

CHAPTER 8710
BOARD OF TEACHING
TEACHER AND OTHER SCHOOL PROFESSIONAL
LICENSING

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8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of early childhood education must complete a preparation program under subpart 2, item C, that must include the demonstration of the knowledge and skills in items A to M.

A. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:

- (1) the research base for and the best practices of early childhood education;
- (2) the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight;
- (3) how young children differ in their development and approaches to learning to support the development and learning of individual children;
- (4) the major theories of early childhood development and learning and their implications for practice with young children and families from birth through age eight;
- (5) the concepts of "belonging" and "family connectedness" as crucial to the development of young children;
- (6) that children are best understood in the contexts of family, culture, and society; and
- (7) the interrelationships among culture, language, and thought and the function of the home language in the development of young children.

B. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

- (1) the unique developmental milestones associated with young infants 0 to 9 months, mobile infants 8 to 18 months, and toddlers 16 to 36 months;
- (2) the need to build and maintain a primary care relationship with each infant and toddler;
- (3) how to build and maintain positive care giving relationships with infants and toddlers in groups;
- (4) how to use observation skills to determine infants' and toddlers' needs, interests, preferences, and particular ways of responding to people and things;

- (5) strategies for developing an appropriate learning environment that:
- (a) meet the physical needs of infants and toddlers through small and large group muscle play, feeding, diapering and toileting, and rest, including:
 - i. health and safety procedures and universal precautions to limit the spread of infectious diseases;
 - ii. symptoms of common illness and environmental hazards;
 - iii. how to evaluate infant and toddler environments to ensure the physical and emotional safety of children in care; and
 - iv. how to use environmental factors and conditions to promote the health, safety, and physical development of infants and toddlers;
 - (b) use scheduling and daily routines to meet infants' and toddlers' needs for balance in predictable active and quiet activities, social and solitary experiences, reliable transitions, and rest;
 - (c) use educational materials for infants and toddlers that balance needs for growing independence and active exploration with the need for safety and health;
 - (d) create learning experiences that incorporate the infants' and toddlers' cultural and home experiences; and
 - (e) use guidance and management techniques to accommodate the developmental characteristics of infants and toddlers and to support their need for a sense of security and self-esteem;
- (6) strategies for assessing an infant's or toddler's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:
- (a) facilitate the acquisition of skills to acquire, organize, and use information in increasingly complex ways;
 - (b) create experiences that enable infants and toddlers to use play as an organizer between the acquisition and use of information;
 - (c) encourage curiosity and exploration;
 - (d) support development of language and communication skills;
 - (e) provide opportunities for infants and toddlers to use self-initiated repetition to practice newly acquired skills and to experience feelings of autonomy and success;
 - (f) enhance infants' and toddlers' emerging knowledge of cause and effect and spatial relations;
 - (g) encourage self-expression through developmentally appropriate music, movement, dramatic, and creative art experiences; and
 - (h) provide a foundation for literacy and numeracy development through daily exposure to books, stories, language experiences, and activities that involve object relationships;
- (7) strategies for assessing an infant's or toddler's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:
- (a) establish environments in which responsive and predictable interaction sequences occur;
 - (b) structure the classroom to promote positive, constructive interactions between and among children;
 - (c) promote healthy peer relationships;
 - (d) adapt a pattern of care to meet infants' and toddlers' rapidly changing needs;

(e) emphasize caregiving routines that allow for interaction and visual and tactile learning;

(f) facilitate the development of infants' and toddlers' self-esteem; and

(g) provide continuity and consistency of affectionate care for infants and toddlers;

(8) strategies for assessing an infant's or toddler's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

(a) foster a positive attitude toward activity;

(b) enhance infants' and toddlers' perceptual skills, balance and coordination, and flexibility, strength, and endurance; and

(c) create environments that provide opportunities for active physical exploration and the development of emerging fine and gross motor skills;

(9) strategies for assessing an infant's or toddler's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:

(a) enhance infants' and toddlers' abilities to create their own ideas and solve problems through art, music, movement, dramatic play, and other creative activities;

(b) develop experiences that encourage initiative, creativity, autonomy, and self-esteem, integrating adult support, comfort, and affection to facilitate these aspects of development; and

(c) create an environment where infants and toddlers are able to explore and expand their creative abilities.

C. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(1) the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children's development and learning are integrated;

(2) the development of infants and toddlers and its effects on the learning and development of preprimary-aged children;

(3) how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:

(a) acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning;

(b) acknowledge the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships;

(c) acknowledge basic health, nutrition, and safety management practices for young children, including procedures regarding childhood illness and communicable disease;

(d) use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary; and

(e) recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities;

(4) how to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content, including how to use:

(a) developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop curiosity, solve problems, and make decisions; and

(b) knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children's ideas, needs, interests, culture, and home experiences;

(5) strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:

(a) facilitate the acquisition of skills to acquire, organize, and use information in increasingly complex ways;

(b) create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information;

(c) extend children's thinking and learning and move them to higher levels of functioning;

(d) assist children to plan, evaluate, reflect on, revisit, and build on their own experiences;

(e) allow children to construct understanding or relationships among objects, people, and events;

(f) encourage the use and construction of numeracy skills;

(g) encourage the development of language and communication skills;

(h) encourage the use and construction of literacy skills; and

(i) allow children to construct knowledge of the physical world, manipulate objects for desired effects, and understand cause-and-effect relationships;

(6) strategies for assessing a preprimary-aged child's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:

(a) establish environments in which responsive and predictable interaction sequences occur;

(b) structure the classroom to promote positive and constructive interactions among children;

(c) promote healthy peer relationships;

(d) build in each child a sense of belonging, security, personal worth, and self-confidence toward learning;

(e) allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems;

(f) facilitate the development of self-acceptance, self-control, and social responsiveness in children through the use of positive guidance techniques; and

(g) promote children's understanding, acceptance, and appreciation of human differences due to social, cultural, physical, or developmental factors;

(7) strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

(a) foster a positive attitude toward physical activity;

(b) enhance preprimary-aged children's perceptual skills; balance and coordination; and flexibility, strength, and endurance;

(c) support age-appropriate risk-taking within safe boundaries;

(d) assist children in becoming competent in acquiring basic gross and fine motor skills;

(e) facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness, and physical safety; and

(f) meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment and elimination; and

(8) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:

(a) help children develop and sustain curiosity about the world including past, present, and future events, trends, relationships, and understandings;

(b) build children's confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion;

(c) encourage children to express ideas and feelings;

(d) provide children with opportunities to use materials in self-selected and self-directed ways;

(e) use open-ended activities to reinforce positive self-esteem and individuality among children; and

(f) promote shared problem solving, creativity, and conceptual integration among children.

