2017-18 Handbook
for teacher candidates, cooperating teachers, and University supervisors

CEHD | College of Education + Human Development
2017-18 Handbook
for teacher candidates, cooperating teachers, and University supervisors

TABLE OF CONTENTS

Directory........................................................................................................................................3
About the College/Teacher Education in Minnesota.........................................................6
Information for Newly Admitted M.Ed./Initial License Students.................................7
Program Information and Policies for Continuing Students ...........................................12
Extensive Time in Schools: Clinical Learning Experiences.............................................17
Partner Network.....................................................................................................................18
Teacher Candidates ...............................................................................................................20
Clinical Supervisors and Cooperating Teachers ...............................................................21
Clinical Experience Policies and Procedures.....................................................................26
Minnesota Standards of Effective Practice for Teachers .................................................28
Minnesota Code of Ethics for Teachers .............................................................................34
Teacher Candidate Assessment and Evaluation...............................................................34
Applying for Licensure and Completing the Master of Education Degree....37
University Resources.................................................................39
Co-teaching & Other College Resources ....................................43
Special Education Program Information and Policies ....................52
Minnesota Core Skills for Teachers of Special Education ..............53
MN Teachers of Special Education: Academic and Behavioral Strategist ....55
MN Teachers of Special Education: Autism Spectrum Disorders ..........59
MN Teachers of Special Education: Deaf or Hard of Hearing ............61
MN Teachers of Special Education: Developmental Disabilities ........64
MN Teachers of Special Education: Early Childhood ......................67
MN Teachers of Special Education: Emotional or Behavioral Disorders .....69
MN Teachers of Special Education: Learning Disabilities ...............71
Teacher Licensure Program, Departments & Office Directory

Department of Curriculum and Instruction

Peik Hall 125
159 Pillsbury Dr S E
Minneapolis, MN 55455

Cynthia Lewis, Department Chair
lewis@umn.edu, 612-625-6313

Arts Education
James Bequette, Faculty Advisor
bequette@umn.edu, 612-625-5286

Betsy Maloney Leaf, Licensure Program Lead & Faculty Advisor
malo0069@umn.edu, 612-625-5129

Anna Schick, M.Ed. Adviser
aschick@umn.edu

Elementary Education
Annie Mogush Mason, Licensure Program Lead & Faculty Advisor
mogu0003@umn.edu

Jana LoBello, Faculty Advisor Graduate (ILP)
lobel002@umn.edu

Cynthia Zwicky, Faculty Advisor Undergraduate
czwickyy@umn.edu

Katherine Byrn, EEd/EC Student Teaching Placements
byrn0039@umn.edu, 612-625-1341

Anna Schick, M.Ed. Adviser
aschick@umn.edu

English Education
Jessica Dockter Tierney, Licensure Program Lead & Faculty Advisor
jdt@umn.edu, 612-301-9854

Michelle McElroy, M.Ed Adviser
wort0005@umn.edu

Reading
Liz Fogerty, Licensure Program Lead & Faculty Advisor
wyber001@umn.edu, 612-625-9823

Rudy Hernandez, M.Ed. Adviser
r-hern@umn.edu, 612-625-3339

Mathematics Education
Terry Wyberg, Licensure Program Lead & Faculty Advisor
wort0005@umn.edu

Rudy Hernandez, M.Ed. Adviser
r-hern@umn.edu

Science Education
Barbara Billington, Licensure Program Lead & Faculty Advisor
bill0041@umn.edu, 612-626-2471

Rudy Hernandez, M.Ed. Adviser
r-hern@umn.edu

Second Languages Education
Karla Stone, Licensure Program Lead & Faculty Advisor
stone0032@umn.edu

Michelle McElroy, M.Ed Adviser
wort0005@umn.edu

Social Studies Education
J.B. Mayo, Licensure Program Lead & Faculty Advisor
mayo@umn.edu, 612-625-2534

Patricia Avery, Faculty Advisor
avery001@umn.edu, 612-625-5802

Rudy Hernandez, M.Ed. Adviser
r-hern@umn.edu

Department of Educational Psychology

250 Education Sciences Bldg
56 East River Road
Minneapolis, MN 55455

Geoffrey Maruyama, Department Chair
geoff@umn.edu, 612-625-5861

Special Ed. Programs Coordinator
Asha Jitendra, Ph.D.
jiten001@umn.edu
**Field Placement Coordinator**  
Charissa O’Neill, coneill@umn.edu, 612-626-7638

**Exec. Office Administrative Assistant**  
Alicia Vegell, acvegell@umn.edu, 612-626-0367

**Academic Behavioral Strategist**  
Kristen McMaster, Temporary  
mcmas004@umn.edu

**Autism**  
Veronica Fleury, Licensure Program Lead & Faculty Advisor  
vpfleury@umn.edu, 612-624-5785

**Deaf / Hard of Hearing**  
Debbie Golos, Licensure Program Lead & Faculty Advisor  
dgolos@umn.edu, 612-624-6387

**Developmental Disabilities**  
Kristen McMaster, Temporary Faculty Advisor  
mcmas004@umn.edu

**Early Childhood Special Education**  
LeAnne Johnson, Licensure Program Lead & Faculty Advisor  
chaf0032@umn.edu, 612-626-3457

**Emotional and Behavioral Disorders**  
Jennifer McComas, Licensure Program Lead & Faculty Advisor  
jmccomas@umn.edu, 612-624-5854

**Learning Disabilities**  
Kathy Seifert, Licensure Program Lead & Faculty Advisor  
seif0074@umn.edu, 612-625-6559

**Department of Family Social Science**  
Room 2900 McNH  
1985 Buford Avenue  
St Paul, MN 55108

Lynne Borden, Department Head  
imborden@umn.edu, 612-624-7707

**Parent and Family Education**  
Susan Walker, Faculty Advisor  
skwalker@umn.edu

Heather Cline, Licensure Program Lead  
Cline048@umn.edu, 612-624-1294

---

**Department of Organizational Leadership, Policy, and Development**  
250D Burton Hall  
178 Pillsbury Dr S E  
Minneapolis, MN 55455

Heidi Barajas, Department Head  
hbarajas@umn.edu, 612-625-4823

---

**Adult Basic Education (ABE)**  
Catherine Twohig, Licensure Program Lead & Faculty Advisor  
twoh0001@umn.edu, 612-624-7463

---

**Institute of Child Development**  
184 Ch Dev  
51 E River Rd  
Minneapolis, MN 55455

Megan Gunnar, Department Chair  
gunnar@umn.edu, 612-624-2713

**Early Childhood Education**  
Ann Ruhl Carlson, Licensure Program Lead  
ruhlc001@umn.edu, 612-626-7878

Danielle Bordeleau, Academic Advisor  
borde021@umn.edu, 612-625-9778

---

**College of Food, Agricultural, and Natural Resource Sciences (CFANS)**  
146 Ruttan Hall  
1994 Buford Ave  
Saint Paul, MN 55108

Brad Greiman, Licensure Program Co-lead & Faculty Advisor  
bgreiman@umn.edu, 612-624-5644

Amy Smith, Licensure Program Co-lead & Faculty Advisor  
asmith@umn.edu, 612-624-6590
Music Education School of Music,  
College of Liberal Arts (CLA)

100 Ferguson Hall  
2106 4th St S  
Minneapolis, MN 55455

Keitha Hamann, Licensure  
Program Co-lead & Faculty Advisor  
haman011@umn.edu, 612-624-9819

Akosua Addo, Licensure  
Program Co-lead & Faculty Advisor  
addox002@umn.edu, 612-624-8516

Multiple Pathways Office

210 Wulling Hall  
86 Pleasant St. SE  
Minneapolis, MN 55455

Director  
Laura Mogelson, mogelson@umn.edu,

Minneapolis Residency Program  
Andrew Rummel, Licensure Program Lead & Faculty Advisor  
rumm0011@umn.edu, 612-916-6614

Alternative Pathway to Teaching  
Kara Coffino, Licensure Program Lead & Faculty Advisor  
coff0070@umn.edu, 612-301-7725

Dual Language and Immersion - Licensure  
Stephanie Owen-Lyons, Licensure Program Lead & Faculty Advisor  
Owenx079@umn.edu

Clinical Partnerships  
Amy Jo Lundell, Coordinator of Clinical Partnerships,  
lunde037@umn.edu, 612-624-7448

Kelly Meyer, School Partner Network Coordinator,  
meyerk@umn.edu, 612-626-5199

Kathy Byrn, Coordinator Elementary Partnerships,  
byrn0039@umn.edu, 612-625-1341

Accountability & Assessment  
Jo Matson, Assessment & Accountability Coordinator,  
jomatson@umn.edu, 612-624-9246

Qian Zhao, Research Analyst & Data Coordinator,  
zhao0284@umn.edu, 612-625-6496

Student Support & Licensing  
Shuji Asai, License Officer  
asai0003@umn.edu, 612-625-3339

Chelen Gore, Student Data & Licensing Coordinator,  
gore0048@umn.edu, 612-624-6840

Pamela Matti, Additional & Specialty Licenses Advisor,  
p-matt@umn.edu, 612-625-8042

Office of Teacher Education (OTE)

110 Wulling Hall  
86 Pleasant St SE  
Minneapolis, MN 55455

Director  
Stacy Ernst, sernst@umn.edu, 612-625-6899

Office Manager & Program Assistant  
Carole MacLean, cmaclean@umn.edu, 612-625-5060

The directory in this handbook is updated and available online in May, September and January.  
More recent changes may not be reflected in this document. If the contact is not responding, email ote@umn.edu for updates. Thank you!
About the College/Teacher Education at the University of Minnesota-Twin Cities

CEHD Mission Statement

The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

Vision

The College will advance research, teaching, and community engagement to increase opportunities for all individuals to have a successful start in life and to foster healthy human development, and will provide programs that meet the demands of the 21st century.

CEHD Conceptual Framework

The conceptual framework establishes the shared vision for CEHD efforts in preparing educators to work effectively in P-12 schools. It provides directions for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. There are three central themes for this framework:

Promoting inquiry, research, and reflection

As an academic community, we embrace the “spirit of inquiry,” of seeking truth, knowledge, and information. We engage in formal “scientific inquiry” or research as a way of systematically exploring significant issues. And we consistently reflect on our experience and our role in creating and ascribing meaning to those experiences.

Honoring the diversity of our communities and learners

The traditional role of a university, and one to which we are committed, is to expose students to a diversity of ideas and viewpoints. Diversity of ideas is the foundation and sustenance of a democratic society. Honoring diversity also involves respect for the diversity of race/ethnicity, nationality, culture, language, religion, socioeconomic status, sexual orientation, disability status and human potential. This second aspect of diversity supports and is integral to the first; issues of diversity must be a conscious part of the dialogue.

Fostering a commitment to lifelong learning and professional development

Our third theme is the most comprehensive because it acknowledges and supports the central concept of human development: that learning and growing are lifelong endeavors that enhance us personally and professionally.

Graduate and Professional Education Diversity Statement

We affirm the contributions of all people in our community. Diversity and equity are at the core of our mission in the College of Education and Human Development.

We explicitly reject bias, discrimination, and exclusion on the basis of race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

We all are responsible for recognizing, confronting, and addressing bias and discrimination and diligently working for positive change in support of equity and diversity.

Commitment to Equal Opportunity

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu. Web site at http://www.diversity.umn.edu/eoaa.

Please contact the Office of Teacher Education at ote@umn.edu or 612-625-5060 with questions.
Information for Newly Admitted M.Ed./Initial License Students

Teacher Licensure and the M.Ed. Degree

Consistent with national recommendations to strengthen the academic background of beginning teachers, the college offers nearly all of its initial teacher license programs at the master’s degree level. Candidates enter the license program with strong content knowledge acquired during the completion of their undergraduate degrees. The college remains strongly linked to the undergraduate programs at the University of Minnesota through its DirectTrack to Teaching and undergraduate Elementary and Early Childhood Foundations degree programs. Students who complete the license program continue with coursework necessary to complete the M.Ed. degree.

Structure of Initial Licensure/Master of Education (M.Ed.) Programs

You are enrolled in a professional degree program designed to prepare students seeking an initial license to teach in pre-K–12 public school settings. While completing license requirements, students also earn credits toward the M.Ed. degree. The curriculum varies depending on your chosen content area (ex: math, art, social studies, etc.) and licensure pathway (non-conventional, conventional or alternative), and the courses are typically prescribed and follow a particular order. Therefore, it is important to understand the specific license program schedule and register for all coursework as published.

Most programs can be completed in approximately 12-15 months; however, all requirements for the master’s degree must be completed and the degree awarded within five calendar years after initial enrollment in the graduate program (this includes any non-degree or transfer work applied to the program). Speak with your M.Ed. adviser or review the content specific portion of the CEHD website for more information: http://www.cehd.umn.edu

Prerequisite Coursework

Teacher Candidates are expected to have a strong depth and breadth of knowledge in their teaching field, which is obtained through prerequisite coursework for the specific content areas. Work with your M.Ed. adviser to ensure you are meeting all requirements. You must have all prerequisite courses complete before you can obtain your teaching license.

Registration

Registration for courses is completed by students either at orientation or online once you have been officially admitted to your program. Specific instructions regarding your classes and/or sections will be provided to Initial Licensure students at admission and assistance is provided at orientation. Registration instructions are on the One Stop website: http://onestop.umn.edu/. You must register each term to remain an active student in your program.

APAS

Enrolled Initial Licensure/M.Ed. students have access to the Academic Progress Audit System (APAS). This is a web-based program that enables students and University staff to monitor and track individual license and M.Ed. degree progress, and can be accessed through the One Stop website (onestop.umn.edu). It is important to become familiar with the system and continue to use it throughout the program. If you are unclear about how to use the APAS system, please contact your M.Ed. adviser for assistance.

