

1 Board of Teaching

2

3 Adopted Rules of the Board of Teaching Governing the Following:

4 School Psychologists, Secondary School Teachers and Teachers of

5 K-12 Subjects, Teachers of Business and Office Education,

6 Teachers of Physical Education, Reading Consultants, Supervisory

7 and Consultative Personnel, Secondary School Counselors,

8 Elementary School Counselors, School Nurses, Public School

9 Athletic Coaches, and Middle School Counselors

10

11 Rules as Adopted

12 5 MCAR S 3.1041 School psychologist.

13 A. Applicability. All persons whose application is received

14 on or after July 1, 1985 for licensure as a school psychologist

15 for grades prekindergarten to 12 must comply with 5 MCAR S

16 3.1041.

17 B. Licensure requirements. A candidate recommended for

18 licensure as a school psychologist for grades prekindergarten to

19 12 shall:

20 1. hold an education specialist degree or the equivalent;

21 and

22 2. satisfactorily complete the core skill requirements in

23 special education enumerated in 5 MCAR S 3.0901; and

24 3. satisfactorily complete a school psychologist

25 preparation program, consisting of a minimum of 90 graduate

26 quarter credits, approved by the Board of Teaching.

27 C. Program requirements; regular education. Each program

28 leading to the licensure of school psychologists for grades

29 prekindergarten to 12 must provide candidates recommended for

30 licensure with preparation in the following regular education

31 areas: knowledge of education and the school as an institution

32 in the context of a changing pluralistic society and knowledge

33 of elementary and secondary curriculum areas.

34 D. Program requirements; school psychology. Each program

35 leading to the licensure of school psychologists of grades

36 prekindergarten to 12 must provide candidates recommended for

11-2-82

1 licensure with preparation in the areas set forth in 1. to 7.

2 1. To fulfill the psychological and educational
3 foundations requirement, a program must provide candidates with
4 preparation in the following:

5 a. ability to assist in the development and planning
6 for differentiated instructional and behavioral strategies and
7 techniques and to assist in the application of these strategies
8 and techniques for children with unique learning styles, with
9 differing physical, emotional, and mental capabilities, and from
10 differing environments and cultures;

11 b. understanding of different types of exceptionality
12 in education, including mental retardation, learning and
13 cognitive disabilities, sensory and physical impairments,
14 developmental delays, emotional disturbance, chronic health
15 impairments affecting educational performance, and giftedness;

16 c. understanding of special education program
17 alternatives as they relate to the delivery of services;

18 d. understanding of history and systems of psychology;

19 e. understanding of contemporary issues in the
20 interpretation and application of knowledge in the field of
21 psychology; and

22 f. knowledge of consultation models and methodology.

23 2. To fulfill the psychological and educational
24 assessment requirement, a program must provide candidates with
25 preparation in the following:

26 a. ability to conduct intellectual, cognitive, and
27 behavioral assessments of preschool-age children, elementary
28 students, and secondary students;

29 b. ability to measure a student's school achievement
30 and aptitude;

31 c. ability to conduct formal and informal observation
32 and analysis of student-teacher-peer interaction, learning
33 environments, instructional strategies, and support systems;

34 d. ability to apply methods and skills for
35 interviewing students, parents, and school personnel;

36 e. ability to assess the personality, social and

1 emotional adjustment of children and adolescents;

2 f. ability to conduct developmental assessments of
3 preschool-age children;

4 g. ability to recognize the need to adapt instruments
5 and procedures to accommodate the specialized needs of students
6 and to identify resources to accomplish the necessary
7 adaptations;

8 h. ability to assess adaptive behaviors and living
9 skills, particularly in relation to mental handicaps;

10 i. understanding of basic theory and principles of
11 measurement, test construction, reliability, and validity; and

12 j. ability to evaluate the appropriateness and
13 psychometric adequacy of test instruments.

14 3. To fulfill the psychological intervention and
15 corrective services for educational and psychological problems
16 requirements, a program must provide candidates with preparation
17 in the following:

18 a. ability to provide individual and group counseling;

19 b. ability to develop and implement behavior
20 management plans and other corrective services; and

21 c. ability to consult with and provide in-service to
22 parents, teachers, and school administrators on psychological
23 issues and educational practices.

24 4. To fulfill the typical and atypical human growth and
25 development from early childhood through adolescence
26 requirement, a program must provide candidates with preparation
27 in core skill requirements set forth in 5 MCAR S 3.0901 and in
28 all of the following:

29 a. learning and cognitive processes;

30 b. personality and social processes;

31 c. physical and motor development; and

32 d. emotional development.

