

Areas of Agreement			
			Compendium needed updating to align with MoSPE
			Good idea to separate into separate rules
<b>Area of Concern</b>	<b>Page</b>	<b>Citation</b>	<b>Concern</b>
<b>Multiple Cert Areas</b>			
GPA "forgiveness"		"...qualify for forgiveness of a disqualified GPA."	IHEs must require a 2.75 cum and 3.0 GPA in professional education & content, but may apply for certification without it?
Not congruent with DHE			Would require changes in Gen Ed, number of hours in degree
Not aligned with content standards			See professional association standards (e.g., National Association of Math Educators) which are required for NCATE/CAEP national recognition, as well as MoSTEP content-specific standards (which are still in effect?) This will further add to number of courses in degree.
Course-based, not competency-based			Limits flexibility, creativity, and how programs are offered
Where is data-based decision-making?			
Student teaching 12 +4 week placements			Forces K-12 candidates to choose a grade range, limits flexibility
Does not align with new MoGEA framework			
Top-down process, rather than true professional collaboration			DESE seems to have selected "public comment to proposed rules" as the model for identifying changes to SPED Certifications. The "public comment" model will certainly elicit a significant number of comments, but the comments and recommendations will not be processed in a way that allows the community of those interested in the outcome to achieve consensus on the changes.
<b>Special Education</b>			
Limits flexibility			Change in grade ranges limits flexibility for both candidates and districts
Impact on teacher shortage			Changes seem likely to increase teacher shortage in this area, particularly in rural and urban areas.
Lack of Sped Content			Where is the unique special education content? It's more than just elementary ed competencies plus differentiated instruction, e.g., Functional behavioral assessment, RTI, legally defensible IEPs, culturally appropriate assessment practices, evidence based practices such as strategic instruction, transition, working with parents
Not consistent with IDEA or MO State Plan			
Not consistent with CEC or MoSTEP standards for sped certification			Not consistent with newly revised Council for Exceptional Children standards for all initial special educators, or for the specialty certification areas - or with MoSTEP SPEDstandards, which are based on CEC <a href="http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf">http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf</a> and <a href="http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets">http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets</a>
Inconsistent with current best practices			Multi-tiered systems of support, access to general education curriculum, research-based intervention strategies
Adds hours to degrees			New course in differentiated learning (or instruction?) that requires competency in all content areas?
ECSE			Field placement requirements not consistent with new age range of Birth to Pre-K, numbers don't match language: two (2) placements in the following age areas: Infants and Toddlers, Pre-Kindergarten, and Primary K-3.
ECSE			8 hours of "Program Administration and Management" adds courses in Program Administration, and Environmental Organization and Design to current requirement for Health, Nutrition, and Safety...adding 5 or 6 hours to program
CrossCat			Change in grade ranges limits flexibility for both candidates and districts, and takes us back about 20 years (initial change to K-12 was requested by districts)

CrossCat			The K-6 adds a course in Children's Literature (2 more hours?), specifies "Instructional Strategies and Techniques in Content Area Specialty" a list content area courses. A new area called " Schools and the Teaching Profession" has been added and has headings called "Consultation and Collaboration" and "Ethical and Legal Aspects of Teaching." Unclear if these are courses or competency areas.
CrossCat			2-hour Early-to-Mid-level field experience that MUST take place in a "regular" classroom... appears to be a separate course, rather than course embedded field experience, again limiting flexibility
CrossCat			"Administration, interpretation of ...perspective instruction." What is "perspective instruction?"
CrossCat		18 hours of "content knowledge" in English/Language Arts, Science, Math, and Social Studies."	Unclear whether these include gen ed in content area, or methods courses in each discipline, or something else?
Gifted			No total number of hours required
CrossCat			Refers to the LD, BD, EMH tracks which no longer exist
CrossCat			states "(I) Persons certificated in Behaviorally Disordered, Mentally Handicapped, Physical and Other Health Impairments, or Learning Disabled may meet this Clinical Experiences requirement by the satisfactory completion of at least three (3) semester hours of Practicum with Deaf and Hearing Impaired students). In other areas, such as Deaf and Visually Impaired, it states (for Blind or Partially Sighted) "Persons certified in Behaviorally Disordered, Mentally Handicapped, Physical and Other Health Impairments, or Learning Disabled may meet this Early and Mid-Level Clinical Experiences requirement (minimum of three (3) semester hours) by the satisfactory completion of working with Blind and Partially Sighted students."
CrossCat			Can institutions continue to offer a K-12 program if all requirements are covered, and still split student teaching as we do now?