

1.1 **Board of Teaching**

1.2 **Adopted Permanent Rules Relating to Special Education Teacher Standards**

1.3 **8710.5000 CORE SKILLS FOR TEACHERS OF SPECIAL EDUCATION.**

1.4 Subpart 1. **Licensure requirements.**

1.5 A. A candidate recommended for licensure in special education shall complete
1.6 the core skill area licensure requirements in subpart 2 as part of each special education
1.7 teacher preparation program approved under part 8700.7600 by the Board of Teaching.

1.8 B. A candidate recommended for licensure in special education shall meet the
1.9 statutory requirements regarding comprehensive scientifically based reading instruction
1.10 required by Minnesota Statutes, section 122A.09, subdivision 4, paragraph (e), and as
1.11 specified in part 8710.3200, subpart 3, items C to F.

1.12 Subp. 2. **Core skill areas.** A teacher of special education possesses understandings
1.13 and skills in special education foundations: referral, evaluation, planning, and
1.14 programming processes; instructional design, teaching, and ongoing evaluation; and
1.15 collaboration and communication in items A to D.

1.16 A. Foundational knowledge: A teacher of special education understands the
1.17 foundations of special education, including information about students served by special
1.18 education. The teacher must demonstrate knowledge of the:

1.19 (1) role of special education within the structure of a single, evolving,
1.20 and changing education system that provides, based on an individualized planning and
1.21 programming process, free appropriate public education to students in special education
1.22 through a continuum of services;

1.23 (2) relationship of special education to other components of the education
1.24 system, including access to grade-level content standards, prevention efforts and early

2.1 intervening services, Title 1, bilingual education, the education of English language
2.2 learners, Section 504 accommodations, and gifted education;

2.3 (3) historical and philosophical foundations, legal bases, ethical principles
2.4 and standards of professional practice, principles of evidence-based practice, the effects
2.5 of attitudes and expectations, and contemporary issues pertaining to the education of
2.6 individuals with disabilities;

2.7 (4) definitions, characteristics, and educational implications for students
2.8 with disabilities eligible for special education services;

2.9 (5) similarities and differences among the cognitive, physical, sensory,
2.10 cultural, social, emotional, behavioral, and communication needs of individuals with and
2.11 without disabilities and across different disabilities;

2.12 (6) impact of coexisting conditions, multiple disabilities, and gifts and the
2.13 implications for the provision of educational services;

2.14 (7) impact of gender, familial background, socioeconomic status, racial,
2.15 cultural, and linguistic diversity on disabilities and involvement in all aspects of special
2.16 education;

2.17 (8) rights and responsibilities of students, parents, teachers, other
2.18 professionals, and schools related to students with disabilities;

2.19 (9) medical terminology and educational implications of medical
2.20 conditions, including the ~~provision~~ effect of medication and specialized health care in
2.21 educational settings;

2.22 (10) standards for restrictive procedures, alternatives to using those
2.23 procedures, the risks of using those procedures including medical contraindications, and
2.24 principles of individual and schoolwide positive behavioral interventions and supports,
2.25 including the roles of systems, data, and practices;

3.1 (11) the importance and utility of parent involvement in student academic
3.2 achievement, and the implications for the provision of educational services; ~~and~~

3.3 (12) legal, judicial, medical, and educational systems and their
3.4 terminologies and implications in serving students with disabilities; and

3.5 (13) roles and organizational structures of general and special education
3.6 and the part they play in providing total services to all students.

3.7 B. Referral, evaluation, planning, and programming: A teacher of special
3.8 education understands and applies principles of prevention and intervening early and
3.9 procedures for referral, assessment, evaluation, individualized planning, programming,
3.10 and placement. The teacher must be able to:

3.11 (1) convey the rights and responsibilities of students, parents, teachers, and
3.12 schools regarding the provision of educational services to students with disabilities;

3.13 (2) satisfy the due process, data privacy, procedural safeguards, and ethical
3.14 requirements of the referral, evaluation, planning, and programming processes of special
3.15 education;

3.16 (3) satisfy child find requirements during universal screening and early
3.17 intervening efforts;

3.18 (4) integrate multiple sources of student data relative to progress toward
3.19 grade-level content standards from prior prevention and alternate instruction efforts into
3.20 the referral process;

3.21 (5) implement required prereferral intervention procedures;

3.22 (6) design, facilitate, and support a comprehensive, multidisciplinary
3.23 evaluation process using unbiased assessment measures;

4.1 (7) select and use assessment measures and procedures that are technically
4.2 adequate and appropriate for the student and specific assessment purpose, including
4.3 assistive technology supports where appropriate;

4.4 (8) communicate the results of assessments and the evaluation process to
4.5 students, families, teachers, and other professionals;

4.6 (9) understand the effects of various physical and mental health conditions,
4.7 including the effects of medications, on the educational, cognitive, physical, social, and
4.8 emotional behavior of individuals with disabilities when planning and administering
4.9 assessments;

4.10 (10) conduct functional behavioral assessments and use the results to
4.11 develop behavior intervention plans;

4.12 (11) assess the impact of environmental factors on assessment results and
4.13 the special education evaluation, planning, and programming process;

4.14 (12) assess the impact of gender, familial background, socioeconomic
4.15 status, and cultural and linguistic diversity on assessment results and the special education
4.16 referral, evaluation, planning, and programming process;

4.17 (13) integrate multiple sources of data to develop individualized
4.18 educational programs and plans;

4.19 (14) produce and maintain the reports, plans, and student assessment and
4.20 performance data that are required by due process procedures and the school system
4.21 according to the timelines for each;

4.22 (15) support the selection, acquisition, and use of assistive technology and
4.23 supplementary aids and services in collaboration with parents and specialists; and

5.1 (16) address the transition needs of students to enhance participation
5.2 in family, school, recreation or leisure, community, and work life, including personal
5.3 self-care, independent living, safety, and prevocational and vocational skills.

5.4 C. Instructional design, teaching, and ongoing evaluation: A teacher of special
5.5 education understands how to provide and evaluate specially designed instruction to meet
5.6 the unique needs of students in special education through individualized educational
5.7 plans. The teacher must be able to:

5.8 (1) adapt and modify curriculum and deliver evidence-based instruction,
5.9 including scientific research-based interventions when available, aligned with state and
5.10 local grade-level content standards to meet individual learner needs;

5.11 (2) lead individual education plan teams through statewide assessment
5.12 options ~~and~~ to make appropriate decisions for a learner's participation within the statewide
5.13 assessment system;

5.14 (3) apply evidence-based methods, strategies, universal design for learning,
5.15 and accommodations including assistive technologies to meet individual student needs
5.16 and provide access to grade-level content standards;

5.17 (4) use evidence-based instruction, knowledge of subject matter,
5.18 grade-level content standards, task analysis, and student performance data to sequence
5.19 instruction and accelerate the rate of learning;

5.20 (5) collaborate with other professionals and parents on the design and
5.21 delivery of prevention efforts, early intervening services, prereferral interventions, English
5.22 language learning, gifted education, and intervention strategies to promote the academic,
5.23 behavioral, linguistic, communication, functional, social, and emotional competency of
5.24 students;

6.1 (6) apply behavioral theory, student data, evidence-based practices,
6.2 and ethics in developing and implementing individual student and classroom behavior
6.3 management plans;

6.4 (7) design and manage positive instructional environments that convey
6.5 high expectations for students to develop independence, self-motivation, self-direction,
6.6 self-regulation, and self-advocacy;

6.7 (8) teach in a variety of service delivery models, including the delivery of
6.8 specially designed instruction in the general education classroom and collaboration with
6.9 other educational professionals and paraprofessionals;

6.10 (9) apply systematic procedures for compiling and using data for the
6.11 purposes of continuous progress-monitoring, modification of instruction, and program and
6.12 schoolwide improvement;

6.13 (10) apply knowledge of comprehensive scientifically based reading
6.14 instruction including phonemic awareness, phonics, fluency, vocabulary development, and
6.15 reading comprehension as required in subpart 1, item B;

6.16 (11) construct and implement instructional sequences to address and
6.17 teach transition skills based on the cognitive, affective, and academic strengths of each
6.18 student and plan for transition from school to community living, recreational and leisure,
6.19 postsecondary training, career training, and employment.

6.20 D. Communication and collaboration: A teacher of special education cultivates
6.21 and maintains positive, collaborative relationships with children and youth, families,
6.22 educators, other professionals, and the community to support student development and
6.23 educational progress. The teacher must be able to:

6.24 (1) understand how disabilities can impact families as well as the student's
6.25 ability to learn, interact socially, and contribute to the community throughout the life span;

7.1 (2) take into account the dynamics, roles, and relationships within families
7.2 and communities resulting from differences in familial background, socioeconomic status,
7.3 and cultural and linguistic diversity and collaborate with language interpreters and cultural
7.4 liaisons when communicating with families and planning and implementing services;

7.5 (3) assist families in identifying resources, priorities, and concerns in
7.6 relation to a child's development and education;

7.7 (4) work collaboratively with family members, including children and
7.8 youth, in designing, implementing, and evaluating individual educational plans and
7.9 programs;

7.10 (5) facilitate and manage student-specific teams, including those for child
7.11 study, individualized education program planning, and planning for transitions;

7.12 (6) understand and make use of structures supporting interagency
7.13 collaboration, including interagency services, agreements, referral, and consultation;

7.14 (7) provide consultation to and receive it from other professionals regarding
7.15 specially designed instruction and program organization and development for children
7.16 and youth and families;

7.17 (8) direct and monitor the activities of paraprofessionals, aides, volunteers,
7.18 and peer tutors;

7.19 (9) access services, networks, agencies, and organizations relevant to the
7.20 needs of the children and youth and their families;

7.21 (10) access and evaluate information, research, and emerging practices
7.22 relevant to the field of special education through consumer and professional organizations,
7.23 peer-reviewed journals, and other publications;

8.1 (11) engage in continuing professional development and reflection to
8.2 increase knowledge and skill as a special educator and inform instructional practices,
8.3 decisions, and interactions with children and youth and their families; and

8.4 (12) cultivate professional relationships that encourage peer observation,
8.5 coaching, and systems for giving and receiving feedback from colleagues to enhance
8.6 student instruction and program outcomes.

8.7 **Subp. 3. Program requirements.**

8.8 A. An institution applying to the Board of Teaching for approval to prepare
8.9 teachers of special education in parts 8710.5100 to 8710.5800 shall incorporate the
8.10 requirements of this part in each preparation program.

8.11 B. All colleges and universities approved by the Board of Teaching to prepare
8.12 persons for classroom teacher licensure must include in teacher preparation programs
8.13 research-based best practices in reading, consistent with Minnesota Statutes, section
8.14 122A.18, subdivision 2a, that enable the licensure candidate to know how to teach reading
8.15 in the candidate's content areas.

8.16 Subp. 4. **Effective date.** The requirements in this part are effective ~~September 1,~~
8.17 ~~2012~~ January 1, 2013, for all applicants for licensure in areas or fields in special education.

8.18 **8710.5050 TEACHERS OF SPECIAL EDUCATION: ACADEMIC AND**
8.19 **BEHAVIORAL STRATEGIST.**

8.20 Subpart 1. **Scope of practice.** A teacher of special education: academic and
8.21 behavioral strategist is authorized to provide evaluation and specially designed instruction
8.22 to eligible children and youth with disabilities from kindergarten through age 21 who have
8.23 a range of mild to moderate needs in the areas of academics, behavior, social, emotional,
8.24 communication, and functional performance. These students come from the primary
8.25 disability areas of autism spectrum disorders (ASD), developmental cognitive disability
8.26 (DCD), emotional or behavioral disorders (EBD), other health disorders (OHD), and

9.1 specific learning disabilities (SLD). This teacher is not prepared to serve needs beyond
9.2 those that are moderate in these disability areas.

9.3 The teacher with this license may work in collaboration with, but not replace the
9.4 expertise and services of those who serve children and youth with a disability in the areas
9.5 of: blind or visually impaired, deaf or hard of hearing, deaf-blind, speech and language
9.6 impairment, physical impairments, traumatic brain injury, and severely multiply impaired.
9.7 For these children and youth, a teacher with the academic and behavioral strategist (ABS)
9.8 licensure would need to refer to an educational professional with expertise, certification,
9.9 or specific special education licensure. This teacher is required to collaborate and consult
9.10 with families, other classroom and special education teachers, and specialized service
9.11 providers in designing and implementing individualized education program plans.

9.12 Subp. 2. **License requirements.** A candidate for licensure to teach students from
9.13 kindergarten through age 21 who have a range of mild to moderate needs in the areas of
9.14 academics, behavior, social, emotional, communication, and functional performance shall:

9.15 A. hold a baccalaureate degree from a college or university that is regionally
9.16 accredited by the association for the accreditation of colleges and secondary schools;

9.17 B. demonstrate the standards of effective practice for licensing of beginning
9.18 teachers in part 8710.2000;

9.19 C. demonstrate core skill requirements in part 8710.5000; and

9.20 D. show verification of completing a Board of Teaching preparation program
9.21 approved under part 8700.7600 leading to licensure of teachers of special education:
9.22 academic and behavioral strategist in subpart 3.

9.23 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
9.24 education: academic and behavioral strategist must complete a preparation program under
9.25 subpart 2, item D, that must include the candidate's demonstration of the knowledge
9.26 and skills in items A to E.

