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**Emergency Extension Requirements**

Below are the requirements to obtain an emergency license extension for English as a Second Language, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard of Hearing (Oral/Aural), Teacher of the Deaf and Hard of Hearing (ASL/TC) and Teacher of the Visually Impaired.

***ESL - PreK-6 & 5-12***

* Pass the ESL MTEL test or the old English Language Learners MTEL test & have not passed the Communication & Literacy Skills MTEL test

***Teacher of Students with Moderate Disabilities - PreK-8 & 5-12***

* Does not meet the requirements for a Provisional or Initial license
* Coverage of: Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles
* Coverage of: Preparation, implementation, and evaluation of Individualized Education Programs (IEPs)
* Coverage of: Educational terminology for students with mild to moderate disabilities
* Coverage of: Instruction on appropriate use of augmentative and alternative communication and other assistive technologies
* Coverage of: Knowledge of services provided by other agencies
* Coverage of: Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities
* Coverage of: Federal and state laws and regulations pertaining to special education

***Teacher of Students with Severe Disabilities – All***

* + Does not meet the requirements for a Provisional or Initial license
	+ Coverage of: Federal and state laws pertaining to special education
	+ Coverage of: Theories of first and second language acquisition and development
	+ Coverage of: Reading theory, research, and practice; Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension; Phonemic awareness and phonics, principles, knowledge and instructional practices; Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments
	+ Coverage of: Preparation, implementation, and evaluation of Individualized Education Programs (IEPs)
	+ Coverage of: Definitions, etiologies, and characteristics of severely disabling conditions
	+ Coverage of: Theories of language development and the effects of disabilities on learning
	+ Coverage of: Techniques for developing skills designed to facilitate placement in least restrictive environments
	+ Coverage of: Development of a listening, speaking, and reading vocabulary
	+ Coverage of: Instruction on appropriate use of augmentative and alternative communication and other assistive technologies
	+ Coverage of: Theories, concepts, and methods of assessing physical, emotional, intellectual, and social development in children and adolescents
	+ Coverage of: Ways to prepare and maintain students with severe disabilities for general education classrooms; for example, use of behavioral management principles
	+ Coverage of: Theories on the relationships between beginning writing and reading
	+ Coverage of: Source and operation of orthotic devices, medical technologies, and computer-moderated prosthetic devices
	+ Coverage of: Knowledge of services provided by other agencies
	+ Coverage of: How to design or modify curriculum, instructional materials, and classroom environments for students with severe disabilities
	+ Coverage of: Knowledge of appropriate vocational or alternative school programs, or work-study and community-based opportunities and alternative high school programs and how to refer students to them

***Teacher of the Deaf and Hard of Hearing (Oral/Aural)***

* + Does not meet the requirements for a Provisional or Initial license
	+ Coverage of: Function and uses of available sensory devices and hearing assistive technology
	+ Coverage of: Anatomy and physiology of ear and neural pathways, physics of sound and psychoacoustics including auditory perception, speech acoustics and impact of environmental acoustics on speech understanding and listening
	+ Coverage of: Hearing measurement and etiology (both objective and subjective screening and test methods), test interpretation, hearing levels and the impact on listening and speech perception
	+ Coverage of: Speech production: sequence of development (typical and atypical), anatomy and physiology of the speech/voice mechanism; and formal and informal speech production assessment measures
	+ Coverage of: Typical auditory development, auditory development of children with hearing loss, auditory development using hearing technology, the auditory hierarchy, acoustic phonetics (sounds of speech and transmission/reception), appropriate electroacoustic and functional assessments, and factors that impact auditory development

***Teacher of the Deaf and Hard of Hearing (ASL/TC)***

* + Does not meet the requirements for a Provisional or Initial license
	+ Achieve a passing score on a test of sign language proficiency approved by the Department
	+ Coverage of: Knowledge of Deaf culture, Deaf history and the Deaf community
	+ Coverage of: Knowledge of strategies for promoting literacy among students who are deaf or hard of hearing
	+ Coverage of: Knowledge of the perception, acquisition and processing of language (including both spoken and sign language)
	+ Coverage of:  Knowledge of strategies for supporting language acquisition in sign language
	+ Coverage of: Knowledge of Federal and State Special Education Laws, Individualized Education Programs (IEPs) and Section 504 of the Rehabilitation Act of 1973 (29 USC 794) plan development and implementation for students who are deaf or hard of hearing
	+ Coverage of: Knowledge of the design and modifications of curricular and instructional materials to ensure accessibility of the curriculum for deaf or hard of hearing students with and without special needs
	+ Coverage of: Critical analysis and application of research relevant to educating students who are deaf or hard of hearing
	+ Coverage of: Knowledge of medical, social, and ethical issues related to educating students who are deaf or hard of hearing
	+ Coverage of: Knowledge of the clinical foundations of hearing
	+ Coverage of: Knowledge of theories in typical and atypical child development as it relates to children who are deaf or hard of hearing, including emotional, social and intellectual development
	+ Coverage of: Knowledge of the relationship between ASL and English and strategies for translating between ASL and English

***Teacher of the Visually Impaired – All***

* + Does not meet the requirements for a Provisional or Initial license
	+ Coverage of: How to use state-of-the-art diagnostic information
	+ Coverage of: Knowledge of a variety of formal and informal reading assessment tools
	+ Coverage of: Use of English Braille (UEB) for non-technical materials and UEB and Nemeth Braille Code for Mathematics for technical materials
	+ Coverage of: Use of assistive technology such as low-vision devices
	+ Coverage of: Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence
	+ Coverage of: Medical and educational research on the visually impaired
	+ Coverage of: Knowledge of Response to Intervention models/components, including tiered instruction, shared responsibility and decision-making, research-based interventions, and progress monitoring
	+ Coverage of: Principles and research-based instructional practices for developing emergent reader skills (alphabetic principle, concepts of print, phonological and phonemic awareness)
	+ Coverage of: Characteristics and instructional implications of moderately and severely disabling conditions
	+ Coverage of: Ways to prepare visually impaired students for classrooms ranging from general education classrooms to schools for the visually impaired
	+ Coverage of: Anatomy and physiology of the eye and visual abnormalities
	+ Coverage of: Preparation, implementation, and evaluation of Individualized Education Programs (IEPs)
	+ Coverage of: Features of family support and services
	+ Coverage of: Phonemic awareness and phonics; principles, knowledge, and instructional practices
	+ Coverage of: Use of assessment for instruction and intervention
	+ Coverage of: Historical and current developments in education of the visually impaired in the United States and other countries
	+ Coverage of: Knowledge of Federal and State Special Education Laws, IEPs, and 504 plan development and implementation for students who are visually impaired
	+ Coverage of: Similarities and differences between visually impaired and non-visually impaired children in emotional, social, physical, and intellectual development
	+ Coverage of: Use of data from screening, diagnostic, and formative assessments to identify individual strengths and weaknesses and differentiate instruction (prepare mini-lessons, select appropriate materials, form flexible groups)
	+ Coverage of: Design or modification of the curriculum and instructional materials for the visually impaired
	+ Coverage of: Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments