

R7-2-611. Special Education Teaching Certificates

A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619. An Early Childhood Special Education certificate as described in this Section is not required for individuals who hold the Early Childhood endorsement as described in R7-2-615 in combination with an Arizona cross-categorical, specialized special education, or ~~moderate to severe~~ moderate/severe disabilities teaching certificate as described in this Section. An Early Childhood Special Education certificate as described in this Section is not required for individuals who hold the Early Childhood Teaching Certificate as described in R7-2-608 in combination with an Arizona cross-categorical, specialized special education, or ~~moderate to severe~~ moderate/severe disabilities teaching certificate as described in this Section.

B. Terms used in this Section are defined in A.R.S. § 15-761.

C. ~~Standard Professional Cross-Categorical Special Education Certificate—grades K through 12 for applications received through December 31, 2015, and Standard Professional Mild-Moderate Mild/Moderate Disabilities Special Education Certificate – grades K through 12 for applications received on and after January 1, 2016.~~

1. ~~The certificate is valid for three years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).~~

2. The holder is qualified to teach students with ~~mild to moderate~~ mild/moderate disabilities as documented by student needs in the individualized education program and the following categories, including: autism, mild/moderate intellectual disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments, developmental delay and/or other health impairments.

Effective 4-23-2018

_____3. 2. The requirements are:

a. A bachelor's degree,

b. One of the following:

i. Completion of a teacher preparation program in special education from an accredited institution which included courses in the instruction and behavior management of students with ~~mild-moderate~~ mild/moderate disabilities; or

ii. A valid ~~mild-moderate special education certificate from another state; or~~

_____iii. ~~Semester hours of education courses as follows:~~

_____ (1) ~~For applications received through December 31, 2015: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum with students representing at least three of the five disability areas. Special education courses shall include survey of exceptional students; teaching methodologies and strategies for students with disabilities; foundations course in mild to moderate mental retardation intellectual disabilities, learning disability, emotional disabilities, and physical/health impairment; and diagnosis and assessment of mild disabilities. Two years of verified teaching experience in special education in grades K through 12 may substitute for the eight semester hours of practicum; or~~

_____ (2) ~~For applications received on and after January 1, 2016: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including a minimum of 37 semester hours of special education courses ~~with shall include: and~~ eight semester hours of practicum with students with mild/moderate disabilities. Special~~

Effective 4-23-2018

education courses shall include foundations of special education, legal aspects, effective collaboration and communication practices, research-based instruction in mathematics, research-based instruction in English language arts, classroom management and behavior analysis, assessment and eligibility, language development and disorders, and electives. Two years of verified teaching experience in mild/moderate special education, grades K through 12 may substitute for the eight semester hours of practicum.

_____ (a) Foundations of special education;

_____ (b) Legal aspects;

_____ (c) ~~Effective collaboration and communication practices;~~

_____ (d) ~~Research based instruction in math;~~

_____ (e) ~~Research based instruction in English language arts;~~

_____ (f) ~~Classroom management and behavior analysis;~~

_____ (g) ~~Assessment and eligibility;~~

_____ (h) ~~Language development and disorders;~~

_____ (i) ~~Electives; and a minimum of eight semester~~

~~hours of practicum with students with mild/moderate disabilities. Two years of verified teaching experience in mild/moderate special education in grades K through 12 may substitute for the eight semester hours of practicum.~~

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment,

Effective 4-23-2018

d. A passing score on the ~~special education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in ~~mild-to-moderate~~ mild/moderate special education or otherwise qualifies for a waiver of the subject knowledge examination, and

e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

D. Standard Professional ~~Mild-Moderate~~ Mild/Moderate Disabilities ~~Special Education~~ Certificate – grades kindergarten through twelve for applications received on or after August 1, 2018.

1. The holder is qualified to teach students with ~~mild-to-moderate~~ mild/moderate disabilities as documented by student needs in the individualized education program and the following categories, including: autism, mild/moderate intellectual disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments, developmental delay and/or other health impairments.

