Special Education Teachers

What does it mean to be highly qualified in South Carolina?
Resource and Itinerant Teachers

- **Definition**
  - Do not provide the initial or primary instruction
  - Do not assign the grade in any core content subject
  - Not the teacher of record

- **Requirements**
  - Full state certification
  - Qualifying score on Praxis II content exams for exceptional children
Praxis Test Requirements for Special Education Teachers in SC

- Deafness and Hearing
  - Impairment Education of Deaf and Hard of Hearing Students (0271)
- Educable Mentally Disabled
  - Education of Exceptional Students: Core Content Knowledge (0353)
- Emotional Disabilities
  - Education of Exceptional Students: Core Content Knowledge (0353)
  - Special Education: Teaching Students with Behavior Disorders (0371)
- Generic Special Education
  - Education of Exceptional Students: Core Content Knowledge (0353)
- Learning Disabilities
  - Education of Exceptional Students: Core Content Knowledge (0353)
  - Special Education: Learning Disabilities (0382)
- Mental Disabilities
  - Education of Exceptional Students: Core Content Knowledge (0353)
  - Special Education: Teaching Students with Mental Retardation (0321)
- Multi-categorical Special Education
  - Education of Exceptional Students: Teaching Students with Mental Retardation (0321)
  - Special Education: Learning Disabilities (0382)
  - Special Education: Teaching Students with Behavior Disorders (0371)
- Severe Disabilities
  - Severe to Profound Disabilities (0544) (effective July 1, 2004)
- Trainable Mentally Disabled
  - Education of Exceptional Students: Core Content Knowledge (0353)
  - Special Education: Teaching Students with Mental Retardation (0321)
- Visual Impairment
  - Teaching Students with Visual Impairments (0280)
Self-Contained Special Education Teachers

- Early Childhood
- Elementary
- Middle
- High School

- In addition to the other requirements
  - Qualifying score on the elementary Content Area Exercises exam (or any other previously required certification exam at the elementary level)
Issues that need to be resolved

- Students (e.g., emotionally disabled or learning disabled) who are taught in a self-contained high school special education classroom that results in a credit towards graduation requirements.
- Professional development and accountability for all teachers who teach students with disabilities.
- Professional development on how to work as a member of a team that provides services to special education students (i.e., general education teacher, resource teacher, and paraprofessional).
Future Steps

• Review state’s new teacher standards (INTASC core principles) against the INTASC Model Standards for Licensing General and Special Education Teachers of Students with Disabilities and incorporate changes in the new regulations on teacher evaluation

• Continue emphasis on preparing candidates in all subject areas to teach students with disabilities through accreditation visits to teacher education programs (state standard on teaching low-performing students).
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