33 5. To fulfill the research and evaluation requirement, a
34 program must provide candidates with preparation in the
35 following:

36 a. ability to design and implement studies and analyze

1 data to evaluate educational programs and practices; and

2 b. ability to evaluate an individual student's
3 educational program.

4 6. To fulfill the profession of psychology requirement, a
5 program must provide candidates with preparation in the
6 following:

7 a. understanding of issues in the practice of school
8 psychology such as ethics, laws and rules, role, psychological
9 reports, and service delivery models;

10 b. ability to communicate and interact with staff
11 members, resource personnel, parents, school administrators, and
12 other members of the community in order to meet the individual
13 needs of students;

14 c. knowledge of methods to evaluate self-performance
15 and provide professional supervision;

16 d. ability to interpret psychological reports to
17 teachers and parents regarding the implication of psychological
18 findings;

19 e. knowledge of resources relating to psychological
20 services available in the community;

21 f. ability to apply nondiscriminatory procedures for
22 assessment and other school psychological services, including
23 the impact of sensory and other handicapping conditions;

24 g. understanding of situations which suggest or
25 require the involvement of other professionals for assessment
26 and planning, including medical facilities and centers providing
27 specialized services to handicapped children; and

28 h. ability to use knowledge of group processes to
29 facilitate team meetings.

30 7. To fulfill the observation and practicum in school
31 psychological services requirement, a program must provide
32 candidates with preparation in the following:

33 a. Observation experiences prior to practicum shall
34 include a series of formal observations of teaching in a variety
35 of curricular areas in both an elementary and a secondary
36 school. These experiences must also include observation of a

1 variety of special education program alternatives as they relate
2 to the delivery of services and formal observation of school
3 psychological practice performed by a licensed school
4 psychologist.

5 b. The required practicum shall consist of at least
6 600 contact hours, at least 400 of which must be spent in a
7 school setting. The practicum shall be done on at least a
8 half-time basis, and the principal supervision must be provided
9 by a practicing school psychologist. A currently practicing
10 school psychologist is defined as a fully licensed person
11 working at least half-time in the practice of school psychology
12 or the preparation of school psychologists. Local supervision
13 in a practicum setting may be provided by other psychological
14 personnel.

15 The required practicum shall include at least 400 contact
16 hours in school psychological practice at prekindergarten,
17 elementary, and secondary grade levels. The 400 hours shall be
18 distributed so that no less than 100 hours are spent at each
19 level.

20 At least 200 contact hours of the required practicum shall
21 be spent in a setting providing clinical psychological services,
22 such as personality assessment, counseling with individuals and
23 families, behavior management and other corrective services.
24 This portion of the practicum shall include supervision by a
25 clinically prepared and licensed psychologist.

26 E. Continuing licensure. The continuing license shall be
27 issued and renewed according to rules of the Board of Teaching
28 governing continuing education and relicensure.

29 F. Provisional license. A two-year provisional license
30 shall be issued to an applicant upon submission of evidence of
31 meeting all of the following conditions:

32 1. a master's degree in school psychology, or a master's,
33 education specialist, or doctorate in clinical psychology, child
34 psychology, or educational psychology; and

35 2. completion of a minimum of 45 quarter credits in the
36 area of preparation outlined in D.1.-7.; the requirements must

1 be met for at least three of the seven areas of preparation in
2 D.1.-7. and at least one area of preparation must be D.2. and at
3 least one area of preparation must be either D.3., or D.7.; and
4 3. a plan for a collaborative relationship for the
5 duration of the provisional license. Collaboration is defined
6 as a professional supervisory relationship with a currently
7 licensed school psychologist practicing at least half-time.
8 This collaborative relationship must include bi-monthly meetings
9 whereby the collaborating psychologist shall review and endorse
10 the quality of services to be provided by the provisionally
11 licensed person.

12 One two-year renewal of the provisional license shall be
13 issued to an applicant who completes a minimum of an additional
14 12 quarter hours or its equivalent in a state-approved
15 preparation program leading to the licensure of school
16 psychologists.

17 5 MCAR S 3.0601 Secondary school teachers and teachers of
18 kindergarten to grade 12 subjects.

19 A. Applicability. All persons whose application is
20 applications are received on or after July 1, 1985 1987 for an
21 -----
22 entrance license as a secondary school teacher or teacher of
23 kindergarten to grade 12 subject must comply with 5 MCAR S
24 3.0601.