2. The requirements include all of the following:

a. A bachelor's degree;

b. Completion of a teacher preparation program in mild/moderate disabilities special education from a Board-approved educator preparation program or from an accredited institution offering substantially similar training addressing the following topics and any others as required by law:

i. Research-based systematic phonics;

ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;

iii. Instructional design and lesson planning, including specially designed instruction;

iv. The learning environment, including classroom and behavioral management;

v. Instructional delivery, facilitation and methodologies;

vi. Legal aspects of special education, including individualized education programs and transition planning;

vii. Effective collaboration and communication practices, including modifications and accommodations;

viii. Research-based instruction in math;

ix. Research-based instruction in English language arts;

x. Assessment and eligibility, including monitoring and reporting requirements;

xi. Language development and disorders;

xii. Professional responsibility and ethical conduct;

xiii. Twelve weeks of capstone experience as described in R7-2-604 in ~~mild-moderate~~ mild/moderate special education in grades kindergarten through twelve, which may be completed during the valid period of a teaching intern certificate. One year of verified teaching experience in ~~mild-moderate~~ mild/moderate special education in grades kindergarten through twelve may substitute for the capstone experience requirement. For

Effective 4-23-2018

individuals seeking dual certification, any capstone experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought.

c. A passing score on the ~~special education~~ professional knowledge portion of the Arizona Teacher Proficiency Assessment;

d. ~~A passing score on the special education subject knowledge portion of the Arizona Teacher Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in mild to moderate special education or otherwise qualifies for a waiver of the subject knowledge examination; and~~

—————e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

3. Applicants may meet the requirements in subsection (D)(2)(b) with the submission of an application for the Standard Professional ~~Mild-Moderate~~ Mild/Moderate Disabilities ~~Special Education~~ Certificate grades kindergarten through twelve that includes evidence of two years of verified full-time teaching experience in ~~mild to moderate~~ mild/moderate disabilities special education in grades kindergarten through twelve and Board-approved or accredited training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (D)(2)(b)(i)-(xii). ~~One year of verified full-time teaching experience in mild to moderate disabilities special education in grades kindergarten through twelve may be substituted for the capstone experience.~~

4. Board approved educator preparation programs leading to dual certification in mild/moderate disabilities and elementary, middle school, or secondary education may exempt a student from the mild/moderate special education capstone experience upon the completion of the following:

Effective 4-23-2018

a. Verification from the applicable district or charter school administrator that the student was employed continuously as a paraprofessional whose primary responsibility was working with students in mild/moderate special education classrooms for the two years preceding commencement of the capstone experience in elementary, middle school, or secondary education;

b. Verification from the applicable district or charter school administrator that the student received evaluations, in each of the preceding two years of employment as a paraprofessional, indicating effectiveness in performance; and

c. Completion of the capstone experience in elementary, middle school or secondary education and demonstration of all of the following competencies during the dual certification educator preparation program:

i. Participation on a multi-disciplinary evaluation team;

ii. Participation in and drafting of an acceptable individualized education program; and

iii. Planning and delivery of specially designed instruction for a class of students.

E. Provisional Specialized Special Education Certificate – grades K through 12.

1. The certificate is valid for three years and is not renewable ~~but may be extended as set forth in R7-2-606(H) or (I).~~

2. No new applications for a Provisional Specialized Education Certificate will be accepted after December 31, 2015.

3. The holder is qualified to teach students with intellectual disabilities, emotional disability, specific learning disability, orthopedic impairments or other health impairments, as specified on the certificate.

~~_____~~ 4. The requirements are:

~~_____~~ a. A bachelor's degree,

~~_____~~ b. One of the following:

~~_____~~ i. Completion of a teacher preparation program in the specified area of special education from an accredited institution; or

~~_____~~ ii. Forty five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum in the designated area of disability. Special education courses shall include survey of exceptional students, teaching methodologies for students with disabilities, foundations of instruction in the designated area of disability, and diagnosis and assessment of disabilities. Two years of verified teaching experience in the area of disability in grades K through 12 may be substituted for the eight semester hours of practicum; or

~~_____~~ iii. A valid special education certificate in the specified area from another state.

