

**ARKANSAS DEPARTMENT OF EDUCATION**  
**Special Education Instructional Specialist, Licensure Endorsement grades 4-12**  
***Additional Licensure Plan, (area 230)***

Name: \_\_\_\_\_ S.S.#: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Home phone: (\_\_\_\_) \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_

Email address: \_\_\_\_\_ County: \_\_\_\_\_ School District: \_\_\_\_\_

School districts seeking to employ teachers to teach out of field (not in the field in which the teacher is currently licensed) will use the Additional Licensure Plan (ALP) to meet that need. School districts may use the ALP process to address unusual emergency situations when licensed teachers are asked to teach in areas/levels for which they are not licensed. School districts may not exceed the three-year limit without possible penalty.

**THIS AREA CANNOT BE ADDED BY TESTING ONLY.**

**Eligibility guidelines.** Teachers must meet the following conditions:

- possess an initial or standard teaching license,
- seek to add this area of licensure or endorsement, and
- be assigned to teach in this area rather than the one for which they are currently licensed.

**Teachers assigned to teach in this field, must complete an approved performance-based program of study, and pass the required assessment(s) for the new licensure area. The additional area of licensure will be added to the credential when all licensure requirements are successfully completed and application is submitted with the signature of the university's Licensure Officer verifying completion of the program of study. Test score(s) and official transcript must be attached.**

**A qualified applicant for this license must enroll and be an active candidate at a college or university that offers an approved special education program of study to obtain knowledge and skills in the following competency areas:**

**Recommended Content background:**

- ✓ Understand exceptionalities,
- ✓ Legal and social issues,
- ✓ Delivery of services to students with disabilities,
- ✓ Curriculum modification for students with disabilities, including general and special curricula, and development and implementation of comprehensive IEPs with collaboration of team members,
- ✓ Instruction modification for students with disabilities,
- ✓ Assessment modification for students with disabilities, including basic assessment terminology, legal provisions and ethical principles, screening, pre-referral, referral, and eligibility procedures, and uses and limitation of assessment instruments,
- ✓ Managing the learning environment,
- ✓ Professional roles/issues/literature for teachers of students with disabilities.

**Recommended Experience background:**

- ✓ Study and practice on how to prepare and implement the IEP.
- ✓ Study and practice with special education laws, policies, and ethical principles regarding behavior management planning and implementation, including the identification of the use

of a variety of behavior management strategies that promote the acquisition of appropriate social skills.

- ✓ Study and practice with monitoring student progress and adjusting instruction accordingly.
- ✓ Practice with ways to select and implement the format and components of effective instruction, including managing behavior, and working with parents.
- ✓ Study and practice of behavior management, including identification and definition of antecedents, target behavior, and consequent events.
- ✓ Study and practice of classroom organization management, including selection of appropriate physical-social environment for learning.
- ✓ Study and practice on how to use specialized programs and materials.
- ✓ Study and practice on how to incorporate technology in delivery of specialized instruction.
- ✓ Practice the role of a teacher as a multidisciplinary team member, including participation in transition planning, including parents, paraprofessionals, and community agencies.
- ✓ Study and practice of the collaborative skills necessary to assist individuals with disabilities, their families, and paraprofessionals in becoming active participants in the educational process.

**Required assessments:**

- **Praxis II: Special Education: Knowledge-Based Core Principles, test #0351**  
**Minimum score required: 150**
- **Praxis II: Special Education: Application of Core Principles Across Categories of Disability, test #0352**  
**Minimum score required: 141**

NOTE: Test at a Glance (TAAG) study guide booklets are available on line from [www.ets.org/praxis/prxar.html](http://www.ets.org/praxis/prxar.html).

- The employing district will document the need to assign a teacher out of field because an appropriately credentialed teacher is not available.
- The employing district will sign and file this ALP form with the ADE Office of Professional Licensure **within 30 days of the out-of-field teaching assignment**, thus documenting the above statement.
- The employing district understands that a teacher will have no more than three calendar years from the date of filing with the ADE to meet full licensure requirements for the additional licensure or endorsement being sought.

**School District Assurances:**

I certify that the above statements are true and correct to the best of my knowledge.

School District authority: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher ALP guidelines.**

Teachers must meet full licensure requirements for the additional license or endorsement being sought within three years of beginning the ALP.

Applicant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

S.S.#: \_\_\_\_\_

**RETURN COMPLETED FORM TO:**

Arkansas Department of Education  
Office of Professional Licensure  
#4 Capitol Mall, Room 106 B  
Little Rock, AR 72201-1071

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Fax: 501.682.4898  
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