## Licensure Structure

**Approach #1:** K-12 non-categorical license for ESE teachers.

<table>
<thead>
<tr>
<th>What does this approach offer as a solution or means to improve the certification process?</th>
<th>What are the positive outcomes that result from this approach?</th>
<th>What are the potential negative consequences to this approach?</th>
</tr>
</thead>
</table>
| • Licensure structure supports maximum flexibility with hiring and job placement.  
• Fosters improved supply and demand. | • Licensure approach is similar to the current Florida ESE license.  
• Teachers are afforded maximum flexibility in the preparation process (i.e. less cost and time demands).  
• Teachers can be hired and serve within multiple placements and inclusive service delivery models.  
• Districts can be more responsive in assigning teachers according to students’ needs.  
• Small and rural districts will benefit from flexibility of teacher placement. | • Certification is broad, covering all grade levels and disability areas. ESE teachers are generalists.  
• Teachers are required to be experts across subject areas and grade levels. Teachers holding this license could potentially be placed in a subject area for which they have little or no preparation, especially at the secondary level. |

**What are the considerations the team should contemplate with this approach?**

- As this is the current licensure structure in Florida, is there additional positive or negative stakeholder feedback about this approach?  
- What knowledge in content and pedagogy is missing in the current structure due to the current 120-hour course credit limitation?  
- Does this certification process lead to improved teacher capacity and student outcomes?  
- Do teacher data and shortage prediction data warrant this approach?
# Licensure Structure

**Approach #2:** Non-categorical license for ESE teachers that specifies grade level (e.g., elementary/secondary).

<table>
<thead>
<tr>
<th>What does this approach offer as a solution or means to improve the certification process?</th>
<th>What are the positive outcomes that result from this approach?</th>
<th>What are the potential negative consequences to this approach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensure structure requires teachers to specialize in a grade level range while still allowing for flexibility in hiring and job placement within that grade level range.</td>
<td>Licensure approach supports more specialized preparation in pedagogical strategies for elementary or secondary learners, taking into account developmental differences and needs. Teachers can be hired and serve within multiple placement and inclusive service delivery models within a grade level range. Districts can be more responsive in assigning teachers according to students’ needs within a grade level range. Small and rural districts will benefit from flexibility of teacher placement within a grade level range.</td>
<td>Certification is broad, covering all disability categories. License structure does not require teachers to be highly qualified in a subject area. Teachers holding this license are required to be experts across subject areas at the elementary or secondary level and could potentially be placed in a subject area for which they have little or no preparation.</td>
</tr>
</tbody>
</table>

**What are the considerations the team should contemplate with this approach?**

- What grade level ranges would best serve the needs of Florida (e.g., elementary/secondary; elementary/middle/high, etc.)?
- What is the process for an ESE teacher who wishes to teach in a different grade level range (e.g., an ESE teacher with an elementary license who wants to teach in a secondary grade)?
- What knowledge in content and pedagogy is missing in the current structure due to the current 120-hour course credit limitation?
- Does this certification process lead to improved teacher capacity and student outcomes?
- Do teacher data and shortage prediction data warrant this approach?
### Licensure Structure

**Approach #3:** Non-categorical license for ESE teachers that specifies grade level (e.g., elementary/secondary) and subject area.

<table>
<thead>
<tr>
<th>What does this approach offer as a solution or means to improve the certification process?</th>
<th>What are the positive outcomes that result from this approach?</th>
<th>What are the potential negative consequences to this approach?</th>
</tr>
</thead>
</table>
| • License structure supports specialized preparation in grade level ranges and specific subject areas. | • Teachers are highly prepared to serve in subject areas differentiated by grade level ranges.  
• Teachers must be licensed in a subject area, therefore meeting the requirements to be highly qualified in that subject area.  
• Teachers can be hired and serve within multiple placement and service delivery models, including resource and self-contained classroom settings. | • Certification is narrow and does not support flexibility with hiring and job placement.  
• Approach may potentially exacerbate supply and demand issues, especially in small and rural districts.  
• Licensure approach is aligned to very specific preparation requirements, giving teacher candidates less flexibility in their required coursework.  
• This certification does not allow specialization in a particular disability area. |

**What are the considerations the team should contemplate with this approach?**

• What subject area specializations would be offered under this licensure structure? Is possible to combine subject areas (e.g., secondary English/social studies and secondary math/science?) Could teachers specialize in multiple subject areas?  
• What knowledge in content and pedagogy is missing in the current structure due to the current 120-hour course credit limitation?  
• Does this certification process lead to improved teacher capacity and student outcomes?  
• Do teacher data and shortage prediction data warrant this approach?
**Licensure Structure**

**Approach #4**: Categorical license for ESE teachers that specifies the area of disability specialization (e.g., high incidence vs. low-incidence, mild/moderate vs. severe/profound, EBD, ID, etc.).