10.1 A. Foundational knowledge. A teacher of special education: academic and
10.2 behavioral strategist understands the foundations of special education services for students
10.3 who have mild to moderate needs in the areas of academics, behavior, social, emotional,
10.4 communication, and functional performance on which to base practice. The teacher must
10.5 demonstrate knowledge of the:

10.6 (1) central concepts, tools of inquiry, history and context, models, theories,
10.7 and philosophies that form the bases for special education practice for students with
10.8 academic, behavioral, functional, social, emotional, and communication needs;

10.9 (2) laws, policies, and ethical principles regarding behavior management
10.10 planning and implementation of positive behavior supports for students with challenging
10.11 behavior;

10.12 (3) educational definitions, issues related to identification, and eligibility
10.13 criteria pertaining to students with emotional or behavioral disorders, specific learning
10.14 disabilities, developmental cognitive disabilities, autism spectrum disorders, and other
10.15 health disabilities, including those from culturally and linguistically diverse backgrounds;

10.16 (4) etiology, characteristics, and classifications of students with emotional
10.17 or behavioral disorders, specific learning disabilities, developmental cognitive disabilities,
10.18 autism spectrum disorders, other health disabilities, and traumatic brain injury;

10.19 (5) similarities and differences across disabilities, including impact of
10.20 coexisting conditions or multiple disabilities, on acquisition of academic, behavioral,
10.21 functional, social, emotional, and communication skills and how to meet the needs in a
10.22 range of service delivery models;

10.23 (6) levels of support required and a continuum of related services available
10.24 for students with developmental cognitive and other disabilities to succeed in a range of
10.25 environments;

11.1 (7) research-based theories of behavior and the impact of disability, gender,
11.2 familial background, socioeconomic status, cultural, and linguistic factors on perceptions
11.3 and interpretations of behavior for students with emotional or behavioral disorders and
11.4 other disabilities;

11.5 (8) impact of abuse and dependency on individuals, their families, and
11.6 the community;

11.7 (9) impact of information processing deficits on children and youth with
11.8 specific learning disabilities and other disabilities;

11.9 (10) legal, judicial, medical, and educational systems and their
11.10 terminologies and implications in serving students with disabilities;

11.11 (11) how attributions, anxiety, withdrawal, and thought disorders affect
11.12 learning and behavior; and

11.13 (12) the major mental health disorders manifested during early childhood,
11.14 childhood, adolescence, and adulthood and the complexities of comorbidity including
11.15 behavioral manifestations of these disorders and their effects on learning and implications
11.16 for instruction.

11.17 B. Referral, evaluation, planning, and programming. A teacher of special
11.18 education: academic and behavioral strategist understands and applies principles of
11.19 prevention and intervening early and procedures for referral, assessment, evaluation,
11.20 individualized planning, programming, and placement specific to teaching students who
11.21 have mild to moderate needs in the areas of academics, behavior, social, emotional,
11.22 communication, and functional performance. The teacher must be able to:

11.23 (1) select, administer, and interpret academic, behavioral, functional,
11.24 social, emotional, and communication screening tools;

12.1 (2) design, implement, evaluate, and adjust as needed, research-based
12.2 interventions based on screening results, information from families, and performance data
12.3 in the context of general education instruction and prereferral interventions;

12.4 (3) consult and collaborate with school personnel and families to maintain
12.5 educational supports found to be effective during prereferral interventions and needed in
12.6 the general education classroom;

12.7 (4) apply decision-making procedures based on data to determine when
12.8 students are not responding to interventions and should be referred for a formal,
12.9 comprehensive evaluation;

12.10 (5) evaluate one's own knowledge, strengths, and limitations in evaluation
12.11 planning, administration, and interpretation of results to assemble a comprehensive team
12.12 with the capacity to assess all known and suspected areas of student needs, disability, and
12.13 level of severity, in the areas of specific learning disabilities, emotional or behavioral
12.14 disorders, developmental cognitive disabilities, autism spectrum disorders, other health
12.15 disabilities, and other related disabilities;

12.16 (6) select, administer, and interpret a variety of informal and formal
12.17 assessments, including rating scales, interviews, observation checklists, direct
12.18 observations, formative assessments, assistive technology considerations, and academic
12.19 achievement assessments, accounting for technical adequacy, limitations, and ethical
12.20 concerns;

12.21 (7) complete, as a member of a team, a systematic, functional behavioral
12.22 assessment including consideration of the forms and functions of behaviors, context in
12.23 which behaviors occur, and antecedents and consequences of behaviors for the purpose of
12.24 developing an individual positive behavior support plan;

13.1 (8) integrate assessment results and information available from family,
13.2 school personnel, legal system, medical, and mental health providers into the evaluation,
13.3 planning, and programming process;

13.4 (9) communicate the purpose, procedures, and results of interventions,
13.5 assessments, and the evaluation process to students, families, educators, and other
13.6 professionals;

13.7 (10) collaborate with teachers, specialists, and related service providers, to
13.8 identify patterns of strengths and weaknesses that require systematic explicit instruction,
13.9 accommodations, and modifications, including the use of assistive technology for access
13.10 to the curriculum;

13.11 (11) address factors such as gender, socioeconomic status, and familial,
13.12 cultural, and linguistic diversity that may influence the identification of students in the
13.13 areas of specific learning disabilities, emotional or behavioral disorders, developmental
13.14 cognitive disabilities, autism spectrum disorders, and other health disabilities; and

13.15 (12) design and implement individualized education program plans,
13.16 considering a range of educational placement options and required levels of support in the
13.17 least restrictive environment, that integrate student strengths, needs, assessment results,
13.18 and student and family priorities, incorporating academic and nonacademic goals.

13.19 C. Instructional design, teaching, and ongoing evaluation. A teacher of special
13.20 education: academic and behavioral strategist understands how to use individualized
13.21 education program plans to design, implement, monitor, and adjust instruction for students
13.22 who have mild to moderate needs in the areas of academics, behavior, social, emotional,
13.23 communication, and functional performance. The teacher must be able to:

13.24 (1) utilize principles of universal design for learning in order to meet
13.25 student needs across disability areas and across settings and provide access to grade-level
13.26 content standards;

14.1 (2) design, implement, modify, and adjust instructional programs and
14.2 processes and adapt materials and environments to enhance individual student participation
14.3 and performance when serving students with a range of disabilities and diverse needs;

14.4 (3) design, implement, monitor, and adjust goals and objectives to
14.5 address the individual strengths and needs of students with autism spectrum disorders,
14.6 developmental cognitive disabilities, emotional or behavioral disorders, specific learning
14.7 disabilities, and other health disabilities;

14.8 (4) monitor, collect, summarize, evaluate, and interpret data to document
14.9 progress on skill acquisition and make adjustments to and accommodations in instruction;

14.10 (5) select and apply evidence-based instructional practices, including those
14.11 supported by scientifically based research when available, for academic instruction, social
14.12 skills instruction, affective education, and behavior management for students with a range
14.13 of disabilities and diverse needs within a common instructional setting;

14.14 (6) apply strategies to increase functional developmental skills, academic
14.15 skills, reasoning, problem solving skills, study skills, organizational skills, coping
14.16 skills, social skills, self-advocacy, self-assessment, self-awareness, self-management,
14.17 self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to
14.18 ensure individual success in one-to-one, small-group, and large-group settings, including
14.19 preparation for transition;

14.20 (7) modify instruction and teach skills to increase accuracy, fluency,
14.21 academic vocabulary, and comprehension in reading, writing, and listening including
14.22 modifying pace of instruction, introducing monitoring strategies, and providing
14.23 organizational cues;

14.24 (8) modify instruction and teach skills to increase accuracy and proficiency
14.25 in mathematical reasoning and calculation;

15.1 (9) collect and interpret academic progress monitoring data using a variety
15.2 of assessment tools, including general outcome measures, curriculum-specific measures,
15.3 and grade-level content standard measures;

15.4 (10) design, implement, monitor, and adjust instructional programs;

15.5 (11) utilize assistive technology devices, accessible instructional materials,
15.6 and accommodations to strengthen or compensate for differences in perception, attention,
15.7 memory, processing, comprehension, and expression;

15.8 (12) design, implement, monitor, and adjust a range of evidence-based
15.9 instructional strategies and practices and develop and adapt specialized materials that
15.10 facilitate student engagement and the maintenance and generalization of skills;

15.11 (13) access information from functional behavioral assessments in order
15.12 to develop, implement, monitor, evaluate, and revise as needed an individual positive
15.13 behavioral support plan across settings and personnel;

15.14 (14) design functional and safe school and classroom environments, utilize
15.15 classroom management theories and strategies, establish consistent classroom-based
15.16 positive behavioral support practices, and apply individual positive behavioral
15.17 interventions and practices to support learning, behavior, social, and emotional needs; and

15.18 (15) collect, interpret, and use data to monitor the effectiveness of
15.19 replacement behaviors, prompts, routines, and reinforcers in changing and maintaining
15.20 positive behaviors.

15.21 D. Collaboration and communication. A teacher of special education: academic
15.22 and behavioral strategist cultivates and maintains positive, collaborative relationships
15.23 with children and youth with disabilities who have a range of mild to moderate needs
15.24 in the areas of academics, behavior, social, emotional, communication, and functional

16.1 performance, families, educators, other professionals, and the community to support
16.2 development and educational progress. The teacher must be able to:

16.3 (1) access services, networks, agencies, and organizations for individuals
16.4 with autism spectrum disorders, developmental cognitive disability, emotional or
16.5 behavioral disability, specific learning disabilities, and other health disabilities and their
16.6 families;

16.7 (2) understand the issues and resources and apply strategies needed when
16.8 transitioning and reintegrating children and youth into and out of alternative environments;

16.9 (3) provide and receive consultation and collaborate with educators,
16.10 specialists, families, paraprofessionals, and interagency professionals for the purposes of
16.11 observation, problem-solving, providing positive behavior supports, and coaching in order
16.12 to improve the academic and nonacademic performance of children and youth;

16.13 (4) differentiate the roles and responsibilities of mental health professionals
16.14 and agencies from those of school professionals in order to align services to children
16.15 and youth with disabilities;

16.16 (5) assist children and youth and families in understanding terminology
16.17 and identifying concerns, priorities, and resources during the identification of a disability
16.18 and at critical transition points across the life span;

16.19 (6) apply cultural competencies, including self-awareness of one's personal
16.20 perspectives, when communicating and problem solving, taking into account differences
16.21 in familial background, socioeconomic status, and cultural and linguistic diversity;

16.22 (7) collaborate and actively participate with stakeholders to develop,
16.23 implement, and refine schoolwide systems of academic and behavioral supports;

17.1 (8) cultivate professional relationships that encourage peer observation,
17.2 coaching, and systems for giving and receiving feedback from colleagues to enhance
17.3 student instruction and program outcomes;

17.4 (9) access and evaluate information, research, and emerging practices
17.5 relevant to the fields of autism spectrum disorders, developmental cognitive disability,
17.6 emotional or behavioral disability, specific learning disabilities, other health disabilities,
17.7 and academic and behavioral interventions through consumer and professional
17.8 organizations, peer-reviewed journals, and other publications; and

17.9 (10) engage in continuing professional development and reflection to
17.10 increase knowledge and skill as a special educator and inform instructional practices,
17.11 decisions, and interactions with children and youth and their families.

17.12 E. Clinical experiences. A teacher of special education: academic and
17.13 behavioral strategist applies the standards of effective practice in teaching students who
17.14 have a range of mild to moderate needs from the primary disability areas of autism
17.15 spectrum disorders, developmental cognitive delays, emotional or behavioral disorders,
17.16 other health disorders, and specific learning disabilities in primary (kindergarten through
17.17 grade 4), middle level (grades 5 through 8), and secondary (grades 9 through 12, including
17.18 transition programs) settings.

17.19 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
17.20 according to rules of the Board of Teaching governing continuing licenses and upon
17.21 demonstration of holding or being recommended for licensure in one of the following
17.22 licensure fields: autism spectrum disorders, developmental disabilities, emotional or
17.23 behavioral disorders, or learning disorders.

17.24 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
17.25 special education: academic and behavioral strategist are effective ~~September 1, 2012~~
17.26 January 1, 2013, and thereafter.

18.1 **8710.5100 TEACHERS OF SPECIAL EDUCATION: BLIND OR VISUALLY**
18.2 **IMPAIRED.**

18.3 Subpart 1. **Scope of practice.** A teacher of special education: blind or visually
18.4 impaired is authorized to provide evaluation and specially designed instruction to eligible
18.5 infants, children, and youth from birth through age 21 who are blind, visually impaired,
18.6 or deaf-blind, and those with additional disabilities that include vision loss. Teachers
18.7 collaborate and consult with families, other classroom and special education teachers, and
18.8 specialized service providers in designing and implementing individualized education
18.9 program plans.

18.10 Subp. 2. **License requirements.** A candidate for licensure to teach infants, children,
18.11 and youth from birth through age 21 who are blind, visually impaired, or deaf-blind, and
18.12 those with additional disabilities that include vision loss shall:

18.13 [For text of items A to D, see M.R.]

18.14 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
18.15 education: blind or visually impaired must complete a preparation program under subpart
18.16 2, item D, that must include the candidate's demonstration of the knowledge and skills in
18.17 items A to E.

