

**Learning Disabilities Teacher Consultant (LDTC)
 Practicum in Special Education
 15:293:636:02
 Spring 2016
 3 credits
 Tuesday 4:50-7:30pm GSE Rm. ED 314**

Instructor Name - Dr. Judith R. Harrison	Email address judith.harrison@gse.rutgers.edu
Phone Number – 848-932-0822	10 Seminary Pl Rm. 317
Office Hours – By appointment.	Prerequisites or other limitations: 15:293:526 15:293:527
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact Dr. Ferris

Learning Goals:

Each Learning Goal is linked to the New Jersey Core Teaching Standards found in parenthesis after each objective.

Upon completion of this course the participants will be able to:

- 1. Evaluate students in accordance with the New Jersey Administrative Code**
(Instructional Practice: Standard #6, Assessment);
- 2. Prepare evaluation reports in accordance with the requirements of the New Jersey Administrative Code**
(Instructional Practice: Standard #6, Assessment);
- 3. Interpret both academic and cognitive test results (WJIV) to determine eligibility for special education and related services**
(The Learner and Learning: #1, Learner Development, #2, Learning Differences and Instructional Practice: Standard #6, Assessment and #7 Planning for Instruction);
- 4. Identify patterns of test results that indicate specific learning disabilities**
(The Learner and Learning: #1, Learner Development, #2, Learning Differences and Instructional Practice: Standard #6, Assessment);
- 5. Utilize assessment results to develop Individual Education Plans that meet state requirements and address students' strengths and weaknesses using the WJIV.**
(The Learner and Learning: Standard #1, Learner Development, Standard #2, Learning Differences and Content: Standard # 4, Content Knowledge, and Instructional Practice: Standard #7, Planning for Instruction);
- 6. Implement state required directives for students with discipline concerns**

(The Learner and Learning: Standard #1, Learner Development, Standard #2, Learning Differences, Standard #3 Learning Environments and Professional Responsibility: Standard #9, Reflections & Continuous Growth);

7. Share educationally relevant information with other professionals to foster their understanding of special education and students with disabilities
(Professional Responsibility: Standard #10, Collaboration);

8. Practice effective case management strategies with parents, students and other professionals, as well as outside agencies and schools
(Professional Responsibility: Standard #9, Reflections and Continuous Growth and Standard #10, Collaboration);

9. Prepare students for transition to adult life

(The Learner and Learning: #1, Learner Development, #2, Learning Differences and Instructional Practice: Standard #6, Assessment and #7 Planning for Instruction and Professional Responsibility: Standard #10, Collaboration).

SPECIAL EDUCATION MASTERS PROGRAM GOALS

Learning Goal 1: Attain mastery of the essential aspects of practice and research in the field of special education.

Learning Goal 2: Attain in-depth understanding of Council for Exceptional Children (CEC) professional standards and code of ethics for special education professionals.

Learning Goal 3: Further develop critical professional dispositions that help education professionals promote improvement in the lives of their students (commitment to ongoing professional development, using data-informed approaches, collaborative approaches, developing cultural competencies, etc.).

Learning Goal 4: Prepare to be professionals in special education or closely allied professional fields or to further advance in their professional work.

Course Catalog Description:

The purpose of the internship program is to prepare students to assume the professional responsibilities of a Learning Disabilities Teacher Consultant. During the practicum students will increase their understanding of student evaluation and the responsibilities inherent in the position of a LDTC and will participate as a member of an interdisciplinary team. Students are required to spend a minimum of 90 hours in the field (under the supervision of a certified LDTC) and are expected to prepare four student evaluations using the WJIV. These evaluations should include both initial evaluations and reevaluations and, if possible, include students varying in age, grade or severity of disability. Only one student evaluation may be a preschool student. Participation in IEP and discipline meetings is strongly encouraged. Students are expected to adhere to the Code of Ethics of the Council of Exceptional Children

In addition, students will extend their assessment skills and discuss professional issues in class sessions. Classes will be structured to allow for open discussion of student on-site

observations and presentations of cases and an in-service topic. The professional responsibilities of a LDTC, in addition to assessment, will be discussed in detail. Included in class discussions and responsibilities will be readings and assignments related to the Danielson framework, PARCC and Student Growth Objectives.

Class materials/ Textbooks:

Mather, N., & Jaffe, L. E. (2016). *Woodcock Johnson IV: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons.

