

**8710.5300 TEACHERS OF DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION.**

Subpart 1. **Scope of practice.** A teacher of developmental adapted physical education (DAPE) is authorized to provide evaluation and specially designed instruction in physical education to eligible students from prekindergarten through age 21 who have needs in the areas of physical fitness; motor fitness; fundamental motor skills and patterns; or skills in aquatics, dance, individual and group games, and sports. Teachers must collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized physical education programming as specified in a child's individualized education program (IEP) plan.

Subp. 2. **Endorsement requirements.** An applicant for an endorsement in developmental adapted physical education must hold or apply and qualify for a license to teach physical education under part 8710.4700.

Subp. 2a. **Endorsement program.** A candidate completing a board-approved program for developmental adapted physical education must demonstrate the content standards set forth in subpart 3.

Subp. 3. **Subject matter standards.** A candidate for an endorsement as a teacher of developmental adapted physical education must demonstrate the knowledge and skills in items A to E.

A. **Foundational knowledge.** The candidate must be able to describe and apply the following:

(1) the historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with identified disabilities as the issues apply to developmental adapted physical education;

(2) educational definitions, issues related to identification, and eligibility criteria pertaining to developmental adapted physical education for students who have disabilities;

(3) psychomotor, cognitive, and socioemotional characteristics of students in the identified disability categories from birth to adulthood in parts 8710.5000 to 8710.5850;

(4) implications of the presence of primary and secondary disability conditions, including cognitive, physical, sensory or neural, social or emotional, and other developmental disorders on physical activity participation;

(5) implications of the presence of primary and secondary disability conditions, including cognitive, physical, sensory or neural, social or emotional, and other developmental disorders on the educational, social, and psychological well-being of students; and

(6) accommodations, adaptations, and modifications that lead to competency in at least four of the following physical activities categories: aquatics, dance and rhythm, health-related physical fitness, games and sports (invasion, net and wall, target, and fielding/striking), individual performance, lifetime, or outdoor pursuit activities.

**B. Referral, assessment, evaluation, planning, and placement.** The candidate must demonstrate competency in referral, assessment, evaluation, individualized education programs (IEPs), individualized planning, and placement considerations specific to teaching students in developmental adapted physical education. The candidate must:

(1) explain the responsibilities in the referral process related to physical education for students with disabilities;

(2) analyze physical education screening and referral data for students with disabilities, and explain how to communicate findings to families and educators;

(3) explain the use, limitations, ethical concerns, and administrative considerations of formal and informal assessments used to determine eligibility in developmental adapted physical education;

(4) be able to utilize part 3525.1352 to differentiate Part B-1 and Part B-2 assessments, administer Part B-1 and Part B-2 assessments, interpret assessment results, and communicate the assessment results within the IEP process;

(5) construct the developmental adapted physical education components of the IEP including Present Level of Academic Achievement and Functional Performance; Annual Goals; Short-Term Objectives; Transition Services; Services and Modifications; Supplementary Aids and Services; Program Modifications and Supports for School Personnel; Least Restrictive Environment (LRE) Explanation based on assessment data, student and family priorities, and concerns that incorporate academic and nonacademic goals in physical education;

(6) describe how to organize and share evaluation results to assist the IEP team in determining DAPE eligibility, educational environments, and service options deemed appropriate for addressing individual needs in physical education; and

(7) describe how to incorporate students with disabilities into statewide and districtwide test programs in physical education through the use of accommodations, adaptations, and modifications.

**C. Instructional design, teaching, and ongoing evaluation.** The candidate must demonstrate competency in using individualized education program plans to design, implement, monitor, and adjust instruction for students with disabilities in developmental adapted physical education. The candidate must:

(1) design, implement, monitor, and adjust a variety of evidence-based instructional resources, strategies, and techniques to implement developmental adapted physical education;

(2) explain how to select, acquire, and use assistive technology for student learning in developmental adapted physical education, including physical education hardware and software, adapted and adaptive equipment, and supports for participation and communication;

(3) design and adapt learning environments that support students with disabilities to be safe and actively participate in developmental adapted physical education;

(4) describe how to communicate with students, using a range of methods and strategies, including students who are nonverbal or have limited verbal expression;

(5) explain how students with disabilities can use exploration and learning experiences to support their life-long and healthful participation in physical activity;

(6) explain how to develop students' self-advocacy and life skills relevant to independence, social skills, community and personal living, recreation, leisure, and employment as they relate to physical activity participation;

(7) explain how to monitor progress, adjust instruction, and evaluate the acquisition of skills related to developmental adapted physical education; and

(8) explain the process necessary to make a significant change to an individualized education program plan in part 3525.0210, subpart 41.

**D. Communication and collaboration.** The candidate must:

(1) explain collaborative strategies for working with students and their families in making choices in developmental adapted physical education based on strengths and needs set forth in the student's IEP;

(2) be able to identify and select services, networks, agencies, and organizations that can support students and their families as well as the developmental adapted physical education program;

(3) identify and describe educational roles and responsibilities of individualized education program plan team members and stakeholders in providing educational services that impact developmental adapted physical education;

(4) describe best practices for consulting with related service providers, including occupational therapists and physical therapists, in delivering developmental adapted physical education services; and

(5) describe best practices for collaborating with students, families, and other service providers, taking into consideration family culture and values, to locate community and state resources to facilitate lifelong participation in physical activity.

**E. Professionalism.** The candidate must:

(1) access and evaluate information, research, and emerging practices relevant to the field of developmental adapted physical education through consumer and professional organizations, peer-reviewed journals, and other publications;

(2) engage in continuing professional development and reflection to increase knowledge and skill, and inform instructional practices, decisions, and interactions with students and their families as a developmental adapted physical educator; and

(3) describe strategies for the promotion and advocacy of developmental adapted physical education and expanded physical activity opportunities.

Subp. 3a. **Placements for candidates completing a program.** The candidate must complete a practicum teaching students in developmental adapted physical education in at least one of the levels: prekindergarten and the primary level (prekindergarten through grade 4), middle level (grades 5 through 8), or high school level (grades 9 through 12).

Subp. 4. [Repealed, 47 SR 986]

Subp. 5. [Repealed, 47 SR 986]

**Statutory Authority:** *MS s 122A.09; 122A.092; 122A.18*

**History:** *23 SR 1928; 36 SR 1243; L 2017 1Sp5 art 12 s 22; 47 SR 986*

**NOTE:** The amendments to this part are effective July 1, 2025. 47 SR 986.

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