D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(1) the cognitive, social and emotional, physical, and creative development of primary-aged children and how children's development and learning are integrated;

(2) how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that:

(a) acknowledge the influence of the physical setting, scheduling, routines, and transitions on children and use these experiences to promote young children's development and learning;

(b) acknowledge developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the acceptance of supportive relationships;

(c) acknowledge basic health, nutrition, and safety management practices for primary-aged children, including procedures regarding childhood illness and communicable diseases; and

(d) recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities;

(3) how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others;

(4) the central concepts and tools of inquiry for teaching language and literacy, including how to:

(a) use teaching practices that support and enhance literacy development at all developmental levels;

(b) use appropriate techniques for broadening the listening, speaking, reading, and writing vocabularies of primary-aged children;

(c) develop primary-aged children's ability to use spoken, visual, and written language to communicate with a variety of audiences for different purposes; and

(d) communicate with adult caregivers of primary-aged children about concepts of language and literacy development and age-appropriate learning materials;

(5) the central concepts and tools of inquiry for teaching mathematics, including:

(a) the use and understanding of mathematics and of how primary-aged children learn mathematics to guide instruction that develops children's understanding of number sense and number systems, geometry, and measurement;

(b) planning activities that develop primary-aged children's understanding of mathematics and increases their ability to apply mathematics to everyday problems;

(c) helping primary-aged children experience mathematics as a way to explore and solve problems in their environment at home and in school through open-ended work that includes child-invented strategies with different problems, games, and authentic situations;

(d) selecting and creating a variety of resources, materials, and activities for counting and studying patterns and mathematical relationships;

(e) building learning environments where children can construct their own knowledge for learning mathematics;

(f) providing objects, counters, charts, graphs, and other materials to help primary-aged children express ideas, and represent and record problem solving through numbers and symbols;

(g) using field trips, science experiments, cooking and snack times, sports, and games to use mathematics to solve problems, to symbolize phenomena and relationships, and to communicate quantitative information; and

(h) asking questions to clarify how primary-aged children perceive a problem, develop a strategy, and understand different approaches to reasoning and thinking in mathematics;

(6) the central concepts and tools of inquiry for teaching science, including:

(a) supporting primary-aged children's enthusiasm, wonder, and curiosity about the world and increase their understanding of the world;

(b) building on primary-aged children's capabilities for using their senses to acquire information by examining, exploring, comparing, classifying, describing, and asking questions about materials and events in their environment;

(c) creating engaging and useful interdisciplinary projects that introduce primary-aged children to the major ideas of science;

(d) encouraging primary-aged children to make predictions, gather and classify data, carry out investigations, make observations, and test ideas about natural phenomena and materials; and

(e) designing experiences to help primary-aged children construct and build their knowledge of science;

(7) the central concepts and tools of inquiry for teaching social studies, including:

(a) building on primary-aged children's experiences in their classrooms, homes, and communities to enrich understandings about social relationships and phenomena;

(b) leading primary-aged children to examine and discuss similarities, common interests, and needs and important differences among peoples, communities, and nations; and

(c) promoting social development, democratic ideals, civic values, cooperative relationships, and mutual respect within the school community while helping primary-aged children grow as citizens;

(8) the central concepts and tools of inquiry for teaching visual and performing arts, including:

(a) providing primary-aged children with the time, materials, and opportunities to explore, manipulate, and create using a variety of media;

(b) providing primary-aged children with experiences producing, discussing, and enjoying various forms of the arts, including visual art, music, creative drama, and dance;

(c) enabling primary-aged children to understand how the arts represent different ways to perceive and interpret the world;

(d) promoting primary-aged children's knowledge of various criteria for evaluating the arts; and

(e) using a variety of artistic materials and techniques for discussing, experiencing, and thinking about important and interesting questions and phenomena with primary-aged children; and

(9) the central concepts and tools of inquiry for teaching health and physical education, including:

(a) providing experiences to encourage personal and community health promotion, disease prevention, and safety;

(b) applying movement concepts and principles to the learning and development of motor skills; and

(c) encouraging the development of a health-enhancing level of physical fitness.

E. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including:

(1) oral and written language development, including:

(a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;

(b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between their oral language and reading and writing, particularly English learners; and

(c) the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another;

(2) phonological and phonemic awareness, including:

(a) the phonemes that make up the English language;

(b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries; to rhyme; and to blend, segment, substitute, and delete sounds in words; and

(c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;

- (3) concepts about print, including:
 - (a) knowledge about how letters, words, and sentences are represented in written English;
 - (b) the importance of teaching uppercase and lowercase letter recognition and formation; and
 - (c) the instructional progression of the alphabetic principle;
- (4) phonics and other word identification strategies and fluency, including:
 - (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;
 - (b) word identification strategies and common, irregular sight words;
 - (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
 - (d) how the etymology and morphology of words relate to orthographic patterns in English; and
 - (e) the development of reading fluency;
- (5) knowledge of how to develop vocabulary knowledge, including:
 - (a) understanding the critical role vocabulary knowledge plays in reading;
 - (b) how to provide explicit instruction in vocabulary development and how to determine the meaning and accurate use of unfamiliar words encountered through listening and reading; and
 - (c) how to provide opportunities to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;
- (6) comprehension processes related to reading, including:
 - (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;
 - (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
 - (c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;
- (7) content-area literacy, including:
 - (a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and
 - (b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;
- (8) literary response and analysis, including:
 - (a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;
 - (b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and
 - (c) knowledge of how to analyze and teach literary text structures and elements and criticism drawing upon literature and instructional needs and interests; and
- (9) structure of the English language, including:
 - (a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

(b) knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;

(c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

F. A teacher of young children in the primary grades must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit, in:

(a) oral language development;

(b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

(c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

(a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;

(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words;

(c) teaching comprehension skills and strategies, including opportunities for guided and independent work;

