

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 chapter 8705 by the Professional Educator Licensing and Standards Board.

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

(8)

(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.

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(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