18.18 A. **Foundational knowledge.** A teacher of special education: blind or visually
18.19 impaired understands the foundations of special education services for students with
18.20 vision loss on which to base practice. The teacher must demonstrate knowledge of the:

18.21 (1) historical and philosophical foundations, legal bases, and contemporary
18.22 issues pertaining to the education of infants, children, and youth who are blind, visually
18.23 impaired, or deaf-blind, and those with additional disabilities that include vision loss;

18.24 (2) educational definitions, issues relating to identification, and eligibility
18.25 criteria for services pertaining to individuals who are blind, visually impaired, or
18.26 deaf-blind, and those with additional disabilities that include vision loss;

19.1 (3) development and use of the human visual system and basic terminology
19.2 related to the structure, function, diseases, and disorders of the visual system;

19.3 (4) the impact of blindness and low vision on the early development of the
19.4 motor system, cognition, social and emotional interactions, independence, environmental
19.5 awareness, and language and communication;

19.6 (5) effects of blindness or visual impairment on the psychosocial
19.7 development, self-esteem, and behavior of the student within the family system;

19.8 (6) effect that perceptions about blindness, visual impairments, and
19.9 deaf-blindness can have on individuals with disabilities;

19.10 (7) effects of different social, cultural, and linguistic backgrounds on
19.11 the student's and family's attitudes toward independence, self-evaluation results and
19.12 interpretation, curriculum and instruction, advocacy, daily living, social interactions, and
19.13 transition planning for students who are blind, visually impaired, or deaf-blind and those
19.14 with additional disabilities that include vision loss;

19.15 (8) impact of coexisting conditions or multiple disabilities on students who
19.16 are blind, visually impaired, or deaf-blind, and those with additional disabilities that
19.17 include a vision loss; and

19.18 (9) writing instruments and devices for students who are blind, visually
19.19 impaired, or deaf-blind, and those with additional disabilities that include a vision loss.

19.20 B. Referral, evaluation, planning, and programming. A teacher of special
19.21 education: blind or visually impaired understands and applies principles of prevention
19.22 and intervening early and procedures for referral, assessment, evaluation, individualized
19.23 planning, programming, and placement specific to teaching students with vision loss. The
19.24 teacher must be able to:

20.1 (1) understand the ethical considerations, laws, policies, and specialized
20.2 procedures regarding screening, prereferral, referral, evaluation, identification, and
20.3 educational planning and service delivery models for students who are blind, visually
20.4 impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

20.5 (2) administer and interpret specialized vision evaluation measures,
20.6 including a functional vision assessment and an assistive technology evaluation, for
20.7 students who are blind, visually impaired, or deaf-blind, and those with additional
20.8 disabilities that include a vision loss;

20.9 (3) integrate evaluation results from multiple professions and communicate
20.10 the educational implications to students, families, educators, and others;

20.11 (4) adapt existing non-disability-specific assessment tools and methods
20.12 to accommodate the abilities and needs of students who are blind, visually impaired, or
20.13 deaf-blind, and those with additional disabilities that include a vision loss;

20.14 (5) collect, integrate, and interpret data from children and youth, parents,
20.15 families, educators, and others to evaluate, plan, and develop individualized education
20.16 program plans;

20.17 (6) apply evaluation results in the selection of writing instruments and
20.18 appropriate learning media, including devices and methodologies for students who are
20.19 blind, visually impaired, or deaf-blind, and those with additional disabilities that include
20.20 a vision loss;

20.21 (7) assess, in collaboration with certified specialists, the need for orientation
20.22 and mobility services for students who are blind, visually impaired, or deaf-blind, and
20.23 those with additional disabilities that include a vision loss;

20.24 (8) apply the results of assessments for students with low vision to utilize
20.25 optical and nonoptical devices and strategies to optimize the use of vision;

21.1 (9) assess how students who are blind, visually impaired, or deaf-blind,
21.2 and those with additional disabilities that include a vision loss, can enhance the use of
21.3 senses other than vision;

21.4 (10) consider various educational placement options based on the needs of
21.5 the individual; and

21.6 (11) apply evaluation results to design an individualized education
21.7 program that integrates student and family priorities and concerns to address academic
21.8 and nonacademic goals.

21.9 C. Instructional design, teaching, and ongoing evaluation. A teacher of special
21.10 education: blind or visually impaired understands how to use individualized education
21.11 program plans to design, implement, monitor, and adjust instruction for infants, children,
21.12 and youth with hearing loss. The teacher must be able to:

21.13 (1) integrate knowledge of evidence-based instruction, including
21.14 scientifically based research interventions when available, in language development,
21.15 reading, writing, and math with characteristics of vision loss in order to design, implement,
21.16 monitor, and adjust instruction aligned with grade-level content standards;

21.17 (2) transcribe, proofread, interline, and produce Braille materials and tactile
21.18 graphics using a variety of devices and assistive technologies;

21.19 (3) design, implement, monitor, and adjust strategies to teach basic
21.20 concepts through the use of auditory, tactual, and modified visual skills to children and
21.21 youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities
21.22 that include a vision loss;

21.23 (4) select and use instructional methods, specialized materials, and
21.24 assistive technologies and strategies that are appropriate for the individual to accomplish

22.1 instructional objectives for children and youth who are blind, visually impaired, or
22.2 deaf-blind, and those with additional disabilities that include a vision loss;

22.3 (5) participate in the designing, implementing, monitoring, and adjusting
22.4 of instructional methods and materials based on grade-level content standards for teaching
22.5 children and youth who are blind, visually impaired, or deaf-blind, and those with
22.6 additional disabilities that include a vision loss;

22.7 (6) access and use materials, equipment, and assistive technologies and
22.8 strategies from a variety of sources to meet the needs of children and youth who are
22.9 blind, visually impaired, or deaf-blind, and those with additional disabilities that include
22.10 a vision loss;

22.11 (7) teach the reading and writing of Braille using accepted codes in the
22.12 Codes of American Usage of English Braille, the Nemeth Code, and computer, music, and
22.13 foreign language codes for Braille, and tactile graphics;

22.14 (8) use assistive technology and technical aids in the production and use of
22.15 accessible instructional materials;

22.16 (9) develop, sequence, implement, and evaluate learning objectives based
22.17 on grade-level core curriculum and expanded core curriculum;

22.18 (10) apply strategies for teaching expanded core curriculum in
22.19 self-advocacy and functional life skills relevant to independence, social interactions,
22.20 community and personal living, recreation, and employment;

22.21 (11) design secondary transition plans and teach transition skills for
22.22 postsecondary education, employment, recreation and leisure, daily living, and community
22.23 participation;

22.24 (12) monitor, evaluate, and summarize the acquisition of instructional goals
22.25 and objectives stated in the individualized education program plans; and

23.1 (13) reinforce and support instruction in orientation and mobility provided
23.2 by certified specialists.

23.3 D. Collaboration and communication. A teacher of special education: blind
23.4 or visually impaired cultivates and maintains positive, collaborative relationships with
23.5 infants, children, and youth, families, other professionals, and the community to support
23.6 student development and educational progress. The teacher must be able to:

23.7 (1) provide and receive consultation and collaborate with children and
23.8 youth who are blind, visually impaired, deaf-blind, and those with additional disabilities
23.9 that include a vision loss, their families, educators, related services personnel, and other
23.10 service providers in evaluating, planning, and making choices related to academic,
23.11 postsecondary, and occupational decisions;

23.12 (2) identify sources of unique services, networks, agencies, consumer
23.13 advocacy groups, vendors, and organizations for infants, children, and youth who
23.14 are blind, visually impaired, or deaf-blind, and those with additional disabilities that
23.15 include a vision loss, including rehabilitation agencies, volunteer organizations, private
23.16 nonprofit organizations, and federal entitlements that relate to the provision of specialized
23.17 equipment and materials;

23.18 (3) understand the roles and responsibilities of educators, related services
23.19 personnel, orientation and mobility specialists, paraprofessionals, and role models;

23.20 (4) make use of structures supporting interagency collaboration and
23.21 coordinate interagency agreements and transition plans;

23.22 (5) identify and access school, community, and social services appropriate
23.23 to infants, children, and youth who are blind, visually impaired, or deaf-blind, and those
23.24 with additional disabilities that include a vision loss;

24.1 (6) promote collaborative practices that respect the individual and family
24.2 culture and values relative to the impact that vision loss may have on the individual and
24.3 family across the life span;

24.4 (7) access and evaluate information, research, and emerging practices
24.5 relevant to the field of blindness, visual impairments, and deaf-blindness through consumer
24.6 and professional organizations, peer-reviewed journals, and other publications; and

24.7 (8) engage in continuing professional development and reflection to
24.8 increase knowledge and skill as a special educator and inform instructional practices,
24.9 decisions, and interactions with children and youth and the family.

24.10 E. Clinical experiences. A teacher of special education: blind or visually
24.11 impaired applies the standards of effective practice through a variety of early and ongoing
24.12 clinical experiences in teaching infants, children, and youth with vision loss in birth
24.13 through preschool, primary (kindergarten through grade 4), and secondary (grades 5
24.14 through 12, including transition programs) settings across a range of service delivery
24.15 models.

24.16 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
24.17 according to rules of the Board of Teaching governing continuing licenses.

24.18 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
24.19 special education: blind or visually impaired are effective on ~~September 1, 2012~~ January
24.20 1, 2013, and thereafter.

24.21 **8710.5200 TEACHERS OF SPECIAL EDUCATION: DEAF OR HARD OF**
24.22 **HEARING.**

24.23 Subpart 1. **Scope of practice.** A teacher of special education: deaf or hard of
24.24 hearing is authorized to provide specially designed instruction, from birth through age
24.25 21, to infants, children, and youth with a broad range of hearing loss and to collaborate
24.26 and consult with families, other classroom and special education teachers, and specialized

25.1 service providers in designing and implementing individualized educational program
25.2 plans for infants, children, and youth who are auditory, visual, or multimodal learners.

25.3 Subp. 2. **License requirements.** A candidate for licensure to teach, from birth
25.4 through age 21, infants, children, and youth who are deaf or hard of hearing shall:

25.5 A. hold a baccalaureate degree from a college or university that is regionally
25.6 accredited by the association for the accreditation of colleges and secondary schools;

25.7 B. demonstrate the standards of effective practice for licensing of beginning
25.8 teachers in part 8710.2000;

25.9 C. demonstrate core skill requirements in part 8710.5000;

25.10 D. show verification of completing a Board of Teaching preparation program
25.11 approved under part 8700.7600 leading to the licensure of teachers of special education:
25.12 deaf or hard of hearing in subpart 3; and

25.13 E. demonstrate proficiency in American Sign Language communication fluency
25.14 commensurate with an Intermediate-Plus level of American Sign Language proficiency
25.15 on the Sign Language Proficiency Interview (SLPI) or a comparable American Sign
25.16 Language evaluation jointly approved by the Board of Teaching and commissioner
25.17 of education in consultation with the Minnesota Association of Deaf Citizens and the
25.18 Commission of Deaf, DeafBlind, and Hard of Hearing Minnesotans, in accordance with
25.19 Minnesota Statutes, section 122A.28, subdivision 1.

25.20 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
25.21 education: deaf or hard of hearing must complete a preparation program under subpart 2,
25.22 item D, that must include the candidate's demonstration of the knowledge and skills in
25.23 items A to F.

25.24 A. Foundational knowledge. A teacher of special education: deaf or hard of
25.25 hearing understands the foundations of special education services for infants, children, and

26.1 youth who are deaf or hard of hearing, deaf-blind, and those with additional disabilities
26.2 coexisting with hearing loss on which to base practice. The teacher must demonstrate
26.3 knowledge of:

26.4 (1) historical and philosophical foundations, legal bases, and contemporary
26.5 issues pertaining to services to and the education of infants, children, and youth with
26.6 a hearing loss;

26.7 (2) measurement of hearing loss, educational and audiological definitions,
26.8 issues related to identification, eligibility criteria, and entrance and exit criteria for services
26.9 pertaining to infants, children, and youth who are deaf or hard of hearing, deaf-blind, and
26.10 those with additional disabilities coexisting with hearing loss;

26.11 (3) models, theories, and philosophies that provide the basis for education
26.12 of children and youth with hearing loss;

26.13 (4) etiologies of hearing loss that can result in additional sensory, motor,
26.14 or learning differences in infants, children, and youth who are deaf or hard of hearing,
26.15 deaf-blind, and those with additional disabilities coexisting with hearing loss;

26.16 (5) the effects of compromised sensory input and communication access on
26.17 the development of language, literacy, academic skills, social, and emotional development
26.18 of infants, children, and youth who are deaf or hard of hearing, deaf-blind, and those with
26.19 additional disabilities coexisting with hearing loss;

26.20 (6) selection, acquisition, and use of hearing technologies and assistive
26.21 technologies;

26.22 (7) diverse beliefs, traditions, and values across cultures and within
26.23 society and their impact on children and youth with hearing loss, their families, and their
26.24 education; and

27.1 (8) deaf culture from a variety of perspectives, including the historical,
27.2 geographical, political, and contemporary viewpoints.

27.3 B. Communication systems. A teacher of special education: deaf or hard of
27.4 hearing demonstrates knowledge of communication systems used by infants, children,
27.5 and youth who are deaf, hard of hearing, deaf-blind, and those with additional disabilities
27.6 coexisting with hearing loss. The teacher must demonstrate knowledge of:

27.7 (1) theoretical principles and evidence-based practices of visual,
27.8 auditory-oral, and tactile modes to convey language with children and youth who are
27.9 deaf or hard of hearing;

27.10 (2) theories of normative language development, including first and second
27.11 language acquisition and the importance of early intervention;

27.12 (3) theories of auditory and visual development; and

27.13 (4) ~~understand~~ theories of linguistics, including linguistics of American
27.14 Sign Language and English.