~~_____~~ c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment,

~~_____~~ d. A passing score on the specified disability special education portion of the Arizona Teacher Proficiency Assessment, and

~~_____~~ e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

Effective 4-23-2018

F. Standard Professional Specialized Special Education Certificate – grades K through 12.

1. The certificate is valid for twelve years and may be renewed.
2. The holder is qualified to teach students with intellectual disabilities, emotional disability, specific learning disability, orthopedic impairments or other health impairments, as specified on the certificate.
3. The requirements are:
 - a. A ~~valid provisional~~ Arizona Provisional Specialized Special Education certificate, or a Provisional Specialized Special Education certificate which has not expired for more than one year;
 - b. A ~~passing score on the performance portion of the Arizona Teacher Proficiency Assessment;~~ and
 - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

G. Standard Professional ~~Severely and Profoundly Disabled~~ Moderate/Severe Disabilities Certificate – grades K through 12.

1. The holder is qualified to teach students with ~~severe and profound~~ moderate/severe disabilities as documented by student needs in the individualized education program and the following categories, including: autism, moderate/severe intellectual disabilities, traumatic brain injury, emotional disability, orthopedic impairments, and/or other health impairments.
2. The requirements are:
 - a. A bachelor’s degree,

b. One of the following:

i. Completion of a teacher preparation program in ~~severe and profoundly disabled~~ moderate/severe disabilities education from an accredited institution; or

ii. A valid ~~severe and profound special education certificate from another state; or~~

~~_____~~ iii. Semester hours of education courses as follows:

~~_____~~ (1) For applications received through December 31, 2015:

~~Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with severe and profound disabilities, foundations of instruction of students with severe and profound disabilities, and diagnostic and assessment procedures for students with severe and profound disabilities. Two years of verified teaching experience with students in grades PreK-12 who are severely and profoundly disabled may be substituted for the eight semester hours of practicum; or~~

~~_____~~ (2) For applications received on and after January 1, 2016:

~~Forty-five semester hours of education courses which teach the standards described in R7-2-602, including a minimum of 37 semester hours of special education courses with shall include: and eight semester hours of practicum with students with moderate/severe disabilities. Special education courses shall include foundations of low incidence disabilities, legal aspects, effective collaboration and communication practices, adaptive communication, instructional strategies across the curriculum, classroom management and behavior analysis, assessment and eligibility, and electives. Two years of verified special education teaching experience in with students with~~

moderate/severe disabilities, grades K through 12 may substitute for the eight semester hours of practicum.

~~_____ (a) Foundations low incidence disabilities;~~

~~_____ (b) Legal aspects;~~

~~_____ (c) Effective collaboration and communication practices;~~

~~_____ (d) Adaptive communication;~~

~~_____ (e) Instructional strategies across the curriculum;~~

~~_____ (f) Classroom management and behavior analysis;~~

~~_____ (g) Assessment and eligibility;~~

~~_____ (h) Electives; and a minimum of eight semester~~

~~hours of practicum with students with severe and profound disabilities. Two years of verified~~

~~teaching experience in special education in grades K through 12 with students who have severe~~

~~and profound disabilities may substitute for the eight semester hours of practicum.~~

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment,

d. A passing score on the ~~severely and profoundly disabled special education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in ~~severe and profound~~ moderate/severe special education or otherwise qualifies for a waiver of the subject knowledge examination, and

e. A valid fingerprint card issued by the Arizona Department of Public Safety.

H. Standard Professional ~~Moderate-to-Severe~~ Moderate/Severe Disabilities Certificate – grades kindergarten through twelve for applications received on or after August 1, 2018.

1. The holder is qualified to teach students with ~~moderate to severe~~ moderate/severe disabilities as documented by student needs in the individualized education program and the following categories, including: autism, moderate/severe intellectual disabilities, traumatic brain injury, emotional disability, orthopedic impairments, and/or other health impairments.