Academic Calendar

The University calendar is located on the One Stop website: onestop.umn.edu. Students in the Initial Licensure programs typically follow the academic calendar of the school in which they are placed for their teaching practicum. This will mean a deviation from the University’s calendar. For didactic/methods courses, note the dates and times of courses listed on the One Stop website.

Criminal Background Checks

Minnesota school districts require background checks on every candidate before beginning any clinical experiences, which may include practicums. The University of Minnesota uses OrangeTree Employment Screening, a private agency contracted by CEHD to conduct background checks on all admitted initial licensure program candidates at the beginning of the program. The University must have background checks on file for all students, so there are no exceptions to this fee or process. Additionally, if school districts do not accept the background check secured by CEHD, districts will require students to pay for and complete another district-determined background check. In all cases, decisions about candidate eligibility will be made by the district approving the clinical assignment. Questions about background checks should be directed to Chelen
Gore, cehdlic@umn.edu.

Candidates are also subject to a separate background check at the time of Minnesota teaching license application. Background check are required by the Minnesota Board of Teaching and conducted by the state’s Bureau of Criminal Apprehension (BCA).

Licensure Testing Requirements
State statute requires the following exams:

- Basic Skills or ACT plus writing/SAT - This test is usually* to be taken during first semester, with scores submitted prior to second semester registration.
- Content - This test is usually* taken during the first year of graduate level licensure programs or during the senior year of undergraduate licensure programs.
- Pedagogy – This test is usually* taken during the last semester of graduate level licensure programs or during the senior year of undergraduate licensure programs.

Before the first term begins, students can check their APAS online or contact cehdlic@umn.edu to verify if their official ACT plus writing/SAT scores are on record at the University.

*Students in the APT-TFA program must meet the requirements as noted in MN Statute 122A.245. See: https://www.revisor.mn.gov/statutes/?id=122A.245

Options: MTLE, NES, ACT plus writing, SAT or GRE

How do I know if I qualify for the MTLE/NES waiver, and if I do, how do I submit my scores?

ACT Plus Writing/SAT/GRE vs. MTLE Basic Skills Tests
If students have taken the ACT plus Writing, SAT or GRE exams and the scores meet the state minimum cut-off scores listed below, then these passing scores can be used in lieu of the MTLE basic skills tests. If you have already submitted your ACT plus Writing, SAT scores or GRE to the University of Minnesota, you do not need to submit anything further.

ACT Plus Writing Submission Process and Cutoff scores:
Composite Score ≥ 22 and Combined English/Writing ≥ 21
- The ACT Plus Writing must be taken as a complete exam.
- Those who have previously taken the standard version of the ACT must take the new ACT Plus Writing in its entirety, should they choose this option.

- Official ACT scores must be submitted to the University of Minnesota, using the U of M institutional code: 2156
- To request scores be sent to the U of M: http://www.actstudent.org/scores/send/
- Register for the ACT Plus Writing: http://www.actstudent.org/regist/
- Access ACT Frequently Asked Questions (http://www.actstudent.org/faq/)

SAT Submission Process and Cutoff scores:
1600 SAT (New) Reading + Writing ≥ 550, Math ≥ 570
2400 SAT (Old) Reading ≥ 510, Writing ≥ 510, Math ≥ 520
- Official SAT scores must be submitted to the University of Minnesota, using the U of M institutional code 6874
- To request SAT scores be sent to the U of M: http://sat.collegeboard.org/scores/send-old-sat-scores
- Register for the SAT: http://sat.collegeboard.org/register/sat-us-dates

The official high school transcripts, if the ACT/SAT scores (both overall composite score and itemized scores by test categories) are clearly posted to the transcripts, are also acceptable. High School transcripts must be sent to:

Office of Teacher of Education, CEHD
110 Wulling Hall
86 Pleasant St SE
Minneapolis, MN 55455

GRE Submission Process and Cutoff scores:
Taken prior to 8/1/2011: Verbal Reasoning ≥ 450, Analytical Writing ≥ 3, Quantitative Reasoning ≥ 540
Taken after 8/1/2011: Verbal Reasoning ≥ 150, Analytical Writing ≥ 3, Quantitative Reasoning ≥ 145

Official GRE scores must be submitted to the University of Minnesota, using the U of M institutional code of 6874.
- Register for the GRE here: https://www.ets.org/gre/revised_general/register/centers_dates/

MTLE Pedagogy and Content Exams

MTLE Pedagogy and Content Exams are available at:
- Indicate the University of MN-Twin Cities as the score recipient.
Both the MTLE and NES are delivered as computer-based tests. Each test includes multiple subtests, each with its own passing score.

Subtests consist of multiple-choice, constructed-response, and/or other technology-supported test items to assess candidates’ knowledge and skills based on the test objectives.

Teacher Performance Assessment (edTPA)

Developed by the Stanford Center for Assessment, Learning, and Equity (SCALE), edTPA is a standardized portfolio-style performance assessment that focuses on teachers’ classroom instruction and relationships with students that are linked to improved student learning.

Promoted and supported for national development by American Association of Colleges of Teacher Education (AACTE), currently there are over 500 Educator Preparation Programs in 34 states and Washington D.C. are participating in edTPA.

Who is required to take edTPA?

Minnesota Board of Teaching (MnBOT) requires 100% participation by teaching candidates in MN Institutions of Higher Education (IHEs).

CEHD is collecting and reviewing scores at program and individual level to make recommendations for continuous improvement. Here is the list of the initial licensure programs for which edTPA is required by MnBOT.

• Agricultural Education
• Arts Education (Dance, Theater or Visual Arts)
• Early Childhood Education
• Elementary Education
• English Education
• Mathematics Education
• Music Education
• Science Education
• Second Languages Education (ESL, Classical Languages, World Languages)
• Social Studies Education
• Special Education

What are the MN standards for edTPA?

At the institutional level, our teacher education programs are accountable for meeting edTPA performance standard. A minimum of 70% of candidates in each program are expected to achieve the recommended standard for each task:

• Planning: 13
• Instruction: 13
• Assessment: 12

For World languages and Classical languages:

• Planning: 10
• Instruction: 10
• Assessment: 9

Where can I find edTPA resources?

For edTPA resources specific to our teacher candidates, please refer to the CEHD edTPA candidate support page. It is critical that faculty, supervisors, and candidates use resources that are officially sanctioned and approved by edTPA (via AACTE and MACTE). Please use only the resources that appear on the following edTPA websites:

1. AACTE website- http://edtpa.aacte.org/ for the following:
   • edTPA Handbooks for your program area
   • Making Good Choices
   • edTPA FAQs artifacts and commentaries

2. CEHD and OTE also provide resources to help as you register with Pearson and complete the edTPA. Expect to hear from Shuji Asai, CEHD License Officer for edTPA updates and FAQs.

   • Try “Faculty,” “Candidates,” and “FAQs” tabs on the webpage
   • Faculty page includes useful documents/handouts, including “guidelines for candidate support”
   • The candidates page helps you navigate the edTPA system through many practical “how-to” guides: registration, video recording, portfolio submission process and scoring timelines, etc.

4. Minnesota edTPA website with pertinent
information for MN candidates:
http://www.edtpamnnesota.org/

What is the cost involved in edTPA?

Our teacher candidates pay a special institution discount rate of $270 because of an agreement Minnesota has with Pearson for a 10% reduction of the $300 fee. The Office of Teacher Education places a program or term fee on students’ accounts in order to provide the opportunity for financial aid to be used by the student (if applicable). The Office of Teacher Education (OTE) works to identify students each year who will take the edTPA and posts the fee to their student account so that financial aid can be used to pay for the assessment. It is imperative that program coordinators/faculty provide OTE with updated student information to assure accounts are appropriately charged. OTE distributes the voucher numbers prior to the final student teaching placement in the program. Note: Rarely, students from Minnesota sometimes must pay Pearson directly. If this is required, the student will be contacted by OTE and provided with directions to pay $300 up front. The student will receive $30 back from Pearson.

What platform do candidates use to submit edTPA?

At this time, students will use Pearson’s edTPA.com website for submission of the edTPA.

What is the edTPA Submission Timeline?

Currently, each program area coordinator is responsible for establishing the deadline for submission of the edTPA for their program. In setting the deadline, please keep in mind that candidates should have submitted their edTPA before they apply for their license. CEHD will not recommend candidates for license without proof that the student has completed the edTPA assessment submission process. Programs and students should allow adequate time prior to their planned submission date to upload and review their files. The submission and reporting dates can be found on the edTPA website:


Each licensure area has a different score report date, so please make sure you review the dates specific to your program.

Advising and Career Services

Advisers play an important role in your graduate studies, from initial notification of your admission into the college to the completion of your M.Ed. degree. Although the approach to advising may differ among departments, these general principles apply to all departments:

- Academic advising is available to prospective and currently enrolled students.
- Academic advising addresses students’ needs in coursework, program planning, and developmental issues.

Although you are responsible for your progress in school and staying up to date on your degree progress, your M.Ed. adviser is available to help you with questions or issues that arise along the way. This adviser can assist you with many day-to-day advising issues such as submitting a petition, course registration, graduation planning, or adjusting to the rigors of a graduate-level program. Advisers at the University of Minnesota-Twin Cities use a note system, APLUS, to track meetings and record your milestones. All students have access to these notes upon request.

Students are notified of their departmental and faculty advisers in their acceptance letter and/or during their respective orientation. You can also find their names and contact information through the myU Portal or by viewing your online transcripts. Before meeting with either adviser, give careful thought to possible course selections, program schedules, and short- and long-term education and career goals. If you plan to transfer credits to your M.Ed. program, be prepared to submit course descriptions and/or college bulletins/syllabi if requested.

Faculty Advisers. Faculty advisers are professors/instructors in CEHD and have a wealth of experience they can share with students regarding how to succeed in the academic and professional teaching environment. Faculty advisors can also be a good resource if you are having trouble with your student teaching placement or curriculum requirements. They are experts in their field and will be able to answer questions specific to the teaching profession.

CEHD Career Services. The mission of the CEHD Career Services office is to prepare and support undergraduate and graduate students and recent alumni in the College of Education and Human Development to make well thoughtful decisions about their career development and job search by:

- Providing resources, individual appointments, programs, and presentations.
- Valuing differences and meeting students and recent alumni where they are in their own personal development.
• Creating and maintaining employer relations to enhance networking connections and recruitment opportunities for CEHD students and recent alumni.
• Collaborating with CEHD departments and the greater University of Minnesota community.

The staff in the Career Services office offer one hour individual appointments with a career counselor covering topics such as career assessment, résumé/CV critique, cover letter writing, practice interviews, graduate school and job search planning. Schedule an appointment online at http://www.cehd.umn.edu/career/ or by calling 612-625-3339.

Program Costs

Students in the M.Ed/initial licensure program are charged CEHD M.Ed. and Certificate tuition rates (not Graduate School rates), which are set each July for the following academic year (fall, spring, and summer). These are the three categories of expenses: Tuition, University Fees, and Collegiate and Program fees. There are also professional expenses for state testing and to apply for the license at the end of the year. See the following OneStop sites to review current tuition rates, university fees and collegiate/program fees.

- **Tuition:**
  https://onestop.umn.edu/finances/tuition#cehd
- **General fees:**
  https://onestop.umn.edu/finances/fees
- **College/Program fees:**
  http://www.onestop.umn.edu/finances/costs_and_tuition/fees/college_and_program_fees.html

Federal financial aid (FAFSA) is available for the cost of tuition and fees for the M.Ed./ILP, and limited expenses. Eligibility is different than undergraduate programs, so most people will qualify regardless of how much students were (or were not) approved for as an undergraduate. We recommend all students submit a FAFSA application – you don’t need to accept all of the aid offered, but having the application on file is useful if other planned funding falls through. A submitted FAFSA is also a requirement for some CEHD scholarships. Review the following ONESTOP websites for a summary of the various types of financial aid, and the process for applying for and receiving aid.

- **Types of Financial Aid:**
  https://onestop.umn.edu/finances/types-

**Applying for and Receiving Financial Aid:**
https://onestop.umn.edu/finances/receiving-financial-aid

**Contact the U of M Office of Student Finances**
with your specific financial aid questions:
Phone number 612-624-4584; email:
olson282@umn.edu

You can search for outside scholarships through web sites such as FastWeb.com or through the Annual Registry of Grant Support that is typically available at the library of any college or university that has graduate programs. There are also federal programs to consider such as the TEACH Grant or loan forgiveness program such as Perkins or Stafford.

**Student Loan Contact Information**

**U.S. Department of Education website.** See:
http://studentaid.ed.gov/ for:

- Repaying Loan Information
- Direct Loan Repayment Calculators

**Direct Loans Home Page.** See:
http://www.studentloans.gov for:

- Direct Loan Consolidation
- Direct Loan Options for Postponing Repayment
- Guide to Defaulted Student Loans
- Loan Forgiveness

**SFA Ombudsman.** See:
https://studentaid.ed.gov/sa/repay-loans/disputes for help for Aggrieved Student Loan Borrowers

**Manage My Direct Loans Online.** See:
https://studentaid.ed.gov/sa/repay-loans for using your Federal Pin number you can access your Federal Direct Loan account, promissory notes and loan counseling requirements

**National Student Loan Data System (NSLDS).** See:
http://www.nslds.ed.gov for history of ALL Federal Title IV Loans (to access you need your Pin #)

**Pin Request.** See: http://www.pin.ed.gov for federal personal identification number to apply and access personal federal loan information

**Direct Loan Servicing.** See:
http://studentaid.ed.gov/repay-loans/understand/servicers for:
• A loan servicer will help you manage the repayment of your federal student loans

Loan Consolidation. See: https://onestop.umn.edu/contact-us/student-account-assistance
• Federal Perkins Loan: can be consolidated
• University Trust Fund Loans: cannot be consolidated

Student Educational Loan Fund (SELF): Firstmark Services  Phone: 1-888-538-7378
U of MN Student Account Assistance Office:
Phone: 1-612-625-8007
Fax: 612-624-2873
E-Mail: stdtloan@umn.edu

Program Information and Policies

Email
Your University-assigned student email account (@umn.edu) is the official means of communication from the University and CEHD. Check your University-assigned email account regularly. Failure to do so may result in missing information vital to your success in the program. It is possible to forward your University email to another account (for example: hotmail, yahoo, etc.); however, you risk losing important information due to provider spam settings. If you choose to forward email to a personal account, you are still responsible for all information sent to your University email address, including attachments.

