

EXTERNSHIP SYLLABUS

The College of New Jersey
Department of Special Education, Language & Literacy
Externship in LDTC
SPED 682

Course Credit 3 S.H.

Course Purpose

This culminating field experience provides students with an opportunity to apply all of the skills that they have acquired within their prior coursework to a field setting. Students are required to carry out various roles of the LDTC under the supervision of an approved and certified LDTC and a faculty member of the College.

Course Description

This course provides the students with a minimum of 90 clock hours of expertise in the field working as a Learning Disabilities Teacher Consultant (LDTC). Students will work under the supervision of an approved and certified LDTC and a faculty member of the College. Students will have the opportunity to conduct functional assessments and standardized testing, write reports on the results of that testing, provide input into the development of Individualized Educational Programs (IEPs), participate as a member of the IEP Team, participate in transition planning and consult with teachers regarding pupils' instructional needs. A student may enroll in this course while he/she is employed as a provisionally certified LDTC if he/she is able to be supervised by an approved and fully certified LDTC and the position is in a location making faculty supervision practical.

This course addresses the NJ professional standards, the CEC standards and the NJ Core curriculum standards. Student performance in the field is assessed in the light of these standards. With respect to the NJ core curriculum standards, students are required to demonstrate alignment of IEP components with the regular education curriculum and NJ Core Content Standards.

Course Goals

Pupils will be able to:

1. Select and administer technically sound and culturally responsive standardized instruments and assessment techniques for special education and related services and to determine appropriate goals and objectives for inclusion in the IEP.
2. Participate in IEP Team meetings.
3. Interpret test results utilizing prior knowledge with respect to factors such as test validity, reliability, strengths & weaknesses etc and ethical issues. Write thorough and clear reports on the results of their educational assessments. Make recommendations for eligibility, instruction and transition based on assessment results.
4. Write measurable goals.
5. Complete legally required special education documents and notices and schedule and conduct meetings within the specified timelines for compliance.
6. Identify appropriate remediation/accommodation techniques for pupils.
7. Develop meaningful and compliant IEPs.

8. Demonstrate alignment of IEP components with the regular education curriculum and NJ Core Content Standards.
9. Communicate and collaborate effectively with parents, pupils, and educators regarding the educational disabilities and needed remediation/accommodation techniques for pupils. Participate in team staffings and parent conferences.
10. Observe classrooms to provide feedback to teachers on alternative remediation/accommodation techniques for pupils.
11. Guide teachers on the choice of curricular materials for pupils with educational disabilities.
12. Conduct in-service as needed by staff.
13. Facilitate inclusive placements of pupils.
14. Participate in transition to adult living planning for pupils with educational disabilities.
15. Demonstrate an awareness of NJ professional standards and the CEC standards for educational diagnosticians in practice.

Course Content: major topics to be covered

1. Test selection/administration.
2. Report writing.
3. Development of goals and objectives.
4. IEP Team participation.
5. Compliance requirements of special education notices, documents and the conduct of meetings.
6. Remediation and accommodation techniques.
7. Consultation and collaboration techniques.
8. Techniques to facilitate inclusion.
9. Providing in-service.
10. Methods of communicating findings from educational evaluation reports.
11. Mediating between members of the IEP Team.
12. Requirements of planning for transition to adult living for pupils with educational disabilities.
13. Curricular options for pupils with educational disabilities.
14. The regular education curriculum in the district of the externship placement.
15. The NJ Core Content Standards.
16. NJ requirements for alternate assessments of pupils with educational disabilities who are waived from the statewide assessments.

Course Format

Field based assignments

Meetings with supervisor and observations/meetings with LDTC mentor

Core materials

NJAC 6A:14, Parental Rights in Special Education booklet, NJ recommended IEP format, NJ Professional standards for teachers, NJ Core curriculum standards, CEC standards for educational diagnosticians, district policies and procedures and journal articles.

Course Requirements

1. 90 hours of externship experience including: (20%)

- Classroom observations of referred students
- Evaluations/assessments
- Report writing
- CST meetings
- Student staffings
- IEP meetings
- Participation in Section 504 evaluations
- Participation in IR&S committee activities

Students are required to maintain a log of activities with each entry to include date and time spent. Each entry is to be signed by the supervising LDTC mentor.

2. Completion of two evaluations from the referral meeting to the development of the IEP: (40%)

- Students are required to submit a portfolio of the two complete student files from evaluations, including:
 - IR&S paperwork given to CST prior to evaluation;
 - Referral information;
 - All written notices;
 - Meeting notices;
 - Educational evaluations (evaluation must include the administration of either the WJIII or the WIAT); and
 - IEP.
- Information should be organized in chronological order in the portfolio for each student.
- To maintain confidentiality of records, identifying data on student should be removed prior to submission.

3. Field supervisor reports: (30%)

- It is the student's responsibility to ensure that the field supervisor completes two reports of the externship performance. One is due mid semester and the other at the final check point. These reports are to be mailed directly to the college supervisor at:

Department of Special Education, Language and Literacy
 TCNJ
 Box 7718
 Ewing, NJ 08628-0718

- The LDTC field mentor will be interviewed by the college supervisor to obtain feedback on the strengths and needs of the student.

4. Attendance at LDTC externship seminar meetings at the college (4-5 meetings at the discretion of the instructor). (10%)

These meetings will provide time for reflection on the practice of the LDTC in the field; feedback on performance and peer review of student experiences.