**Questions from the field and Answers from PED Special Education Bureau**

1. How will teachers be able to meet the criteria for using the “Quick Looks” when they have students with developmental delays functioning at the infant and toddler range of the ELGs since there are no “Quick Looks” for the infant and toddler range of the ELGs? Please reference the notation on the “Quick Looks” recording form “Rubric #1 Refer to Early Learning Guidelines.” If a child does not demonstrate meeting Rubrics #2-7, a rubric rating should be assigned from the ELG. The continuum in the ELG allows for every child to demonstrate skills; the educator to plan curriculum to scaffold the child’s learning; and to celebrate success and share this with families during the Teacher/Family conference. For data collection purposes, a “Rubric #1” will be noted with date collected.

2. Are 619 teachers expected to develop a portfolio separate from the IEP? PED FOCUS/PreK Portfolios are used to document progress on indicators and anecdotal achievement. The portfolio is only shared with the parents. There are 4 identified EIs that are documented in the portfolio.

3. If students are only funded through special education, then shouldn’t the focus be on their needs as identified through the IEP instead of trying to address all the EIs in the ELGs? The IEP provides supports for the child to access the general education curriculum. Children with an IEP should be exposed to the full general education curriculum.

4. If students are peer models and not funded through PED, then does the criteria still apply? Yes. All children will be assessed using the ELG.

5. How can one teacher be held accountable for both the general education (NM PreK) components and special education (619) components for preschool? General education teachers are responsible for the education of every child. Special Education provides supports to help the child access the general education curriculum. Teachers with the Early Childhood License can teach both special education and general education students.

6. Are classroom observations required for 619 classes that have students who are negatively impacted by having “strangers” in the classroom or by having “too many” adults in the room when related service personnel are also in the classroom providing services? Yes, classroom consultation observations are required. Observations are scheduled to minimize disruption.

7. How does the criteria apply to 619 classes that are specifically designed to serve students with autism? The criterion applies to all children. Children with autism respond positively to exposure to the general education curriculum. Isolation does not allow students the opportunity to socialize with other children and develop the social skills needed for success.