Name Change
Students who change their name, address, or other personal information during the course of their program are responsible for notifying the University. In order to request an official change with the University, students must submit the appropriate University forms, including the Name Change Request or Notice of Address Change forms, available online: onestop.umn.edu/forms/index.html, or at the University’s One Stop office. Students must also notify CEHD Student Services and their faculty adviser about these changes.

GPA/Grade Requirements
Remaining in good academic standing includes meeting the 2.80 (on a 4.00 scale) minimum GPA requirement each semester. All courses must be completed with a grade of C- or higher. Students who fall below the program’s minimum GPA requirement may be terminated from the program. Students must have a 2.80 overall GPA for courses included on the degree plan at the time of audit for degree clearance.

Grading Options
A minimum of 2/3 of the course credits included on a degree plan must be taken for a letter grade (A/F). There are certain courses within your program that only offer S/N grading, and these are excluded from the 2/3 requirement calculation. However, it is generally good practice to take courses on the A/F grading scale when it is an option, as A/F grades communicate the quality of your work more accurately.

Continuous Enrollment
University-wide graduate education policy requires students to register every fall and spring term to maintain active status. If students do not continuously enroll the University will change their status from ‘active’ to ‘discontinued.’ See: http://policy.umn.edu/education/mastersperformance
If a student is discontinued they will need to re-apply for admission and pay the required application fee. See: http://www.grad.umn.edu/admissions/readmission

Ways and Means to Avoid Being Discontinued

1. Remain enrolled on campus and/or online for Fall and Spring term until you complete your program. Work with your program area faculty and academic advisers to explore different options.

2. Request a Leave of Absence (LOA) by completing the “UM 1758 - Leave of Absence Request” form at https://policy.umn.edu/education/gradstudentleave [Students who experience circumstances that prevent them from maintaining active student
should request a leave of absence. Students must complete a leave of absence form that specifies the term(s) and year(s) of the leave. An approved leave of absence may not exceed two academic years. A student can take a single or multiple LOA during their program, however, the LOA/s cannot exceed two years. If possible, the LOA should be submitted prior to the beginning of the term but not later than the end of the second week of the term.

3. Request reinstatement from LOA by completing the “UM 1759 - Leave of Absence Reinstatement Request: “ at: https://policy.umn.edu/education/gradstudentleave [Request must be submitted two months prior to the start of the term in which the student intends to return].

4. Register for GRAD 999. M.Ed students will be able to register for GRAD 999. GRAD 999 is a zero-credit, zero-tuition, zero financial aid registration option intended for graduate students who must register to meet the University’s registration requirement but this option can only use twice. See more details at: https://onestop.umn.edu/academics/special-registration-categories-graduate-and-professional-students

International students are strongly encouraged to confer with the International Student & Scholar Services (ISSS) office if they are considering GRAD 999 registration. Again, CEHD graduate students are limited to only TWO registration terms of GRAD 999.

Time Limit for Completion
All requirements for the master’s degree must be completed and the degree awarded within five calendar years [check with your licensure/degree program area faculty advisor, as this time limit can vary by program] after initial enrollment in the graduate program. Students who are unable to complete the degree within the time limits due to extraordinary circumstances may petition for an extension of up to 12 months. Students must obtain the approval of their teacher education and faculty advisers by submitting a petition (see “Petitions” section).

Students who have been terminated under such circumstances may apply for readmission to the program; however, readmission is not guaranteed. If readmitted, the student would most likely need to complete the program requirements in place at the time of readmission, which may lead to additional coursework.

Readmission
Students whose active student status has been discontinued and who wish to resume graduate work must seek readmission to their graduate program or to another graduate program. Readmission is not guaranteed, and colleges and programs may add conditions to the readmission (e.g., course grades older than a specified number of years may not be included in the degree plan). Contact your M.Ed. adviser for information about how to apply for readmission.

Change of Degree Objective
Currently enrolled graduate students who wish to change or add a degree objective (e.g., change license area or simultaneously pursue an additional license) must formally request the change or addition of degree objective. Although most of the Initial License areas cannot be combined and/or completed simultaneously, there are a few exceptions. Contact your M.Ed. adviser to determine if this is an option for your license area.

Similarly, if you begin your license program and determine that it’s not a good fit for your career or personal goals, contact your M.Ed. adviser and/or the CEHD Career Services office to discuss your options.

Leave of Absence and Reinstatement
More information and the appropriate forms for both the Leave of Absence and the Leave of Absence Reinstatement are found at this location: http://policy.umn.edu/Policies/Education/Education/GRADSTUDENTLEAVE.html

Students may need to interrupt their enrollment for reasons they cannot control. A formal leave of absence provides students the opportunity to return to the University under the rules and policies in effect when they left and without affecting their time to degree. It also allows the University the opportunity to counsel students about actions they must take to be reinstated upon the expiration of the leave. An approved leave of absence may not exceed two academic years, and the time on leave will not be counted toward the time to degree. However, note that license requirements are set by the state of Minnesota, and students must comply with the standards in place at the time of their license application, even if they have been granted a leave of absence.

Leave of absence requests must be filed in the Dean’s Office no later than the tenth day of either fall or spring semester. After this deadline, only requests from students
who have experienced an emergency or unforeseen circumstances will be considered. Examples of an emergency would be an unexpected medical emergency or illness, or death in the family. ILP/M.Ed students should have their teacher education adviser/faculty adviser and DGS sign the LOA form before sending to the Dean’s office in 104 Burton, via this address: cehdgrad@umn.edu.

Reinstatement: Students with a college-approved leave of absence are eligible for reinstatement if they notify their college via the appropriate reinstatement form prior to the term in which they intend to enroll, they enroll no later than the term immediately following the expired leave (excluding summer), and they return to the same major and degree objective.

Readmission: Students who have not been continually enrolled and who did not file a Leave of Absence, or students with a Leave of Absence who do not return by the term following their Leave, must be readmitted through the Office of Graduate Admissions. Full instructions are available on the Graduate School website at the following link: http://www.grad.umn.edu/admissions/readmission.

In some cases, the Office of Graduate Admissions will request that students submit official transcripts as part of the readmission process. This will occur if the scanned transcripts on file cannot be verified as official.

**Petitions**

There are two petitions; each is used for specific situations:

**The Graduate Registration Exception Request.** This form is used to request class additions, drops, or swaps after a deadline; changes to grading basis or class credit numbers after a deadline; or registration for more than 18 credits during a term. Some of these actions may require evidence of extenuating circumstances. The form is located on the One Stop forms website: http://www.onestop.umn.edu/forms/index.html (under the Registration Forms section).

Once submitted, the form will be routed to the appropriate instructor/department for review and decision.

**Academic Policy Petition.** Used for requesting acceptance of transfer credits, extension to the time limit for completing program, and course substitutions for degree and/or licensure requirements. The form is located on the One Stop forms website: www.onestop.umn.edu/forms/index.html (under the Registration Forms section).

This form is only in a paper version (not electronic) so it will need to be filled out and printed. Obtain departmental and/or faculty recommendations as appropriate for the petition type and attach any necessary documentation.

For requests to have coursework from outside institutions applied to your degree plan, you must have an official transcript (original in a sealed envelope) attached to the petition. If your faculty adviser needs to review your transcript before signing off on the departmental recommendation, please ask them to sign the back of the official transcript envelope verifying that it was sealed at the point of review, and include this signed envelope and the transcript with your petition.

With either petition, you will be notified through your U of MN email regarding the final decision.

**Degree Progress Expectations and Review for M.Ed./Initial Licensure Program**

Student progress in the M.Ed. Initial Licensure Program is two-fold: (1) progress toward a license in the student’s chosen teaching area, and (2) progress toward completing the M.Ed. degree. Following are the expectations for M.Ed. Initial Licensure Program students to remain in good standing in terms of progress expectations toward both of these program outcomes:

1. **Minimum GPA expectation:** students must maintain a minimum 2.8 GPA each semester and also a 2.8 cumulative GPA to be considered in good academic standing. All courses must be graded at a “C-“ or higher level for satisfactory progress and for degree completion.

2. **Completion of course credits:** students are expected to complete all courses in which they enroll. To remain in good academic standing, students may not accumulate more than one course graded “incomplete.”

3. **Professional performance in preparation for teaching:** students must make satisfactory progress throughout the program preparing them to teach by demonstrating the knowledge, skills, and dispositions as set forth in the standards and in our assessment process. For further information, see the sections in this handbook on MN Standards of Effective Practice, the MN Code of Ethics for Teachers, and Teacher Candidate Assessment and Evaluation.

If students do not maintain satisfactory progress in all
three of these areas of expectation, they may be placed on a Progress Warning status, where clear expectations will be communicated to them about improvements needed. Progress Warning expectations are established on an individual basis at the department level, taking into consideration the nature of the progress concerns. Failure to make identified improvements or continued lack of progress may lead to a time-limited academic suspension or to discontinuation of a student’s program.

**Timeline:**
End of semester review – at the end of each semester, student records will be reviewed in the department, and students will be informed if they have fallen below minimum academic expectations for GPA and completion of course credits by the start of the following semester. Falling below academic expectations will result in a Progress Warning notification, with clear expectations delineated for the student to continue in the program. Where students have received an earlier Progress Warning with academic expectations delineated, the student’s progress toward meeting these expectations will be evaluated, and the student will be informed about the outcome of the review and any actions that will be taken. This timely and clear communication of the status of the review will also include information about students’ due process rights under University policies.

Throughout the program – professional performance assessments are conducted throughout the program, and a professional performance review is completed prior to students being placed in their final student teaching experience. Failure to meet professional performance expectations can result in a Progress Warning at any time during the program.

Students receiving a Progress Warning as a result of concerns about meeting professional performance standards may be invited to discuss the situation with the lead faculty member in their program. Expectations will be discussed at that meeting. A formal communication about expectations will also be communicated in writing, and will be part of the student’s advising record.

**Student Conduct Code – Scholastic Dishonesty/Plagiarism**
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so, by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code, available on the Office of Student Conduct and Academic Integrity (OSCAI) website: www.oscai.umn.edu/index.html, defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Plagiarism is defined as representing the words, creative work, or ideas of another person as one’s own without providing proper documentation of source. Examples include, but are not limited to:

+ Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
+ Representing the words, ideas, or data of another person as one’s own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
+ Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
+ Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author’s; and
+ Borrowing various words, ideas, phrases, or data from original sources and blending them with one’s own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.

If you are confronted with allegations of misconduct, the
University has a process in place to resolve the issue. Review the Discipline Process outlined under the Student Information section of the OSCAI website for detailed information. You can also obtain the assistance of an ombudsman through the Student Conflict Resolution Center (www.sos.umn.edu/) to help you through the process.

Note: OSCAI does not assist with academic performance issues. Review the Conflict Resolution/Grievance Process for more information about resolving those disputes.

Conflict Resolution/Grievance Process

If you have a dispute, the first step of any resolution should be at the lowest unit level, between the parties involved or the parties and an appropriate third party (e.g., other faculty, program coordinator, or program adviser). Students may wish to contact the Student Conflict Resolution Center (www.sos.umn.edu/) or similar support services for advice and possible mediation. If no informal resolution is reached at the lowest unit level, a student may seek informal resolution at the collegiate level with the other party and higher level administrators. If the issue is not resolved informally, the student may seek formal resolution. Information about filing a formal grievance can be accessed from the Student Conflict Resolution Center (www.sos.umn.edu).

Access to Educational Records

In accordance with University of Minnesota Board of Regents’ policies on access to student records, information about a student may not be released to a third party without the student’s permission. Exceptions under the law include state and federal educational and financial aid institutions. Some student information—name, address, email, telephone number, dates of enrollment and enrollment status (full-time, part-time, not enrolled, withdrawn, and date of withdrawal), college and class, major, adviser, academic awards and honors received, and degrees earned—is considered public or directory information. Students may prevent the release of public information by notifying the records office on their campus. Students have the right to review their educational records and to challenge the contents of those records.

Sexual Harassment Policy

“Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: https://policy.umn.edu/hr/sexualharassment
Extensive Time in Schools: Clinical Learning Experience

Throughout their license programs, teacher candidates work with cooperating teachers and University supervisors to develop teaching skills as well as the dispositions toward inquiry, research, and reflection that lead to life-long professional development. Clinical experiences provide opportunities for teacher candidates to link research, theory, and practice in real-world settings. Teacher candidates are mentored to meet the needs of diverse students and develop the skills to interact with pupils and colleagues, which we hold to be the essence of effective teaching.

Types of Clinical Learning Experiences

According to Minnesota Administrative Rule 8700.7600, candidates preparing to be recommended for their first license are required to complete successfully a series of early and ongoing planned, supervised, and evaluated clinical experiences. The University uses four different types of clinical learning experiences:

Traditional Student Teaching

Classroom responsibilities. In traditional student teaching, the pre-service teacher spends the first couple weeks in the classroom observing, and then gradually “ramps up,” taking on more responsibility for teaching in one content area (elementary) or class period (secondary) each week. By the fourth or fifth week, the teacher candidate takes full responsibility for the classroom, while the cooperating teacher takes on the role of observer.

Program expectations. Each license program will have specific expectations of the student teaching experience. Generally, all programs will expect a focus on planning, instruction, and assessment of student learning. The teacher candidate is responsible for completing all program expectations.