27.15 C. Referral, evaluation, planning, and programming. A teacher of special
27.16 education: deaf or hard of hearing understands and applies principles of early identification
27.17 and intervention and procedures for referral, assessment, evaluation, individualized
27.18 planning, programming, and placement specific to teaching infants, children, and youth
27.19 with hearing loss. The teacher must be able to:

27.20 (1) understand evidence-based screening protocols and practices for the
27.21 identification of hearing loss in children and youth, with emphasis on early detection,
27.22 referral, and intervention;

27.23 (2) select, adapt, and modify assessment tools appropriate for infants,
27.24 children, and youth with a hearing loss and interpret and report results;

28.1 (3) interview, gather, and interpret information from parents, families,
28.2 educators, and others as part of comprehensive evaluations, which include communication,
28.3 language, academic, and other developmental domains to determine eligibility and plan
28.4 individual educational programs;

28.5 (4) assess phonological, morphological, syntactical, semantic, and
28.6 pragmatic development of language of children and youth with hearing loss specific to
28.7 the languages used by the child;

28.8 (5) interpret results of a comprehensive evaluation and communicate the
28.9 impact of the child's hearing loss on language, communication, literacy, academic, social,
28.10 and emotional development;

28.11 (6) determine, as part of a team, the need for, and the selection, acquisition,
28.12 and use of hearing technologies and assistive technologies to meet the needs of children
28.13 and youth with hearing loss;

28.14 (7) design and use strategies to optimize the auditory and visual
28.15 environments for children and youth with hearing loss; and

28.16 (8) use data to identify and evaluate educational program and placement
28.17 options to meet the individual needs of children and youth with hearing loss and their
28.18 families.

28.19 D. Instructional design, teaching, and ongoing evaluation. A teacher of special
28.20 education: deaf or hard of hearing understands how to use individualized education
28.21 program plans to design, implement, monitor, and adjust instruction for children and youth
28.22 with hearing loss. The teacher must be able to:

28.23 (1) identify gaps in incidental and experiential knowledge and explicitly
28.24 teach concepts and skills essential for mastery in multiple educational settings;

29.1 (2) adapt learning environments and use evidence-based instructional
29.2 strategies, including scientifically based research interventions when available, to meet
29.3 the physical, academic, cultural, sensory, social, emotional, and communication needs
29.4 of children and youth with hearing loss;

29.5 (3) support the early development of expressive and receptive language and
29.6 communication skills and provide for the early development of visual, spoken, auditory,
29.7 and tactile communication skills;

29.8 (4) facilitate independent and pragmatic communication and language
29.9 skills in infants, children, and youth with hearing loss and their families;

29.10 (5) design, implement, monitor, and adjust instruction based on ongoing
29.11 assessment to accommodate the language and academic needs of infants, children, and
29.12 youth with hearing loss;

29.13 (6) provide access to, develop goals to address, and monitor individual
29.14 progress in alignment with grade-level content standards;

29.15 (7) incorporate evidence-based first and second language instructional
29.16 strategies to promote the development of auditory, spoken language, or sign language
29.17 skills that are consistent with the individualized educational program plan;

29.18 (8) use evidence-based strategies to promote literacy in English;

29.19 (9) use strategies for teaching self-advocacy and compensatory skills
29.20 related to hearing loss;

29.21 (10) assess and determine the educational need for educational interpreters,
29.22 transliterators, interveners, tutors, transcribers, notetakers, and other support services;

29.23 (11) identify and implement transition strategies unique to children and
29.24 youth who are deaf or hard of hearing; and

29.25 (12) determine the need for and implement social learning opportunities.

30.1 E. Collaboration and communication. A teacher of special education: deaf or
30.2 hard of hearing cultivates and maintains positive, collaborative relationships with students,
30.3 families, other professionals, and the community to support student development and
30.4 educational progress. The teacher must be able to:

30.5 (1) provide information on laws and best practices to general education
30.6 teachers, special education teachers, and district-level administration regarding
30.7 evidence-based practices for children and youth who are deaf or hard of hearing,
30.8 deaf-blind, and those with additional disabilities coexisting with hearing loss;

30.9 (2) collaborate with children and youth with a hearing loss and their
30.10 families in making informed educational, communication, and transition choices related to
30.11 the desired outcomes of children and youth and families across the life span;

30.12 (3) make use of structures supporting interagency collaboration and
30.13 coordinate interagency agreements and transition plans;

30.14 (4) identify sources of unique services, networks, agencies, and
30.15 organizations for individuals who are deaf or hard of hearing, deaf-blind, those with
30.16 additional disabilities coexisting with hearing loss, and those from diverse cultural and
30.17 language backgrounds;

30.18 (5) access school, community, and social service agencies for the purpose
30.19 of providing appropriate and equitable programming for children and youth who are deaf
30.20 or hard of hearing, deaf-blind, those with additional disabilities coexisting with hearing
30.21 loss, and those from diverse cultural and language backgrounds;

30.22 (6) understand and communicate educational roles and shared
30.23 responsibilities of other educators and support personnel, including educational
30.24 interpreters, transliterators, interveners, paraprofessionals, speech and language clinicians,
30.25 educational audiologists, notetakers, transcribers, and other related service providers,
30.26 in providing education services to children and youth who are deaf or hard of hearing,

31.1 deaf-blind, those with additional disabilities coexisting with hearing loss, and those from
31.2 diverse cultural and language backgrounds; and

31.3 (7) promote collaborative practices that respect the child's and family's
31.4 culture and values relative to the impact that hearing loss and deaf-blindness may have on
31.5 the individual and family across the life span;

31.6 (8) provide and receive consultation and collaborate in a variety of settings
31.7 regarding development and implementation of the comprehensive evaluation process,
31.8 individualized education program planning, delivery of instruction and accommodations,
31.9 and transition with individuals and agencies;

31.10 (9) access and evaluate information, research, and emerging practices
31.11 relevant to the fields of hearing loss, audiology, and deaf-blindness through consumer and
31.12 professional organizations, peer-reviewed journals, and other publications; and

31.13 (10) engage in continuing professional development and reflection to
31.14 increase knowledge and skill as a special educator and inform instructional practices,
31.15 decisions, and interactions with children and youth and their families.

31.16 F. Clinical experiences. A teacher of special education: deaf or hard of hearing
31.17 shall apply the standards of effective practice in teaching infants, children, and youth who
31.18 are deaf or hard of hearing through a variety of early and ongoing clinical experiences
31.19 with birth through preschool, primary (kindergarten through grade 4), and secondary
31.20 (grades 5 through 12, including transition programs) settings across a range of service
31.21 delivery models.

31.22 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
31.23 according to the rules of the Board of Teaching governing continuing licenses and must
31.24 include continuing education in a range of topics relating to hearing loss including
31.25 American Sign Language, American Sign Language linguistics, or deaf culture in
31.26 accordance with Minnesota Statutes, section 122A.28.

32.1 Subp. 5. **Incorporation by reference.** For the purposes of this part, the Signed
32.2 Language Proficiency Interview (SLPI) Guidelines published by the National Technical
32.3 Institute for the Deaf, Rochester Institute of Technology, 52 Lomb Memorial Drive,
32.4 Rochester, NY 14623-5604, and subsequent editions are incorporated by reference. The
32.5 guidelines are not subject to frequent change and are available from the State Law Library.

32.6 Subp. 6. **Effective date.** Requirements in this part for licensure as a teacher of
32.7 special education: deaf or hard of hearing are effective on ~~September 1, 2012~~ January
32.8 1, 2013, and thereafter.

32.9 **8710.5250 TEACHERS OF SPECIAL EDUCATION: ORAL/AURAL DEAF**
32.10 **EDUCATION.**

32.11 [For text of subp 1, see M.R.]

32.12 Subp. 2. **License requirements.** A candidate for licensure as a teacher of oral/aural
32.13 deaf education, from birth through grade 12, shall meet all requirements of part 8710.5200,
32.14 subpart 2, items A to D.

32.15 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of
32.16 oral/aural deaf education shall demonstrate all knowledge and skills in part 8710.5200,
32.17 subpart 3, items A to F, and shall demonstrate at least minimum skills in American Sign
32.18 Language, verified through one of the following:

32.19 A. successful completion of at least six semester credits of coursework in
32.20 American Sign Language; or

32.21 B. demonstration of at least survival level proficiency in American Sign
32.22 Language on the Signed Language Proficiency Interview (SLPI), as incorporated by
32.23 reference in part 8710.5200, subpart 5.

32.24 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
32.25 according to the rules of the Board of Teaching governing licensure.

33.1 Subp. 5. **Effective date.** All requirements in this part for licensure as a teacher of
33.2 special education: oral/aural deaf education are effective on ~~September 1, 2012~~ January
33.3 1, 2013, and thereafter.

33.4 **8710.5300 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL**
33.5 **ADAPTED PHYSICAL EDUCATION.**

33.6 Subpart 1. **Scope of practice.** A teacher of special education: developmental adapted
33.7 physical education is authorized to provide evaluation and specially designed instruction
33.8 in physical education to eligible students from prekindergarten through age 21 who have
33.9 needs in the areas of physical fitness and gross motor skills. Teachers collaborate and
33.10 consult with families, other classroom and special education teachers, and specialized
33.11 service providers in designing and implementing individualized physical educational
33.12 program plans.

33.13 Subp. 2. **License requirements.** A candidate for licensure as a teacher of
33.14 special education: developmental adapted physical education to teach students from
33.15 prekindergarten through age 21 who have needs in the areas of physical fitness and gross
33.16 motor skills shall:

33.17 [For text of items A to D, see M.R.]

33.18 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
33.19 education: developmental adapted physical education must complete a preparation
33.20 program under subpart 2, item D, that must include the candidate's demonstration of
33.21 the knowledge and skills in items A to E.

33.22 A. **Foundational knowledge.** A teacher of special education: developmental
33.23 adapted physical education understands the foundations of special education services for
33.24 students with disabilities relating to physical and motor fitness on which to base practice.
33.25 The teacher must demonstrate knowledge of the:

34.1 (1) historical and philosophical foundations, legal bases, and contemporary
34.2 issues pertaining to the education of students with identified disabilities as the issues
34.3 apply to physical and motor fitness;

34.4 (2) educational definitions, issues related to identification, and eligibility
34.5 criteria pertaining to students who have disabilities relating to physical and motor fitness;

34.6 (3) theoretical foundations and sequences of typical and atypical motor
34.7 learning, motor development, and motor skills acquisition from birth to adulthood relating
34.8 to physical and motor fitness;

34.9 (4) special physical education, adapted physical education, movement
34.10 education, and motor development, including skills in aquatics, dance, games, and
34.11 individual, group, intramural, and lifetime sports;

34.12 (5) implications of medical, health, skeletal, and neurological conditions
34.13 on motor learning, including typical and atypical development across the life span;

34.14 (6) principles of anatomical structure, physiology, and kinesiology across
34.15 the lifespan, including typical and atypical development;

34.16 ~~(6)~~ (7) impact of single, multiple, coexisting conditions or disabilities on
34.17 motor functioning and motor skill acquisition; and

34.18 ~~(7)~~ (8) impact of typical and atypical motor development and function on
34.19 the educational, social, and psychological well-being of students.

34.20 B. Referral, evaluation, planning, and programming. A teacher of special
34.21 education: developmental adapted physical education understands and applies principles
34.22 of prevention and intervening early and procedures for referral, assessment, evaluation,
34.23 individualized planning, programming, and placement specific to teaching students with
34.24 disabilities relating to physical and motor fitness. The teacher must be able to:

35.1 (1) understand the use, limitations, ethical concerns, administration, and
35.2 interpretation of formal and informal assessments for students with identified disabilities
35.3 that impact physical and motor fitness and how to communicate the results to the students,
35.4 families, educators, and other professionals;

35.5 (2) adapt and modify existing assessment tools and methods to
35.6 accommodate the unique abilities and needs of students with disabilities in physical and
35.7 motor fitness;

35.8 (3) apply an understanding of health-related aspects of physical and motor
35.9 fitness in program planning;

35.10 (4) support the selection, acquisition, and use of assistive technology for
35.11 the development of physical and motor fitness, including physical education hardware
35.12 and software, adapted and adaptive equipment, and supports for participation and
35.13 communication;

35.14 (5) apply evaluation results to assist the IEP team in selection of service
35.15 options for addressing individual needs in physical education; and

35.16 (6) design individualized program plans that integrate evaluation results,
35.17 student and family priorities, and concerns that incorporate academic and nonacademic
35.18 goals in physical education.

35.19 C. Instructional design, teaching, and ongoing evaluation. A teacher of
35.20 special education: developmental adapted physical education understands how to use
35.21 individualized education program plans to design, implement, monitor, and adjust
35.22 instruction for students with disabilities relating to physical and motor fitness. The
35.23 teacher must be able to:

35.24 (1) design, implement, monitor, and adjust a variety of evidence-based
35.25 instructional resources, strategies, and techniques, including scientifically based research

36.1 interventions when available, to implement developmental adapted physical education
36.2 services;

36.3 (2) select and adapt equipment used for instruction in physical and motor
36.4 fitness;

36.5 (3) design and adapt learning environments that support students with
36.6 disabilities in safely and actively participating in physical and motor fitness;

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

36.9 (5) provide students with exploration and learning experiences that support
36.10 life-long participation in physical recreation and leisure activities;

36.11 (6) develop students' self-advocacy and life skills relevant to independence,
36.12 social skills, community and personal living, recreation, leisure, and employment; and

36.13 (7) monitor progress, adjust instruction, and evaluate the acquisition of
36.14 skills related to developmental adapted physical education.

36.15 D. Communication and collaboration. A teacher of special education:
36.16 developmental adapted physical education cultivates and maintains positive, collaborative
36.17 relationships with students, families, other professionals, and the community to support
36.18 student development and educational progress. The teacher must be able to:

36.19 (1) collaborate with students and their families in making choices, given
36.20 identified strengths and needs in physical and motor fitness, that impact academic,
36.21 occupational, and other domains across the life span;

36.22 (2) access services, networks, agencies, and organizations relevant to the
36.23 field of developmental adapted physical education;

37.1 (3) identify and coordinate educational roles and responsibilities with
37.2 individualized education program plan team members and stakeholders in providing
37.3 educational services that impact physical and motor fitness;

37.4 (4) provide and receive consultation and coordinate with related service
37.5 providers, including occupational therapists and physical therapists, in delivering
37.6 developmental adapted physical education services;

37.7 (5) collaborate with students, families, and other service providers to
37.8 locate community and state resources for further participation in leisure and recreational
37.9 activities;

37.10 (6) promote collaborative practices that respect the individual's and
37.11 family's culture and values relative to access to physical education and recreation and
37.12 leisure options across the life span;

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

37.16 (8) engage in continuing professional development and reflection to
37.17 increase knowledge and skill as a special educator and inform instructional practices,
37.18 decisions, and interactions with students and their families.