2. The requirements include all of the following:

a. A bachelor's degree;

b. Completion of a teacher preparation program in ~~moderate to severe~~ moderate/severe disabilities education from a Board-approved educator preparation program or from an accredited institution offering substantially similar training addressing the following topics and any others as required by law:

i. Research-based systematic phonics;

ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;

iii. Instructional design and lesson planning, including specially designed instruction;

iv. The learning environment, including classroom and individual behavioral management;

v. Instructional delivery, facilitation and methodologies for teaching research-based instruction in math and English language arts;

vi. Legal aspects of special education, including individualized education programs and transition planning;

vii. Effective collaboration and communication practices, including modifications and accommodations;

viii. Adaptive communication, including language development and disorders;

ix. Assessment and eligibility, including monitoring and reporting requirements;

x. Professional responsibility and ethical conduct;

xi. Twelve weeks of capstone experience as described in R7-2-604 in special education in ~~moderate to severe~~ moderate/severe disabilities grades K through 12, which may be completed during the valid period of a teaching intern certificate. One year of verified full-time teaching experience in special education in ~~moderate to severe~~ moderate/severe disabilities grades kindergarten through twelve may substitute for the capstone experience requirement. For individuals seeking dual certification, any capstone experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought.

c. A passing score on the ~~moderate to severe or severe and profound~~ professional knowledge portion of the Arizona Teacher Proficiency Assessment,

d. A passing score on the ~~elementary education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or doctoral degree in ~~moderate to severe~~ moderate/severe special education or otherwise qualifies for a waiver of the subject knowledge examination, and

e. A valid fingerprint card issued by the Arizona Department of Public Safety.

3. Applicants may meet the requirements in subsection (H)(2)(b) with the submission of an application for the Standard Professional ~~Moderate to Severe~~ Moderate/Severe Disabilities Certificate grades kindergarten through twelve that includes evidence of two years of verified full-time teaching experience in ~~moderate to severe~~ moderate/severe disabilities special education in grades kindergarten through twelve and Board-approved or accredited training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (H)(2)(b)(i)-(x). ~~One year of verified full-time teaching experience in moderate to severe disabilities special education in grades kindergarten through twelve may be substituted for the capstone experience.~~

I. Standard Professional Hearing Impaired Certificate – birth through grade 12. The requirements are:

1. A bachelor's degree,

2. One of the following:

a. Completion of a teacher preparation program in hearing impaired education from an accredited institution; or

b. Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses for the hearing impaired and eight semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with hearing impairment, foundations of instruction of students with hearing impairment, and diagnostic and assessment procedures for the hearing impaired. Two years of verified teaching

Effective 4-23-2018

experience in the area of hearing impaired in grades PreK-12 may be substituted for the eight semester hours of practicum;~~or~~

~~e. A valid hearing impaired certificate from another state.~~

3. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment,

4. A passing score on the ~~hearing impaired special education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or doctoral degree in hearing impaired special education or otherwise qualifies for a waiver of the subject knowledge examination, and

5. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

J. Standard Professional Hearing Impaired Certificate – birth through grade twelve for applications received on or after August 1, 2018.

1. The requirements include all of the following:

a. A bachelor's degree;

b. Completion of a teacher preparation program in hearing impaired education from a Board-approved educator preparation program or from an accredited institution offering substantially similar training addressing the following topics and any others as required by law:

i. Research-based systematic phonics;

ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;

- iii. Survey of exceptional students;
- iv. Teaching methodologies for students with hearing impairment;
- v. Foundations of instruction of students with hearing impairment;
- vi. Diagnostic and assessment procedures for the hearing impaired;
- vii. Professional responsibility and ethical conduct;
- viii. Twelve weeks of capstone experience as described in R7-2-

604 in hearing impaired special education birth through grade twelve, which may be completed during the valid period of a teaching intern certificate. One year of verified full-time teaching experience in the area of hearing impaired in birth through grade twelve may be substituted for the capstone experience requirement. For individuals seeking dual certification, any capstone experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought.