Supervision. The teacher candidate receives a minimum of three supervisory visits. The number of visits can be adjusted if the student teaching is other than a full-day, semester-long, or year-long experience. The University supervisor completes the college-wide required key assessments during observations including a minimum of two each of the Dispositions Assessment and the Student Teaching Evaluation.

Length of placement(s). Each license program to meet state requirements, address university expectations, and support P-12 school’s needs specifies the length of the placement. Candidates in approved programs must complete at least 12 full time, continuous weeks of student teaching in the license field and at the license level for which the candidate will be recommended for a teaching license. However, candidates in some MnBOT approved residency, non-conventional and alternative pathway programs may have a differently configured series of student teaching experiences in longer or shorter timeframes than 12 full-time, continuous weeks.

Co-Teaching Student Teaching

In a student teaching experience incorporating co-teaching, the pre-service teacher works collaboratively with the cooperating teacher throughout the entire experience, serving as a co-teaching partner in lesson planning, assessment, and instruction.

Unlike the traditional student teaching model, as the weeks progress during co-teaching, the teacher candidate has increasing responsibility for leading planning, instruction, and assessment. The cooperating teacher gradually releases lead teacher responsibilities but remains engaged as a co-teacher to assure both adults in the classroom remain focused on engaging students in learning. Instead of “soloing” for weeks without utilizing the expertise of the master teacher, teacher candidates who co-teach demonstrate they can handle the full responsibility as lead teacher by selecting and planning for appropriate co-teaching strategies. In this model, the cooperating teacher remains engaged as a partner in the classroom, focused on supporting and assessing the needs of the student learners with the teacher candidate.

Program expectations. Each license program will have specific expectations of the co-teaching experience. The teacher candidate is responsible for completing all program expectations.

Supervision. The role of supervision is very similar to the traditional student teaching model (see above). The supervisor may be more engaged with the cooperating teacher since feedback is more frequently a discussion among all active teachers in the classroom. The supervisor forms a triad with the cooperating teacher and the teacher candidate for candidate feedback, mentor
support, and professional learning.

**Length of placement.** The timing and length of the placement is specified by each license program in compliance with state requirements, address University expectations, and support P-12 school’s needs. Co-teaching will typically be engaged over an extensive period of time due to the school partnerships in which the co-teaching is taking place.

**Pre-student teaching Practicum experiences**
Supervised practicum experiences are specified by each license program and are typically attached to a university course. Practicums are shorter than student teaching experiences and typically involve fewer responsibilities by the candidate than expected during student teaching. Practicums may take place in a classroom, across the whole school, or non-school based education settings. Examples of activities that may take place during practicums include:

+ Structured or open-ended observations
+ Case study of a student
+ Teach a mini-lesson approved by the university instructor and classroom teacher
+ Complete informal assessments as part of a course project
+ Participate in ongoing teaching activities as a support or tutor

**Pre-student teaching Field Experiences**
Field experiences are also associated with university courses, similar to practicum experiences. Field experiences provide an opportunity for the candidate to complete a specific course project that will typically be of a short duration and measured in hours. Field experiences will not be supervised on site. Field experiences may be completed during a practicum or student teaching experiences.

**Partner Network**

The CEHD Partner Network is comprised of over 300 individuals from eight school districts who have engaged in events, site meetings, task groups, curriculum teams, and professional development offered since January 2010 as part of the Teacher Education Redesign Initiative (TERI) at the University of Minnesota. The Network provides a shared space where all educators—school-based and University-based—focus on improving learning and engagement for B-21 learners while mentoring new teachers into the profession. The Network continues to expand as more school faculty and members of district central offices engage with TERI activities.

Our approach in developing district partnerships has been to identify districts that share an affinity for redesigning teacher education that is closely aligned with clinical practice. Potential professional development schools (PDSs) and clinical cluster sites (CCss) were identified in consultation with district leadership, school site administration, teachers, and University faculty based on these criteria:

+ Willingness to work together in new ways to best serve students’ learning
+ Commitment to whole school professional development
+ Strong, stable principal and leadership
+ Space to host teacher preparation classes and University liaisons

Formal partnerships with districts are established with Memorandum of Understanding (MOU), creating a working partnership that gives both partners a stake in the relationship. Once the district agreements are established, Scope of Work Agreements (SOWA) are created in conversation with site teams at schools. Site teams may have membership representing the community, school, union, and university program(s) who help to manage partnership work. The teams identify specific areas of need or interest for the following year and partnerships are developed to support that need.

As schools continue to assess the quality and the effectiveness of the teaching under their own roofs, our model for professional development schools will help the schools become better places for teaching and learning. Partner schools are willing to move in new directions in shaping the educational experiences for teachers, teacher candidates, and B-21 students. We are enthusiastically co-developing partnerships with district level staff and school leadership, finding ways to put B-21 students first!

**Professional Development Schools and Clinical Cluster Sites**

We have adopted a Professional Development School (PDS) model to create and renew school and district partnerships with the University of Minnesota-Twin Cities. According to the National Council of Accreditation for Teacher Education (2001), a PDS is:
...a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools.

We stand by the premise that these partnerships must be beneficial to all partners. Our partners tell us that they are engaging with us because they 1) know their P-12 students will benefit from the expertise and resources that the University will offer from faculty across the University; 2) that they trust the University for the quality of teacher preparation and teacher development that it can offer to their teachers; and 3) that a partnership with the University will provide opportunities to develop the leadership and instructional practices of their faculty. For the University, the partnerships will provide high quality clinical experiences for our candidates in places where we will be able to provide ongoing support. The University will also benefit from the expertise of master teachers within our partner districts as we create opportunities to share expertise in teaching on our campus and in the PDSs.

All PDS clinical experiences are coordinated in such a way that research, theory, and practice are meaningfully integrated and applied toward the goal of P-12 student learning.

Site Liaison

A university-school liaison is a staff member (either a district, university or joint staff person with shared reporting to both school and university) who organizes the clinical experience for candidates and the school. This person also serves as a communication bridge for professional development and research interests of all partners. The site liaison has a primary role in developing and confirming placements, providing oversight to cooperating teacher, student teacher pairs, and arranging necessary training.

Clinical learning placements are concentrated within PDS and CCS schools. However, not all clinical learning experiences will occur in a PDS or a CCS. As more schools within our district partners are identified and developed as PDS or CCS schools, our candidates will have access to PDS and CCS clinical placements. We anticipate that at some point in each candidate’s program they will engage with or visit a university-school partner PDS or CCS.

Partner Network Cooperating Teachers

Within the partner network we have agreements defining who may and may not serve as a co-teacher with a teaching candidate. These criteria are in addition to the requirements for all cooperating teachers described later in this section.

Common Criteria for Cooperating Teachers

1. Three years of teaching experiences and/or tenured
2. Licensed in assigned field
3. Willingness to complete co-teaching training and co-teach with teacher candidate
4. Principal/School Leadership Team recommendation based on:
   a. Evidence of effective teaching:
      • Assessing student learning—formative and summative assessments demonstrate student achievement and inform instruction
      • Managing learning in class environment
      • Integrating research-based best practices
      • Teaching through a lens of equity
   b. Evidence of Professionalism
      • Collaborating (PDP/PLC/co-teaching)
      • Deepening content knowledge
      • Communicating skillfully
      • Becoming a teacher leader
      • Reflecting on practice
      • Articulating practice
      • Demonstrating adaptive expertise
      • Modeling passion and enthusiasm for teaching.
Teacher Candidates

Responsibilities and Dispositions Expected of Teacher Candidates

The responsibilities and dispositions listed here are expected of teacher candidates in all initial license programs across the University of Minnesota. Careful observance of these responsibilities and dispositions contribute to the successful completion of clinical learning experiences. Additional responsibilities and activities are determined by program areas.

+ Come ready to learn, be enthusiastic, and show initiative.
+ Accept responsibilities assigned by the cooperating teacher who is your co-teacher during student teaching.
+ Prepare instructional units in advance and review lesson plans with the cooperating teacher prior to instruction.
+ Assume primary responsibility for all teaching assignments as they have been planned with the cooperating teacher and University supervisor.
+ Maintain the hours required of regular teachers. Be punctual and arrive prepared to teach.
+ Communicate with the cooperating teacher and other school personnel immediately if an absence must occur. Communicate the absence to the University.
+ Be patient with yourself and your cooperating teacher.
+ Demonstrate initiative by finding ways to contribute to the classroom and to the school.
+ Demonstrate respect for the individual differences and cultures of students.
+ Know your content and be a continuous learner.
+ Be creative and use a variety of instructional strategies.
+ Maintain confidentiality of students’ personal, social, emotional, intellectual, and academic status.
+ Maintain a student-centered approach. Make instructional decisions based on the well-being of the students.
+ Follow all safety, discipline, and professional policies in the building.

+ Become familiar with the school and community of the student teaching placement.
+ Actively participate in three-way conferences with the cooperating teacher and the University supervisor.
+ Clearly communicate questions and concerns to both the cooperating teacher and the University supervisor.
+ Receive feedback in a constructive, open manner.
+ Know and implement co-teaching strategies.
+ Begin promptly and commit to high-quality work when completing your Teacher Performance Assessment.

Your program may be involved in the ongoing pilot of the Minnesota Educator Dispositions System (MnEDS) in 2017-18. The framework allows teacher educators and teacher candidates to engage in ongoing, formative dialogue around dispositional development.
Clinical Supervisors and Cooperating Teachers

Minnesota Requirements for University of Supervisors and Cooperating Teachers

Qualifications of professional education faculty are defined in Minnesota Administrative Rule 8705.1000. Subpart 8 at: https://www.revisor.mn.gov/rules/?id=8705.1000

The following are expectations the state holds for our university supervisors:

- the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member’s current assignments;
- the unit ensures that all faculty who supervise student teaching are qualified by advanced academic preparation, and have at least one academic year of prekindergarten through grade 12 teaching experience in that content area and scope;
- the unit ensures that all faculty who supervise student teaching must have a minimum of a master’s degree and have at least one academic year of prekindergarten through grade 12 teaching experience aligned to the scope of the licensure programs they supervise; and
- the unit has a policy in place expecting faculty to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionals.

Clinical Supervisors

Requirements for University Supervisors Faculty assigned to supervise student teaching experiences in the teacher license program shall have teaching experience with the scope (grade level) of the licensure area they supervise.

Clinical Supervisors are expected to attend the “Supershops” held by OTE to provide ongoing support and training on assessment systems. Additionally, supervisors often meet with program faculty. Finally, supervisors are to know and assist the cooperating teachers with mentoring using co-teaching strategies. Required online training is available at: http://www.cehd.umn.edu/TERI/Co-teaching/default.html

For some U of M pathways to licensure, the University clinical supervisor may be called a “UM Mentor.” A UM Mentor may have some of the responsibilities of the Cooperating teacher as well. Talk with your specific Licensure Program Area Coordinator for details about the scope of the clinical supervisory role.

University Preferred Requirements for University Supervisors

- More than three years teaching experience
- Current or past license for teaching in the license area

Dispositions Expected of University Supervisors

The student teaching experience can be an exciting time of personal and professional growth. It can also be a time when teacher candidates may face a number of conflicts and tensions. Cooperating teachers and University supervisors are both in a position to offer the professional support and encouragement needed by candidates to deal successfully with the natural ups and downs of becoming a teacher. We expect that Supervisors will:
+ Show care, concern, and commitment to teacher candidates.
+ Share the thinking underlying your instructional and supervisory decisions.
+ Help teacher candidates reflect on the reasons and purposes for their instructional decisions.
+ Encourage teacher candidates to reflect on their performance, identifying both strengths and areas of needed improvement.
+ Use positive phrasing that helps teacher candidates understand what they need to work towards.
+ Build on the strengths of teacher candidates.
+ Share openly with teacher candidates regarding positive reactions you have to their performance or your level of concern.
+ Build and maintain professional, confidential relationships with teacher candidates.
+ Be flexible and let teacher candidates try new instructional approaches.
+ Help teacher candidates feel they are a part of the school staff.
+ Continue or reflect on their own dispositional growth in their role as teacher educators.

**Responsibilities of University Supervisors**

The responsibilities listed below are those expected of University supervisors across all license programs in the College of Education and Human Development. Programs may also require other responsibilities specific to the needs of a particular content or license area.

- Participate in the Office of Teacher Education (OTE) “SuperShops”.
- Wear University identification, and present oneself to schools as professional representatives of the University.
- Help teacher candidates, cooperating teachers, and other school personnel understand the expectations of the teacher licensure program.
- Help teacher candidates, cooperating teachers, and other school personnel understand the expectations including the Minnesota Standards of Effective Practice for Teachers.
- Help teacher candidates, cooperating teachers, and other school personnel understand the expectations of the Dispositions Assessment.
- Ensure that both teacher candidates and cooperating teachers view the placement as appropriate to their goals and expectations.
- Help the cooperating teacher, teacher candidate, and supervisor triad build good communication practices.
- Make regularly scheduled supervisory visits, including pre-conferences, classroom observations, and post-conferences with teacher candidates. A minimum of three visits must be completed in 12-weeks, but programs may have more requirements.
- Communicate on a regular basis with cooperating teachers regarding the progress of teacher candidates.
- Understand the components and scheduling of the Teacher Performance Assessment (edTPA). Provide reasonable reminders and ethical coaching prompts to teacher candidates about their progress in completing the edTPA.
- Be an advocate for the teacher candidate.
- Act as a confidante for both the teacher candidate and the cooperating teacher.
- Conduct midterm conferences with teacher candidates and their cooperating teachers, providing teacher candidates with a formative evaluation.
- Conduct a final, three-way evaluation conference.
- Conduct regularly scheduled seminars/meetings with teacher candidates.
- Contact Program Faculty Advisors with concerns or immediately when significant problems arise in the field that may lead to a Progress Warning for the candidate.
- Submit grades for student teaching by deadline.
- Write and submit all key assessments by deadline.
- Write letters of recommendation.