(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop the students' facility to comprehend and use academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and

(6) the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

G. A teacher of young children in the primary grades must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

(a) oral and written language development;

- (b) auditory awareness, discrimination of sounds, and phonological and phonemic awareness;
 - (c) understanding of concepts about print and the alphabetic principle;
 - (d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;
 - (e) vocabulary knowledge in relation to specific reading needs and texts;
 - (f) comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;
 - (g) comprehension in content-area reading;
 - (h) the ability to evaluate and respond to a range of literature and analyze text structures and elements; and
 - (i) oral and written language to determine the understanding and use of English language structures and conventions;
- (2) formal and informal tools to:
- (a) plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and
 - (b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;
- (3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;
- (4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;
- (5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and
- (6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

H. A teacher of young children in the primary grades must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

- (1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
- (2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- (3) the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
- (4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing engagement and literacy for all students;
- (5) the ability to foster independence and self-efficacy in readers;
- (6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and

(7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

I. A teacher of young children in the primary grades must demonstrate a view of professional development as a career-long effort and responsibility, including:

(1) exhibiting a particular stance towards professional development. Beginning teachers view learning about reading processes and reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;

(2) displaying positive dispositions toward the act of reading and the teaching of reading, including a belief that all students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;

(3) providing support for reading development by communicating regularly with parents or caregivers and eliciting support in reading development;

(4) understanding how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;

(5) engaging in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices, to improve daily instructional decisions and interactions with students; and

(6) collaborate with other professionals on literacy learning initiatives.

J. A teacher of young children establishes and maintains positive, collaborative relationships with families. The teacher must understand:

(1) the need to respect families' choices and goals for their children and the need to communicate with families about curriculum and their children's progress;

(2) the need to be sensitive to differences in family structures and social and cultural backgrounds;

(3) theories of families and dynamics, roles, and relationships within families and between families and communities;

(4) how to support families in assessing educational options and in making decisions related to child development and parenting; and

(5) how to link families with a range of family-oriented services based on identified resources, priorities, and concerns.

K. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand:

(1) observing, recording, and assessing young children's development and learning and engage children in self-assessment;

(2) using information gained by observation of family dynamics and relationships to support the child's learning;

(3) using assessment results to identify needs and learning styles and to plan appropriate programs, environments, and interactions; and

(4) developing and using formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.

L. A teacher of young children understands historical and contemporary development of early childhood education. The teacher must understand:

(1) the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice; and

(2) the effects of societal conditions on children and families, and current issues and trends, legal issues, and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.

M. The teacher of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-aged, and primary-aged children within a range of educational programming models.

[For text of subps 4 and 5, see M.R.]

History: *L 2012 c 239 art 1 s 33*

8710.3200 TEACHERS OF ELEMENTARY EDUCATION.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Subject matter standards, elementary education.** A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

(1) understand and apply the research base for and the best practices of kindergarten and elementary level education;

(2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;

(3) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;

(4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children;

(5) understand how to integrate curriculum across subject areas in developmentally appropriate ways;

(6) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models; and

(7) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a minimum of ten weeks of full-time student teaching.

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

(1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;

(2) understand and apply teaching methods related to the developmental stages of language;

(3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;

(4) know how to integrate the communication arts;

(5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;

(6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;

(7) know children's and young adolescents' literature representing a variety of genre; and

(8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:

- (1) oral and written language development, including:
 - (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;
 - (b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English learners; and
 - (c) the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.
- (2) phonological and phonemic awareness, including:
 - (a) the phonemes that make up the English language;
 - (b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and
 - (c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;
- (3) concepts about print, including:
 - (a) knowledge about how letters, words, and sentences are represented in written English;
 - (b) the importance of teaching uppercase and lowercase letter recognition and formation; and
 - (c) the instructional progression of the alphabetic principle;
- (4) phonics and other word identification strategies and fluency, including:
 - (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;
 - (b) word identification strategies and common, irregular sight words;
 - (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
 - (d) how the etymology and morphology of words relate to orthographic patterns in English; and
 - (e) the development of reading fluency;
- (5) knowledge of how to develop vocabulary knowledge, including:
 - (a) understanding the critical role vocabulary knowledge plays in reading;
 - (b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and
 - (c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;
- (6) comprehension processes related to reading, including:
 - (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;

(b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and

(c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(7) content-area literacy, including:

(a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and

(b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literary response and analysis, including:

(a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;

(b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and

(c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;

(9) structure of the English language, including:

(a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

(b) knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;

(c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit, in:

(a) oral language development;

(b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

(c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

(a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;

(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and

(c) teaching comprehension skills and strategies, including opportunities for guided and independent work;

(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and

(6) the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individuals, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

- (1) formal and informal tools to assess students':
 - (a) oral and written language development;
 - (b) auditory awareness, discrimination of sounds, and phonological and phonemic awareness;
 - (c) understanding of concepts about print and the alphabetic principle;
 - (d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;
 - (e) vocabulary knowledge in relation to specific reading needs and texts;
 - (f) comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;
 - (g) comprehension in content area reading;
 - (h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and
 - (i) oral and written language to determine understanding and use of English language structures and conventions;
- (2) formal and informal tools to:
 - (a) plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and
 - (b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;
- (3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;
- (4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;
- (5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and
- (6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

- (1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
- (2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- (3) the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
- (4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;
- (5) the ability to foster independence and self-efficacy in readers;
- (6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and
- (7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

- (1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;
- (2) display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;
- (3) provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development;
- (4) understand how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;
- (5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students; and
- (6) collaborate with other professionals on literacy learning initiatives.

H. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental concepts of mathematics and the connections between them. The teacher must know and apply:

- (1) concepts of mathematical patterns, relations, and functions, including the importance of number and geometric patterns in mathematics and the importance of the educational link between primary school activities with patterns and the later conceptual development of important ideas related to functions and be able to:
 - (a) identify and justify observed patterns;

(b) generate patterns to demonstrate a variety of relationships; and
 (c) relate patterns in one strand of mathematics to patterns across the discipline;

(2) concepts and techniques of discrete mathematics and how to use them to solve problems from areas including graph theory, combinatorics, and recursion and know how to:

(a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and

(b) apply these ideas and methods in settings as diverse as the mathematics of finance, population dynamics, and optimal planning;

(3) concepts of numerical literacy:

(a) possess number sense and be able to use numbers to quantify concepts in the students' world;

(b) understand a variety of computational procedures and how to use them in examining the reasonableness of the students' answers;

(c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and

(d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;

(4) concepts of space and shape:

(a) understand the properties and relationships of geometric figures;

(b) understand geometry and measurement from both abstract and concrete perspectives and identify real world applications; and

(c) know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;

(5) data investigations:

(a) use a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data;

(b) apply numerical and graphical techniques for representing and summarizing data;

(c) interpret and draw inferences from data and make decisions in a wide range of applied problem situations; and

(d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;

(6) concepts of randomness and uncertainty:

(a) probability as a way of describing chance in simple and compound events; and

(b) the role of randomness and sampling in experimental studies;

(7) mathematical processes:

(a) know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;

(b) understand the connections among mathematical concepts and procedures, as well as their application to the real world;

(c) understand the relationship between mathematics and other fields;

and

(d) understand and apply problem solving, reasoning, communication, and connections; and

(8) mathematical perspectives:

(a) understand the history of mathematics and the interaction between different cultures and mathematics; and

(b) know how to integrate technological and nontechnological tools with mathematics.

I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:

(1) tools of inquiry and problem solving;

(2) concepts of:

(a) culture and cultural diversity;

(b) the ways human beings view themselves in and over time;

(c) the interaction between people, places, and environments;

(d) individual development and identity;

(e) interactions among individuals, groups, and institutions;

(f) how people create and change structures of power and authority and of governance;

(g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;

(h) the relationships among science, technology, and society;

(i) global connections and independence; and

(j) the ideals, principles, and practices that promote productive community involvement;

(3) history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and

(4) the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

J. A teacher of children in kindergarten through grade 6 must demonstrate a fundamental knowledge of scientific perspectives, scientific connections, science in personal and social perspectives, the domains of science, and the methods and materials for teaching science and scientific inquiry. The teacher must:

(1) understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science;

(2) know and apply the understandings and abilities of scientific inquiry including the ability to:

(a) identify questions and concepts that can be explored through scientific inquiry;

(b) design and conduct scientific investigations;

(c) use appropriate scientific instrumentation and equipment and mathematics as tools to improve scientific investigations and communications;

(d) compare the use of multiple types of inquiry for answering questions;

(e) evaluate alternative explanations and models based on evidence, current scientific understanding, and logic; and

(f) communicate and defend a scientific argument;

(3) know how to make connections across the domains of science, between science and technology, and between science and other school subjects;

(4) use scientific understandings and abilities when making decisions about personal and societal issues;

(5) know and apply the fundamental concepts and principles of physical science concerning properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy;

(6) know and apply the fundamental concepts and principles of life science concerning the characteristics of organisms, the life cycle of organisms, the interrelationships of organisms and environments, structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems and their interrelationships, and diversity and adaptations of organisms;

(7) know and apply the fundamental concepts and principles of earth and space science concerning properties of earth materials; objects in the sky; changes in earth and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and lithosphere; history of the earth; and earth in the solar system; and

(8) know and apply pedagogy and classroom management in science and scientific inquiry including understanding:

(a) content standards under chapter 3501 for recommendations regarding curriculum, instruction, assessment, professional development, and program development;

(b) how to teach scientific inquiry in a developmentally appropriate manner;

(c) common student misconceptions in science and developmentally appropriate strategies to elicit students' misconceptions and help them move to accepted scientific understandings; and

(d) how to implement safe environments for learning science through knowing:

i. state and national legal responsibilities and safety guidelines for teaching science;

ii. how to establish and enforce recognized safety procedures during the science learning experience;

iii. how to use required safety equipment for classroom, field, and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and chemical shower;

iv. how to manage, maintain, and utilize science supplies and equipment;

v. state and national guidelines and plan for the care, storage, use, and disposal of chemicals and equipment used to teach science;

vi. the ethics of and restrictions on making and maintaining collections of scientific specimens and data; and

vii. the ethics of and restrictions on the use of live organisms, and how to acquire, care, handle, and dispose of organisms.

K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the connections among them. The teacher must:

(1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;

(2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risk situations and relationships;

(3) understand and apply movement concepts and principles to the learning and development of motor skills; and

(4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

(1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;

(2) be able to perform and create using the basic elements and processes of visual and performing arts;

(3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;

(4) understand the role of visual and performing arts in culture; and

(5) know the characteristics of children's developmental stages in the visual and performing arts.

[For text of subps 4 to 6, see M.R.]

History: L 2012 c 239 art 1 s 33

8710.4150 TEACHERS OF BILINGUAL/BICULTURAL EDUCATION.

Subpart 1. **Scope of practice.** A teacher holding a bilingual/bicultural license is authorized to teach the academic content in the students' native or first language at the grade levels defined by the prerequisite classroom teacher license in subpart 2, item B. Bilingual/bicultural education licensure is required when the teaching assignment focuses on providing academic content instruction to English learners in their native or first language for the purposes of gaining access to the curriculum through instruction of academic content in the students' native or first language and developing both the students' native or first language and English language skills.

[For text of subps 2 and 3, see M.R.]

Subp. 4. **Subject matter standard.** A candidate for licensure as a teacher of bilingual/bicultural education must complete a preparation program under subpart 2, item E, that must include the candidate's demonstration of the knowledge and skills in items A to I.

A. A bilingual/bicultural education teacher demonstrates an understanding of the contributions of general and applied linguistics to second language education. The bilingual/bicultural education teacher must:

(1) understand basic phonology of language;

(2) understand grammatical concepts that are applicable to dual language instruction;

(3) compare and contrast English with another language;

(4) understand word forms and their contribution to the lexicon in English and other languages;

(5) understand the multiple perspectives of language learners who share a common first language but come from a number of different cultural backgrounds; and

(6) understand how to promote proficiency in two languages.

B. A bilingual/bicultural education teacher understands the fundamentals of the first and second language acquisition process. The bilingual/bicultural education teacher must:

(1) understand the processes of and differences between first and second language acquisition;

(2) understand the similarities and differences between child and adult language acquisition;

(3) understand individual variation in language development of the first and second language;

(4) understand that making errors is part of the natural language acquisition process; and

(5) develop and use curricula that demonstrates an understanding of first and second language acquisition.