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment;

d. A passing score on the ~~hearing impaired special education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or doctoral degree in hearing impaired special education or otherwise qualifies for a waiver of the subject knowledge examination; and

e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

2. Applicants may meet the requirements in subsection (J)(1)(b) with the submission of an application for the Standard Professional Hearing Impaired Certificate – birth through grade twelve that includes evidence of receipt of two years of verified full-time teaching

Effective 4-23-2018

experience in hearing impaired special education birth through grade twelve and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (J)(1)(b)(i)-(vii). ~~One year of verified full-time teaching experience in hearing impaired special education in birth through grade twelve may be substituted for the capstone experience.~~

K. Standard Professional Visually Impaired Certificate – birth through grade 12.

~~1. The certificate is valid for three years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).~~

~~2. The requirements are:~~

~~a. 1. A bachelor's degree,~~

~~b. 2. One of the following:~~

~~i. a. Completion of a teacher preparation program in visual impairment from an accredited institution; or~~

~~ii. b. Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses for the visually impaired and eight semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with visual impairment, foundations of instruction of students with visual impairment, and diagnostic and assessment procedures for the visually impaired. Two years of verified teaching experience in the area of visually impaired in grades PreK-12 may be substituted for the eight semester hours of practicum; or~~

~~iii. A valid visually impaired special education certificate from another state.~~

Effective 4-23-2018

~~e.~~ 3. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment,

~~d.~~ 4. A passing score on the ~~visually impaired special education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment, and

~~e.~~ 5. Demonstration of competency in Braille through one of the following:

~~i.~~ a. A passing score on the original version of the National Library of Congress certification exam, or

~~ii.~~ b. A valid certificate for a literary Braille transcriber issued by the National Library of Congress, or

~~iii.~~ c. A passing score on a Braille exam administered by another state, or

~~iv.~~ d. A passing score on the Braille exam developed and administered by the University of Arizona. Individuals who take this test and are not students at the University of Arizona may be assessed a fee.

~~f.~~ 6. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

L. Standard Professional Visually Impaired Certificate – birth through grade 12 for applications received on or after August 1, 2018.

1. The requirements include all of the following:

a. A bachelor's degree;

b. Completion of a teacher preparation program in visual impairment from a Board-approved educator preparation program or from an accredited institution offering substantially similar training addressing the following topics and any others as required by law:

i. Research-based systematic phonics;

ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;

iii. Survey of exceptional students;

iv. Teaching methodologies for students with visual impairment;

v. Foundations of instruction of students with visual impairment;

vi. Diagnostic and assessment procedures for the visually impaired;

vii. Professional responsibility and ethical conduct;

viii. Twelve weeks of capstone experience as described in R7-2-604 in visually impaired special education birth through grade twelve, which may be completed during the valid period of a teaching intern certificate. One year of verified full-time teaching experience in the area of visually impaired in birth through grade twelve may be substituted for the capstone experience requirement. For individuals seeking dual certification, any capstone experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought.

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment,

Effective 4-23-2018

d. A passing score on the ~~visually impaired special education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment, ~~and~~

e. Demonstration of competency in Braille through one of the following:

i. A passing score on the original version of the National Library of Congress certification exam, or

ii. A valid certificate for a literary Braille transcriber issued by the National Library of Congress, or

iii. A passing score on a Braille exam administered by another state, or

iv. A passing score on the Braille exam developed and administered by the University of Arizona. Individuals who take this test and are not students at the University of Arizona may be assessed a fee.

f. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

2. Applicants may meet the requirements in subsection (L)(1)(b) with the submission of an application for the Standard Professional Visually Impaired Certificate – birth through grade twelve that includes evidence of two years of verified full-time teaching experience in visually impaired special education birth through grade twelve and Board-approved or accredited training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (L)(1)(b)(i)-(vii). ~~One year of verified full-time teaching experience in visually impaired special education in birth through grade twelve may be substituted for the capstone experience.~~

Effective 4-23-2018

M. Standard Professional Early Childhood Special Education Certificate – ~~birth through 5 years for applications received through December 31, 2015, and birth~~ Birth through age 8 or grade 3 for applications received on and after January 1, 2016.