25 B. Uses of a license as secondary school classroom teacher.
26 A secondary school classroom teaching license shall qualify the
27 holder to teach in any secondary school those subjects or fields
28 in which a college major has been completed, or where the
29 assignment is for one-half time or less during the school day,
30 those subjects or fields in which either a college major or
31 minor approved by the Board of Teaching which leads to
32 licensure, has been completed. This license also qualifies the
33 holder to teach in the seventh and eighth grades of any
34 elementary school in those subjects or fields for which valid
35 licensure is held.

36 C. Licensure in areas of minor preparation. Any secondary
school teacher licensed to teach after September 1, 1966, with

1 minor preparation in a subject or field shall, within seven
2 years after the initial licensure, acquire the minimum
3 established by the Board of Teaching for major preparation in
4 order to continue to be licensed to teach in the subject or
5 field.

6 D. Licensure requirements. All candidates recommended for
7 licensure to teach in a secondary school or in kindergarten to
8 grade 12 subjects shall hold a baccalaureate degree and have
9 satisfactorily completed an approved program leading to
10 licensure in a teaching field as prescribed in Board of Teaching
11 rules governing secondary education and kindergarten to grade 12
12 subjects.

13 E. Program requirements. Each program leading to licensure
14 in a teaching field as prescribed in Board of Teaching rules
15 governing secondary education and kindergarten to grade 12
16 subjects shall include a minimum of 27 quarter hours or the
17 equivalent in a professional education component designed to
18 provide candidates recommended for licensure with basic
19 knowledge, skills, and understandings in the areas set forth in
20 1.-4.

21 1. Foundational studies consist of basic knowledge which
22 underlies the study of education and teaching. It includes all
23 of the following:

24 a. the study of human growth and development,
25 including typical and atypical patterns of development, with
26 emphasis on adolescent growth and development for secondary
27 school teachers or growth and development from early childhood
28 through adolescence for kindergarten through grade 12 teachers;

29 b. the study of the learning process, with emphasis on
30 physical, intellectual, emotional, and social differences in
31 students;

32 c. the study of education and the school as an
33 institution in the context of a changing pluralistic society.

34 2. The organization and management of instruction
35 category consists of basic knowledge, skills, and understandings
36 for planning, implementing, and evaluating instruction for all

1 students within a classroom. It includes all of the following:

2 a. knowledge of content, materials, and scope and
3 sequence of curriculum, and skills necessary to teach, both
4 including provision for individual differences of students, in
5 each licensure field and at each licensure level for which the
6 candidate for licensure is preparing to teach;

7 b. development of differentiated instructional
8 strategies and techniques and the application of these
9 strategies and techniques to unique learning styles; differing
10 physical, emotional, and mental capabilities; and differing
11 environments and cultures;

12 c. skills to assess, diagnose, prescribe, evaluate,
13 and report individual student achievement;

14 d. organizational, management, and communication
15 skills and strategies to facilitate individual and group
16 learning;

17 e. selection, utilization, and evaluation of a variety
18 of instructional technologies, community resources, and print
19 and nonprint instructional media;

20 f. implementation of instruction within school
21 organizational patterns, including the recognition of
22 differentiated roles, responsibilities, and tasks of school
23 personnel;

24 g. implementation of techniques to evaluate the
25 curriculum and instructional strategies utilized; and

26 h. knowledge of the impact of reading ability on
27 student achievement in content areas, and skills to assist
28 students to read more effectively in specific content areas.

29 3. The prestudent teaching and student teaching
30 experiences category consists of experiences in grades 7 to 9
31 and in grades 10 to 12 in a school setting in which theory and
32 practice are combined. It includes both of the following:

33 a. a series of formal observations of teaching and
34 directed instructional experiences in a school setting, prior to
35 student teaching, which shall begin early in the professional
36 education component; and

1 b. student teaching, which shall consist of
2 full-school-day experiences for one academic quarter or the
3 equivalent in a secondary school in which the student teacher
4 assumes responsibility for the management and the implementation
5 of the complete instructional program. The student teaching
6 experience may include student teaching in one or more licensure
7 fields. Candidates to be recommended for licensure in
8 kindergarten to grade 12 subjects shall complete student
9 teaching experiences in an elementary school and in a secondary
10 school for a minimum total of one academic quarter or the
11 equivalent.