<table>
<thead>
<tr>
<th>What does this approach offer as a solution or means to improve the certification process?</th>
<th>What are the positive outcomes that result from this approach?</th>
<th>What are the potential negative consequences to this approach?</th>
</tr>
</thead>
</table>
| • License structure supports specialized preparation in strategies for learners with specific disabilities.  
• License structure recognizes that increasing numbers of students are being identified in certain disability categories (e.g., ASD, OHI). | • Teachers are specialists in pedagogical strategies for students in specific disability areas. Licensure approach supports deep preparation in meeting the needs of these learners.  
• Teachers can be hired and serve within multiple placement and service delivery models, including resource and self-contained classrooms. | • Teachers holding this license could potentially be placed in a subject area or grade level range for which they have little or no preparation.  
• Approach may potentially exacerbate supply and demand issues, especially in small and rural districts. |

**What are the considerations the team should contemplate with this approach?**

- What categorical designations would be offered under this licensure structure (e.g., high-incidence vs. low-incidence, mild/moderate vs. severe/profound, EBD, ID, etc.)?
- What knowledge in content and pedagogy is missing in the current structure due to the current 120-hour course credit limitation?
- Does this certification process lead to improved teacher capacity and student outcomes?
- Do teacher data and shortage prediction data warrant this approach?
## Licensure Structure

**Approach #5**: License in Exceptional Student Education with a general education subject area endorsement.

<table>
<thead>
<tr>
<th>What does this approach offer as a solution or means to improve the certification process?</th>
<th>What are the positive outcomes that result from this approach?</th>
<th>What are the potential negative consequences to this approach?</th>
</tr>
</thead>
</table>
| • Teachers are first required to master content and pedagogy for ESE populations and then demonstrate mastery of a general education subject area. | • Licensure plus endorsement may have fewer requirements than dual certification in ESE and a subject area.  
• Teachers can be hired and serve within multiple placement and service delivery models, including inclusion, resource, and self-contained classrooms settings. | • ESE teachers without adequate academic preparation in a general education subject area may struggle to meet the requirements of an endorsement.  
• An endorsement in a general education subject area entails less preparation than full licensure in the same content area. |

**What are the considerations the team should contemplate with this approach?**

- What would requirements for the general education subject area endorsement include?  
- What knowledge in content and pedagogy is missing in the current structure due to the current 120-hour course credit limitation?  
- Does this certification process lead to improved teacher capacity and student outcomes?  
- Do teacher data and shortage prediction data warrant this approach?
## Licensure Structure

**Approach #6:** License in a general education subject area with an Exceptional Student Education endorsement.

<table>
<thead>
<tr>
<th>What does this approach offer as a solution or means to improve the certification process?</th>
<th>What are the positive outcomes that result from this approach?</th>
<th>What are the potential negative consequences to this approach?</th>
</tr>
</thead>
</table>
| • Teachers are first required to master content and pedagogy for a subject area, and then learn strategies to serve ESE populations. | • Teachers are licensed in a subject area, therefore meeting the requirements to be highly qualified in that subject area.  
• Teachers can be hired and serve within multiple placement and service delivery models, including inclusion, resource, and self-contained classroom settings. | • Increased preparation demands for teachers (e.g., time and money needed to earn ESE endorsement).  
• Potential to lose teachers from ESE placements to general education placements because teachers are qualified in both. |

**What are the considerations the team should contemplate with this approach?**

• What would requirements for the ESE endorsement include (e.g., coursework in collaboration, differentiated learning, behavioral interventions, UDL, etc.)?  
• What knowledge in content and pedagogy is missing in the current structure due to the current 120-hour course credit limitation?  
• Does this certification process lead to improved teacher capacity and student outcomes?  
• Do teacher data and shortage prediction data warrant this approach?