

8710.5500 TEACHERS OF SPECIAL EDUCATION: EARLY CHILDHOOD.

Subpart 1. **Scope of practice.** A teacher of special education: early childhood is authorized to provide specifically designed instruction to children, birth through age six, who exhibit a broad range of developmental delays or disabilities or medical complications and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans for students.

Subp. 2. **License requirements.** A candidate for licensure as a teacher of special education: early childhood to teach, from birth to age six, children with developmental delays, developmental disabilities, or medical complications 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 for effective practice for licensing of beginning teachers enumerated in part 8710.2000;

C. demonstrate core skill requirements in part 8710.5000; and

D. show verification of completing a Board of Teaching approved preparation program under part 8700.7600 leading to the licensure of teachers of special education: early childhood in subpart 3.

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. A teacher of special education: early childhood understands the central concepts, tools of inquiry, and history and context of developmental delays and disabilities and medical conditions as a foundation on which to base practice. The teacher must understand:

(1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of young children with disabilities;

(2) etiology, characteristics, and classification of specific disabilities and medical conditions and their developmental and educational implications on infants, toddlers, and young children;

(3) current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to young children with disabilities and medical conditions;

(4) ethical and policy issues related to educational, social, and medical services unique to young children with disabilities and their families;

(5) how to apply due process safeguards for young children with disabilities; and

(6) disorders and delays associated with early cognitive development, gross and fine motor development, early sensory development, social and emotional development, and language development.

B. A teacher of special education: early childhood understands referral, assessment, planning, and placement practices specific to teaching children from birth through age six who exhibit a broad range of developmental delays or disabilities or medical complications. The teacher must understand:

(1) referral and intervention procedures;

(2) the use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for young children with disabilities, and how to effectively communicate the results to the students, families, teachers, and other professionals;

(3) how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of young children with disabilities;

(4) how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating the individual family service plan and the individual education program;

(5) aspects of medical care for premature, low birth weight, and other medically fragile infants including methods employed in the care of young children dependent on technology;

(6) techniques appropriate for premature, low birth weight, and other medically fragile babies when implementing the individual family service plan or the individual education program plan;

(7) various educational models and setting options and the selection of appropriate options based on the needs of the child; and

(8) how to design individual plans that integrate assessment results and family priorities, resources, and concerns and that incorporate, when appropriate, preacademic and academic goals and the appropriate use of adaptive, augmentative, and assistive technologies.

C. 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 intervention curricula and methods for young children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities;

(2) facilitate developmentally and functionally appropriate individual and group activities unique to infants, toddlers, and young children with disabilities;

(3) implement methods of behavior support and management appropriate for young children with disabilities;

(4) provide a variety of stimulus-rich formats unique to young children with disabilities, including play, environmental routines, parent-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction;

(5) apply current research and recommended practices with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations within the family;

(6) implement basic health, nutrition, and safety management practices unique to young children with disabilities, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases;

(7) apply ways of linking current developmental and learning experiences and teaching strategies with those of the next educational setting for young children with disabilities; and

(8) monitor, summarize, and evaluate the acquisition of child and family outcomes included in individual family services plans or individual education program plans.

D. A teacher of special education: early childhood communicates and interacts with students, families, other teachers and the community to support student learning and well-being. The teacher must understand:

(1) sources of unique services, networks, agencies, and organizations for young children who exhibit a broad range of developmental delays or disabilities or medical complications;

(2) structures supporting interagency collaboration and how to implement, monitor, and evaluate interagency agreements and transition plans;

(3) school, community, and social services appropriate for young children with special needs and how to identify and access services that will enhance programs for young children with developmental delays or disabilities and medical conditions;

(4) the educational roles and responsibilities of other teachers and support personnel in providing educational services to young children with disabilities;

(5) ways of assisting the family in planning for transition of young children with disabilities;

(6) processes and strategies that support transitions among hospital, home, infant and toddler, preprimary, and primary programs; and

(7) how to access information relevant to the field of early childhood special education from consumer and professional organizations, publications, and journals.

E. A teacher of special education: early childhood applies the standards of effective practice in teaching children with developmental delays or disabilities or medical conditions through a variety of early and ongoing clinical experiences with infants, toddlers, and preprimary children 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 September 1, 2001, and thereafter.

Statutory Authority: *MS s 122A.09; 122A.18*

History: *23 SR 1928*

Posted: *November 19, 2009*