**Cooperating Teachers**

**Minnesota Requirements for Cooperating Teachers**

Classroom teachers who supervise student teaching experiences shall hold at least a full professional Minnesota license in the field and at the license level for which they mentor. Qualifications of cooperating teachers and related field experiences are defined in Minnesota Administrative Rule 8705.1000. Subpart 3 at: [https://www.revisor.mn.gov/rules/?id=8705.1000](https://www.revisor.mn.gov/rules/?id=8705.1000)

The following are expectations the state holds for our cooperating teachers:

+ the teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the
Cooperating teachers and teacher candidates should plan the clinical experience to match the needs of the classroom pupils. Increasingly this involves co-teaching between the cooperating teacher and the teacher candidate until the teacher candidate takes full responsibility for teaching assigned classes with mentoring and supervision. All teacher candidates need to understand the school’s policies, the faculty culture, and the backgrounds and strengths of the school’s students and families. We expect each teacher candidate to be a contributing member of the host school’s faculty.

Cooperating teachers play an important role in fostering productive reflection and promoting the teacher candidate’s professional learning. Co-planning and co-teaching provide opportunities for cooperating teachers to articulate the reasons for their instructional decisions and to engage the teacher candidate in discussions about instruction. By engaging in regular dialogue about a teacher candidate’s instructional practice, the impact of instruction on student learning, and the candidate’s relationships with pupils, cooperating teachers encourage teacher candidates to reflect upon, evaluate, and improve their teaching.

The responsibilities listed below are those expected of cooperating teachers across all license programs in the College of Education and Human Development. Programs may also provide guidelines to cooperating teachers that are specific to the needs of the particular content or license area.

**Orient the teacher candidate to the school**
+ Culture of school and faculty
+ Layout of the school facility
+ Organization of school program
+ School policies, handbooks, and guidelines
+ Staff responsibilities
+ Support services
+ School schedule
+ Student demographics
+ Safety issues and procedures

**Orient the teacher candidate to the classroom**
+ Physical arrangements
+ Introduction to student demographics, characteristics, and strengths
+ Norms and rules
+ Routines
+ Discipline guidelines
+ Curricular goals and materials
+ Instructional approaches
+ Evaluation procedures
+ Instructional support services
+ First aid procedures

---

**University Requirements for Cooperating Teachers**

Three years teaching experience (more than 5 years preferred) and tenure status (if applicable) are required.

**Responsibilities of Cooperating Teachers**

Cooperating teachers and teacher candidates should plan the clinical experience to match the needs of the classroom pupils. Increasingly this involves co-teaching between the cooperating teacher and the teacher candidate until the teacher candidate takes full responsibility for teaching assigned classes with mentoring and supervision. All teacher candidates need to understand the school’s policies, the faculty culture, and the backgrounds and strengths of the school’s students and families. We expect each teacher candidate to be a contributing member of the host school’s faculty.

Cooperating teachers play an important role in fostering productive reflection and promoting the teacher candidate’s professional learning. Co-planning and co-teaching provide opportunities for cooperating teachers to articulate the reasons for their instructional decisions and to engage the teacher candidate in discussions about instruction. By engaging in regular dialogue about a teacher candidate’s instructional practice, the impact of instruction on student learning, and the candidate’s relationships with pupils, cooperating teachers encourage teacher candidates to reflect upon, evaluate, and improve their teaching.

The responsibilities listed below are those expected of cooperating teachers across all license programs in the College of Education and Human Development. Programs may also provide guidelines to cooperating teachers that are specific to the needs of the particular content or license area.

**Orient the teacher candidate to the school**
+ Culture of school and faculty
+ Layout of the school facility
+ Organization of school program
+ School policies, handbooks, and guidelines
+ Staff responsibilities
+ Support services
+ School schedule
+ Student demographics
+ Safety issues and procedures

**Orient the teacher candidate to the classroom**
+ Physical arrangements
+ Introduction to student demographics, characteristics, and strengths
+ Norms and rules
+ Routines
+ Discipline guidelines
+ Curricular goals and materials
+ Instructional approaches
+ Evaluation procedures
+ Instructional support services
+ First aid procedures

---
**Plan the candidate’s learning experiences**

- Know and implement co-teaching strategies
- Discuss long range plans for increased teaching and planning responsibilities
- Clarify planning expectations and procedures
- Determine specific teaching responsibilities
- Schedule regular conference times with the teacher candidate
- Make arrangements for supervisory observations and feedback
- Identify additional candidate responsibilities within the school (staff meetings, professional development activities, professional duties)
- Encourage the teacher candidate to get involved in school activities (extracurricular activities, committees, field trips)

**Mentor the candidate in planning meaningful instruction for students**

- Use co-teaching strategies. Online training is available at: [http://www.cehd.umn.edu/TERI/Co-teaching/default.html](http://www.cehd.umn.edu/TERI/Co-teaching/default.html)
- Review and provide feedback about lesson plans prior to implementation
- Mentor the teacher candidate to clarify and think through lessons and units of instruction
- Mentor the teacher candidate to avoid pitfalls
- Mentor the teacher candidate to reflect on goals and expectations of themselves and their students

**Observe, provide feedback, and evaluate the candidate’s performance as a teacher**

- Observe instruction on a regular basis and provide feedback
- Meet with the teacher candidate prior to the observation to discuss the lesson
- Provide regular, informal feedback in written, oral, and/or video form
- Help the teacher candidate develop goals and strategies based on the feedback
- Understand the components of the Teacher Performance Assessment and guide the teacher candidate in planning for learning segment and videoing their teaching
- Help teacher candidates understand the Minnesota Standards of Effective Practice for Teachers and how they relate to their teaching performance
- Conduct regular conferences in which student teaching performance is reviewed and evaluated in terms of the Standards of Effective Practice
- Prepare a written, mid-term evaluation and discuss the results with the teacher candidate and the University supervisor
- Report concerns about the performance of the teacher candidate to University supervisors and attend Progress Review meetings when requested
- Write letters of recommendation and complete other summative evaluations as requested
- Complete program surveys about the cooperating teacher experience as requested

**Co-Teaching Student Teaching**

This section provides some background information about co-teaching for all of our candidates, supervisors, and cooperating teachers as we are shifting more and more of our student teaching placements to a co-teaching model.

**The Model**

Co-Teaching is defined as two or more teachers working together in a classroom with groups of students. In the context of pre-service (student) teaching, the classroom teacher of record and teacher candidate share the planning, organization, delivery, and assessment of instruction as well as the physical space of the classroom. In this model, the pre-service teacher is active in the classroom from the first day of the student teaching experience and engages with learners as a member of a teaching team. The teacher candidate works collaboratively with the cooperating teacher throughout the entire experience, serving as a co-teaching partner in lesson planning, assessment, and instruction. The University supervisor is actively involved with the cooperating teaching with ongoing feedback for the teacher candidate (Heck, Bacharach, and Mann, 2005).

As described earlier, as the weeks progress during co-teaching the teacher candidate has increasing responsibility for leading the planning, instruction, and assessment - the cooperating teacher gradually releases lead teacher responsibilities but remains engaged as a co-teacher to assure both adults in the classroom remain focused on engaging students in learning. In this model, the cooperating teacher remains engaged as a partner in the classroom, focused on supporting and assessing the needs of the student learners with the university’s teacher candidate.

**Why Co-Teach?**

Research reports increased academic achievement associated with co-teaching based on a comparison of the achievement scores in reading and math of students in co-taught classrooms, students in a classroom with a single teacher, and classrooms where a non-co-teaching
model of student teaching was undertaken. Results showed that students in co-taught classrooms statistically outperformed students in either of the other two settings (Bacharach, Heck, and Dahlberg, 2010).

These student achievement results have been attributed to several characteristics of the co-teaching model:

+ Increases instructional options for all students
+ Reduces student/teacher ratio
+ Addresses diversity and size of today’s classroom
+ Enhances classroom management
+ Increases student participation and engagement
+ Enhances collaboration skills of both teachers

What are the co-teaching strategies?

Seven co-teaching strategies are typically used by teachers engaged in co-teaching relationships.

1. One Teach, One Observe. One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either teacher candidate or cooperating teacher could take on both roles.

2. One Teach, One Assist. An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

3. Station Teaching. The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often independent stations will be used along with the teacher-led stations.

4. Parallel Teaching. Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

5. Supplemental Teaching. This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

6. Alternative (Differentiated) Teaching. Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different.

7. Team Teaching. Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

How Do I Learn About Co-Teaching?

Professional development is required for the co-teaching relationship. As part of the TERI Partner Network, over forty co-teaching specialists have been trained to deliver professional development at school sites and district centers each fall and spring. Teacher candidates are introduced to the co-teaching strategies on campus in classes and at special sessions offered prior to placements in PDS and CCS sites. The professional development is offered in two parts: Foundations of Co-teaching and a Pairs Workshop on Co-teaching. Each participant need only attend the Foundations workshop once. However, the Pairs workshop must be attended each time a cooperating teacher accepts a new teacher candidate for the academic year. All cooperating teachers receive CEUs for the workshop and support from the co-teaching specialists within the network, upon request. There is also an online option at: http://www.cehd.umn.edu/TERI/Co-teaching/default.html
Clinical Experience Policies and Procedures

Assignments and Consent to Work with Student Data

Candidates in early field experiences, practicums, and student teaching have assignments that may intrude on the privacy of P-12 students and their families. These assignments include observations of student behavior in classrooms and in other school environments, case studies of learning for individual students, video and audio recording of the candidate’s teaching, interviews with students, family members, and staff, and reviews of academic records including Individual Education Plans. In every case it is the candidate’s responsibility to review the assignment with their host teacher, to ascertain who else must be informed about the assignment, and to ensure that appropriate consent has been collected. The candidate is responsible to follow all district and university policies regarding informed consent and data management. Candidates will have access to standard consent templates, prepared by the university, to use in situations when university forms are preferable to district forms and processes.

Absences from Student Teaching

When teacher candidates cannot attend school because of illness or other extenuating circumstances, they should notify their school office, the cooperating teacher, and the University supervisor immediately.

Teacher candidates who miss more than three days of student teaching during a term must discuss with their University supervisor a plan to extend student teaching in order to compensate for lost time. An additional registration may be required.

Use of Teacher Candidates as Substitutes

Teacher candidates are not to be used as substitutes for the regular teacher who is absent from school. If the cooperating teacher cannot be in attendance, it is the responsibility of the school district to find a qualified substitute. The teacher candidate may continue to teach under the guidance of a qualified substitute on a short-term basis.

Cooperating teachers should not leave teacher candidates for long periods of time during a school day, thus, in effect, having them serve as substitutes. While the cooperating teacher may be away from the classroom for short periods of time, this should not occur until a judgment is made by the cooperating teacher that the teacher candidate is capable of handling the class and is adequately prepared for major contingencies that might arise during the time of absence.

Withdrawal or Removal of a Teacher Candidate from a Placement

If a teacher candidate withdraws or is removed from a clinical placement by CEHD, the University coordinator of clinical learning or the program field placement coordinator will contact the cooperating teacher and the school principal to inform them of the withdrawal or removal.

The cooperating teacher and/or the University supervisor may be called upon to discuss reasons for the withdrawal or removal with the teacher candidate and make certain that the teacher candidate has evaluated the appropriateness of his/her decision, or understands the consequences of removal. On the occasion when a teacher candidate withdraws, it may be beneficial for the candidate to have an opportunity to reflect on the experience to bring closure. In the case of removal, the cooperating teacher may be called upon to assist in documenting reasons for the removal and/or provide specific information for a professional Progress Review meeting with the student. The cooperating teacher and/or the University supervisor may also be called on to help determine appropriate expectations, options, or consequences in the Progress Review process.

Professional Progress Review Process

Students in teacher licensure programs are provided with formative and summative evaluation of their professional performance as outlined above. When concerns arise related to professional performance standards, these are communicated through a Progress Warning email or Progress Review meeting initiated by the licensure program area coordinator/lead faculty in the teaching program.

A Progress Review Meeting is intended to assist the professional development of the CEHD student. Those who participate and make decisions or recommendations in a Progress Review meeting must consider the career development interests and needs of the student, the professional standards expected by the college, and, where appropriate, the standards expected
by the profession and the state.

Progress Review meetings are called for the purpose of making a decision about admission of a candidate to a student teaching experience, internship, practicum or other field experience (hereafter referred to as a field experience); removal or withdrawal of a candidate from a field experience; reassignment of a candidate to a new field experience site; or establishing appropriate developmental activities for success of the candidate in the field experience. They are also called for the purpose of making a recommendation to remove a candidate from a college program leading to a certificate, license, or degree.

Following a Progress Review meeting, students will receive a written Progress Warning outlining expectations for improvement, and consequences for a failure to meet these expectations. Progress Warning expectations are established on an individual basis, taking into consideration the nature of the progress concerns. Continued lack of progress may lead to a time-limited academic suspension or to discontinuation from a student’s program. Progress Warning communications become a part of the student’s record of advisement.

**Board of Teaching external authority for resolving disputes**

From MN Statue 122A.09, subp. 4(c) at:

http://www.revisor.mn.gov/statutes/?id=122A.09

The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board’s discretion, assistance may include the application of chapter 14.

**Liability Coverage During Student Teaching**

The Regents of the University of Minnesota Liability Program covers practicum and student teaching experiences as follows:

Included under the Schedule of Persons Insured are education students of the University while engaged in student teaching activities within the scope of their assigned duties as a teacher candidate. Coverage shall be in excess of any other valid or collectible insurance.

Teacher candidates placed in school districts that provide liability for their teachers also receive the same coverage. Under state law, teacher candidates who have completed not less than two years of an approved teacher education program and who are placed under the supervision of a fully qualified teacher are deemed employees of the school district in which they are rendering services for the purposes of worker’s compensation; liability insurance, if provided for other district employees; and legal assistance. Thus, if a district provides liability insurance for teachers, teacher candidates placed in that district are also covered.