37.19 E. Clinical experiences. A teacher of special education: developmental adapted
37.20 physical education applies the standards of effective practice through a variety of early and
37.21 ongoing clinical experiences in teaching students who have needs in the areas of physical
37.22 fitness and gross motor skills in prekindergarten and primary (prekindergarten through
37.23 grade 4), middle level (grades 5 through 8), and high school (grades 9 through 12) settings
37.24 across a range of service delivery models.

38.1 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
38.2 according to rules of the Board of Teaching governing continuing licenses.

38.3 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
38.4 special education: developmental adapted physical education are effective on ~~September~~
38.5 ~~1, 2012~~ January 1, 2013, and thereafter.

38.6 **8710.5400 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL**
38.7 **DISABILITIES.**

38.8 Subpart 1. **Scope of practice.** A teacher of special education: developmental
38.9 disabilities is authorized to provide evaluation and specially designed instruction to
38.10 eligible students from kindergarten through age 21 who have a broad range of cognitive
38.11 disabilities and deficits in adaptive behavior. Teachers collaborate and consult with
38.12 families, other classroom and special education teachers, and specialized service providers
38.13 in designing and implementing individualized education program plans.

38.14 Subp. 2. **License requirements.** A candidate for licensure to teach students from
38.15 kindergarten through age 21 who have a broad range of cognitive disabilities and deficits
38.16 in adaptive behavior shall:

38.17 [For text of items A to D, see M.R.]

38.18 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
38.19 education: developmental disabilities must complete a preparation program under subpart
38.20 2, item D, that must include the candidate's demonstration of the knowledge and skills in
38.21 items A to E.

38.22 A. Foundational knowledge. A teacher of special education: developmental
38.23 disabilities understands the foundations of special education services for students with
38.24 developmental disabilities on which to base practice. The teacher must demonstrate
38.25 knowledge of the:

39.1 (1) historical and philosophical foundations, legal bases, and contemporary
39.2 issues pertaining to the education of students with a broad range of cognitive disabilities
39.3 and deficits in adaptive behavior;

39.4 (2) etiology, characteristics, and classifications of developmental
39.5 disabilities;

39.6 (3) educational definitions, issues related to identification, and eligibility
39.7 criteria pertaining to students with developmental disabilities, including those from
39.8 culturally and linguistically diverse backgrounds;

39.9 (4) general developmental, academic, social and behavioral, and functional
39.10 characteristics of individuals with developmental disabilities as they relate to levels of
39.11 support needed;

39.12 (5) impact of research-based theories of cognition, communication, and
39.13 behavior on the education of students with developmental disabilities;

39.14 (6) social-emotional aspects of developmental disabilities, including
39.15 supports necessary to foster adaptive behavior, social competence, social participation,
39.16 and self-determination;

39.17 (7) impact of coexisting conditions and multiple disabilities; and

39.18 (8) medical terminology and implications of medical conditions for
39.19 students with developmental disabilities, including the role of other professionals in
39.20 meeting educational needs.

39.21 B. Referral, evaluation, planning, and programming. A teacher of special
39.22 education: developmental disabilities understands and applies principles of prevention
39.23 and intervening early and procedures for referral, assessment, evaluation, individualized
39.24 planning, programming, and placement specific to teaching students with developmental
39.25 disabilities. The teacher must be able to:

40.1 (1) collect and interpret data and information specific to research-based
40.2 interventions and supports provided prior to referral and integrate into the special
40.3 education evaluation processes;

40.4 (2) select, administer, and interpret assessments for students with
40.5 developmental disabilities, accounting for technical adequacy, ethical concerns, ~~and~~
40.6 expressive and receptive communication needs, use of necessary assistive technologies,
40.7 and communicate the results to students, families, educators, and other professionals;

40.8 (3) integrate multiple methods of collecting data from students, parents,
40.9 families, teachers, and other professionals for the purpose of evaluation and planning,
40.10 developing, implementing, and evaluating individualized education programs;

40.11 (4) adapt and modify data collection procedures to accommodate the
40.12 abilities and needs of students with developmental disabilities;

40.13 (5) assess, accommodate, and modify the environmental conditions that
40.14 impact academic achievement and functional performance;

40.15 (6) support the use and maintenance of orthotic, prosthetic, assistive, and
40.16 adaptive equipment in collaboration with parents and specialists;

40.17 (7) support and manage student health needs and plan for emergency
40.18 situations in collaboration with parents and medical professionals;

40.19 (8) design individualized education program plans, considering a range
40.20 of educational placement options and required levels of support in the least restrictive
40.21 environment, that integrate student strengths, needs, assessment results, and student and
40.22 family priorities, incorporating academic and nonacademic goals; and

40.23 (9) address factors that influence the disproportional identification of
40.24 culturally, linguistically, and socioeconomically diverse students as students with
40.25 developmental disabilities.

41.1 C. Instructional design, teaching, and ongoing evaluation. A teacher of special
41.2 education: developmental disabilities understands how to use individualized education
41.3 program plans to design, implement, monitor, and adjust instruction for students with
41.4 developmental disabilities. The teacher must be able to:

41.5 (1) integrate knowledge of evidence-based instruction, including
41.6 scientifically based research interventions when available, in language development,
41.7 reading, writing, and mathematics with characteristics of developmental disabilities in
41.8 order to design, implement, monitor, and adjust instruction aligned with grade-level
41.9 content standards;

41.10 (2) apply evidence-based instructional strategies and practices, including
41.11 functional, community-based instruction, task analysis, multisensory, and concrete or
41.12 manipulative techniques, to ~~promote~~ facilitate acquisition of academic and functional
41.13 skills in the least restrictive environment;

41.14 (3) select, adapt, and implement developmentally appropriate classroom
41.15 management strategies, including proactive and positive behavioral interventions and
41.16 supports, for students with developmental disabilities to promote progress in the least
41.17 restrictive environment;

41.18 (4) provide instructional, curricular, and physical accommodations across
41.19 environments to meet the physical, cognitive, sensory, cultural, and expressive and
41.20 receptive communication needs of students with developmental disabilities;

41.21 (5) implement positioning and movement techniques and reinforce and
41.22 support instruction in orientation and mobility provided by certified specialists;

41.23 (6) design, implement, monitor, and adjust use of assistive technologies,
41.24 including communication systems, for students with developmental disabilities to promote
41.25 language development, communication, literacy, and access to and progress in the general
41.26 education curriculum;

42.1 (7) address the transition needs of students to enhance participation in
42.2 family, school, recreation or leisure, community, and work life, including personal
42.3 self-care, independent living, safety, and prevocational and vocational skills, for students
42.4 with increasingly complex needs;

42.5 (8) make decisions about the participation of students with disabilities in
42.6 the full range of state assessment options including necessary accommodations; and

42.7 (9) provide sequential instruction on grade-level content standards,
42.8 adjusting when necessary for breadth, depth, and complexity, for students participating
42.9 in alternate assessments.

42.10 D. Collaboration and communication. A teacher of special education:
42.11 developmental disabilities cultivates and maintains positive, collaborative relationships
42.12 with students, families, other professionals, and the community to support student
42.13 development and educational progress. The teacher must be able to:

42.14 (1) collaborate with students and their families in making choices that
42.15 impact academic, occupational, and other domains across the life span;

42.16 (2) make use of structures supporting interagency collaboration and
42.17 coordinate interagency services and transition plans;

42.18 (3) select and plan for the integration of related services personnel and
42.19 other service providers into the instructional programs and setting for students utilizing a
42.20 transdisciplinary team approach;

42.21 (4) direct, structure, support, and monitor the activities of paraprofessionals
42.22 regarding student instruction and intervention with an emphasis on supporting student
42.23 independence and achievement;

42.24 (5) understand and communicate the educational roles and shared
42.25 responsibilities of educators, paraprofessionals, and other staff when collaborating for the

43.1 consistent implementation of academic instruction, support for student independence, and
43.2 individualized positive behavior supports across environments;

43.3 (6) identify and access school, community and social services, networks,
43.4 agencies, and organizations, including day habilitation and recreational leisure programs
43.5 appropriate to students with developmental disabilities to enhance instruction and
43.6 programming;

43.7 (7) provide and receive consultation and collaborate in a variety of settings
43.8 regarding development and implementation of the comprehensive evaluation process,
43.9 individualized education program planning, delivery of instruction and accommodations,
43.10 and transition with individuals and agencies;

43.11 (8) promote collaborative practices that respect the individual's and family's
43.12 culture and values relative to the impact that developmental disabilities may have on the
43.13 individual and family across the life span;

43.14 (9) access and evaluate information, research, and emerging practices
43.15 relevant to the field of developmental disabilities through consumer and professional
43.16 organizations, peer-reviewed journals, and other publications; ~~and~~

43.17 (10) engage in continuing professional development and reflection to
43.18 increase knowledge and skill as a special educator and inform instructional practices,
43.19 decisions, and interactions with students and their families; and

43.20 (11) promote peer acceptance, social participation, and achievement by
43.21 training, coaching, supporting, structuring, and modeling evidence-based strategies for
43.22 developmental disabilities to peers, parents, paraprofessionals, and other school staff.

43.23 E. Clinical experiences. A teacher of special education: developmental
43.24 disabilities applies the standards of effective practice through a variety of early and
43.25 ongoing clinical experiences in teaching students who have a broad range of cognitive

44.1 disabilities and deficits in adaptive behavior in primary (kindergarten through grade 4),
44.2 middle level (grades 5 through 8), and high school (grades 9 through 12, including
44.3 transition programs) settings across a range of service delivery models.

44.4 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
44.5 according to rules of the Board of Teaching governing continuing licenses.

44.6 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
44.7 special education: developmental disabilities are effective on ~~September 1, 2012~~ January
44.8 1, 2013, and thereafter.

44.9 **8710.5500 TEACHERS OF SPECIAL EDUCATION: EARLY CHILDHOOD.**

44.10 Subpart 1. **Scope of practice.** A teacher of special education: early childhood is
44.11 authorized to provide evaluation and specially designed instruction to eligible children,
44.12 birth through age six, who exhibit a broad range of developmental delays or disabilities,
44.13 including those with a diagnosed physical or mental condition or disorder that has a high
44.14 probability of resulting in developmental delay. Teachers collaborate and consult with
44.15 families, other classroom and special education teachers, and specialized service providers
44.16 in designing and implementing individualized education program plans for children and
44.17 families.

44.18 Subp. 2. **License requirements.** A candidate for licensure as a teacher of special
44.19 education: early childhood to teach children from birth to age six who exhibit a broad
44.20 range of developmental delays or disabilities shall:

44.21 [For text of items A to D, see M.R.]

44.22 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
44.23 education: early childhood must complete a preparation program under subpart 2, item D,
44.24 that must include the candidate's demonstration of the knowledge and skills in items A
44.25 to E.

45.1 A. Foundational knowledge. A teacher of special education: early childhood
45.2 understands the foundations of special education services for children with a broad range
45.3 of developmental delays or disabilities on which to base practice. The teacher must
45.4 demonstrate knowledge of the:

45.5 (1) historical and philosophical foundations, legal bases, and contemporary
45.6 issues pertaining to the education of young children with a broad range of developmental
45.7 delays or disabilities and their families;

45.8 (2) etiology and characteristics of specific disabilities, disorders, and
45.9 developmental delays, and the developmental and educational implications on infants,
45.10 toddlers, and young children;

45.11 (3) educational definitions, issues related to identification, and eligibility
45.12 criteria pertaining to young children with a broad range of developmental delays or
45.13 disabilities;

45.14 (4) definitions and distinctions between and among screening, evaluation,
45.15 assessment, and progress monitoring related to the legal standards and practice;

45.16 (5) rationale and application of due process and procedural safeguards
45.17 for young children with a broad range of developmental delays or disabilities and their
45.18 families;

45.19 (6) ethical, policy, and practice issues related to educational, social,
45.20 economic, cultural, linguistic, and medical factors unique to young children with a broad
45.21 range of developmental delays or disabilities and their families;

45.22 (7) early childhood developmental theory and the impact of coexisting
45.23 developmental delays or multiple disabilities across domains, including cognitive,
45.24 physical, vision, hearing, adaptive, behavioral, social or emotional, and communication;
45.25 and

46.1 (8) responsibilities of the Interagency Early Intervention Committee (IEIC).