Mather, N., & Wending, B. (2015) *Essentials of the WJIV Tests of Achievement* New York: John Wiley & Sons.

New Jersey Administrative Code – Title 6A, Chapter 14 Special Education
(Available in your school’s Child Study Team office or online at www.state.nj.us/education)

Parental Rights in Special Education – also found in the Child Study Team Office or online.

Grading policy:

- Additional assignments will be given out at the beginning of class. If late to class students will be responsible for checking with other students.
- Late assignments are accepted only at the discretion of the instructor and will, if accepted, be penalized 5% of their total worth for each day they are late. There will be no exceptions. If you are absent the day an assignment is due, you must email the instructor or the assignment will be counted as late and points will be deducted.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else’s work, work obtained on the internet, or work written for another professor’s course are all reasons for failure of this course and dismissal from this university.
- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as “students with **learning disabilities**” or “**individuals who have mental retardation**” are **preferred** over adjectival constructions such as “mentally retarded people.” Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as “intellectually average students,” “students without learning disabilities” or “typical students” should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All

- assignments must be completed using APA Format (5th Edition). In particular, references should be noted in the body of your work.
- You must demonstrate better than satisfactory writing skill. The reports that you write should be totally free from grammatical or spelling errors. Be careful when using your shell to not include another student's name or refer to a student by the wrong gender.
 - Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).
 - Papers will be graded within 14 days of their due date.

Assignments:

1. Case Study Presentation	100 points
2. 3 Other Evaluations	150 points
3. In-service presentation	50 points
4. Class participation	100 points *
5. Portfolio	<u>50 points</u>
Total	450 points

* Points will be given for online and in class assignments. Each absence will result in a deduction of 10 points from class participation and more than two absences will result in repeating the course.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

Week	Assignments & Readings
1/19	State requirements and collecting data for an evaluation. Functional evaluations & Review of assessment practices Review of report writing & administration of the WJIV How does your district organize their paperwork forms, student records etc.? What is done to preserve student confidentiality? Reading in the Mather book to page 51
1/26	Referral and Initial Determination process – timeline, Homework – How does your district determine if a student is eligible for classification? Read on Sakai – “How should students with LD be identified?” And “LD Enrollment Drops After Long Climb” and Chapter 14-6A:3.5 Determination of eligibility for special education & Appendix A: 20 U.S.C. 1414
2/2	Different meetings and their purpose Classification process, Grading writing samples, Review of common standardized assessments and use of the WJIV scoring
2/09	WJIV cognitive battery – administration & interpretation Determination of eligibility – procedures, program planning and educational recommendations, classification conference Report Due Read Chapter 14-6A:14-3.7 Individualized education programs and 6A:14-3.9 Related Services Danielson Domain 1. c and f and Domain 3. D
2/16	On-line – IEP writing – readings & assignment See Sakai for assignment and accommodations.
2/23	The administration & interpretation of the Wechsler IQ test Report due
3/1	Comparison of the WJIV and the Wechsler Interpreting standardized test scores and developing background information, Types of discrepancies available with the WJIV and how they should be interpreted. Working with parents, mediation and due process, Testifying in court, Parental Rights and your responsibility Read Danielson Domain 4. c
3/8	On-line – How does your district implement Transition practices On Sakai read the Transition court case and work through the Teleconference regarding Transition. Reading on Sakai <i>Beyond Compliance-Using the Summary of Performance to Enhance Transition Planning</i>
3/15	Spring Break
3/22	Returning students, Assessment of students with specific needs, patterns of test results that indicate learning disabilities, autism, etc. Report due
3/29	On-line Case Study review and classification determination – Assignment on Sakai

4/5	Discipline for classified students and the Learning Consultant's responsibility Behavior – doing a Functional Behavior Assessment and developing a Behavior Intervention Plan, Writing a Manifest Determination Read Chapter 14 6A:14-2.8, Appendix A 20 U.S.C. 1415 and Danielson Domain 2. a and d
4/12	On-line Develop a behavior intervention plan for a student - Assignment on Sakai
4/19	Functioning of the team and case manager responsibility Report due State agencies, Placing students in out-of-district placements Requirements for licensure, Private practice, Insurance, Job interview questions, Sharing assessment results with staff and professional responsibilities. Developing SGO's as a LDTC and the responsibility of the LDTC for seeing that teacher SGO's meet the needs of special education students. Read http://www.nj.gov/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf Danielson Domain 4. d and e
4/26	Staff development presentations Portfolios due