Students with Disabilities-Generalist (Grades 1-6)
As a Special Education Instructor, you have the opportunity to change the life trajectories of your students by providing support, motivation, and targeted instruction that they need to make college and/or successful careers a reality.

Candidates who possess a bachelor's degree in any major are eligible to teach students with special needs.

Candidates who receive offers to the alternative certification program will have their transcripts evaluated by our university partners to determine if they have a sufficient mix of liberal arts coursework to meet New York State requirements; some candidates may be required to take additional coursework to earn their Initial Certification.

Universities typically evaluate transcripts for liberal arts credits across the following disciplines: Artistic Expression, Foreign Language, Humanities, Mathematics, Science, and Social Science/History.

You will be certified to teach at the elementary (Grades 1-5) and middle school level (Grade 6). Most Special Education candidates 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. To be eligible for this certification, you will need to take and pass two certification exams listed below:

1. Educating All Students (EAS) (201)  
   - EAS Exam Preparation Materials

2. Content Specialty Test (CST): Multi Subject: Teachers of Childhood (Grade 1–Grade 6)  
   - Part 1: Literacy and English Language Arts (221)  
   - Part 2: Mathematics (222)  
   - Part 3: Arts and Sciences (245)  
   - CST Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program*
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Helpful Links and Resources:

- United Federation of Teachers list of DOE Special Education Resources
- Info about DOE Special Education
- New York Special Education Guide
- National Association of Special Education Teachers
- National Center to Improve Practice in Special Education
- NYC Common Core Standards
- United Federation of Teachers Teacher Resources

Related Videos:

- Learning Differently: the Truth About Special Education
- Students with Disabilities: Categories of Special Education
- Special Education Classroom Tour
- It Makes Us Feel Stupid: School from a Special Education Student Perspective
- The ABCs of IEPs
- Reimagining Disability and Inclusive Education
- Co-Teaching Model for Special Education
- Queens South - ICT Modeling - Alternative Teaching and Teaming Lesson
Integrated co-teaching classes

ICT classes are taught by two teachers, one who is certified and licensed as a special education teacher and one who is certified and licensed as a general education or content-area teacher. ICT classes must always be staffed by two teachers; it is a violation to pull one of the teachers in an ICT class to provide coverage or perform other duties, such as proctoring or scoring exams.

In an ICT class, the number of students with IEPs cannot exceed 40 percent of the total class register, with a maximum of 12 students with disabilities, unless the school has a variance. These limits include any student in the class with a disability, regardless of whether the student’s IEP recommends ICT placement. ICT services can be recommended for any class, including cluster classes, electives and labs, for which the student needs additional support from a special education teacher.

- Staffing
- Collaboration
- Ratio/maximum number of students with disabilities and variances
- Class composition and functional grouping
- Service delivery (full-day vs. individual subjects)
- Interim SETSS services

Paraprofessionals are teaching assistants who provide instructional services to students under the general supervision of a certified teacher. In New York City, most paraprofessionals work in special education and early childhood settings.

ICT Models

Team Teaching: Both co-teachers deliver instruction to the whole group at the same time.

One Teach, One Observe: While one teacher leads the lesson, the co-teacher collects specific data about the students, the co-teacher or the environment.

Station Teaching: Teachers divide content and students. Three groups of students rotate through three stations in which they work on non-hierarchical activities.

Parallel Teaching: Two co-teachers teach the same content to separate groups simultaneously.

Alternate Teaching: One teacher works with the large part of the class while the co-teacher works with a smaller group.

One Teach, One Assist: One teacher leads instruction while the co-teacher circulates providing unobtrusive help as needed.

Self-contained classes

With the exception of students in special education classes with staffing ratios of 12:1:4, 8:1 and 6:1, and classes with students over age 16, the age range and achievement levels in ELA and math in self-contained classes should not exceed three years.
Special Education Teacher Support Services

SETSS provides:
- Specially designed and/or supplemental instruction to support the participation of the student with a disability in the general education classroom.
- Consultation to the student’s general education teacher.

Direct Services provide specially designed instruction and/or supplementary instruction delivered by a special education teacher through individual and/or small group instruction to provide the student with compensatory skill development and remediation activities. They address the areas of deficit that have been identified for that student and strengthen the student’s cognitive skills. Direct Services are provided to address educational needs directly related to the student’s disability and not to provide additional academic instruction.

Indirect Services provide collaborative consultation between the special education teacher and the general education teacher which focuses on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the student in the general education classroom. Agreed-upon strategies are delivered by the special education teacher and/or the general education teacher.

Interim SETSS services
In certain circumstances, SETSS services may be provided to students who have been recommended to receive integrated co-teaching services, but have not been placed in a timely manner. Specifically, if a student has been recommended to receive ICT services as a result of an initial evaluation or reevaluation and has not been placed (or offered placement) in an ICT class within 60 school days from the date of consent for initial evaluation or referral for reevaluation, pending placement in an ICT class, -the parent may agree to place the student in a general education class with two periods of SETSS a day if the student is currently in a more restrictive environment than ICT;
-the school will provide the student SETSS for two periods a day if the student’s current placement is in a less restrictive environment than ICT.

Minimum and maximum service requirements
SETSS are provided for a minimum of three hours a week up to a maximum of 50 percent of the school day. The three-hour minimum applies even if the student is receiving other special education programs and services such as integrated co-teaching class or special class services. If the intensity of the student’s need warrants special education teacher support services for more than 50 percent of the school day, other supplementary aids and services, provided in the general education setting, in addition to Special Education Teacher Support Services may be considered.

Group size and caseload
Group size for SETSS services may not exceed eight students. The total number of students with a disability assigned to a resource room (SETSS) teacher in New York City may not exceed 30 students at the elementary level or 38 students with disabilities in grades 7 through 12 or a in multi-level middle school program operating on a period (departmentalized) basis.
Functional grouping
Students with disabilities placed together for purposes of Special Education Teacher Support Services must be grouped by similarity of individual needs in accordance with the four need areas: academic achievement, functional performance and learning characteristics, social development, physical development and management needs. Group size for SETSS provided in the general education classroom or in a separate location may not exceed a maximum of eight students.

Arranging SETSS services
As reflected in the DOE's Special Education Standard Operating Procedures Manual under the heading "Arranging SETSS and ICT," for continuing students, schools will make best efforts to provide recommended SETSS services on the first scheduled date of attendance of the new school year. For continuing students or students with placements deferred to the start of the school year in September, schools will identify and assign a DOE SETSS teacher within two school days of the start of the school. During the school year, schools will identify and assign a DOE SETSS teacher within 2 school days of receipt of parental consent for initial provision of services.

For more information, please visit the following websites for sources:
UFT: Students with Disabilities
Paraprofessionals
Special Education in NYC