

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:

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 the licensure of teachers of special education: physical and health disabilities in subpart 3.

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; 122A.18*

History: *23 SR 1928; 36 SR 1243*

Published Electronically: *January 8, 2013*