Inclusive and Special Education

Special Project Highlight:
The Institute for Innovative Transition

Research reveals a perilous gap in services for individu-
als with developmental disabilities as they make the
difficult transition from school to the adult world. The
Warner School and the University’s Strong Center for
Developmental Disabilities have partnered with the
Golisano Foundation to create an Institute to support
research, promote new school and employment oppor-
tunities, and advocate for young adults with disabilities
and their families. Major initiatives of the Institute
include:

- Project SEARCH. Project SEARCH™ is a high school
transition program for 18-21 year olds with develop-
mental disabilities that provides training and education
leading to competitive employment. The cornerstone
of Project SEARCH™ is total immersion with support
in a large business in a student’s last year of high school.

- Think College NY! One of the goals for the Institute
for Innovative Transition is to increase inclusive post-
secondary education opportunities for young adults
with developmental and intellectual disabilities. With
a $2.5 million grant from the U.S. Department of
Education, the Institute supports four model dem-
onstration projects that will create new, and expand
existing, inclusive postsecondary programs at Rochester
area colleges.

Frequently Asked Questions

How do I know if I qualify with the necessary
prerequisites?

Sometimes students have applied science or related
liberal arts coursework that may make it difficult to
evaluate whether you have the required English lan-
guage arts, math, science or social studies prerequisites.
If you have any questions as to whether you have all
the prerequisites to enter the program, please contact
the Admissions Office.

Can I do the program part time?

You can start your program as a part-time student;
however, students pursuing initial certification need
at the very least to commit to full-time study for the
semesters when you will be conducting your student
teaching experiences.

Can I transfer courses into this program?

If you have taken any of the required courses at
the Warner School prior to matriculating into the
program, they will automatically count toward your
degree (maximum of 10 credits). Any other transfer
credit questions will be addressed on a case-by-case
basis.

Scholarships

The Warner School is committed to assisting qualified
students to finance their graduate study in education.
In 2010-11, the Warner School awarded over $3
million in scholarships and assistantships in recogni-
tion of our students’ academic excellence, professional
accomplishment, and leadership in their fields, and to
ensure a diverse student body.

With funding from the U.S. Department of Educa-
tion, the Warner School currently has 32 full scholar-
ships for inclusion/special education teachers inter-
ested in pursuing the annotation for Teaching Students
with Severe or Multiple Disabilities. Recipients must
commit to provide special education or related services
to children with disabilities for at least two years for
every year the scholarship is received.

In addition, there is currently funding through the
federal Teacher Education Assistance for College and
Higher Education (TEACH) Grant Program that pro-
vides grants of up to $2,000 per semester to full-time
students who intend to teach in a public or private
elementary or secondary school that serves students
from low-income families.

Additional information is available at www.warner.
rochester.edu.

For additional information on scholarships and eligi-
Bility, please contact the Admissions Office.

This information bulletin was prepared on the
date indicated below, and the information is subject to change.
Please consult www.warner.rochester.
edu for updates on programs, courses, and requirements.

Publication date: October 2011

Admissions:

Applications are available online at www.warner.rochester.
edu/admissions/wsoapp.pdf.

Admission deadlines are October 15, February 1, April 1, and
June 15. Cohorts begin every summer.

All children deserve a quality education—one that is engaging, relevant, and prepares them for life and
work. At the Warner School, we are committed to the meaningful inclusion of all children in the life of
schools and the community, and we work to support children and families toward this goal.

We invite you to consider becoming an inclusive and/or special education teacher. Whether you want to
pursue dual certification that prepares you to serve all children in inclusive classrooms, or you are interested
in working more directly to teach and support children with disabilities, Warner has a variety of options for
you to consider to meet or advance your professional goals.

In a competitive job market, dual certification—at a specific grade level or subject area plus special educa-
tion—can be a competitive advantage in a job search. New York State also has critical shortages of teachers
with certification in Teaching Students with Disabilities at the secondary level. In fact, NYS has recently
created a new certification for special education generalist in grades 7-12 to address this shortage. These
generalists are prepared to be co-teachers, inclusion facilitators, or special educators who work in a variety
of capacities in schools.

There are also documented shortages of highly qualified teachers who are prepared to work with students
with significant disabilities, such as autism and severe or multiple disabilities. We now offer an opportunity
for an additional credential in serving children with significant disabilities, either as a certificate of advanced
study for fully certified special education teachers or as an additional option for those pursuing initial or
professional certification, as a way to better prepare and retain highly qualified teachers working with stu-
dents with low-incidence disabilities and ultimately improving the services offered to these students. All of
these options include coursework leading to the NYS annotation in severe and/or multiple disabilities.

For more information, please contact the Warner School
at (585) 275-3950 or visit www.warner.rochester.edu.
Inclusion

At the Warner School, a core belief in all our teacher education programs is that all teachers should be prepared to recognize the diverse needs of their students and they should have strategies to differentiate instruction so as to meet those needs. We believe that all students bring rich and meaningful experiences to school and that those experiences are resources for effective teaching, engagement, and inclusion of students.

Fundamental principles of our approach to inclusion and disability include:

- Advocating for the full inclusion of all students, particularly students with disabilities, as part of efforts to reform schools.
- Collaborating among schools, families, and communities to provide students and teachers with the necessary supports and services.
- Examining historical and cultural notions of disabilities and schooling to develop a rich understanding of disabilities, special education, the disability rights movement, and disability studies.