C. A bilingual/bicultural education teacher demonstrates an understanding of the history of bilingual education and the cultures represented in the United States and other countries. This includes a solid understanding of the foundations of bilingual education. The bilingual/bicultural education teacher must:

(1) understand cultural pluralism in the United States and the relationships between the majority and minority groups;

(2) be knowledgeable about the cultures of the United States and how these cultures interrelate in the global context;

(3) know about the history and development of bilingual education in the United States;

(4) understand the historical contributions of bilingual educators and advocates who have facilitated development of the field;

(5) understand the contributions of the various communities and the importance of family and community participation in education; and

(6) understand the various bilingual education program models and the implications for implementation.

D. A bilingual/bicultural education teacher understands and uses formal and informal assessment techniques to evaluate the progress of English learners. This understanding includes using two languages for assessment purposes. The bilingual/bicultural education teacher must understand:

(1) entrance, exiting, and monitoring procedures for determining the readiness of English learners for academic mainstreaming;

(2) the characteristics, uses, advantages, and limitations of formal and informal second language assessment instruments and techniques in assessing English learners;

(3) the characteristics, uses, advantages, and limitations of formal and informal academic assessment instruments and techniques in assessing English learners;

(4) item and test construction methods appropriate to the learning needs of English learners including a thorough knowledge of dual language assessment;

(5) how to administer, interpret, and explain the results of standardized and alternative methods of assessment to English learners, parents, and colleagues;

(6) measurement theory and assessment-related issues including validity, reliability, linguistic, and cultural bias, and scoring concerns;

(7) that ongoing assessment is essential to the instructional process and recognize that many different assessment strategies are necessary for monitoring and promoting an English learner's learning; and

(8) the limitations of using traditional special education assessment procedures in the identification and placement of English learners in special education programs.

E. A bilingual/bicultural education teacher understands the importance of developing communication skills in listening, speaking, reading, and writing as being essential

to student achievement in all academic areas. The bilingual/bicultural education teacher must:

- (1) understand the differences between literacy development in the first language and second language, and the implications for teaching second language learners;
- (2) recognize the critical role of language in fostering identity and self-esteem;
- (3) understand how cultural and linguistic differences influence communication; and
- (4) understand the variation in communication styles of English learners from diverse cultural backgrounds.

F. A bilingual/bicultural education teacher demonstrates the ability to communicate successfully with students, parents, and members of various cultural groups in the community. The bilingual/bicultural education teacher must understand:

- (1) the social structures of diverse cultural groups represented in the bilingual education classroom;
- (2) schools as organizations within the larger community and how to communicate successfully with English learners and their parents within the larger cultural framework;
- (3) how factors in the English learners' environment that include family circumstances, community status, health, and economic conditions may influence learning; and
- (4) the legal issues evolving the education of English learners.

G. A bilingual/bicultural education teacher understands and facilitates content-based language instruction as a means to provide integrated learning experiences for English learners. The bilingual/bicultural education teacher must:

- (1) understand the major concepts, assumptions, and processes of inquiry that are central to the academic content areas that are taught;
- (2) understand the connection between language proficiency and learning subject matter content;
- (3) understand the importance of building relationships with content area specialists in order to facilitate the acquisition of content knowledge by English learners; and
- (4) develop and use curricula and instructional approaches that enable English learners to acquire content understandings and skills.

H. The bilingual/bicultural education teacher models correct usage of the English language. The teacher must demonstrate an advanced level of speaking proficiency as defined in the ACTFL Proficiency Guidelines as established by the American Council on the Teaching of Foreign Languages.

I. A bilingual/bicultural education teacher understands and uses a variety of methods and materials suitable for teaching diverse bilingual education learners. The bilingual/bicultural education teacher must:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;
- (2) understand and apply the research base for and the best practices of middle level and high school education;
- (3) develop curriculum goals and purposes based on the central concepts of the bilingual/bicultural education and know how to apply instructional strategies and materials for achieving student understanding;
- (4) understand the role and alignment of district, school, and department mission and goals in program planning;

(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;

(8) understand how English learners construct knowledge, acquire skills, and develop proficiency in both social and academic setting;

(9) understand the importance of using multiple forms of instructional approaches to address the different learning styles, background experiences, and performance modes of English learners;

(10) know how to create, select, and adapt learning materials to meet the dual language needs of English learners in a school setting;

(11) understand the developmental progression and range of individual variation that can be expected of English learners in the context in which taught;

(12) know when and how to access appropriate services to meet exceptional learning needs beyond the scope of the bilingual education program; and

(13) apply the standards of effective practice in teaching students in kindergarten through grade 8 or in grades 5 through 12 through a variety of early and ongoing experiences within a range of educational programming models.

[For text of subps 5 to 7, see M.R.]

History: L 2012 c 239 art 1 s 33

8710.4400 TEACHERS OF ENGLISH AS A SECOND LANGUAGE.

Subpart 1. **Scope of practice.** A teacher of English as a second language is authorized to provide to students in kindergarten through grade 12 instruction that is designed to provide English language instruction to students whose English proficiency is not sufficient to benefit from the curriculum through mainstream instruction in English or to collaborate and consult with other classroom teachers for the purpose of integrating language and content teaching for English learners.

[For text of subp 2, see M.R.]

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of English as a second language must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to J.

A. An English as a second language teacher demonstrates a high level of proficiency in English commensurate with the role of an instructional model and develops an awareness of the process of formal language learning by learning a second language through two years of second language instruction in a high school setting or one year of second language instruction in a postsecondary setting, or the equivalent.

B. An English as a second language teacher understands a variety of methods, techniques, and program models suitable for second language instruction with diverse learners including adapting existing materials to meet the needs of English learners. The teacher must:

(1) demonstrate an understanding of the importance of using multiple forms of instructional approaches to address different learning styles, background experiences, and performance modes of English learners;

(2) be able to adopt appropriate learning materials and adapt teaching strategies to meet the second language needs of English learners in a school setting; and

(3) understand the developmental progression and range of individual variation of English learners in the context in which taught.

C. An English as a second language teacher uses various content-based methodologies and integrates language acquisition and use of language functions across learning experiences to facilitate full inclusion of English learners in the school setting. The teacher must:

- (1) understand how limited English proficiency affects learning; and
- (2) understand that both language learning and subject matter content are essential to student success in an academic setting.