46.2 B. Referral, evaluation, planning, and programming. A teacher of special
46.3 education: early childhood understands and applies principles of screening, prevention,
46.4 and intervening early and procedures for referral, assessment, evaluation, individualized
46.5 planning, programming, and placement specific to teaching children with a broad range of
46.6 developmental delays or disabilities. The teacher must be able to:

46.7 (1) apply screening, prevention, referral, assessment, and evaluation for
46.8 eligibility determination including consideration of criteria for vision loss, hearing loss,
46.9 deaf-blind, speech and language delays, developmental cognitive delays, physical or health
46.10 disabilities, autism spectrum disorders, other health disorders, and traumatic brain injury;

46.11 (2) select, administer, and interpret formal and informal evaluation and
46.12 assessment measures for young children with developmental delays or disabilities,
46.13 accounting for limitations, ethical concerns, and the need for assistive technologies and
46.14 communicate the results to the children, families, teachers, and other professionals;

46.15 (3) adapt and modify existing evaluation and assessment measures
46.16 and methods to accommodate the abilities and specific needs of young children with
46.17 developmental delays or disabilities including those with a diagnosed physical or mental
46.18 condition or disorder that has a high probability of resulting in developmental delay;

46.19 (4) integrate and interpret multiple sources of information from families,
46.20 educators, and others for the purpose of evaluating, planning, implementing, and
46.21 monitoring the individualized family service plan, individualized education program plan,
46.22 or individualized interagency intervention plan;

46.23 (5) design individual plans that integrate evaluation and assessment results
46.24 and family concerns and priorities to determine goals, including the use of assistive
46.25 technologies;

47.1 (6) collaborate in determining services and placement within a range of
47.2 delivery models, natural environments, and educational settings based on the needs and
47.3 required levels of support for the child and the family; and

47.4 (7) address factors such as gender, socioeconomic status, familial
47.5 background, and cultural and linguistic diversity that may influence the identification of
47.6 young children with developmental delays or disabilities.

47.7 C. Instructional design, teaching, and ongoing evaluation. A teacher of special
47.8 education: early childhood understands how to use individual family services plans and
47.9 individual education program plans to design and implement developmentally appropriate
47.10 instruction for young children with developmental delays or disabilities or medical
47.11 conditions. The teacher must understand how to:

47.12 (1) apply multiple evidence-based instructional practices, including those
47.13 supported by scientifically based research when available, and materials that meet the
47.14 needs of children and families in the areas of language and literacy, cognitive, adaptive,
47.15 physical, social or emotional, and behavioral development;

47.16 (2) select, implement, monitor, and adjust curricula and intervention
47.17 strategies across developmental domains;

47.18 (3) provide, as well as teach families and other early childhood providers,
47.19 developmentally and functionally appropriate individual and group activities within
47.20 natural routines and across settings for infants, toddlers, and young children;

47.21 (4) implement positive behavior supports appropriate for young children
47.22 with developmental delays or disabilities and their families with a focus on teaching the
47.23 child necessary and appropriate replacement skills;

47.24 (5) align current developmental and learning experiences and teaching
47.25 strategies with the expectations of subsequent educational settings and facilitate the

48.1 transition process for young children with developmental delays or disabilities and
48.2 families; and

48.3 (6) design, implement, monitor, and adjust instruction and supports,
48.4 including the use of assistive technologies, to accelerate the rate of learning in reaching
48.5 age-appropriate benchmarks, attain child and family outcomes, and facilitate transition
48.6 processes.

48.7 D. Collaboration and communication. A teacher of special education:
48.8 early childhood cultivates and maintains positive, collaborative relationships with
48.9 children, families, educators, other professionals, and the community to support student
48.10 development and educational progress. The teacher must be able to:

48.11 (1) apply cultural competencies, including self-awareness of one's personal
48.12 perspectives, when using verbal, nonverbal, and written communication and interpersonal
48.13 skills to collaborate with families and consult with those providing services;

48.14 (2) facilitate and manage student-specific teams, including those for child
48.15 study, individualized program planning, and planning for transitions;

48.16 (3) identify and access sources of services, agencies, and organizations for
48.17 young children with developmental delays or disabilities and their families;

48.18 (4) understand the educational roles and responsibilities of instructional
48.19 and related service providers and paraprofessionals, and coordinate the provision of
48.20 services to young children with developmental delays or disabilities and their families;

48.21 (5) assist the family in understanding the impact of the developmental
48.22 delays or disabilities and planning for the transitions of young children;

48.23 (6) communicate and collaborate with service coordinators and providers
48.24 in planning for the transition process across hospital, home, and infant and toddler, early
48.25 childhood, and elementary programs;

49.1 (7) provide and receive consultation and collaborate in a variety of settings
49.2 regarding development and implementation of the comprehensive evaluation process,
49.3 individualized education program planning, delivery of instruction and accommodations,
49.4 and transition with individuals and agencies;

49.5 (8) access and evaluate information, research, and emerging practices
49.6 relevant to the field of early childhood special education through consumer and
49.7 professional organizations, peer-reviewed journals, and other publications; and

49.8 (9) engage in continuing professional development and reflection to
49.9 increase knowledge and skill as a special educator and inform instructional practices,
49.10 decisions, and interactions with children and their families.

49.11 E. Clinical experiences. A teacher of special education: early childhood
49.12 applies the standards of effective practice through a variety of early and ongoing clinical
49.13 experiences in teaching children who exhibit a broad range of developmental delays or
49.14 disabilities in infant or toddler, preschool, and primary (kindergarten and grade 1) settings
49.15 across a range of service delivery models.

49.16 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
49.17 according to rules of the Board of Teaching governing continuing licenses.

49.18 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
49.19 special education: early childhood are effective on ~~September 1, 2012~~ January 1, 2013,
49.20 and thereafter.

49.21 **8710.5600 TEACHERS OF SPECIAL EDUCATION: EMOTIONAL OR**
49.22 **BEHAVIORAL DISORDERS.**

49.23 Subpart 1. **Scope of practice.** A teacher of special education: emotional or
49.24 behavioral disorders is authorized to provide evaluation and specially designed instruction
49.25 to eligible students from kindergarten through age 21 who have emotional or behavioral
49.26 disorders or related behavioral difficulties. Teachers collaborate and consult with families,

50.1 other classroom and special education teachers, and specialized service providers in
50.2 designing and implementing individualized education program plans.

50.3 Subp. 2. **License requirements.** A candidate for licensure to teach students from
50.4 kindergarten through age 21 who have emotional or behavioral disorders shall:

50.5 [For text of items A to D, see M.R.]

50.6 Subp. 3. **Program requirements.** A candidate for licensure as a teacher of special
50.7 education: emotional or behavioral disorders must complete a preparation program under
50.8 subpart 2, item D, that must include the candidate's demonstration of the knowledge
50.9 and skills in items A to E.

50.10 A. Foundational knowledge. A teacher of special education: emotional or
50.11 behavioral disorders understands the foundations of special education services for students
50.12 with emotional or behavioral disorders on which to base practice. The teacher ~~demonstrate~~
50.13 demonstrates knowledge of the:

50.14 (1) historical and philosophical foundations, legal bases, and contemporary
50.15 issues pertaining to services to the education of students with emotional or behavioral
50.16 disorders;

50.17 (2) differing perspectives and terminology of emotional behavioral
50.18 disorders within mental health, legal, social welfare, and education systems;

50.19 (3) educational definitions, issues related to identification, and eligibility
50.20 criteria pertaining to students with emotional or behavioral disorders, including those from
50.21 culturally and linguistically diverse backgrounds;

50.22 (4) etiology, characteristics, and classifications of emotional behavioral
50.23 disorders;

50.24 (5) research-based theories of social, emotional, and behavioral
50.25 development;

- 51.1 (6) impact of gender, familial background, socioeconomic status, cultural,
51.2 and linguistic factors on perceptions of student behavior;
- 51.3 (7) impact of coexisting conditions or multiple disabilities on behaviors and
51.4 the similarities, differences, and interactions between emotional or behavioral disorders
51.5 and other disability areas and their effects on learning;
- 51.6 (8) impact of abuse and chemical dependency on students and their
51.7 families;
- 51.8 (9) factors that build and support student resiliency;
- 51.9 (10) impact of attributions, anxiety, withdrawal, and thought disorder on
51.10 behavior;
- 51.11 (11) major mental health disorders manifested at different points across the
51.12 life span and the implications for education;
- 51.13 (12) connection of functional behavioral assessments and behavior
51.14 intervention plans to principles of individual positive behavior interventions and supports;
- 51.15 (13) legal provisions related to the juvenile justice, mental health, and
51.16 educational systems including understanding reporting mandates and confidentiality
51.17 regulations; and
- 51.18 (14) impact of school personnel and environments on maintaining or
51.19 changing student behavior.

51.20 B. Referral, evaluation, planning, and programming. A teacher of special
51.21 education: emotional or behavioral disorders understands and applies principles of
51.22 prevention and intervening early and procedures for referral, assessment, evaluation,
51.23 individualized planning, programming, and placement specific to teaching students with
51.24 emotional or behavioral disorders. The teacher must be able to:

- 52.1 (1) collect and interpret data and information specific to research-based
52.2 interventions and supports provided prior to referral and integrate into the special
52.3 education evaluation process;
- 52.4 (2) select, administer, and interpret formal and informal assessments for
52.5 students with emotional or behavioral disorders, accounting for technical adequacy and
52.6 ethical concerns and communicate the results to students, families, teachers, and other
52.7 professionals;
- 52.8 (3) adapt and modify assessment tools and methods to determine the skills,
52.9 abilities, and needs of students with emotional or behavioral disorders;
- 52.10 (4) interview, conduct structured observations, and document behavior in
52.11 school and nonschool settings for the purposes of evaluating for eligibility and planning,
52.12 developing, and implementing individualized education programs;
- 52.13 (5) complete, as a member of a team, a systematic, functional behavior
52.14 assessment including consideration of the forms and functions of behaviors, context in
52.15 which behaviors occur, and antecedents and consequences of behaviors for the purpose of
52.16 developing an individual positive behavior support plan;
- 52.17 (6) integrate multiple sources of data, including information available from
52.18 students, families, school personnel, the community, and mental health, legal, and social
52.19 welfare systems in developing individualized education program plans;
- 52.20 (7) address factors such as gender, socioeconomic status, familial
52.21 background, and cultural and linguistic diversity that influence the disproportional
52.22 identification of students with emotional or behavioral disorders; and
- 52.23 (8) design individualized program plans, considering a range of educational
52.24 placement options and required levels of support in the least restrictive environment, that

53.1 integrate student strengths, needs, assessment results, and student and family priorities,
53.2 incorporating academic and nonacademic goals.

53.3 C. Instructional design, teaching, and ongoing evaluation. A teacher of
53.4 special education: emotional behavioral disorders understands how to use individualized
53.5 education program plans to design, implement, monitor, and adjust instruction for students
53.6 with emotional or behavioral disorders. The teacher must be able to:

53.7 (1) integrate knowledge of evidence-based instruction, including
53.8 scientifically based research interventions when available, in language development,
53.9 reading, writing, and mathematics with characteristics of emotional or behavioral
53.10 disorders in order to design, implement, monitor, and adjust instruction aligned with
53.11 grade-level content standards;

53.12 (2) access information from functional behavioral assessments in order
53.13 to develop, implement, monitor, evaluate, and revise as needed an individual positive
53.14 behavior support plan across settings and personnel;

53.15 (3) collect and use data to monitor the effectiveness of replacement
53.16 behaviors, prompts, routines, and reinforcers in changing and maintaining positive
53.17 behaviors;

53.18 (4) provide access to grade level content standards by applying principles
53.19 of universal design for learning and assistive technologies and selecting, developing,
53.20 monitoring, modifying, and adjusting materials and instruction for students with emotional
53.21 or behavioral disorders;

53.22 (5) select, implement, evaluate, and modify evidence-based instructional
53.23 strategies for social and emotional skills development for students with emotional or
53.24 behavioral disorders;

54.1 (6) apply ethical and legal considerations in the selection and use of
54.2 behavioral interventions that are generally available;

54.3 (7) apply individual positive behavioral interventions and support practices
54.4 for managing behavior and meeting specific educational and social needs, design a
54.5 functional and safe classroom, and establish consistent classroom routines for students
54.6 with emotional or behavioral disorders; and

54.7 (8) construct instructional sequences to teach transition and generalization
54.8 skills based on the cognitive, social, emotional, and academic strengths of each student
54.9 and plans for transition from school to postsecondary training and employment.

54.10 D. Collaboration and communication. A teacher of special education: emotional
54.11 or behavioral disorders cultivates and maintains positive, collaborative relationships with
54.12 students, families, other professionals, and the community to support student development
54.13 and educational progress. The teacher must be able to:

54.14 (1) collaborate with children and youth and their families in making
54.15 choices and accessing community-based services and advocacy organizations that support
54.16 positive outcomes for students across the life span;

54.17 (2) identify and coordinate interagency services, networks, agencies,
54.18 and organizations for students with emotional or behavioral disorders to support their
54.19 educational programs;

54.20 (3) understand issues involved and apply supportive strategies needed when
54.21 transitioning students with emotional or behavioral disorders into and out of alternative
54.22 environments, including psychiatric hospitals, juvenile justice system, correctional
54.23 facilities, and residential treatment centers;

54.24 (4) understand and communicate educational roles and shared
54.25 responsibilities of educators, paraprofessionals, and other staff when collaborating for the

55.1 consistent implementation of positive behavior supports and academic instruction across
55.2 environments;

55.3 (5) recognize the roles and responsibilities of mental health professionals
55.4 in providing services to students with emotional or behavioral disorders and how these
55.5 roles differ from that of the special education teachers;

55.6 (6) consult and collaborate with early childhood educators to address the
55.7 challenging behaviors of students in a prekindergarten setting;

55.8 (7) provide and receive consultation and collaborate in a variety of settings
55.9 regarding development and implementation of the comprehensive evaluation process,
55.10 individualized education program planning, delivery of instruction and accommodations,
55.11 and transition with individuals and agencies;

55.12 (8) promote collaborative practices that respect individual and family
55.13 culture and values relative to the impact that emotional or behavioral disorders may have
55.14 on the individual and family across the life span;

55.15 (9) access and evaluate information, research, and emerging practices
55.16 relevant to the field of emotional or behavioral disorders through consumer and
55.17 professional organizations, peer-reviewed journals, and other publications; and

55.18 (10) engage in continuing professional development and reflection to
55.19 increase knowledge and skill as a special educator and inform instructional practices,
55.20 decisions, and interactions with students and their families.