Teacher candidates can also receive liability coverage during student teaching by becoming a student member of Education Minnesota. Students interested in this coverage can get more information from Education Minnesota at 651-227-9541 or 1-800-652-9073.

**Teacher Strikes**

If a teacher candidate is placed in a school district in which there is a teacher strike or an impending teacher strike, the cooperating teacher should notify the University supervisor as soon as possible. The University supervisor will contact the program coordinator to discuss procedures for the teacher candidate to follow. This should be done early enough so that the teacher candidate can be adequately informed. The following guidelines, adopted by CEHD, will be followed in the event of a teacher strike:

+ At all times CEHD will avoid taking sides or otherwise becoming involved in the labor dispute.
+ University faculty and supervisors should advise teacher candidates not to cross teacher picket lines.
+ Teacher candidates will be contacted by their University supervisor or program coordinator for instructions as to how they may complete their program requirements.
+ In the event of a strike that occurs early in the semester, teacher candidates will return to the University and participate in activities developed by their respective programs.

+ CEHD will honor its contract with individual cooperating teachers and school districts. Likewise, CEHD will work with individuals and districts to develop alternative means for the fulfillment of their obligations to the college and its teacher candidates.

**Payment of Honoraria to Cooperating Teachers**

Payment of honoraria to cooperating teachers is based on an agreement between each school district, CEHD, and the U of M Board of Regents.
Full-time Student Teaching.
In a full-time experience, the teacher candidate is assigned to the cooperating teacher for the day, including four or more hours of instructional time for five days each week; or an equivalent number of hours but not less than five days during the week. Cooperating teachers of full-time teacher candidates will receive $20 per week, unless the district agreement differs from the university. Payments cannot be processed for the cooperating teacher until the Office of Teacher Education and/or the program’s home department has received the required survey response and/or paperwork for processing the stipend. Stipends are processed by the University only twice a year—usually in December and in June—after all cooperating teachers respond to the University’s required survey. However, cooperating teachers can only be paid once per fiscal/tax year. Please plan accordingly.

Part-time Student Teaching
In a part-time experience, the teacher candidate is assigned to the cooperating teacher for one, two, or three hours per school day five days a week; or for an equivalent number of hours per week but less than five days during the week; or for a part-day assignment during a five-week summer session. Cooperating teachers of part-time teacher candidates will receive $10 per week.

No extra compensation is paid for training, conferences, or other activities demanding the time of the cooperating teacher in carrying out his or her obligations as a cooperating teacher.

Payment of honoraria occurs at or near the end of each University term but no more than once each tax year. The issuance of payments to the school districts or to individual cooperating teachers is dependent upon the policies of each school district.

References


Pre-12 Teacher Education Standards – State of Minnesota

Minnesota is a highly standardized state for teacher licensure. There are three sets of standards that are important to teacher education licensure candidates (Pedagogy, Content and Pre-12 Student Standards). The teacher education licensure standards are highlighted in the program syllabi to communicate how candidates learn the standards and how their knowledge of standards will be applied and assessed during their teacher education licensure program. Finally, these standards are assessed summatively through the Minnesota Teacher Licensure Exams (MTLEs):

Standards of Effective Practice: These standards cover pedagogy and will be assessed on the Minnesota Teacher Licensure Exams (MTLE) pedagogy exams. All teacher education licensure candidates must take this assessment based on their scope level (early childhood, elementary, secondary). The Standards of Effective Practice (SEPs) are available in this handbook on page 29 or at this link: https://www.revisor.mn.gov/rules/?id=8710.2000

Content Exams: Candidates must pass MTLE in Content Standards from their licensure area (e.g. Agriculture Education, Elementary, Mathematics, Music, Social Studies). Special Education students will complete the Special Education CORE standards MTLE. Please go to this link (below) and scroll down to the content area for your licensure area to see your specific standards. Link: https://www.revisor.mn.gov/rules/?id=8710

• Specialty Area Content Exam: Candidates take the MTLE exam based on their teacher education license.
• **Special Ed CORE Exam:** Special Education licensure candidates are required to take a Special Ed CORE MTLE exam. These standards cover special education standards.

**Pre-12 Teaching Standards:** Candidates will be teaching to the Minnesota Pre-12 standards for their licensure area. Candidates do not take a MTLE Exam to assess their knowledge of these standards. Please find the standards for your licensure areas at this link: [http://education.state.mn.us/MDE/dse/standards/](http://education.state.mn.us/MDE/dse/standards/)

### Minnesota Standards of Effective Practice for Teachers

#### Standard 1: SUBJECT MATTER

A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

- Understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
- Understand how students’ conceptual frameworks and misconceptions for an area of knowledge can influence the students’ learning;
- Connect disciplinary knowledge to other subject areas and to everyday life;
- Understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
- Use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students’ prior understandings;
- Use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
- Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
- Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
- Develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
- Design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

#### Standard 2: STUDENT LEARNING

A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development. The teacher must:

- Understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- Understand that a student’s physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
- Understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
- Use a student’s strengths as a basis for growth, and a student’s errors as opportunities for learning;
- Assess both individual and group performance and design developmentally appropriate instruction that meets the student’s current needs in the cognitive, social, emotional, moral, and physical domains;
- Link new ideas to familiar ideas; make connections to a student’s experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;
- Use a student’s thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and
- Demonstrate knowledge and understanding of concepts related to technology and student learning.

#### Standard 3: DIVERSE LEARNERS

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

- Understand and identify differences in approaches to learning and performance, including varied learning
styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning;

+ Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

+ Know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

+ Understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

+ Understand how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

+ Understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

+ Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

+ Understand cultural and community diversity; and know how to learn about and incorporate a student’s experiences, cultures, and community resources into instruction;

+ Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

+ Know about community and cultural norms;

+ Identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs;

+ Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

+ Accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

+ Identify when and how to access appropriate services or resources to meet exceptional learning needs;

+ Use information about students’ families, cultures, and communities as the basis for connecting instruction to students’ experiences;

+ Bring multiple perspectives to the discussion of subject matter, including attention to a student’s personal, family, and community experiences and cultural norms;

+ Develop a learning community in which individual differences are respected; and

+ Identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

**Standard 4: INSTRUCTIONAL STRATEGIES**

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

+ Understand Minnesota’s graduation standards and how to implement them;

+ Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

+ Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

+ Nurture the development of student critical thinking, independent problem solving, and performance capabilities;

+ Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;

+ Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;

+ Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;

+ Monitor and adjust strategies in response to learner feedback;

+ Vary the instructional process to address the content and purposes of instruction and the needs of students;

+ Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking;

+ Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to
stimulate advanced levels of learning; and
+ Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

**Standard 5: LEARNING ENVIRONMENT**

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
+ Understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
+ Understand how social groups function and influence people, and how people influence groups;
+ Know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
+ Know how to help people work productively and cooperatively with each other in complex social settings;
+ Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
+ Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
+ Understand how participation supports commitment;
+ Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
+ Establish peer relationships to promote learning;
+ Recognize the relationship of intrinsic motivation to student lifelong growth and learning;
+ Use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
+ Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
+ Engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
+ Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
+ Maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
+ Develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
+ Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
+ Organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

**Standard 6: COMMUNICATION**

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:
+ Understand communication theory, language development, and the role of language in learning;
+ Understand how cultural and gender differences can affect communication in the classroom;
+ Understand the importance of nonverbal as well as verbal communication;
+ Know effective verbal, nonverbal, and media communication techniques;
+ Understand the power of language for fostering self-expression, identity development, and learning;
+ Use effective listening techniques;
+ Foster sensitive communication by and among all students in the class;
+ Use effective communication strategies in conveying ideas and information and in asking questions;
+ Support and expand learner expression in speaking, writing, and other media;
+ Know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students
articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and

+ Use a variety of media and educational technology to enrich learning opportunities.

Standard 7: PLANNING INSTRUCTION

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

+ Understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
+ Plan instruction using contextual considerations that bridge curriculum and student experiences;
+ Plan instructional programs that accommodate individual student learning styles and performance modes;
+ Create short-range and long-range plans that are linked to student needs and performance;
+ Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
+ Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
+ Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
+ Plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Standard 8: ASSESSMENT

A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

+ Be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
Standard 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

+ Understand the historical and philosophical foundations of education;
+ Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
+ Understand the influences of the teacher’s behavior on student growth and learning;
+ Know major areas of research on teaching and of resources available for professional development;
+ Understand the role of reflection and self-assessment on continual learning;
+ Understand the value of critical thinking and self-directed learning;
+ Understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
+ Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
+ Use professional literature, colleagues, and other resources to support development as both a student and a teacher;
+ Collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
+ Understand standards of professional conduct in the Code of Ethics for Minnesota Teachers
+ Understand the responsibility for obtaining and maintaining a license, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and
+ Understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

+ Understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
+ Understand how factors in a student’s environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
+ Understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
+ Understand the concept of addressing the needs of the whole learner;
+ Understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
+ Understand data practices;
+ Collaborate with other professionals to improve the overall learning environment for students;
+ Collaborate in activities designed to make the entire school a productive learning environment;
+ Consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
+ Identify and use community resources to foster student learning;
+ Establish productive relationships with parents and guardians in support of student learning and well-being;
+ Understand mandatory reporting laws and rules; and
+ Understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Standard 10: COLLABORATION, ETHICS, AND RELATIONSHIPS
Minnesota Code of Ethics for Teachers

The Minnesota Code of Ethics for Teachers is Minnesota Administrative Rule 8700.750.
(http://www.revisor.mn.gov/rules/?id=8700.7500).

The standards of professional conduct are as follows:

+ A teacher shall provide professional education services in a nondiscriminatory manner.
+ A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
+ In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
+ A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
+ A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
+ A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
+ A teacher shall not deliberately suppress or distort subject matter.
+ A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher’s own qualifications or to other teachers’ qualifications.
+ A teacher shall not knowingly make false or malicious statements about students or colleagues.
+ A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Teacher Candidate Assessment and Evaluation

Teacher candidates participate in a series of assessment and evaluation activities that create an overall assessment system for the University of Minnesota teacher license programs. Cooperating teacher and University Supervisors participate in some, but not all, aspects of this assessment and evaluation.

Application and Admission

Candidates entering the majority of our license programs must have demonstrated the following minimum criteria in order to be admitted to the program.

+ Completed bachelor’s degree
+ Grade point average of 2.80 overall at the time of application
+ Content area knowledge through the completion of prerequisite courses
+ Additional related experiences, with preference for significant experiences with diverse populations both inside and outside of a classroom setting
+ An admission statement used to evaluate best fit between applicants and proposed Initial Licensure Program, ability and experiences not reflected in other admission materials.

Entry into Licensure Program

Candidates complete an Entry Survey that provides more background information about them to the program and college. This information is primarily used by the college to adjust recruitment and admission strategies and to determine how trends in candidates’ background lead to job-seeking and job-performance over time. The candidates are not evaluated based on this Entry Survey information.

Candidate Performance in the Program

All candidates will complete “key” (also called “signature”) assessments while in the licensure program. These required assessments are collected using Educopia from all program area faculty for accountability, student progress review and continuous improvement. All college-wide key assessments of practicum and student teaching are aligned with the Minnesota Standards of Effective Practice. The following are approved as college-wide “key” unit assessments for initial licensure programs:

1. Dispositions
2. Evaluation of Student Teaching
3. EdTPA
CEHD Dispositions Assessment
Program faculty and/or University supervisors are required to complete this assessment a minimum of two times for each candidate.

(1) The first Pre-Placement Dispositions assessment occurs formatively 10 to 12 weeks before the final student teaching placement.

(2) The second Final Dispositions assessment occurs summatively near program completion, during student teaching. Feedback can be added at any time in either Educopia and in A-PLUS during the program so that all faculty and supervisors are in communication with one another about the candidates’ performance on these expectations.

Evaluation of Student Teaching
Program faculty and/or University supervisors are required to complete a minimum of two evaluations of student teaching for each candidate using this key, college-wide assessment. The student teaching experience is assessed first formatively and then summatively by the University supervisor and the cooperating teacher. The most powerful form of assessment, however, is the ongoing self-assessment in which the candidates engage through mentoring discussions with the cooperating teachers and University supervisor. It is critical that all candidates, University supervisors, and cooperating teachers fully understand the expectations set out in the standards in order to engage in both formative and summative evaluation of the candidates’ performance.

(1) Mid-placement Evaluation of Student Teaching.
Around the mid-point in the student teaching experience, the University supervisor, in consultation with the cooperating teacher, completes an evaluation of the teacher candidate’s current performance using the Evaluation of Student Teaching form.

(2) Final/Summative Evaluation of Student Teaching.
Near the end of the student teaching experience, the University supervisor, in consultation with the cooperating teacher, completes the Evaluation of Student Teaching form.

Teacher Performance Assessment (EdTPA)
The Teacher Performance Assessment (EdTPA) is the third required assessment in CEHD for all initial licensure candidates. It is a nationally available assessment of teacher candidates’ readiness to teach. The assessment focuses on the impact the teacher has on student engagement and learning. The assessment is modeled after the National Board for Professional Teaching Standards (NBPTS) performance assessment for experienced teachers and draws from research on effective teaching.

Evidence of candidate teaching readiness is drawn from a subject-specific learning segment, three to five lessons from a unit of instruction for one class of students. Candidates complete the following tasks in the EdTPA:

+ Planning for Instruction and Assessment. Candidates provide evidence of their ability to select, adapt, or design learning tasks and assessments that offer all students equitable access to curriculum content. Artifacts include lesson plans and assessments.

+ Engaging Students and Supporting Learning. Candidates provide evidence of their ability to engage students in meaningful learning tasks and demonstrate how they facilitate students’ developing understanding of the content. Artifacts include video of teaching and written commentary.