For our inclusive and special education teacher candidates, there is rigorous preparation as teachers who will have the skills to teach students with diverse learning abilities, including co-teaching and collaboration with peers, individualizing instruction, and applying positive behavioral supports and interventions to address student and classroom management needs. Our program also focuses on assistive technology, transition planning for secondary students, and coursework based in Universal Design for Learning and differentiated instruction so as to meet those needs. We believe that every student should be prepared to recognize the diverse needs of their students.

Inclusion and Special Education Faculty

Julia White, Assistant Professor and Director of the Inclusive and Special Education Program (PhD, Syracuse University) White directs the Inclusive and Special Education program and serves as the Warner School’s Inclusion and Special Education Facilitator.

Susan Hetherington, Assistant Professor (clinical) (PhD candidate, University of Rochester) Hetherington holds joint appointments in the Warner School and the Medical School as an assistant professor of pediatrics and education. She is the Deputy Director of the Strong Center for Developmental Disabilities and Co-Director of the Institute for Innovative Transformation. At Warner, Hetherington teaches courses on disability and inclusive education and coordinates the childhood (grades 1-6) teacher preparation program. With over 20 years working with people with disabilities, administering state and national grants, and training teachers and related services personnel, her research interest is in the experience of marginalized groups who have children with autism spectrum disorders.

Martha Mock, Assistant Professor (clinical) (PhD, University of Wisconsin-Madison) Mock is the Director for the Institute for Innovative Transformation based at the Strong Center for Developmental Disabilities. She is also an assistant professor in pediatrics and education. At the Warner School, she coordinates and teaches in the early childhood teacher preparation program. She teaches courses in the areas of disability, inclusion, and action research. Mock has over 20 years experience working with people with disabilities and their families, teaching at the public school and university level, and administrating state, local, and federal grants in New York and Wisconsin.

In addition, experienced teachers complement the faculty by playing an active role in the internship experiences.

New York State Teaching Certifications

The Warner School offers opportunities for students who want to pursue NYS certification in Teaching Students with Disabilities at the early childhood (birth to grade 2), childhood/elementary (grades 1-6) and adolescent/secondary (grades 7-12) levels – in a variety of ways, depending on your career objectives and prior preparation and certifications. We also offer advanced coursework and field experiences as needed by special education teachers to obtain the NYS annotation for Teaching Students with Severe and/or Multiple Disabilities (see box for more information). We recommend that you consult with an Admissions Counselor in starting to help you with the program options and prerequisites, but we will provide a general framework here for your consideration.

For students without any teaching certification:

Secondary Special Education Generalist

- MS leading to Teaching Students with Disabilities certification ONLY as generalist in grades 7-12
- Support general education teachers or serve in a variety of special education positions, including as a co-teacher, consultant, or resource room teacher, in all subject areas
- NYS certification in Special Education (without an annotation on it does not allow independent teaching)
- 45 credits (can be completed in 15 months of full-time study starting in fall)
- Prerequisites include:
  - 6 credits each in English, language arts, math, science, and social studies
  - 1 course in a language other than English
- Option not available at early childhood or childhood/elementary levels
- Note: for early childhood and childhood/elementary - at least 1 course each in English language arts, math, science, social studies, and a language other than English

For students with initial teaching certification in general education who need professional certification:

- MS leading to professional certification in original area – Teaching Students with Disabilities at the same age level
- Note: at least 1 course each in English language arts, math, science, and social studies, and at least 1 course in a language other than English
- Prerequisites include:
  - 30 credits
  - 5+ credits
- These programs can be pursued part-time while holding a full-time teaching job, provided arrangements are made for student teaching with students with disabilities if needed.

For fully certified general education teachers with a master’s degree in special education pursuing professional certification:

- MS leading to professional certification only for inclusion teachers
- Available at early childhood, childhood, and adolescent levels
- 30 credits
- MS leading to professional certification plus the NYS annotation for Teaching Students with Severe and/or Multiple Disabilities
- 31 credits

■ For fully certified general education teachers with a master’s degree in special education pursuing professional certification:
- Advanced certificate (CAS) in Teaching Students with Disabilities to their general education certification:
  - Advanced certificate: (CAS) in Teaching Students with Disabilities
- Prerequisites include:
  - 30 credits
  - Option available as an early childhood, childhood/elementary, and secondary specialist and as a secondary specialist in most subject areas
- Prerequisites for secondary generalists and specialists: 6 credits each in English language arts, math, science, and social studies

For fully certified special education teachers interested in specializing in significant disabilities:

- Advanced certificate in Teaching Students with Severe and/or Multiple Disabilities
- 10 credits

Core Program Elements

Common Inclusion Courses

At the core of all the degree options described above is the following set of required three-credit courses on disability and inclusion topics:

- ED442: Race, Class, Gender and Disability in American Education
- ED447*: Disability and School
- ED405: Assessment in Instructional Contexts
- ED52: Teaching and Learning in Inclusive Classrooms
- ED452*: Instructional Strategies for Inclusive Classrooms (taught in three one-credit segments along with internships)
- ED464*: Collaborative Teaching Partnerships [Note: Students pursuing certification at the Early Childhood level have substitutes for ED447, ED52 and ED464]

Internships

Field experiences and/or student teaching placements in settings working with students with disabilities are an important part of programs leading to certification. Requirements vary by program and prior preparation.

All students are expected to take ED447 and ED451 prior to engaging in internships with students with disabilities, and ED3542 (or equivalent) concurrently with their internships.

Foundation and Content Courses

Students also take a variety of foundations and content courses appropriate to the subject, age level, and program.