55.21 E. Clinical experiences. A teacher of special education: emotional or behavioral
55.22 disorders applies the standards of effective practice through a variety of early and ongoing
55.23 clinical experiences in teaching students who have emotional or behavioral disorders in
55.24 primary (kindergarten through grade 4), middle level (grades 5 through 8), and high

56.1 school students (grades 9 through 12, including transition programs) settings across a
56.2 range of service delivery models.

56.3 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
56.4 according to rules of the Board of Teaching governing continuing licenses.

56.5 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
56.6 special education: emotional behavioral disorders are effective on ~~September 1, 2012~~
56.7 January 1, 2013, and thereafter.

56.8 **8710.5700 TEACHERS OF SPECIAL EDUCATION: LEARNING DISABILITIES.**

56.9 Subpart 1. **Scope of practice.** A teacher of special education: learning disabilities is
56.10 authorized to provide evaluation and specially designed instruction to eligible students
56.11 from kindergarten through age 21 who have specific learning disabilities or related
56.12 learning difficulties. Teachers collaborate and consult with families, other classroom
56.13 and special education teachers, and specialized service providers in designing and
56.14 implementing individualized educational program plans.

56.15 Subp. 2. **License requirements.** A candidate for licensure to teach students from
56.16 kindergarten through age 21 who have specific learning disabilities or related learning
56.17 difficulties shall:

56.18 [For text of items A to D, see M.R.]

56.19 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
56.20 education: learning disabilities must complete a preparation program under subpart 2,
56.21 item D, that must include the candidate's demonstration of the knowledge and skills in
56.22 items A to E.

56.23 A. **Foundational knowledge.** A teacher of special education: learning
56.24 disabilities understands the foundations of special education services for students with

57.1 learning disabilities and related learning difficulties on which to base practice. The teacher
57.2 must demonstrate knowledge of the:

57.3 (1) historical and philosophical foundations, legal bases, and contemporary
57.4 issues pertaining to the education of students with mild to moderate academic, behavioral,
57.5 social, emotional, communication, and functional needs;

57.6 (2) educational definitions, issues relating to identification, medical
57.7 diagnoses, and eligibility criteria for students with learning disabilities and related learning
57.8 difficulties, including those from culturally and linguistically diverse backgrounds;

57.9 (3) etiology and characteristics, including deficits in basic psychological
57.10 processes, of specific learning disabilities and related learning difficulties and the
57.11 implications for learning and performance across ages and grade levels;

57.12 (4) impact of coexisting conditions or multiple disabilities;

57.13 (5) impact of learning disabilities and related learning difficulties on
57.14 social or emotional development, including social skill deficits, challenging behaviors,
57.15 mental health issues, juvenile delinquency, learned helplessness, and other conditions
57.16 that occur in students with learning disabilities, as well as factors that build and support
57.17 student resilience;

57.18 (6) information regarding theories, research, medical terminology and
57.19 implications, and legal requirements and their relationship to education; and

57.20 (7) factors that influence accurate identification of culturally, linguistically,
57.21 and socioeconomically diverse students as students with specific learning disabilities.

57.22 B. Referral, evaluation, planning, and programming. A teacher of special
57.23 education: learning disabilities understands and applies principles of prevention and
57.24 intervening early and procedures for referral, assessment, evaluation, individualized

58.1 planning, programming, and placement specific to teaching students with learning
58.2 disabilities or related learning difficulties. The teacher must be able to:

58.3 (1) apply competencies in measurement and assessment, including
58.4 technical adequacy and ethical concerns, throughout the evaluation process and
58.5 communicate the purpose, procedures, and results to the students, families, educators,
58.6 and other professionals;

58.7 (2) collect and interpret data and information specific to scientific
58.8 research-based interventions and supports provided prior to referral and integrate into
58.9 the special education evaluation processes;

58.10 (3) adapt and modify evaluation methods, including the use of assistive
58.11 technology, to identify and accommodate the unique abilities and needs of students;

58.12 (4) use multiple methods of data gathering, such as progress monitoring,
58.13 record reviews, interviews, test administration, work sampling, observation, functional
58.14 behavioral assessments, curriculum evaluation, dynamic assessment, and testing of limits,
58.15 from multiple stakeholders, including families and interpreters;

58.16 (5) select, integrate, and interpret appropriate sources of data relevant for
58.17 determining the needs of students and compliance with legal requirements for eligibility,
58.18 continuing service, transition services, and exit of special education services;

58.19 (6) address factors that influence the disproportional identification of
58.20 culturally, linguistically, and socioeconomically diverse students as students with learning
58.21 disabilities or related learning difficulties;

58.22 (7) collaborate with families, educators, and specialists to identify patterns
58.23 of strengths and weaknesses that require systematic explicit instruction, accommodations,
58.24 and modifications, including the use of assistive technology for access to the curriculum;
58.25 and

59.1 (8) design individualized education program plans, considering a range
59.2 of educational placement options and required levels of support in the least restrictive
59.3 environment, that integrate student strengths, needs, assessment results, and student and
59.4 family priorities, incorporating academic and nonacademic goals.

59.5 C. Instructional design, teaching, and ongoing evaluation. A teacher of special
59.6 education: learning disabilities understands how to use individualized education program
59.7 plans to design, implement, monitor, and adjust instruction for students with learning
59.8 disabilities or related learning difficulties. The teacher must be able to:

59.9 (1) apply multiple evidence-based instructional practices, including those
59.10 supported by scientifically based research when available, and materials that meet the
59.11 needs of students with specific learning disabilities and related learning difficulties in the
59.12 areas of language development, listening comprehension, oral and written expression,
59.13 reading, and mathematics;

59.14 (2) use multiple sources of data, including basic psychological processes
59.15 and links to achievement, to understand persistent lack of progress, inform instruction,
59.16 and select accommodations and assistive technologies, as well as determine appropriate
59.17 participation in district and statewide assessments;

59.18 (3) design, implement, monitor, and adjust instruction and supports to
59.19 accelerate the rate of learning, provide access to grade level content standards, promote
59.20 social competence, and facilitate the transition to postsecondary life;

59.21 (4) apply specialized methods, including universal design for learning,
59.22 accessible instructional materials, assistive technology, task analysis, multisensory
59.23 methods, modifying the scope and pace of instruction, use of feedback, ration of student
59.24 response, and schedules of practice and review, for delivering developmentally and
59.25 culturally appropriate instruction and services to meet student needs related to increasing
59.26 demands of grade-level curriculum;

60.1 (5) apply knowledge of prerequisite skills, instructional language, learning
60.2 progressions, and student strengths and weaknesses to design and adjust instruction;

60.3 (6) implement, monitor, and adjust individualized education programs that
60.4 integrate evaluation results and family priorities, resources, and concerns, and assist
60.5 students and their families in making choices that impact academic, nonacademic, and
60.6 transition goals;

60.7 (7) adjust instruction based on student data and knowledge of the
60.8 developmental sequence of language and its relationship to listening and reading
60.9 comprehension and oral and written expression;

60.10 (8) instruct students in how to self-monitor, use effective learning
60.11 strategies, and accommodate for strengths and weaknesses as well as generalize new skills
60.12 to educational and noneducational settings;

60.13 (9) coach students in the use of self-advocacy skills, including attending
60.14 to relevant contextual factors, to develop resilience and maintain self-determination for
60.15 educational progress;

60.16 (10) support and manage the range of social, emotional, and behavioral
60.17 needs of students during academic instruction and nonacademic situations; and

60.18 (11) use individual and collective data to identify gaps and needs
60.19 and to align instruction to grade level content standards in guiding the selection and
60.20 implementation of evidence-based practices for the purposes of classroom and schoolwide
60.21 improvement.

60.22 D. Collaboration and communication. A teacher of special education: learning
60.23 disabilities cultivates and maintains positive, collaborative relationships with students,
60.24 families, educators, other professionals, and the community to support development and
60.25 educational progress. The teacher must be able to:

61.1 (1) collaborate with students and their families in making choices that
61.2 impact academic, occupational, and other domains across the life span;

61.3 (2) promote collaborative practices that respect individual and family
61.4 culture and values relative to the impact that learning disabilities and related learning
61.5 difficulties may have on the individual and family across the life span;

61.6 (3) access services, networks, agencies, and organizations, including
61.7 interpreters or other resources specific to culturally diverse communities, to improve the
61.8 outcomes of students with learning disabilities or related learning difficulties and their
61.9 families;

61.10 (4) provide and receive consultation and collaborate with educators,
61.11 specialists, families, paraprofessionals, and interagency professionals for the purposes
61.12 of observation, problem-solving, providing positive behavior supports, and coaching in
61.13 order to improve the academic and nonacademic performance of students with learning
61.14 disabilities and related learning difficulties;

61.15 (5) collaborate with stakeholders to develop, implement, and refine
61.16 schoolwide systems of academic and behavioral support;

61.17 (6) access and evaluate information, research, and emerging practices
61.18 relevant to the field of learning disabilities and related learning difficulties through
61.19 consumer and professional organizations, peer-reviewed journals, and other publications;
61.20 and

61.21 (7) engage in continuing professional development and reflection to
61.22 increase knowledge and skill as a special educator and inform instructional practices,
61.23 decisions, and interactions with students and their families.

61.24 E. Clinical experiences. A teacher of special education: learning disabilities
61.25 applies the standards of effective practice through a variety of early and ongoing clinical

62.1 experiences teaching students who have specific learning disabilities or related learning
62.2 difficulties in primary (kindergarten through grade 4), intermediate (grades 5 through 8),
62.3 and high school (grades 9 through 12, including transition programs) settings across a
62.4 range of service delivery models.

62.5 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
62.6 according to rules of the Board of Teaching governing continuing licenses.

62.7 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
62.8 special education: learning disabilities are effective on ~~September 1, 2012~~ January 1,
62.9 2013, and thereafter.

62.10 **8710.5800 TEACHERS OF SPECIAL EDUCATION: PHYSICAL AND HEALTH**
62.11 **DISABILITIES.**

62.12 Subpart 1. **Scope of practice.** A teacher of special education: physical and health
62.13 disabilities is authorized to provide evaluation and specially designed instruction to
62.14 eligible children and youth from birth through age 21 who have medically diagnosed
62.15 physical or chronic or acute health disabilities. Teachers collaborate and consult with
62.16 families, other classroom and special education teachers, and specialized service providers
62.17 in designing and implementing individualized educational program plans.

62.18 Subp. 2. **License requirements.** A candidate for licensure to teach students from
62.19 birth through age 21 who have physical and health disabilities shall:

62.20 [For text of item A, see M.R.]

62.21 B. demonstrate the standards of effective practice for licensing of beginning
62.22 teachers in part 8710.2000;

62.23 [For text of items C and D, see M.R.]

62.24 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
62.25 education: physical and health disabilities must complete a preparation program under

63.1 subpart 2, item D, that must include the candidate's demonstration of the knowledge
63.2 and skills in items A to E.

63.3 A. Foundational knowledge. A teacher of special education: physical and health
63.4 disabilities understands the foundations of special education services for students with
63.5 physical and health disabilities on which to base practice. The teacher must demonstrate
63.6 knowledge of the:

63.7 (1) historical and philosophical foundations, legal bases, and contemporary
63.8 issues pertaining to the education of students with physical or health disabilities;

63.9 (2) etiology and characteristics of physical and health-related diagnoses
63.10 and their functional and developmental implications on academic, communication,
63.11 cognitive, physical, social, and emotional outcomes;

63.12 (3) educational definitions, issues related to identification, and eligibility
63.13 criteria for services pertaining to students with physical or health disabilities, including
63.14 those from culturally or linguistically diverse backgrounds;

63.15 (4) foundational principles of human anatomy, physiology, pharmacology,
63.16 kinesiology, neurology, and related medical terminology;

63.17 (5) associated health care issues which accompany specific physical and
63.18 health disabilities;

63.19 (6) impact of coexisting conditions or multiple disabilities;

63.20 (7) condition-specific needs related to managing personal physical care for
63.21 students with physical or health disabilities; and

63.22 (8) body mechanics to ensure student and staff safety in transferring,
63.23 lifting, positioning, seating, and mobility.

63.24 B. Referral, evaluation, planning, and programming. A teacher of special
63.25 education: physical and health disabilities understands and applies principles of prevention

64.1 and intervening early and procedures for referral, assessment, evaluation, individualized
64.2 planning, programming, and placement specific to teaching students with physical or
64.3 health related disabilities. The teacher must be able to:

64.4 (1) apply referral and evaluation procedures for determining eligibility;

64.5 (2) understand the use, limitations, ethical concerns, administration, and
64.6 interpretation of formal and informal assessment for students with physical or health
64.7 disabilities and how to effectively communicate the results to students, families, and
64.8 other professionals;

64.9 (3) select, administer, and adapt or modify assessment tools used to
64.10 measure motor, auditory, visual, academic, behavioral, and communication skills, abilities,
64.11 and needs;

64.12 (4) integrate, interpret, and communicate assessment results and
64.13 information available from family, school personnel, and medical providers into the
64.14 evaluation, planning, and programming process;

64.15 (5) support the selection, acquisition, and use of assistive technology
64.16 and universally designed materials and equipment for evaluation and instruction in
64.17 collaboration with students, families, staff, and specialists;

64.18 (6) assess and identify structural, environmental, attitudinal, and
64.19 communication factors to ensure accessibility, participation, and engagement for students
64.20 with physical or health disabilities;

64.21 (7) consider a range of educational services and placements and participate
64.22 as a member of the individualized education program team; and

64.23 (8) design individualized education program plans that incorporate
64.24 academic, age-appropriate goals based on evaluation results, health needs, family
64.25 priorities, and student strengths and needs in collaboration with other providers.

65.1 C. Instructional design, teaching, and ongoing evaluation. A teacher of
65.2 special education: physical and health disabilities understands how to use individualized
65.3 education program plans to design, implement, monitor, and adjust instruction for students
65.4 with physical or other health impairments. The teacher must be able to:

65.5 (1) integrate knowledge of evidence-based instruction, including
65.6 scientifically based research interventions when available, in language development,
65.7 reading, writing, and mathematics with characteristics of physical and health disabilities
65.8 in order to design, implement, monitor, and adjust instruction aligned with grade-level
65.9 content standards;

65.10 (2) interpret, integrate, and apply sensory, motor, perceptual, and medical
65.11 information to create appropriate individualized education program plans for students
65.12 with a physical or health disability;

65.13 (3) design, implement, monitor, and adjust multiple communication
65.14 methods and social interaction strategies, in collaboration with other providers, that
65.15 meet the ongoing communication needs of students with a range of physical and health
65.16 disabilities;

65.17 (4) design, implement, monitor, and adjust curriculum and instruction,
65.18 and adapt environments, applying the principles of fine-, gross-, and sensori-motor
65.19 development;

65.20 (5) design, implement, monitor, and adjust strategies, including assistive
65.21 technologies, to ensure accessibility, participation, and engagement, as well as promote
65.22 academic achievement and positive behavior, for students with physical or health
65.23 disabilities;

65.24 (6) design, implement, monitor, and adjust instructional programs that
65.25 take into consideration individual strengths, interests, skills, health, and medical needs,
65.26 including postsecondary transition planning; and

66.1 (7) instruct, coach, and monitor student use of self-advocacy skills,
66.2 including contextual and medical implications, to develop resilience and maintain self
66.3 ~~determination~~ self-determination.

66.4 D. Collaboration and communication. A teacher of special education: physical
66.5 and health disabilities cultivates and maintains positive, collaborative relationships with
66.6 children, youth, families, educators, other professionals, and the community to support
66.7 developmental and educational progress. The teacher must be able to:

66.8 (1) collaborate with students and their families for transitions among
66.9 environments, and connect students, families, and professionals to educational and
66.10 community agencies that provide support and resources across the life span;

66.11 (2) understand and communicate educational roles and shared
66.12 responsibilities in the areas of educational, medical, vocational, rehabilitation, and related
66.13 services, including social and county services, when implementing individualized physical,
66.14 medical, and positive behavior supports and academic instruction across environments;

66.15 (3) identify and address medical, health, and educational issues and
66.16 strategies needed to integrate care and transition for students with physical or health
66.17 disabilities among home, hospital, rehabilitation, and school settings;

66.18 (4) provide and receive consultation and collaborate in a variety of settings
66.19 regarding development and implementation of the comprehensive evaluation process,
66.20 individualized education program planning, delivery of instruction and accommodations,
66.21 and transition with individuals and agencies;

66.22 (5) promote collaborative practices that respect individual and family
66.23 culture and values relative to the impact that physical and health disabilities may have on
66.24 the individual and family across the life span;

67.1 (6) understand the impact of terminal illnesses and assist in providing
67.2 supports related to bereavement for students, families, and staff;

67.3 (7) access and evaluate information, research, and emerging practices
67.4 relevant to the field of physical and health disabilities through consumer and professional
67.5 organizations, peer-reviewed journals, and other publications; and

67.6 (8) engage in continuing professional development and reflection to
67.7 increase knowledge and skill as a special educator and inform instructional practices,
67.8 decisions, and interactions with students and their families.

67.9 E. Clinical experiences. A teacher of special education: physical and health
67.10 disabilities applies the standards of effective practice through a variety of early and
67.11 ongoing clinical experiences in teaching students who have physical or health disabilities
67.12 in birth through preschool, primary (kindergarten through grade 4), and secondary (grades
67.13 5 through 12, including transition programs) settings across a range of service delivery
67.14 models.

67.15 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
67.16 according to rules of the Board of Teaching governing continuing licenses.

67.17 Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of
67.18 special education: physical and health disabilities are effective on ~~September 1, 2012~~
67.19 January 1, 2013, and thereafter.

67.20 **8710.5850 TEACHERS OF SPECIAL EDUCATION: AUTISM SPECTRUM**
67.21 **DISORDERS.**

67.22 Subpart 1. **Scope of practice.** A teacher of special education: autism spectrum
67.23 disorders is authorized to provide evaluation and specially designed instruction to eligible
67.24 children and youth from birth through age 21 who have autism spectrum disorders.
67.25 Teachers collaborate and consult with families, other classroom and special education

68.1 teachers, and specialized service providers in designing and implementing individualized
68.2 education program plans.

68.3 Subp. 2. **License requirements.** A candidate for licensure to teach students from
68.4 birth through grade 12 who have autism spectrum disorders shall:

68.5 A. hold a baccalaureate degree from a college or university that is regionally
68.6 accredited by the association for the accreditation of colleges and secondary schools;

68.7 B. demonstrate the standards of effective practice for licensing of beginning
68.8 teachers in part 8710.2000;

68.9 C. demonstrate core skill requirements in part 8710.5000; and

68.10 D. show verification of completing a Board of Teaching preparation program
68.11 approved under part 8700.7600 leading to licensure of teachers of special education:
68.12 autism spectrum disorders in subpart 3.

68.13 Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special
68.14 education: autism spectrum disorders must complete a preparation program under subpart
68.15 2, item D, that must include the candidate's demonstration of the knowledge and skills in
68.16 items A to E.

68.17 A. Foundational knowledge. A teacher of special education: autism spectrum
68.18 disorders understands the foundations of special education services for students with
68.19 autism spectrum disorders on which to base practice. The teacher must demonstrate
68.20 knowledge of the:

68.21 (1) historical and philosophical foundations, legal basis, and contemporary
68.22 issues pertaining to the education of students with autism spectrum disorders;

68.23 (2) educational definitions, issues related to identification, medical
68.24 diagnoses, and eligibility criteria pertaining to students with autism, including those from
68.25 culturally and linguistically diverse backgrounds;

69.1 (3) research-based theories of neurodevelopment, social cognition,
69.2 communication development, and learning, including their impact on acquisition of
69.3 imitation skills and prosocial behavior;

69.4 (4) impact of the range of neurological differences, communication, and
69.5 social understanding on learning and behavior;

69.6 (5) etiology, early indicators, and core and associated characteristics
69.7 of autism spectrum disorders and their impact on social interaction, communication,
69.8 behavior, and learning;

69.9 (6) impact of the combined effects of the restricted range of interests,
69.10 limited social understanding, impaired language skills, idiosyncratic sensory behaviors,
69.11 and anxiety on the student's ability to benefit from incidental learning opportunities; and

69.12 (7) impact of coexisting conditions or multiple disabilities.

69.13 B. Referral, evaluation, planning, and programming. A teacher of special
69.14 education: autism spectrum disorders understands and applies principles of prevention
69.15 and intervening early and procedures for referral, assessment, evaluation, individualized
69.16 planning, programming, and placement specific to teaching students with autism spectrum
69.17 disorders. The teacher must be able to:

69.18 (1) select and use a range of procedures, including nonbiased autism
69.19 spectrum disorders-specific assessments, to screen and complete comprehensive
69.20 evaluations for autism spectrum disorders eligibility, determine educational needs, and
69.21 develop and implement individualized educational plans and programs;

69.22 (2) conduct and interpret functional behavioral assessments taking into
69.23 account underlying autism spectrum disorders characteristics, such as sensory, social
69.24 anxiety, emotional regulation, and communicative intent, and environmental factors when
69.25 developing a positive behavior support plan;

70.1 (3) conduct assessments of environmental conditions that impact academic
70.2 achievement and functional performance, in order to accommodate student needs across
70.3 settings in the planning, programming, and placement process;

70.4 (4) support the selection, acquisition, and use of assistive technology to
70.5 meet the communicative and other needs of students with autism spectrum disorders in
70.6 collaboration with students, families, staff, and specialists;

70.7 (5) interpret and integrate evaluation results in the planning and
70.8 programming process in collaboration with team members and outside agencies;

70.9 (6) address factors such as gender, socioeconomic status, and familial,
70.10 cultural, and linguistic diversity and their relation to the evaluation, planning, and
70.11 programming process for students with autism spectrum disorders;

70.12 (7) identify, support, and plan for the health and safety needs of students
70.13 with autism spectrum disorders in collaboration with parents and medical professionals as
70.14 part of the evaluation, planning, and programming process; and

70.15 (8) design individualized education program plans, considering a range
70.16 of educational placement options and required levels of support in the least restrictive
70.17 environment that integrate student strengths, needs, assessments results, and student and
70.18 family priorities, incorporating academic and nonacademic goals.

70.19 C. Instructional design, teaching, and ongoing evaluation. A teacher of special
70.20 education: autism spectrum disorders understands how to use individualized education
70.21 program plans to design, implement, monitor, and adjust instruction for students with
70.22 autism spectrum disorders. The teacher must be able to:

70.23 (1) integrate knowledge of evidence-based instruction, including
70.24 scientifically based research interventions when available, in language development,
70.25 reading, writing, and mathematics with characteristics of autism spectrum disorders in

71.1 order to design, implement, monitor, and adjust instruction aligned with grade-level
71.2 content standards;

71.3 (2) design, implement, monitor, and adjust evidence-based instructional
71.4 methods and strategies to teach social, communication, behavioral, academic, and
71.5 functional skills that are age- and ability-appropriate across environments;

71.6 (3) implement, monitor, and adjust assistive technology to improve the
71.7 functional capabilities and communication skills of students with autism spectrum
71.8 disorders across environments, as well as to promote literacy and participation in and
71.9 access to the general education curriculum;

71.10 (4) design, implement, monitor, and adjust instructional programs
71.11 that promote social participation and interpersonal interactions by teaching social
71.12 understanding, communication, problem-solving skills, and self-regulatory skills across
71.13 environments;

71.14 (5) design, implement, monitor, and adjust instructional programs that take
71.15 into consideration individual strengths, interests, and skills, including postsecondary
71.16 transition needs;

71.17 (6) design, implement, monitor, and adjust program modifications based
71.18 on factors including social, emotional, and sensory issues, diet, and medication and
71.19 relationship to communication, socialization, and behavior;

71.20 (7) apply structured teaching methods, communication systems, and
71.21 instructional and environmental modifications and accommodations to develop
71.22 communication, social, and behavioral competence to promote progress in general
71.23 education and other instructional settings;

71.24 (8) design, implement, monitor, and adjust positive behavior plans as
71.25 part of the individualized education program that connect challenging behavior to the

72.1 lack of specific skills and teach functionally equivalent, age-appropriate, alternative
72.2 communication, social, behavioral, and self-regulatory skills;

72.3 (9) design, implement, monitor, and adjust goals and objectives addressing
72.4 the core features of autism spectrum disorders in social, communication, behavior, and
72.5 other areas of need identified through evaluation;

72.6 (10) design, implement, monitor, and adjust a range of instructional
72.7 strategies that promote the generalization of skills across staff, materials, and
72.8 environments;

72.9 (11) make decisions about the participation of students with disabilities in
72.10 the full range of state assessment options including necessary accommodations; and

72.11 (12) provide sequential instruction on grade-level content standards,
72.12 adjusting when necessary for breadth, depth, and complexity, for students participating
72.13 in alternate assessments.

72.14 D. Collaboration and communication. A teacher of special education: autism
72.15 spectrum disorders cultivates and maintains positive, collaborative relationships with
72.16 children and youth, families, educators, other professionals, and the community to support
72.17 development and educational progress. The teacher must be able to:

72.18 (1) promote peer acceptance, social participation, and achievement by
72.19 training, coaching, supporting, structuring, and modeling evidence-based strategies for
72.20 autism spectrum disorders to peers, parents, paraprofessionals, and other school staff;

72.21 (2) provide and receive consultation and collaborate in a variety of settings
72.22 regarding development and implementation of the comprehensive evaluation process,
72.23 individualized education program planning, delivery of instruction and accommodations,
72.24 and transition with individuals and agencies;

73.1 (3) coordinate processes that encourage collaboration for transitions
73.2 between settings and connect families and professionals to educational and community
73.3 resources for autism spectrum disorders with school, community, social services,
73.4 networks, agencies, and organizations;

73.5 (4) consider the impact of core and associated characteristics of autism
73.6 spectrum disorders on family dynamics and functioning and the perspectives of families
73.7 and individuals with autism spectrum disorders when interacting and planning;

73.8 (5) promote collaborative practices that respect individual and family
73.9 culture and values relative to the impact that autism spectrum disorders may have on the
73.10 individual and family across the life span;

73.11 (6) access information, research, and emerging practices relevant to the
73.12 field of autism spectrum disorders through consumer and professional organizations,
73.13 peer-reviewed journals, and other publications; and

73.14 (7) engage in continuing professional development and reflection to
73.15 increase knowledge and skill as a special educator and inform instructional practices,
73.16 decisions, and interactions with children and youth and their families.

73.17 E. Clinical experiences. A teacher of special education: autism spectrum
73.18 disorders applies the standards of effective practice through a variety of early and ongoing
73.19 clinical experiences in teaching children and youth with autism spectrum disorders in
73.20 birth through preschool, primary (kindergarten through grade 4), and secondary (grades
73.21 5 through 12, including transition programs) settings across a range of service delivery
73.22 models.

73.23 Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed
73.24 according to rules of the Board of Teaching governing continuing licenses.

74.1 Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of
74.2 special education: autism spectrum disorders are effective ~~September 1, 2012~~ January
74.3 1, 2013, and thereafter.