+ Assessment of Student Learning. Candidates demonstrate how they analyze their students’ learning and use assessment information to plan future instruction. Artifacts include classroom assessments of the whole class and cases of individual student learning over time.

+ Reflection. Candidates provide a brief reflection that synthesizes their understanding of the impact of their teaching on student learning.

National scoring of the EdTPA is conducted by an external agency for a fee that will be paid by the candidate—often added to their tuition bill in the final term of the program. Candidates submit their EdTPA electronically. Candidates will be supported through registration, submission of the portfolio for scoring, and results reporting by the Office of Teacher Education (OTE) and their program faculty.

Trained, certified scorers in the candidate’s specific subject area assess the performance on five-point rubrics.

Based on the submitted evidence and the assessment results, faculty and candidates can discuss the impact of candidates’ teaching performance on student learning and determine ways to increase effectiveness. Faculty can analyze evidence of candidate performance to guide decision-making about program revision and renewal. Other state education agencies may use EdTPA scores for license and program approval.

NOTE: Individual license programs may also have additional “key” assessments that the program faculty use to assess teacher candidates on the specific requirements of their content area standards, the Standards of Effective Practice (SEP) or other areas of program focus.
Mentor-supported self-assessment by the teacher candidate. To foster a commitment to life-long learning and professional development (an element of our conceptual framework), opportunities for teacher candidates to examine and direct their professional development through reflective conferencing with their cooperating teachers and University supervisors must be frequent and inquiry focused. Cooperating teachers and University supervisors are in the unique position to model and encourage reflective teaching practice. Regular opportunities for pre- and post-conferencing should be planned to engage and assist teacher candidates in reflection on their practice. Additional suggestions for cooperating teachers and University supervisors for helping teacher candidates reflect on their teaching performance include:

- Share your own assumptions, intentions, and reactions as a teacher
- Build trust by listening carefully, remaining non-judgmental, and maintaining a supportive position
- Formulate questions that help the teacher candidate clarify or probe the issues or problems that she/he may experience
- Help the teacher candidate review student work and find connections between student learning and instructional goals and practices
- Encourage the teacher candidate to record teaching experiences, including insights, affirmations, issues, and problems
- View the Teacher Performance Assessment video together and raise questions that require the candidate to articulate their reasoning for instructional decisions
- Use the questions embedded in the Teacher Performance Assessment to frame questions about their everyday teaching

Program Specific Formative Observation Protocols. Formative observation assessments complement the process of reflective conferencing, and assist University supervisors, cooperating teachers, and teacher candidates in specifying areas of teaching strengths and those in need of development. The University provides an observation protocol for supervisors to use on a regular basis during regularly scheduled observation visits. Individual programs may require a different observation protocol. All protocols reflect the Minnesota Standards of Effective Practice for Teachers.

Student Teaching Grade Reports. Since student teaching is also considered a University course, the University supervisors submit student teaching grade reports to their respective departments.

Completion of Program
In the final period of the program, candidates receive an overall evaluation, give feedback to the university on their learning experiences, and plan for career as a licensed teacher.

Recommendation for License. The University Licensure Officer reviews each candidate’s completion of all state and University requirements before filing the appropriate paperwork with the state to recommend a candidate for a state teaching license.

Letters of Recommendation. The candidate may request letters of recommendation from their cooperating teacher and University supervisor. It is at the discretion of the cooperating teacher and University supervisor as to whether to agree to write a letter on behalf of a teacher candidate.

Exit Survey. Each candidate completes the Exit Survey prior to leaving the University. This survey provides an opportunity for the candidate to give feedback on their programmatic experiences including program coherence, effectiveness of the supervisor and cooperating teacher mentoring, and experience with faculty. It is essential that the candidate provide contact information for the University to be able to reach them so that they will benefit from ongoing support services that the University will provide for its graduates. The candidate is not evaluated based on their responses to this survey.

Transitioning to a Teaching Career
The University follows up with our candidates in two ways after they have completed the initial licensure program.

Transition to Teaching Survey. Near the end of the first year of teaching, former candidates will receive the Transition to Teaching Survey electronically. This survey asks the teacher to provide information about how well they were prepared to successfully teach in their first year. Even if the former teacher candidate is not engaged in a teaching career, the survey includes sections on the candidates’ job-seeking efforts that will help the University program adjust and refine its practices to better serve its future students.

School Supervisor (Employer) Survey. Near the end of the first year of teaching, the school-based supervisors (frequently, the school principal) of our former candidates will receive a Supervisor Survey. This survey asks supervisors to provide an evaluation of the
performance of our former candidates during their first year of teaching. This survey information will be used by the University programs to better meet the needs of students in schools in areas where our graduate’s performance is assessed as needing improvement.

Graduate (Completer) Survey. Within 3 years of graduation, CEHD will connect with you again for additional information about your employment, satisfaction, and feedback. Because the U of M is a research-focused institution, you can count on your feedback informing the continuous improvement process for your program and the college. Thank you in advance for taking the time to provide the feedback and to stay connected.

For more CEHD Accreditation and Survey Data Collection Information
Jo Matson, Coordinator of Assessment and Accountability
612-624-9246
110 Wulling Hall, UMN, Minneapolis campus.

Applying for a License and Completing the Master of Education Degree

The teaching license and the Master of Education (M.Ed.) degree are two separate outcomes of the M.Ed./Initial Licensure program, and there are two separate completion processes for each. License requirements are set by the state of Minnesota and students must comply with the standards in place at the time of their license application.

Obtaining Your License

The license is conferred by the State of Minnesota with the University of Minnesota (through the College of Education and Human Development) providing a recommendation. If you are in the M.Ed./Initial Licensure Program you will be applying for an initial license through the state, even if you hold a Minnesota substitute and/or restricted license.

Before applying for your license be sure to:

- Get fingerprinted and can have them done through the U of MN police department during specified hours found on their website: http://police.umn.edu/services/fingerprint
- Pass all remaining Minnesota Teacher Licensure Examinations (MTLE) to earn a 5-year license
- Check your APAS report to ensure you have completed all license requirements and your grades have been (or soon will be) posted
- Complete the CEHD Exit Survey
- Submit your edTPA
- Sign the Transcript Release form and submit it with your application
- Sign the U of M Employer/Supervisor Survey consent form (optional)

Once you have completed the checklist items above, follow these steps to apply for your Minnesota teaching license:

(1) Complete the teaching license application online through the MN Department of Education (Requires login): https://w1.education.state.mn.us/MIDMSWEB/register/agreement

(2) Complete your teaching license application folder which will be given to you in your student teaching seminar class –

(3) Return your completed teaching license folder to 110 Wulling Hall.

Your license application will be audited and submitted to MDE. Generally, your license will be mailed to you by MDE within 8-12 weeks of receipt.

Students applying for a license outside of Minnesota will need to contact that state’s licensing office to request a verification form. Submit the verification form to:

License Officer
110 Wulling Hall
86 Pleasant Street SE
Minneapolis, MN 55455

Allow at least 10 business days for out of state verifications to be completed. We strongly recommend obtaining a Minnesota license, even if you plan to teach out of state. It is typically easier to transfer a fully issued license from MN to another state than it is to transfer program completion information.
You can review CEHD License Application page for more detailed information at:
http://www.CEHD.umn.edu/graduate/licensing/default.html

Completing Your M.Ed. Degree

The M.Ed. degree is conferred by the University of Minnesota and is independent of the license. Requirements for the degree may be slightly different than the requirements for the license; however, our teacher education programs include a curriculum that allows you to pursue both concurrently.

Credit Requirements. All M.Ed. students must complete at least 30 graduate-level semester credits to qualify for the degree; some programs may require more than 30 credits. Graduate credits at the University of Minnesota are designated as 5xxx level or above. A limited number of 4xxx-level courses may be applied to M.Ed. programs; however, this is not common.

GPA Requirements. Students must maintain a 2.80 grade point average (GPA) and all coursework must be graded C- or above in their M.Ed. program. All GPA requirements for student teaching, internships, and graduation are computed using University of Minnesota-Twin Cities coursework only.

Transfer Coursework/Shared Credit. Policies about prior coursework vary by program. Undergraduate-level credits may not be applied toward the M.Ed. degree; however, undergraduate credits may be applied to the license requirements. This policy applies to any courses completed as part of a B.A. or B.S. program, or coursework designated as undergraduate level by the institution (e.g., 1xxx- to 4xxx-level coursework).

With adviser approval, students may apply graduate-level coursework completed at an accredited institution other than the University of Minnesota toward their M.Ed. program.

Students in the M.Ed. program who have taken coursework toward a different graduate degree (e.g., M.A., M.S., and Ph.D.) may apply, with approval, up to 8 graduate credits toward the M.Ed. degree.

Applying for Graduation

Students seeking to graduate from their M.Ed. program must complete the following steps:

1. Complete all program requirements (courses may be in progress at the time you submit your Application for Degree, but must be completed for your degree to clear).
2. Submit the online GPAS
3. Complete the online Application for Degree form through MyU within the designated time frame for your intended graduation month.

The GPAS and degree application is located through your MyU portal. The GPAS and degree application and must be submitted no later than the first business day of the month you intend to graduate. After final grades are posted to the transcript, the Graduate Student Services & Progress Office staff review records, verifies successful completion of program requirements, and clear degrees for graduation. If there are any outstanding requirements, the staff will notify you via email. It typically takes 4-6 weeks for your degree to be posted to your transcript once it’s been cleared.

M.Ed. Award of Recognition Scholarship

Students who have completed the initial license portion of their program within the past five years and are in the process of completing additional coursework needed for the M.Ed. degree are eligible to apply for this scholarship.

For more information, visit: http://www.cehd.umn.edu/graduate/med-aid.html#recognition

Commencement Ceremony

CEHD hosts a commencement ceremony each spring semester. The ceremony is traditionally held in mid-May; invitations are emailed to students in March. M.Ed. graduates who have completed degree requirements within the last year (any time after the last ceremony) are welcome to participate.

Career Services

CEHD Career Services, located in 360 Education Sciences Building, is focused on engaging teacher candidates in all aspects of their career development and job search. They provide:

• Teacher specific resources, at www.cehd.umn.edu/career/teacher, which includes the teacher job search timeline, sample resumes and interview questions, job outlook data, and success stories from past students.
• A periodic ILP career newsletter, sent directly to you, filling you in on the most up-to-date education related opportunities and events.
• Access to GOLPAS, which is the U of M’s job posting site, at goldpass.umn.edu, to find teaching position and sign up for career events.
• Tailored Career Events such as the MN Education Job Fair that puts you face to face with future employers.
• Calling 612-625-3339 or visiting online at https://cehd.umn.edu/career can make one-on-One Appointments with a career counselor

Plus, as Alumni, you will continue to have access to all Career Services benefits for up to two years after graduation.

Alumni

CEHD Alumni Relations

After graduation, there are numerous ways to stay connected as alumni. The University of Minnesota Alumni Association provides a complimentary one-year membership to all graduates, offering a variety of benefits. You can stay connected to CEHD by attending social, academic, and career events, volunteering your expertise, and keeping us informed about your updates and accomplishments (www.cehd.umn.edu/alumni). The CEHD Alumni and Student Networking Group on LinkedIn (http://www.z.umn.edu/36h) is rapidly growing and is the perfect place to connect professionally with other alums. You can also keep updated through Twitter (http://www.z.umn.edu/3cy) and Facebook (http://www.z.umn.edu/3cz).

University and Other Resources

Campus Resources

Campus Escort Service:
https://publicsafety.umn.edu/home/security or call 612-624-WALK (9255)

Offered through the University Police Department, this is a free, 24 hours-a-day walking service for students, staff, faculty, and visitors. Escorts are provided throughout the East Bank, West Bank, St. Paul campus, and surrounding areas.

One Stop Student Services: onestop.umn.edu
East Bank – 333 Science Teaching & Student Services
West Bank – 130 West Bank Skyway
St. Paul – 130 Coffey Hall
onestop@umn.edu, 612-624-1111

Services provided include registration and registration changes, record maintenance, enrollment certification, transcripts, graduation information, and financial aid information (scholarships, grants, work-study, financial aid applications, financial counseling).

U Card Office:
http://www.umn.edu/ucard/umtc/home.html
G-22 Coffman Memorial Union
612-626-9900

U Card is the official University photo ID which is used to access the libraries and other on campus facilities. You can also store up to $1000 in Gopher GOLD value on the card.

Childcare

Community Child Care, Commonwealth Terrace Cooperative:
http://www.sphc.umn.edu/childcare.html or call 612-645-8958

The Community Child Care Center at 1250 Fifield Avenue in the Commonwealth Terrace Student Family Housing Cooperative near the St. Paul Campus, offers flexible scheduling for children ages 16 months to 5 years, from 7:15 a.m. to 6:00 p.m. They’re licensed for 35 children; sliding fees for students; parent cooperative; breakfast, lunch and snacks provided;
extensive waiting list. Como Early Learning Center:
http://www.comoelc.com  612-331-8340

Como Early Learning Center (CELC) is a non-profit childcare center founded in 1975 by University of Minnesota students from Como Student Community Cooperative, a student family housing complex near the University. CELC is licensed to offer childcare services for children ages 16 months to 6 years. It was founded to provide childcare services to the University of Minnesota community. To this day, CELC primarily serves University families, but also offers services to the surrounding community.

MN Childcare Resource & Referral Network:
http://www.mnchildcare.org  651-665-0150

The Minnesota Child Care Resource & Referral Network helps families find child care and understand their care options, supports child care providers through grants and education, and informs the community on the importance of child care.

Nursing Mother's Lactation Rooms:
https://humanresources.umn.edu/family-resources/lactation-support
Space/rooms available to mothers who are breastfeeding and need to pump during their time on campus. Each facility set up is different – visit the website for descriptions.