D. An English as a second language teacher demonstrates the ability to communicate successfully with students, parents, colleagues, and community members. The teacher must:

- (1) understand that cultural practices may differ and that these differences may affect the way students learn;
- (2) understand schools as organizations within the larger community context and that successful communication with parents must be undertaken within that larger sociocultural framework;
- (3) understand how the student's environment, including family circumstances, community systems, and health and economic conditions, may influence learning; and
- (4) work with other professionals to improve the quality of educational services provided to English learners.

E. An English as a second language teacher demonstrates an understanding of communication instruction in the second language context and the importance of developing communication skills in listening, speaking, reading, and writing across the curriculum. The teacher must:

- (1) understand the differences between literacy development in the first language and the second language, and the implications for teaching second language learners;
- (2) understand how to develop communication skills in listening, speaking, reading, and writing as an important contributor to academic success across the curriculum; and
- (3) understand and use a variety of communication techniques and be able to use verbal, nonverbal, and multimedia and other technology based resources that enhance student learning.

F. An English as a second language teacher understands and uses formal and informal second language assessment techniques to determine appropriate placement and to evaluate the progress of English learners. The teacher knows and uses criteria for determining the readiness of students to enter and exit English learner programs. The teacher must:

- (1) understand the characteristics, uses, advantages, and limitations of formal and informal second language assessment techniques;
- (2) understand the limitations of using traditional assessment procedures in the identification and placement of English learners in academic programs, including gifted and special education programs;
- (3) understand second language assessment including item and test construction methods appropriate for English learners; and
- (4) know how to administer, interpret, and explain the results of standardized tests and alternative methods of assessment to English learners, the students' parents, and to colleagues.

G. An English as a second language teacher understands the contributions of general and applied linguistics to second language education. The teacher must:

- (1) understand basic linguistic concepts;

(2) understand features of English including phonology, morphology, syntax, and semantics;

(3) relate knowledge of English to other languages; and

(4) understand the history and development of the English language.

H. An English as a second language teacher understands the fundamentals of the first and second language acquisition processes and their similarities and differences. The teacher must:

(1) understand the processes of first and second language acquisition; and

(2) understand that there are similarities and differences between child, adolescent, and adult language acquisition.

I. An English as a second language teacher is aware of how the historical, social, and political aspects of language and cultural patterns in the United States influence second language instruction. The teacher must:

(1) understand cultural pluralism in the United States, how cultural and social differences are reflected;

(2) be knowledgeable about the sociolinguistic dynamics of the cultures of the United States; and

(3) understand how cultural, linguistic, ethnic, regional, and gender differences affect communication in the classroom.

J. An English as a second language teacher must demonstrate an understanding of the teaching of English as a second language that integrates understanding of English as a second language with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of English as a second language in kindergarten through grade 12 must:

(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;

(2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle level and high school education;

(3) develop curriculum goals and purposes based on the central concepts of English as a second language and know how to apply instructional strategies and materials for achieving student understanding;

(4) understand the role and alignment of district, school, and department mission and goals in program planning;

(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and

(8) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, and middle level and high school students within a range of educational programming models.

[For text of subps 4 and 5, see M.R.]

History: *L 2012 c 239 art 1 s 33*

8710.5000 CORE SKILLS FOR TEACHERS OF SPECIAL EDUCATION.**Subpart 1. Licensure requirements.**

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

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

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

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

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

(2) relationship of special education to other components of the education system, including access to grade-level content standards, prevention efforts and early intervening services, Title 1, bilingual education, the education of English learners, Section 504 accommodations, and gifted education;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(5) implement required prereferral intervention procedures;

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

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

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

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

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

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

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

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

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

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

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

C. Instructional design, teaching, and ongoing evaluation: A teacher of special education understands how to provide and evaluate specially designed instruction to meet

the unique needs of students in special education through individualized educational plans. The teacher must be able to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Subp. 3. Program requirements.

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

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243; L 2012 c 239 art 1 s 33*

8710.5050 TEACHERS OF SPECIAL EDUCATION: ACADEMIC AND BEHAVIORAL STRATEGIST.

Subpart 1. **Scope of practice.** A teacher of special education: academic and behavioral strategist is authorized to provide evaluation and specially designed instruction to eligible children and youth with disabilities from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. These students come from the primary disability areas of autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional or behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD). This teacher is not prepared to serve needs beyond those that are moderate in these disability areas.

The teacher with this license may work in collaboration with, but not replace the expertise and services of those who serve children and youth with a disability in the areas of: blind or visually impaired, deaf or hard of hearing, deaf-blind, speech and language impairment, physical impairments, traumatic brain injury, and severely multiply impaired. For these children and youth, a teacher with the academic and behavioral strategist (ABS) licensure would need to refer to an educational professional with expertise, certification, or specific special education licensure. This teacher is required to collaborate and consult with

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

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

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

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

C. demonstrate core skill requirements in part 8710.5000; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(11) address factors such as gender, socioeconomic status, and familial, cultural, and linguistic diversity that may influence the identification of students in the areas

of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D. Collaboration and communication. A teacher of special education: academic and behavioral strategist cultivates and maintains positive, collaborative relationships with children and youth with disabilities who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:

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

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

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

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

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

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

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

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

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

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

E. Clinical experiences. A teacher of special education: academic and behavioral strategist applies the standards of effective practice in teaching students who have a range of mild to moderate needs from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders,

and specific learning disabilities in primary (kindergarten through grade 4), middle level (grades 5 through 8), and secondary (grades 9 through 12, including transition programs) settings.

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5100 TEACHERS OF SPECIAL EDUCATION: BLIND OR VISUALLY IMPAIRED.

