students with disabilities across educational settings, following the special education continuum. Furthermore, this course examines effective teaching practices for whole class instruction and the adaptations and modifications of curriculum necessary to meet the needs of students with high and low incidence disabilities across all grade levels. This course also explores the acquisition and application of core curriculum competencies as well as different evidence-based strategies necessary for decision-making process for students with diverse learning needs. 15 hours of practicum/fieldwork.

## SED 532 : Severe and Multiple Disabilities

This course introduces teacher candidates to the knowledge and skills needed to teach students who have severe and multiple disabilities in special classes, inclusive settings, or general education settings. Furthermore, this course examines effective teaching practices for whole class instruction, small group instruction, and explicit instruction, across grade levels. Adaptations and modifications of curriculum in a manner to meet the needs of students with severe and multiple disabilities is taught across grade levels. This course also explores the acquisition and application of core curriculum competencies as well as various evidence-based strategies necessary for the decision-making process for teaching students with diverse learning needs. This class introduces and reviews the qualifications and required assessments for students who are alternatively assessed across all grade levels. This course includes the implementation of assistive technology to support students with multiple and severe disabilities.

15 hours of practicum.

**Prerequisites**  
SED-531

## SED 533 : Strategies for Mathematics: Students with Disabilities

This course is designed to build expertise in facilitating students' mathematical problem solving abilities and understandings of mathematical properties, rules, operations and topics with particular focus on students whose disabilities affect this area of their academic development. Co-planning and co-teaching strategies for success in general classes will be the context for the use of approaches. 15 hours of fieldwork are required.

## SED 554 : Diagnosis and Assessment

This course focuses on the role of formal and informal assessment in individual level educational decision-making within the context of federal, state, district, school practices and accountability policies. Topics include: strategies for appropriate selection and use of assessment in the pre-referral, identification, and evaluation process for special education; principles of measurement; assessment in Early Intervention Services (EIS); Response to Intervention (RTI) models and progress monitoring; assessments in the inclusive classroom; and role of the teacher as a member of the multidisciplinary team. Factors that influence methods of accommodating and modifying assessments, instruction, and materials to meet individual student needs are explored.

## SED 555 : Diagnosis and Assessment of Students with Disabilities

This course focuses on the principles necessary to assess and manage appropriate and inappropriate behaviors in the classroom. In addition, this course explores models of inclusion and the educational roles to support student success in inclusive settings. Topics include: defining and monitoring behaviors, understanding the functions of behaviors; implementing and evaluating behavior change plans; differentiated staffing patterns; strategies for facilitating successful inclusion practices; strategies for working effectively with students; and effective communication. 25 hours of fieldwork are required.

## SED 567 : Introduction to Special Education

This course provides an overview of current knowledge on individuals with exceptional needs within the context of human growth and development. This course content provides students with a firm foundation of special education as it explores historical factors, legislation, legal definitions, etiology, characteristics, prevalence, educational strategies, and support services of/for individuals with exceptionalities.

## SED 576 : Emergent Language & Literacy

This course explores how language acquisition contributes to early literacy development. Particular attention is paid to emergent reading and writing and the interrelationships among language learning, literacy development, and children's interactions with literature. Effective teaching practices for including children with disabilities in regular classrooms are examined. Fieldwork hours required.

### **Prerequisites**

Matriculation required , completion of EDU 520 or other graduate reading course, or provisional certification in elementary or special education

## SED 579 : Social Justice Read-Children's Literature

Designed for elementary classroom and reading teachers, the course requires students to critically analyze children's literature for its depiction of concepts, events, and protagonists pertaining to social justice. Students will acquire teaching strategies to improve children's awareness about the importance of diversity and justice through literature.

### **Prerequisites**

Matriculation

## SED 582 : Strategies for Literary Development: Students with Disabilities

The purpose of this course is to present a general framework in the theory and literacy practice which will provide a foundation for students with mild as well as significant disabilities. Accommodations and modifications of the general language arts program that support the inclusion of student with disabilities are examined and evaluated. The process of reading, writing, speaking and listening as well as specific considerations in teaching reading and writing to students with disabilities are explored. 25 hours of fieldwork are required.

## SED 595 : Student Teaching in Special Education

This course provides the clinical component for the teacher candidate seeking advanced credentials in Special Education. Student teaching provides a carefully mentored experience with emphasis placed on developing and enhancing the knowledge, skills, and dispositions necessary to positively impact students with disabilities learning and development in grades 1-6. Further, this experience is directed by college faculty supervisor and mentor teacher who provide intense, supportive guidance to help teacher candidates learn and enhance their professional role. Other school personnel, such as principals and department heads, can also play a critical role in the mentoring process. The student teaching placement is for a minimum of 7 weeks. Advisor approval is needed to enroll in student teaching. A \$250 fee is required for each placement. This is non-refundable after August 1. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester.

## SED 611 : School Residency III Gr 1-3

In School Residency III, residents are placed in a special education classroom in grades 1-3 with an attending teacher and assume up to 50-100% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

### **Prerequisites**

SED-521

## SED 614 : School Residency III Gr 4-6

In School Residency III, residents are placed in a special education classroom in grades 4-6 with an attending teacher and assume up to 50-100% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

### **Prerequisites**

SED-524

## SED 621 : School Residency IV Gr 1-3

In School Residency IV, residents are placed in sister school situation in an alternate general/special education classroom in grades 1-3 with a cooperating teacher for six weeks and assume all classroom duties. They return to their host school classroom with their initial attending teacher and subsequently substitute in a number of elementary general/special education grade levels to expand their experiences. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

### **Prerequisites**

SED-611

## SED 624 : School Residency IV Gr 4-6

In School Residency IV, residents are placed in sister school situation in an alternate general/special education classroom in grades 4-6 with a cooperating teacher for six weeks and assume all classroom duties. They

return to their host school classroom with their initial attending teacher and subsequently substitute in a number of elementary general/special education grade levels to expand their experiences. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

**Corequisites**

SED-614

## SED 670 : Special Education Student Teaching (Gr 1-3)

This course provides the clinical component for the teacher candidate seeking advanced credentials in dual Childhood Education/Special Education, and provides a carefully mentored experience with emphasis placed on developing and enhancing the knowledge, skills, and dispositions necessary to positively impact students with disabilities in grades 1-3. Further, this experience is directed by a college faculty supervisor and mentor teacher who provide intense, supportive guidance to help teacher candidates learn and enhance their professional role. Other school personnel, such as principals and department heads, can also play a critical role in the mentoring process. The student teaching placement is for a minimum of 7 weeks. Advisor approval is needed to enroll in student teaching. A \$250 fee is required for each placement. This is non-refundable after August 1. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester.

## SED 671 : Special Education Student Teaching (Gr 4-6)

This course provides the clinical component for the teacher candidate seeking advanced credentials in dual Childhood Education/Special Education, and provides a carefully mentored experience with emphasis placed on developing and enhancing the knowledge, skills, and dispositions necessary to positively impact students with disabilities in grades 4-6. Further, this experience is directed by a college faculty supervisor and mentor teacher who provide intense, supportive guidance to help teacher candidates learn and enhance their professional role. Other school personnel, such as principals and department heads, can also play a critical role in the mentoring process. The student teaching placement is for a minimum of 7 weeks. Advisor approval is needed to enroll in student teaching. A \$250 fee is required for each placement. This is non-refundable after August 1. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester.