

LEARNING DISABILITIES TEACHER CONSULTANT

TO AVOID DELAYS: After applying online, please email any transcripts, letters, forms, copies of out-of-state certification or other required documents to certapplication@doe.nj.gov. Electronic transcripts must be sent directly from your university, college, clearinghouse or school. Please include your tracking number in the subject line of all correspondence with our office.

This endorsement authorizes the holder to serve as a learning disabilities teacher-consultant in all public schools.

To be eligible for the Learning Disabilities Teacher Consultant (LDTTC) standard certificate, you must complete the following:

- Master's or higher degree from a regionally accredited college or university. **Please submit official transcripts.**
- Standard New Jersey or out-of-State instructional certificate. **Please submit a copy of your certificate.**
- Record of Professional Experience form which must be filled out by your employer documenting three years of successful, fulltime teaching experience.
The New Jersey Department of Education will make the final determination as to whether or not the experience meets NJ regulations.
- Complete at least **24** graduate credits in **all** the areas of study listed below:

(1) Education of students with disabilities including study in history of the development of educational services for children in each area of exceptionality; study of present services, research and professional ethics dealing with the characteristics of children who differ from the norm intellectually, physically, socially and emotionally; evaluation of present practices in the education of students with disabilities; study of the relationship of educational practices and their environmental settings; and cultural and linguistic diversity;

(2) Learning theory including study in motivation and its effect on learning; study of leading theories of learning; study of rewards and incentives; and study in interests and climate for learning;

(3) Remediation of basic skills including study in research-based corrective methods and materials as related to specific diagnostic findings, the requirements of the CCCS, and the school and classroom environment;

(4) Physiological bases for learning including study of the neurological development and physical readiness of the normal child for learning; study of abnormal conditions of health that contribute to educational disability and study of metabolic and infectious disorders which affect learning;

(5) Orientation in psychological testing including study of an overview of tests applicable to educational psychology; interpretation of psychological reports as applied to tests administered; the appropriate use of tests and the potential misuse of test results; and test construction theory;

(6) Diagnosis of learning problems including study of the nature and cause of learning problems; formulating an evaluation plan for educational assessments; administering and interpreting technically sound and culturally responsive standardized instruments and functional assessment procedures to determine educational levels, underlying deficits, and learning style; methods of arriving at a diagnosis based on evidence available from each child study team (CST) member; and ways of reporting diagnostic findings;

(7) Accommodations and modifications as a method of providing service to children with learning problems (Correction of learning problems) including utilization of validated methods for adapting instruction for diverse learning needs; technology for students with disabilities; understanding of accommodations and modifications in curriculum, materials, methods, classroom structures, assessment; utilization of the individualized education program (IEP) and the CCCS accommodation and modification; methods to enhance social relationships and positive behavior methods; focus on the inclusive classroom environment; legal issues related to the responsibilities of the CST including the requirements of a free

appropriate public education, least restrictive environment, the determination of eligibility, and the development of the IEP;

(8) Collaboration theory and practice including theory and process of conducting collaborations; establishing collaborative partnerships between general and special educators, with parents and families, and with paraprofessionals; methods of co-teaching including in-class support, classroom consultation, and co-teaching; preparation for participating in a multidisciplinary child study team setting with opportunities for modeling and participation in team staffing and parent conferences; opportunities to observe, rehearse, and present results from evaluations in practice sessions;

(9) A college supervised consultant-level practicum in diagnosis and remediation of educational disabilities in school and clinical situations. The definition and nature of this practicum, and the courses in which it will be provided, should be clear in the program description. The practicum should provide for a minimum of 90 clock hours of college supervised experience. This may not be a student teaching experience; and

If additional credits are needed, candidates may take elective courses from any of the above areas of study (1-9) or from areas such as group dynamics; methods and materials for teaching students with disabilities; curriculum development in the teaching of students with disabilities; teaching of reading; assistive/adaptive technology; interviewing and counseling; educational psychology; and community resources.

NOTES: All graduate credits must appear on a regionally accredited 4-year college/university transcript.

Please provide official course descriptions if you believe you have met the requirements for this certificate.

Fee Requirement

- No checks or money orders will be accepted
- Please make the payment online
- Please notify your examiner after payment has been made.
- If your application expires after six months, you will be charged a fee of \$70.
- All fees, including money left on file, are nonrefundable

You cannot complete the entire application process online. After applying online, please email all necessary documentation to certapplication@doe.nj.gov. Electronic transcripts must be sent directly from your university, college, clearinghouse or school. Please include your tracking number in the subject line of all correspondence with our office.

If the above requirements have been met, then you may complete the online application in the Teacher Certification Information System (TCIS).