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

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

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

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

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

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

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

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

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

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

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

(7) effects of different social, cultural, and linguistic backgrounds on the student's and family's attitudes toward independence, self-evaluation results and interpretation,

curriculum and instruction, advocacy, daily living, social interactions, and transition planning for students who are blind, visually impaired, or deaf-blind and those with additional disabilities that include vision loss;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(4) select and use instructional methods, specialized materials, and assistive technologies and strategies that are appropriate for the individual to accomplish instructional objectives for children and youth who are blind, visually impaired, or deaf-blind, and those with additional disabilities that include a vision loss;

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

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

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

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

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

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

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

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

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

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

(1) provide and receive consultation and collaborate with children and youth who are blind, visually impaired, deaf-blind, and those with additional disabilities that include a vision loss, their families, educators, related services personnel, and other service

providers in evaluating, planning, and making choices related to academic, postsecondary, and occupational decisions;

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

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

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

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

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

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

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

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

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5200 TEACHERS OF SPECIAL EDUCATION: DEAF OR HARD OF HEARING.

Subpart 1. **Scope of practice.** A teacher of special education: deaf or hard of hearing is authorized to provide specially designed instruction, from birth through age 21, to infants, children, and youth with a broad range of hearing loss and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized educational program plans for infants, children, and youth who are auditory, visual, or multimodal learners.

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

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

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

C. demonstrate core skill requirements in part 8710.5000;

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

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

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

A. Foundational knowledge. A teacher of special education: deaf or hard of hearing understands the foundations of special education services for infants, children, and youth who are deaf or hard of hearing, deaf-blind, and those with additional disabilities coexisting with hearing loss on which to base practice. The teacher must demonstrate knowledge of:

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

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

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

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

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

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

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

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

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

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

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

- (3) theories of auditory and visual development; and
- (4) theories of linguistics, including linguistics of American Sign Language and English.

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

- (1) understand evidence-based screening protocols and practices for the identification of hearing loss in children and youth, with emphasis on early detection, referral, and intervention;
- (2) select, adapt, and modify assessment tools appropriate for infants, children, and youth with a hearing loss and interpret and report results;
- (3) interview, gather, and interpret information from parents, families, educators, and others as part of comprehensive evaluations, which include communication, language, academic, and other developmental domains to determine eligibility and plan individual educational programs;
- (4) assess phonological, morphological, syntactical, semantic, and pragmatic development of language of children and youth with hearing loss specific to the languages used by the child;
- (5) interpret results of a comprehensive evaluation and communicate the impact of the child's hearing loss on language, communication, literacy, academic, social, and emotional development;
- (6) determine, as part of a team, the need for, and the selection, acquisition, and use of hearing technologies and assistive technologies to meet the needs of children and youth with hearing loss;
- (7) design and use strategies to optimize the auditory and visual environments for children and youth with hearing loss; and
- (8) use data to identify and evaluate educational program and placement options to meet the individual needs of children and youth with hearing loss and their families.

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

- (1) identify gaps in incidental and experiential knowledge and explicitly teach concepts and skills essential for mastery in multiple educational settings;
- (2) adapt learning environments and use evidence-based instructional strategies, including scientifically based research interventions when available, to meet the physical, academic, cultural, sensory, social, emotional, and communication needs of children and youth with hearing loss;
- (3) support the early development of expressive and receptive language and communication skills and provide for the early development of visual, spoken, auditory, and tactile communication skills;
- (4) facilitate independent and pragmatic communication and language skills in infants, children, and youth with hearing loss and their families;
- (5) design, implement, monitor, and adjust instruction based on ongoing assessment to accommodate the language and academic needs of infants, children, and youth with hearing loss;
- (6) provide access to, develop goals to address, and monitor individual progress in alignment with grade-level content standards;

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

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

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

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

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

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

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

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

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

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

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

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

(6) understand and communicate educational roles and shared responsibilities of other educators and support personnel, including educational interpreters, transliterators, interveners, paraprofessionals, speech and language clinicians, educational audiologists, notetakers, transcribers, and other related service providers, in providing education services to children and youth who are deaf or hard of hearing, deaf-blind, those with additional disabilities coexisting with hearing loss, and those from diverse cultural and language backgrounds; and

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

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

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

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

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

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

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5250 TEACHERS OF SPECIAL EDUCATION: ORAL/AURAL DEAF EDUCATION.

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

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

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

- A. successful completion of at least six semester credits of coursework in American Sign Language; or
- B. demonstration of at least survival level proficiency in American Sign Language on the Signed Language Proficiency Interview (SLPI), as incorporated by reference in part 8710.5200, subpart 5.

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5300 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) design, implement, monitor, and adjust a variety of evidence-based instructional resources, strategies, and techniques, including scientifically based research interventions when available, to implement developmental adapted physical education services;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5400 TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL DISABILITIES.

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

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

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

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

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

- (1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with a broad range of cognitive disabilities and deficits in adaptive behavior;
- (2) etiology, characteristics, and classifications of developmental disabilities;
- (3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with developmental disabilities, including those from culturally and linguistically diverse backgrounds;
- (4) general developmental, academic, social and behavioral, and functional characteristics of individuals with developmental disabilities as they relate to levels of support needed;
- (5) impact of research-based theories of cognition, communication, and behavior on the education of students with developmental disabilities;
- (6) social-emotional aspects of developmental disabilities, including supports necessary to foster adaptive behavior, social competence, social participation, and self-determination;
- (7) impact of coexisting conditions and multiple disabilities; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(3) select and plan for the integration of related services personnel and other service providers into the instructional programs and setting for students utilizing a trans-disciplinary team approach;

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

(5) understand and communicate the educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of academic instruction, support for student independence, and individualized positive behavior supports across environments;

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

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

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

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

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

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

E. Clinical experiences. A teacher of special education: developmental disabilities applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have a broad range of cognitive disabilities and deficits in adaptive behavior in primary (kindergarten through grade 4), middle level (grades 5 through 8), and high school (grades 9 through 12, including transition programs) settings across a range of service delivery models.

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5500 TEACHERS OF SPECIAL EDUCATION: EARLY CHILDHOOD.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(5) align current developmental and learning experiences and teaching strategies with the expectations of subsequent educational settings and facilitate the transition process for young children with developmental delays or disabilities and families; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5600 TEACHERS OF SPECIAL EDUCATION: EMOTIONAL OR BEHAVIORAL DISORDERS.

Subpart 1. **Scope of practice.** A teacher of special education: emotional or behavioral disorders is authorized to provide evaluation and specially designed instruction to eligible students from kindergarten through age 21 who have emotional or behavioral disorders or related behavioral difficulties. Teachers collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans.