12 4. The profession of teaching category consists of basic
13 knowledge of the professional responsibilities of a teacher,
14 both within and beyond the instructional setting. It includes
15 all of the following:

16 a. a minimum level of proficiency in the written
17 English language;

18 b. skills necessary to communicate and interact with
19 staff members, resource personnel, parents, and other members of
20 the community in order to meet the individual needs of students;

21 c. skills to evaluate self and peer teaching
22 performance;

23 d. responsibilities of the individual teacher to
24 clients served, to the employing school district and its
25 administration, and to the teaching profession;

26 e. legal rights of students, parents, administrators,
27 school boards, and teachers;

28 f. essential statutes, rules, and legal procedures
29 affecting the preparation, licensure, and relicensure of
30 teachers, and the teacher as a public employee; and

31 g. purposes of the major education professional
32 organizations and learned societies and their contributions to
33 education and the education profession.

34 F. Vocational licenses. A vocational license may be issued
35 to an applicant who meets the criteria stated in vocational
36 rules of the State Board of Education as adopted by the Board of

1 Teaching.

2 G. Minimum programs of preparation. The following
3 requirements shall constitute minimum programs of preparation to
4 be set up by the colleges for secondary teachers unless
5 otherwise indicated. Whenever specific course titles are
6 indicated, it is understood that the course or its equivalent is
7 acceptable. Licensure will be granted to persons who are
8 recommended by a college or university maintaining the following
9 approved programs of preparation. The standard requirements for
10 credits in professional education shall apply except where
11 requirements are specifically mentioned.

12 5 MCAR S 3.081 Business and office education teachers;
13 requirements for major based on a four-year program.

14 A. General.

15 1. It is desirable that all business and office education
16 teachers have course work in the philosophy of vocational
17 education and relevant occupational work experience.

18 2. Major preparation in business and office education
19 shall consist of not less than 30 percent of the graduation
20 requirements of a four-year degree program if the area of
21 specialization in B. is followed or 33 percent of the graduation
22 requirements of a four-year degree program if the comprehensive
23 program in C. is followed.

24 3. The core program shall consist of the following areas
25 of study:

- 26 a. economics, including macroeconomics and
27 microeconomics;
- 28 b. accounting, principles of;
- 29 c. business law, principles of;
- 30 d. business communications, principles of;
- 31 e. business organization and management, principles of;
- 32 f. marketing, principles of;
- 33 g. data processing, principles of; and
- 34 h. typewriting, for which an equivalence in lieu of
35 credit is acceptable.

36 In addition to the core program there will be preparation

1 in either an area of specialization as provided in B., or in the
2 comprehensive program as provided in C..

3 B. Specialization. If work is selected in this area in
4 conjunction with the core program, the area of study for each
5 specialization shall include the following:

6 1. Accounting and data processing: advanced accounting
7 and additional electives in accounting and data processing;

8 2. Secretarial: advanced shorthand or equivalent,
9 advanced typewriting, and additional electives in secretarial
10 and office education;

11 3. Clerical: advanced typewriting, office machines,
12 office management, and additional electives in business
13 administration, business education, or economics;

14 4. Basic business or economics: additional electives in
15 economics or business administration, except typewriting,
16 shorthand, and office procedures;

17 5. Distributive education for teachers: technical
18 distributive area, including such matters as salesmanship,
19 merchandising, business management, personnel management,
20 retailing; and organization and administration of distributive
21 education.

22 C. Comprehensive program.

23 1. Business education-all. For programs leading to
24 licensure in business education-all, areas of study are to be
25 selected from B.1., 2., 3., 4. and 5. in addition to the core
26 program, and areas of study shall include the following required
27 areas: advanced typewriting or equivalent, advanced shorthand
28 or equivalent, office machines, and office procedures.

29 2. Business education-except shorthand. For programs
30 leading to licensure in business education-except shorthand,
31 areas of study are to be selected from B.1., 2., 3., 4. and 5.
32 in addition to the core program, and areas of study shall
33 include the following required areas: advanced typewriting or
34 equivalent, office machines, and office procedures.

35 Relettering. Reletter 5 MCAR S 3.072 C. as 5 MCAR S 3.072 B.

36 Reletter 5 MCAR S 3.091 E. as 5 MCAR S 3.091 D.

1

2 Repealer. Rules 5 MCAR SS 3.072 B.; 3.091 D.; 3.101; 3.102;
 3 3.103; 3.106; 3.108; and 3.114 are repealed. Rules Rule 5 MCAR
 4 SS ~~3-060~~, ~~3-083~~, and S 3.104 are is repealed effective July 1,
 5 1985. Rule 5 MCAR S 3.060 is repealed effective July 1, 1987.

6

7 Withdrawal. The proposed rules, 5 MCAR SS 3.007, 3.0831, and

 8 the proposed amendments to 5 MCAR S 3.065 as noticed in the

 9 August 30, 1982 issue of the State Register at 7 S.R. 248, 249,

 10 and 254 are withdrawn.
