

# SPECIAL EDUCATION GUIDE (1-6)

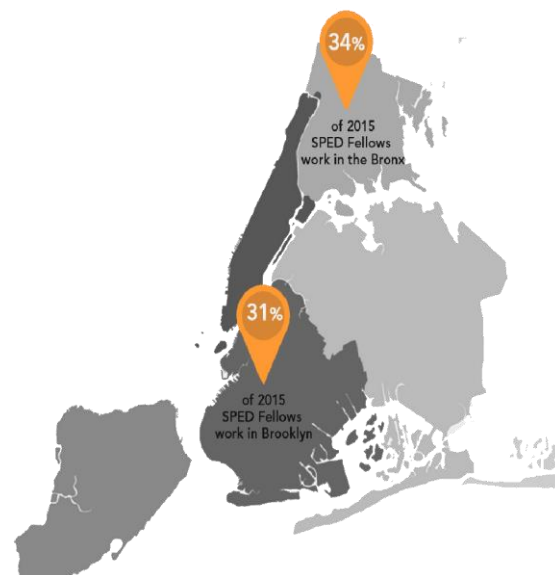
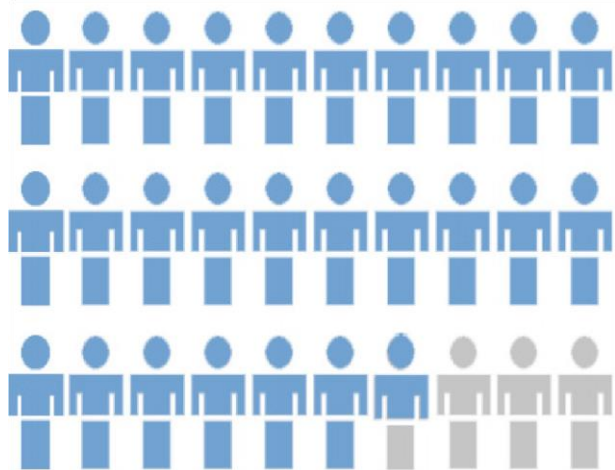
## Special Education in NYC

You have been selected to join our incoming cohort of Special Education Fellows because of your commitment to serving students who need you most. By joining us as a Special Education Fellow, you will join a network of dedicated, motivated teachers who are transforming educational opportunities for New York City students and filling a critical need for qualified teachers in our city.

As a Special Education Fellow, you have the opportunity to change the life trajectories of your students by providing support, motivation, and targeted instruction they need to make college and successful careers a reality. In the class of 2012, only 31% of students with disabilities earned a high school diploma within 4 years. In order to improve these rates of achievement, the New York City Department of Education implemented a landmark special education reform initiative. Now, students with disabilities benefit from increased participation in the general curriculum, ultimately putting them on a path to college and career readiness.

However, students receiving special education services still achieve at rates far below the city average. In 2014, only 40.5 percent of students with disabilities earned a high school diploma within 4 years, compared to the city’s overall graduation rate of 68.4%. At the NYC Teaching Fellows, we believe that students receiving special education services in New York City have the potential to succeed at a far greater rate. They need teachers who will believe in them, support them, and set high expectations for their academic success.

**88% of 2015 Special Education Fellows**  
work in Title I schools



New York City offers a variety of programs for students with disabilities, and as a Special Education Fellow, you will have a wide range of flexibility when considering the classroom setting in which you would like to teach. The next page offers a list of the special education programs ranging from least restrictive to most restrictive.

# Teaching in a Special Education 1-6 Setting

## Integrated Co-Teaching (ICT)

In order to integrate special education students into classes with their general education peers, both a general education teacher and a special education teacher “co-teach” the class in this setting. In many cases, the general education teacher provides content specialization, whereas the special educator differentiates instruction to the specific needs of the special education students in the classroom.

ICT classroom services may be provided on a full-time or part-time basis to students. The number of students with disabilities may not exceed 40% of the total class register or a maximum of twelve students with disabilities.

## General Education with Special Education Teacher Support Services (SETSS)

When a student with a disability has a demonstrable need for greater support, related to academics or behavior, a special educator may be assigned to help that student individually during the course of the regular school day. SETSS services ultimately help students with disabilities stay in a general education classroom. There are two main SETSS models:

- A SETSS teacher may “**push-in**” to a general education classroom on a regular basis to provide needed support to students who have an identified disability.
- A SETSS teacher may “**pull-out**” a group of students from the classroom setting (this is often referred to as the Resource Room) to provide academic remediation and to teach study skills.

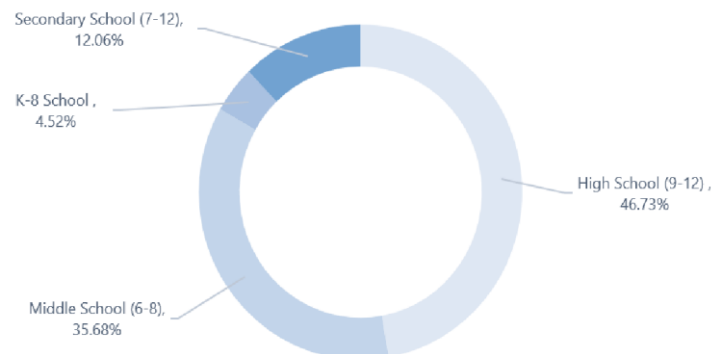
## Special Class Services 12:1 (Elementary & Middle School)

Students with disabilities that require significant academic and emotional support often require a more structured environment, with fewer students, in order to provide them with intensive services and instruction. In NYC elementary and middle schools, the standard ratio of students to teachers is 12:1. In these self-contained special education classrooms, students with disabilities have the opportunity for more individualized instruction specific to their needs.

## 12:1:1 (Elementary & Middle School)

Similar to the 12:1 setting, some students with significant academic and emotional impairments may require the support of an additional adult in the classroom. Most frequently, a paraprofessional (also known as a teacher’s aide) is assigned to the class in order to assist the special educator and provide additional support services to students.

## 2015 SPED Fellows teach in the school types shown below:



You will be certified to teach at the elementary or middle school level (grades 1-6). You will receive information regarding degree type and university coursework after university assignments have been made.

## Certification in Special Education

Special Education Fellows will receive a Students with Disabilities (SWD) Generalist (1-6) certification.

While you complete your master's degree, you will work in your full-time school position under a Transitional B certificate issued by New York State. The Transitional B certificate is valid for up to three years, as long as you remain in good standing as a Fellow. To be eligible for this certification, you will need to take and pass two certification exams listed below:

- **Educating All Students (EAS)** (201)
- **Content Specialty Test (CST):**
  - **Multi Subject: Secondary Teachers (Grades 1-6)**
    - **Part 1:** Literacy and English Language Arts (221)
    - **Part 2:** Mathematics (222)
    - **Part 3:** Arts and Sciences (245)

You must have passing scores for both exams in order to enter the classroom.

Certification Area	Certification Exams	Certification Process
<ul style="list-style-type: none"><li>• Students with Disabilities (SWD) Generalist</li></ul>	<ul style="list-style-type: none"><li>• EAS (201)</li><li>• Multi-Subject CST:<ul style="list-style-type: none"><li>• <i>Childhood Teachers</i><ul style="list-style-type: none"><li>• Part 1 (221)</li><li>• Part 2 (222)</li><li>• Part 3 (245)</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>Transitional B Certificate (up to 3 years)</b></li><li>• Initial Certificate (valid for up to 5 years)<ul style="list-style-type: none"><li>• Professional Certificate (continuously valid with required PD hours and within 5 year cycle)</li></ul></li></ul>