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

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

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

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

- (1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to the education of students with emotional or behavioral disorders;
- (2) differing perspectives and terminology of emotional behavioral disorders within mental health, legal, social welfare, and education systems;
- (3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, including those from culturally and linguistically diverse backgrounds;
- (4) etiology, characteristics, and classifications of emotional behavioral disorders;
- (5) research-based theories of social, emotional, and behavioral development;
- (6) impact of gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions of student behavior;
- (7) impact of coexisting conditions or multiple disabilities on behaviors and the similarities, differences, and interactions between emotional or behavioral disorders and other disability areas and their effects on learning;
- (8) impact of abuse and chemical dependency on students and their families;
- (9) factors that build and support student resiliency;
- (10) impact of attributions, anxiety, withdrawal, and thought disorder on behavior;
- (11) major mental health disorders manifested at different points across the life span and the implications for education;
- (12) connection of functional behavioral assessments and behavior intervention plans to principles of individual positive behavior interventions and supports;
- (13) legal provisions related to the juvenile justice, mental health, and educational systems including understanding reporting mandates and confidentiality regulations; and
- (14) impact of school personnel and environments on maintaining or changing student behavior.

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

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

(2) select, administer, and interpret formal and informal assessments for students with emotional or behavioral disorders, accounting for technical adequacy and ethical concerns and communicate the results to students, families, teachers, and other professionals;

(3) adapt and modify assessment tools and methods to determine the skills, abilities, and needs of students with emotional or behavioral disorders;

(4) interview, conduct structured observations, and document behavior in school and nonschool settings for the purposes of evaluating for eligibility and planning, developing, and implementing individualized education programs;

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

(6) integrate multiple sources of data, including information available from students, families, school personnel, the community, and mental health, legal, and social welfare systems in developing individualized education program plans;

(7) address factors such as gender, socioeconomic status, familial background, and cultural and linguistic diversity that influence the disproportional identification of students with emotional or behavioral disorders; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(4) understand and communicate educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of positive behavior supports and academic instruction across environments;

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

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

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

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

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

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

E. Clinical experiences. A teacher of special education: emotional or behavioral disorders applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching students who have emotional or behavioral disorders in

primary (kindergarten through grade 4), middle level (grades 5 through 8), and high school students (grades 9 through 12, including transition programs) settings across a range of service delivery models.

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5700 TEACHERS OF SPECIAL EDUCATION: LEARNING DISABILITIES.

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

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

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

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

A. **Foundational knowledge.** A teacher of special education: learning disabilities understands the foundations of special education services for students with learning disabilities and related learning difficulties on which to base practice. The teacher must demonstrate knowledge of the:

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

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

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

(4) impact of coexisting conditions or multiple disabilities;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

E. Clinical experiences. A teacher of special education: learning disabilities applies the standards of effective practice through a variety of early and ongoing clinical experiences teaching students who have specific learning disabilities or related learning difficulties in primary (kindergarten through grade 4), intermediate (grades 5 through 8), and high school (grades 9 through 12, including transition programs) settings across a range of service delivery models.

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5800 TEACHERS OF SPECIAL EDUCATION: PHYSICAL AND HEALTH DISABILITIES.

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

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

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

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

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

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

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

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

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

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

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

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

(6) impact of coexisting conditions or multiple disabilities;

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

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

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

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

- (1) apply referral and evaluation procedures for determining eligibility;
- (2) understand the use, limitations, ethical concerns, administration, and interpretation of formal and informal assessment for students with physical or health disabilities and how to effectively communicate the results to students, families, and other professionals;
- (3) select, administer, and adapt or modify assessment tools used to measure motor, auditory, visual, academic, behavioral, and communication skills, abilities, and needs;
- (4) integrate, interpret, and communicate assessment results and information available from family, school personnel, and medical providers into the evaluation, planning, and programming process;
- (5) support the selection, acquisition, and use of assistive technology and universally designed materials and equipment for evaluation and instruction in collaboration with students, families, staff, and specialists;
- (6) assess and identify structural, environmental, attitudinal, and communication factors to ensure accessibility, participation, and engagement for students with physical or health disabilities;
- (7) consider a range of educational services and placements and participate as a member of the individualized education program team; and
- (8) design individualized education program plans that incorporate academic, age-appropriate goals based on evaluation results, health needs, family priorities, and student strengths and needs in collaboration with other providers.

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

- (1) integrate knowledge of evidence-based instruction, including scientifically based research interventions when available, in language development, reading, writing, and mathematics with characteristics of physical and health disabilities in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;
- (2) interpret, integrate, and apply sensory, motor, perceptual, and medical information to create appropriate individualized education program plans for students with a physical or health disability;
- (3) design, implement, monitor, and adjust multiple communication methods and social interaction strategies, in collaboration with other providers, that meet the ongoing communication needs of students with a range of physical and health disabilities;
- (4) design, implement, monitor, and adjust curriculum and instruction, and adapt environments, applying the principles of fine-, gross-, and sensori-motor development;
- (5) design, implement, monitor, and adjust strategies, including assistive technologies, to ensure accessibility, participation, and engagement, as well as promote academic achievement and positive behavior, for students with physical or health disabilities;
- (6) design, implement, monitor, and adjust instructional programs that take into consideration individual strengths, interests, skills, health, and medical needs, including postsecondary transition planning; and

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*

8710.5850 TEACHERS OF SPECIAL EDUCATION: AUTISM SPECTRUM DISORDERS.

Subpart 1. **Scope of practice.** A teacher of special education: autism spectrum disorders is authorized to provide evaluation and specially designed instruction to eligible children and youth from birth through age 21 who have autism spectrum disorders. Teachers collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans.

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

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

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

C. demonstrate core skill requirements in part 8710.5000; and

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

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

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

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

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

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

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

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

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

(7) impact of coexisting conditions or multiple disabilities.

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

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

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

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

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

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

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

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

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

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

(1) integrate knowledge of evidence-based instruction, including scientifically based research interventions when available, in language development, reading, writing, and mathematics with characteristics of autism spectrum disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;

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

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

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

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

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

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

(8) design, implement, monitor, and adjust positive behavior plans as part of the individualized education program that connect challenging behavior to the lack of specific skills and teach functionally equivalent, age-appropriate, alternative communication, social, behavioral, and self-regulatory skills;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory Authority: *MS s 122A.09*

History: *36 SR 1243*