1. The requirements are:

a. A bachelor's degree,

b. ~~One of the following:~~

~~_____ i. Completion of a teacher preparation program in early childhood special education from an accredited institution; or,~~

~~_____ ii. A valid early childhood special education certificate from another state; or~~

~~_____ iii. Early childhood education coursework and practicum experience which teaches the knowledge and skills described in R7-2-602 and includes the following:~~

~~_____ (1) For applications received through December 31, 2015: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including child development and learning, language development, social and emotional development, curriculum development and implementation, and assessment and evaluation, early childhood special education, and eight semester hours of practicum in early childhood special education. Two years of verified teaching experience in the area of early childhood special education may be substituted for the eight semester hours of practicum; or~~

~~_____ (2) For applications received on and after January 1, 2016:~~

~~_____ 1. Thirty-seven semester hours of early childhood education courses which teach the standards described in R7-2-602, to include all of the following areas of study:~~

- ~~_____ a. Foundations early childhood education and special education;~~
- ~~_____ b. Behavioral interventions for children with and without disabilities;~~
- ~~_____ c. Characteristics and quality practices for typical and atypical behaviors of young children;~~
- ~~_____ d. Typical and atypical child growth and development, including health, safety and nutrition with an emphasis on special health care needs for children birth through grade 3;~~
- ~~_____ e. Child, family, cultural and community relationships including community organizations that support and assist children with disabilities and their families;~~
- ~~_____ f. Developmentally appropriate instructional and inclusive methodologies for teaching social and emotional development, language arts, math, science, social studies, the arts and diagnosis and remediation of learning difficulties;~~
- ~~_____ g. Early language and literacy development including communication methods in early childhood education/special education;~~
- ~~_____ h. Assessment and evaluation for early childhood special education to include observing, assessing, monitoring and reporting on the progress of young children; and~~
- ~~_____ 2. A minimum of eight semester hours of practicum, including:~~

~~a. A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children with identified special needs birth through preschool or one year of full-time teaching experience with children identified with special needs birth through preschool, and~~

~~b. A minimum of four semester hours in a supervised student teaching setting serving children with identified special needs in kindergarten through grade 3 or one year of full-time teaching experience with children identified with special needs kindergarten through grade 3.~~

c. A passing score on the ~~early childhood~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in early childhood special education or otherwise qualifies for a waiver of the subject knowledge examination,

d. A passing score on the ~~early childhood special education~~ professional knowledge portion of the Arizona Teacher Proficiency Assessment, ~~and~~

e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

2. Applicants may meet the requirements in subsection (M)(1)(b) with completion of the following:

a. Thirty-seven semester hours of early childhood education which teach the standards described in R7-2-602 which include the following areas of study:

i. Foundations early childhood education and special education;

ii. Behavioral interventions for children with and without disabilities;

iii. Characteristics and quality practices for typical and atypical behaviors of young children;

iv. Typical and atypical child growth and development, including health, safety and nutrition with an emphasis on special health care needs for children birth through grade 3;

v. Child, family, cultural and community relationships including community organizations that support and assist children with disabilities and their families;

vi. Developmentally appropriate instructional and inclusive methodologies for teaching social and emotional development, language arts, math, science, social studies, and the arts;

vii. Diagnosis and remediation of learning difficulties;

viii. Early language and literacy development including communication methods in early childhood education/special education;

ix. Assessment and evaluation for early childhood special education to include observing, assessing, monitoring and reporting on the progress of young children;

x. A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children with identified special needs birth through preschool or one year of full-time teaching experience with children identified with special needs birth through preschool; and

xi. A minimum of four semester hours in a supervised student teaching setting serving children with identified special needs in kindergarten through grade 3 or

Effective 4-23-2018

one year of full time teaching experience with children identified with special needs kindergarten through grade 3.

N. Standard Professional Early Childhood Special Education Certificate – birth through age eight or grade three for applications received on or after August 1, 2018.

