




PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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August 31, 2015

To: Directors, Exceptional Children Programs
Lead Administrator, Charter Schools
Directors, Human Resources

From: William J. Hussey, Director 
Exceptional Children Division

Re: Licensure Guidance Tool

The Exceptional Children (EC) Division regularly receives phone calls requesting assistance to determine whether EC teachers with particular licensing credentials can teach/be Teachers of Record for students with particular primary areas of eligibility. In the past, the EC Division has used the "SAR/Licensure Crosswalk for Core EC Types" document as a reference tool to make those determinations. That crosswalk document was co-created by several divisions within the agency and was initially intended to be used by Business and Financial Services and Licensure Divisions for in-field/out-of-field reporting. The EC Division used the "SAR/Licensure Crosswalk" for several years to assist LEAs, yet, outside of EC Division guidance, it had the potential to be misinterpreted and misused to make hiring decisions.

The EC Division has developed the attached "Licensure Guidance" tool to provide assistance to LEAs in matching teacher licensure area to student areas of eligibility. It has been vetted by multiple stakeholders external and internal to the agency. This "Licensure Guidance" tool illustrates the primary student areas of eligibility that can be taught by an EC teacher of record according to the license(s) that a teacher may hold. For example, a teacher licensed as Special Education General Curriculum (88091) may teach students with the following primary areas of eligibility: autism spectrum disorder, emotional disability, intellectual disability – mild, intellectual disability – moderate, specific learning disability, and developmental delay. A teacher licensed as Special Education Adapted Curriculum (88092) may teach students with the following primary areas of eligibility: autism spectrum disorder, intellectual disability – moderate, intellectual disability – severe, multiple disabilities, and developmental delay.

It is rarely the case that an EC teacher provides instruction to a group/class of children who all have the same primary area of eligibility. In such teaching situations, the EC Division is advising that the licensure/certification of the EC teacher align with the primary area of eligibility of at least one (1) student in the class. While doing this would be consistent with the current recommendation, teachers may require ongoing supervision and coaching support from an EC Administrator in order to meet the academic/instructional needs of the students.

When an EC teacher is considered the Teacher of Record for a content area in middle school or high school, that teacher must have the corresponding content area licensure as well as special education licensure.

If you have questions regarding appropriate application of this "Licensure Guidance" tool, please contact Tom Holahan at 919-807-3930 or thomas.holahan@dpi.nc.gov.

WJH/PHC/TH/ds

EXCEPTIONAL CHILDREN DIVISION

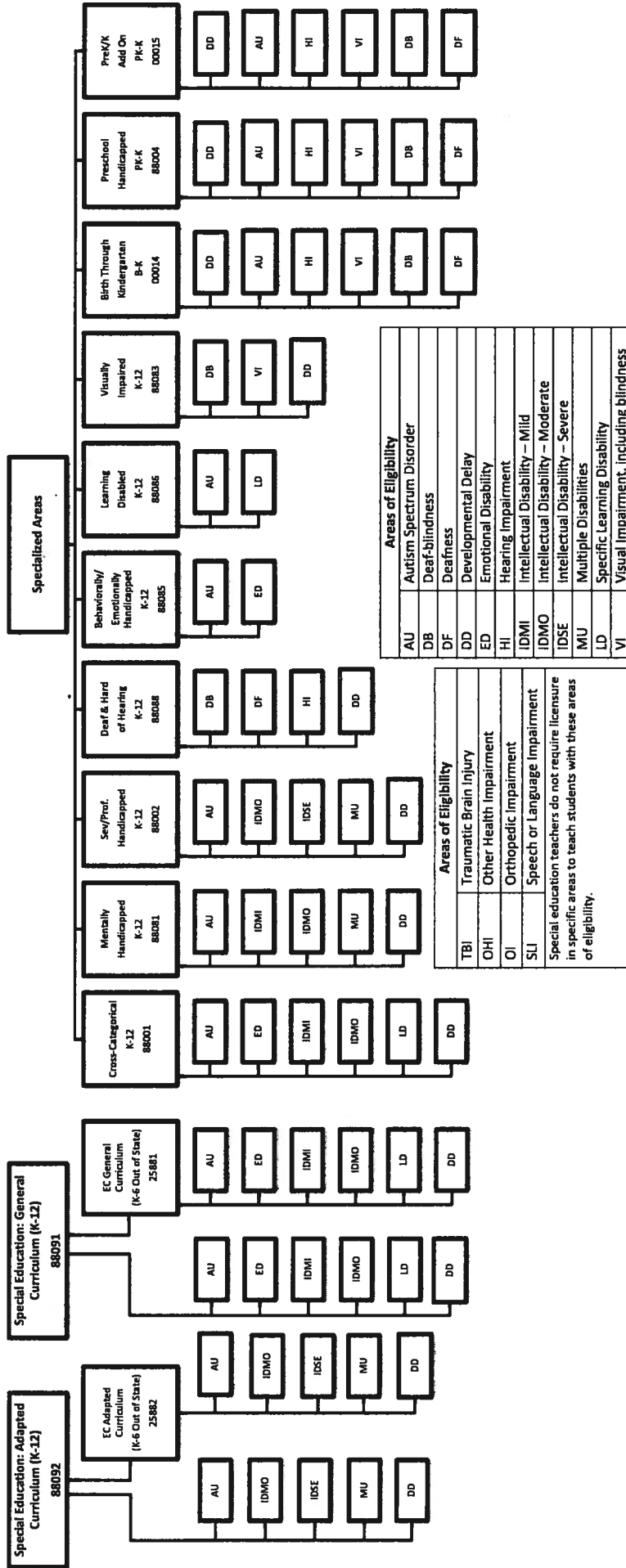
William J. Hussey, *Director* | bill.hussey@dpi.nc.gov

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Licensure Guidance:

Matching teacher licensure area to student areas of eligibility



The EC Division has developed this Licensure Guidance tool to provide assistance to LEAs. It has been vetted by multiple stakeholders external and internal to the agency. This Licensure Guidance tool illustrates the primary student areas of eligibility that can be taught by an EC Teacher of Record according to the license(s) that a teacher may hold. For example, a teacher licensed as Special Education General Curriculum (88091) may teach students with the following primary areas of eligibility: autism spectrum disorder, emotional disability, intellectual disability – mild, intellectual disability – moderate, specific learning disability, and developmental delay. A teacher licensed as Special Education Adapted Curriculum (88092) may teach students with the following primary areas of eligibility: autism spectrum disorder, intellectual disability – moderate, intellectual disability – severe, multiple disabilities, and developmental delay.

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