

**8710.5900 CAREER AND TECHNICAL EDUCATION ACCOMMODATION SPECIALIST FOR STUDENTS WITH DISABILITIES.**

Subpart 1. **Scope of practice.** A career and technical education accommodation specialist for students with disabilities is authorized to analyze and evaluate vocational training potential, interests, and opportunities; develop career goals, transition needs, and lifework plans; coordinate appropriate career and technical education opportunities and programs; and manage plans for meeting vocational preparation of special needs students.

Subp. 2. **License requirements.** A candidate for licensure as a career and technical education accommodation specialist for students with disabilities shall hold a baccalaureate degree in education or special education or a baccalaureate degree in vocational rehabilitation or a graduate degree in vocational rehabilitation counseling or a graduate degree in vocational education with a special population specialization from a regionally accredited college or university; and a special education license under part 8710.5100, 8710.5200, 8710.5250, 8710.5400, 8710.5600, 8710.5700, or 8710.5800, and have successfully completed a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of special education; and have successfully completed a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of career and technical education.

Subp. 3. **Subject matter standards.** A candidate for licensure as a career and technical education accommodation specialist for students with disabilities must successfully complete a preparation program under subpart 2 that includes the candidate's demonstration of the knowledge and skills in items A to D.

A. A career and technical education accommodation specialist for students with disabilities understands various models, methods, and practices of career and technical education and can meet the needs of students with disabilities. The coordinator understands:

- (1) health and safety needs of students to provide a safe education and work environment;
- (2) career and technical education programs such as work-based learning, school-based enterprise, and how students access those programs to gain preparation they need to meet their career goals;
- (3) industry standards for employment;
- (4) laws and rules regarding education, employment, and equity;
- (5) family structures and dynamics;
- (6) labor markets and employment trends;
- (7) important trends in the nature of work settings; and
- (8) graduation standards and how to facilitate appropriate modifications for students with special needs.

B. A career and technical education accommodation specialist for students with disabilities understands and applies processes of referral, assessment, curriculum team planning, and program placement and intervention. The teacher:

- (1) understands career and vocational testing instruments and interpretation of their results;
- (2) adapts and modifies curriculum and instruction to meet individual learner needs;
- (3) compiles student productivity data and provides verbal, written, and graphic presentations;
- (4) knows various teaching and learning styles and strategies that accommodate individual needs;
- (5) adapts and uses assisted technologies and resources for educational and vocational accommodations;
- (6) develops and implements performance evaluation plans based on individual student productivity;
- (7) assesses and documents a learner's skills and abilities through appropriate educational methodology; and
- (8) teaches self-advocacy skills necessary for success in future training or employment.

C. A career and technical education accommodation specialist for students with disabilities understands how to design and manage a system for developmental services and accommodations for students with special needs in career and technical education. The specialist:

- (1) identifies and allocates resources required to perform effective, efficient service coordination;
- (2) collaborates with school personnel, advocacy groups, and outside agencies to ensure equal access and enrollment in career and technical programs;
- (3) designs systems that monitor delivery of services and special accommodations for the purpose of program improvement;
- (4) provides and coordinates professional development activities for career and technical faculty to enhance understanding of students with special needs;
- (5) designs and implements student advising systems and lifework planning skills for career and technical transition to the work and lifelong learning; and
- (6) establishes and maintains positive, collaborative relationships with students, families, community agencies, business and labor representatives, and other professionals to support students' lifework plans.

D. A career and technical education accommodation specialist for students with disabilities understands career development and development of transitional and lifework plans. The teacher:

- (1) understands career development theory and its application to students with disabilities;
- (2) possesses skills needed to develop and interpret career portfolios and lifework plans;
- (3) interprets, or obtains interpretations from appropriate experts when necessary, medical, psychological, social, special education case files, and vocational data for the development of transition and lifework plans;
- (4) applies local and regional labor market information to the development of lifework plans;
- (5) knows industry standards for employment;
- (6) identifies and implements accommodations for special needs students in the workplace;
- (7) knows career resources such as libraries, community, and Internet systems as they apply to lifework planning;
- (8) facilitates the development of realistic occupational goals and academic standards for students with disabilities; and
- (9) facilitates the job and educational placement of students with disabilities.

Subp. 4. [Repealed, 47 SR 986]

**Statutory Authority:** *MS s 122A.09*

**History:** *26 SR 700; L 2017 1Sp5 art 12 s 22*

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