1. The requirements include all of the following:

a. A bachelor's degree;

b. Completion of a teacher preparation program in early childhood special education from a Board-approved educator preparation program or from an accredited institution offering substantially similar training addressing the following topics and any others as required by law:

i. Research-based systematic phonics;

ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;

iii. Teaching students with exceptionalities;

iv. Characteristics and quality practices for typical and atypical behaviors of young children, including behavioral interventions for children with and without disabilities;

v. Typical and atypical child growth and development, including health, safety and nutrition with an emphasis on special health care needs for children birth through grade three;

vi. Child, family, cultural and community relationships including community organizations that support and assist children with disabilities and their families;

vii. Developmentally appropriate instructional and inclusive methodologies for teaching social and emotional development, language arts, math, science, social studies, the arts and diagnosis and remediation of learning difficulties;

viii. Early language and literacy development including communication methods in early childhood education/special education;

ix. Assessment and evaluation for early childhood special education to include observing, assessing, monitoring and reporting on the progress of young children;

x. Substantial experience in practicum as described in R7-2-604 serving children with exceptionalities birth through preschool and kindergarten through grade three;

xi. Professional responsibility and ethical conduct; and

xii. Twelve weeks of capstone experience as described in R7-2-604 serving children with exceptionalities in ~~kindergarten~~ birth through grade three, which may be completed during the valid period of a teaching intern certificate. For individuals seeking dual certification, any capstone experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought.

c. A passing score on the ~~early childhood special education~~ professional knowledge portion of the Arizona Teacher Proficiency Assessment,

d. A passing score on the ~~early childhood~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or doctoral degree in early childhood special education or otherwise qualifies for a waiver of the subject knowledge examination, and

e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

2. Applicants may meet the requirements in subsection (N)(1)(b) with the submission of an application for the Standard Professional Early Childhood Special Education Certificate – birth through age eight or grade three that includes two years of verified full-time teaching experience in early childhood special education serving children birth through prekindergarten and kindergarten through grade three and Board-approved or accredited training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (N)(1)(b)(i)-(xi). ~~One year of verified full-time teaching experience in early childhood special education serving children birth through prekindergarten and children kindergarten through grade three may be substituted for the capstone experience.~~

3. Board approved educator preparation programs leading to dual certification in early childhood special education and early childhood teaching may exempt a student from the early childhood special education capstone experience upon completion of the following:

a. Verification from the applicable district or charter school administrator that the student was employed continuously as a paraprofessional whose primary responsibility was working with students in early childhood special education for two years preceding commencement of the early childhood teaching capstone experience;

b. Verification from the applicable district or charter school administrator that the student received evaluations, in each of the preceding two years of employment as a paraprofessional, indicating effectiveness in performance; and

Effective 4-23-2018

c. Completion of the capstone experience in early childhood education and demonstration of all of the following competencies during the dual certification educator preparation program:

i. Participation on a multi-disciplinary evaluation team;

ii. Participation in and drafting of an acceptable individualized education program; and

iii. Planning and delivery of specially designed instruction for a class of students.

O. Provisional Cross-Categorical Special Education Certificate – grades K through 12

1. No new applications for the Provisional Cross-Categorical Special Education certificate are accepted as of December 31, 2015.

2. Individuals who hold a valid Provisional Cross-Categorical Special Education certificate are qualified to teach students with mild to moderate autism, intellectual disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments, developmental delay and/or other health impairments.

3. The Provisional certificate may not be renewed or extended. Individuals who hold a valid Provisional Cross-Categorical Special Education certificate, or a Provisional Cross-Categorical certificate which has not expired for more than one year, may apply for a Standard Professional Cross-Categorical Special Education certificate.

P. Standard Professional Cross-Categorical Special Education Certificate – grades K through 12.

1. The Standard Professional Cross-Categorical is valid for 12 years and may be renewed.

Effective 4-23-2018

2. Individuals who hold a valid Standard Professional Cross-Categorical Special Education certificate are qualified to teach students with autism, intellectual disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments, developmental delay and/or other health impairments.

3. The requirements are:

a. An Arizona Provisional Cross-Categorical Special Education Certificate that is either valid or has not expired for more than one year.

b. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.