Shirley G. Moore Lab School:
http://www.cehd.umn.edu/ICDLabSchool  612-624-5593

The Shirley G. Moore Laboratory School, is located in the Institute of Child Development on the East Bank Campus, and offers morning and afternoon programs for children between the ages of 2 and 5 years, 2-5 days a week. They are licensed for 100 children. They accept children with special needs whenever that is feasible for the child and the school.

U of M Child Development Center (CEHD):
http://www.cehd.umn.edu/ChildDevelopmentCenter  612-627-4014

The University of Minnesota Child Care Center, located a few blocks north of the East Bank Campus (1600 Rollins Avenue S.E.), provides full-time and limited part-time care for infant, toddler, and preschool children of University-affiliated parents. It is accredited by the National Academy of Early Childhood Programs and licensed by the State of Minnesota. Full-time child care is provided Monday through Friday from 7:15 a.m. to 6:00 p.m. for children ages 3 months to pre-kindergarten.

International Student Support

International Student and Scholar Services:
http://www.isss.umn.edu
isss@umn.edu, 612-626-7100

Provides academic counseling, and assists international students with developing the skills necessary to succeed in the U.S. educational system. Provides visa and immigration related services.

Second Language Studies: http://www.sls.umn.edu
slsinfo@umn.edu, 612-626-4802

A principal goal of the Program in Second Language Studies is to prepare effective, knowledgeable language teaching professionals. While our primary focus is on English as a second or foreign language (ESL), we also pay attention to other languages as well. Through our research, degree programs, and courses - as well as our outreach to the University and communities outside the University - faculty and students investigate the interrelated areas of second language (L2) teaching, learning, use, and analysis.

Licensing

Minnesota Department of Education:
http://www.education.state.mn.us/MDE/lic/

Licensing:
http://www.education.state.mn.us/MDE/EdExc/Licensing/index.html or email: mde.educator-licensing@state.mn.us , 651-582-8691

Mental Health & Wellbeing

Go to http://mentalhealth.umn.edu for a current list of resources and programs.

Student Groups

Black Graduate & Professional Students Association:
http://www.tc.umn.edu/~bgapsa
bgapsa@umn.edu

The mission of BGAPSA is to support graduate and professional students of African descent in their quest to graduation by building a community where they can share their successes and concerns, participate in social events and educational experiences, and engage in the broader community through service.

Council of Graduate Students (COGS):
http://www.cogs.umn.edu
COGS is the governing body for all graduate students at the University of Minnesota, representing around 10,000 grad students to the University administration and advocating on their behalf. We also provide such services as: competitive travel awards, workshops and social events.

**Professional Student Government:**
www.umnpsg.org
612-625-2982

PSG stands for Professional Student Government. We’re just what you’d expect: we’re the student government that represents professional students at the University of Minnesota. We have three branches of government: executive, legislative, and judicial. Leaders in PSG are either elected or appointed by professional student Councils or the professional student body.

**GradSEHD:** [http://www.cehd.umn.edu/gradsehd/](http://www.cehd.umn.edu/gradsehd/)

This student group helps improve the quality of students’ academic, professional, social, and personal development while studying at CEHD; acts as liaison between the students and the faculty/Administration within CEHD; advocates the incorporation of student views and opinions in the formulation of policies and procedures governing CEHD and University of Minnesota; and promotes and funds student-initiated academic, professional, personal development and social programs.

**Minnesota International Center:**
http://www.miglobe.org
mic@umn.edu, 612-625-4421

Provides rich and varied opportunities for individuals from Minnesota and around the world to serve as citizen diplomats and gain a deeper understanding of their place in the world community.

**Support Services**

**Counseling & Consulting Services:**
http://www.uccs.umn.edu 612-624-3323

University Counseling & Consulting Services (UCCS) offers comprehensive, accessible, flexibly-delivered counseling, consultation, instruction, and testing services within the University and to the Minnesota educational community.

**Disability Resources Office:**
https://diversity.umn.edu/disability/home or email ds@umn.edu, 612-626-1333 (V/TTY)

Works to ensure access to University employment, courses, programs, facilities, services, and activities for faculty, students, and staff with disabilities.

**Gay, Lesbian, Bisexual, Transgender, Ally Programs Office:** [http://www.glbta.umn.edu](http://www.glbta.umn.edu) glbta@umn.edu, 612-625-0537

The Gay, Lesbian, Bisexual, Transgender, Ally (GLBTA) Programs Office is dedicated to improving campus climate for all University of Minnesota students, staff, faculty, alumni, and visitors by developing and supporting more inclusive understandings of gender and sexuality. Information, referral, education, and consultant services available.

**Student Academic Success Services:**
http://www.sass.umn.edu 612-624-3323

SASS was created to promote academic success at the University of Minnesota. While tutoring and advising are not offered, staff work with students in other balance and skill development areas that impact performance: Active Learning, Self Awareness, Study Skills, Life Balance, and Campus Engagement.

**Student Conflict Resolution Center:**
http://www.sos.umn.edu sos@umn.edu, 612-624-SCRC (7272)

Documents the internal process to review and resolve complaints brought by students regarding the University’s provision of education and academic services affecting their role as students.

**Student Emergency Loan Fund:** [http://selfund.umn.edu/self@umn.edu](http://selfund.umn.edu/self@umn.edu), 612-625-2650 to request 120-day loans for U of M students who meet eligibility requirements.

**Student Writing Center:**
http://www.writing.umn.edu/sws/index.html writing@umn.edu, 612.625.1893

Student Writing Support provides free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, we help students develop productive writing habits and revision strategies.

**University Student Legal Services:**
http://www.umn.edu/usls usls@umn.edu, 612-624-1001

USLS provides legal representation and legal advice to eligible (fee paying) students on the Twin Cities campus. USLS operates as a department of the Office for Student Affairs and the staff members are
professionals experienced in the areas of law important to students and sensitive to the special needs of student clients.

Women's Center: https://diversity.umn.edu/women/ or email women@umn.edu, 612-625-9837

A unit of the Office for Equity and Diversity, the Women's Center increases connections for women's success, cultivating socially responsible leaders, and advocating for organizational culture change toward excellence for all.

Technology Support

iPad Checkout
cehdinfo@umn.edu, 612-625-3339

iPads are available for student’s to check out in 2-week increments. There are a limited amount of units, so plan ahead if you need to reserve one.

Troubleshooting/Assistance:
http://www.oit.umn.edu 101 Coffman Memorial Union
50 Coffey Hall (St. Paul Campus)
612-301-HELP (4357)

Provides help and assistance with email, the Internet, and common campus technology issues.

Technology Training:
https://it.umn.edu/technology-training or email uttc@umn.edu, 612-625-1300

The University’s Technology Training mission is to provide the University community with up-to-date technology training, efficient, economical learning through short, non-credit courses, and knowledgeable, qualified instructors in a supportive learning environment.

Testing & Transcripts

MTLE Study Guide & Sample Tests:
http://www.mtle.nesinc.com/Home.aspx

Each official MTLE practice test is designed to simulate the experience of taking an MTLE test. The interactive study guides feature sample questions with correct response rationales, annotated test frameworks, a score report interpretation guide, and other helpful study tools. Available for Basic Skills, Early Childhood Education, and Elementary Education.

XAMonline:
http://www.xamonline.com

In addition to a thorough review, the XAMonline guides include practice tests with up to 125 questions to prepare you for the actual exam. The practice tests include full answer rationales as well as skill reference and rigor for each question.

Grad School Test Prep:
http://www.cce.umn.edu/grad-school-test-prep
cceinfo@umn.edu
612-624-4000

Offers prep courses for the GRE, GMAT, LSAT, PCAT, or TOEFL. The courses help you determine your readiness for the actual exam and pinpoint those areas on which you should focus your study.

Transcript Evaluation: If you completed coursework at a university outside of the United States, your transcripts must be evaluated by a professional credential evaluation center by requesting a “course-by-course” evaluation. This process can take 4-6 weeks. You may choose any member of the National Association of Credential Evaluation Services to do the review:
http://www.naces.org/
IN A FIRST-GRADE CLASSROOM at Earle Brown Elementary School in Brooklyn Center, Minnesota, Michelle Hauser and Caitlin Halsey have finished up an early-morning prep. Their 23 students begin to wander in, stowing little backpacks, scanning an assortment of rocks spread over the countertop, and checking the leprechaun traps in the back of the room.

With St. Patrick’s Day coming up, the class is on a campaign to catch the culprit sure to mess up the room over the holiday. Four students have finished and brought their homemade traps. One contains a lure of enticing green paper. “Free money!” says another. But so far none has captured the leprechaun.

Hauser and Halsey have reviewed the day’s lesson plan: after breakfast, they will resume work on the Earth materials unit, which started yesterday. Then writing. Then reading before lunch. They know who will do what for the next few hours, and they know how to adapt when things don’t go as planned.

Hauser walks around the room, checking in with the kids as they get organized. Halsey sits at a table where kids come to her with questions.

While Hauser leads the unit on properties of rocks, tallying sizes, colors, shapes, and textures in lists on the board, Halsey keeps working on the periphery of the classroom with individual students.

A half hour later, Halsey takes the lead with the group, reviewing the writing assignment. Each student is making a simple instruction book to tell someone else how to make a leprechaun trap like theirs. Hauser puts away rock-unit materials and gets ready for reading.

The morning proceeds seamlessly as the students group and regroup, with Hauser and Halsey teaching side by side, moving through subjects, exercises, and activities uninterrupted. They advance at a clip that still never seems rushed.

Upstairs, in a fifth-grade classroom, the scene is similar. Teachers Mike Zwick and Liz Kurkowski have assigned their 29 students into four groups to read through four different plays.

“Objective: Read your part with expression,” are the instructions on the board.
Each student holds a black and yellow booklet. Their voices rise and fall dramatically.

“Use a voice level 1 or a soft 2!” Zwick reminds them.

Zwick is sitting with one group, Kurkowski with another, while the other two groups read on their own. The teachers offer tips and feedback, ask and answer questions. After 10 minutes, they switch to the groups reading on their own.

In 20 minutes, every student has received individual attention.

**A dynamic shift**

A visitor to either classroom would not readily guess which of the two teachers in each pair is a resident Earle Brown staff member and which is a University of Minnesota student. Five days a week, all day, they are co-teachers.

“If you asked any kid in here, we are completely equal in this room,” says Michelle Hauser, a 13-year veteran teacher in her third year at Earle Brown. “And that’s the way it should be. Sometimes in the beginning they tried to do the mom-dad thing, ask her and then me to see if they could get a different answer, but we communicate, we’re on the same page.”

Co-teaching is one of the most dynamic shifts in how the University is preparing new teachers to work in schools. This year for the first time, ten weeks of slowly phasing into solo student teaching has been replaced by an entire year of co-teaching with an experienced teacher.

“I could not imagine being ready after that first semester, when a normal student-teaching semester would end,” says Halsey. “And I’m not just an assistant. I’m actually in front of the kids every day, doing some kind of teaching and management. Michelle is constantly giving me feedback, or we’re working off of each other.”

Liz Kurkowski is excited to be learning all the little things that could throw a first-year teacher for a loop, from classroom routines to picture day and fire drills. She’s also getting to see the students develop over the course of a year.

“This allows me to understand my philosophy of teaching a lot better,” says Kurkowski. “You can see how you change as a teacher based on what your students need. I’m a lot quicker to adapt now. I make plans but I don’t feel as tied down to a plan or ideas because I can react to what the students need. I know them because I’ve been working with them a whole year.”

Teacher candidates are also supervised by a faculty member. During the first half of the year, every two weeks of co-teaching alternated with two weeks in U classrooms learning methods of teaching specific content areas.

Halsey and Kurkowski agree the year has been hard but are glad they didn’t have to do it alone.

“That’s a nice part about it,” Hauser observes, reflecting on her own start 13 years ago. “It’s not just sink or swim.”

**Decision to redesign**

Teacher preparation and licensure have been part of the University’s curriculum for more than a century. Since 1990, U students have prepared for K-12 teaching careers with a baccalaureate plus 15- to 18-month post-bacc program leading to licensure and a master’s degree. But in 2008, the College of Education and Human Development began conversations to address grave challenges facing educators nationwide.

Demographics, families, and schools had changed. Problems in education, including teacher retention, were part of the national conversation. Minnesota’s achievement gap between white and non-white students was among the largest in the nation.

In 2009, after months of careful consultation, the University of Minnesota became one of 14 institutions in Minnesota, North Dakota, and South Dakota to begin a collaborative transformation of teacher preparation with funding from the Bush Foundation. The University’s Teacher Education Redesign Initiative (TERI) identified seven essentials: a focus on student learning, adaptive teaching, diversifying the teaching workforce, enhanced clinical experiences, stronger curriculum, improved teacher support, and measuring effectiveness.

TERI immediately began to identify partner school districts. The 2010-11 academic year was one of detailed
planning, engaging teachers and leadership from all the partners. K–6 preparation would be developed first.

In fall 2011, co-teaching began. This year, the University’s 90 students preparing for K–6 licensure co-taught at a total of 25 schools in nine districts.

To track TERI’s success, the program is collecting a lot of data from the teacher candidates: an exit survey, another survey at the end of their first year of teaching, a survey from their first-year employer, and—a three years out—value-added data based on student achievement scores on tests.

“This is part of the beauty of a ten-year investment in this work,” says TERI director Misty Sato, associate professor of curriculum and instruction. “We can track these candidates from preparation into their early career of teaching.”

Seeking to close the achievement gap

As important as TERI results will prove to be for future teachers, student achievement gains are what everyone is working for. Many participating schools are engaged in more than one intervention, and TERI participants are happy to contribute. Data from test scores and other assessments won’t be available for months, but the co-teachers are hopeful.

For grades K–3, Earle Brown recently received a literacy grant from the McKnight Foundation to increase the percentage of students reading by third grade. Hauser, whose passion is teaching kids not only to read but to love it, is excited. After spring break, she and Halsey would have three months to make an even bigger difference with their first-graders.

“This is a huge benefit of co-teaching,” says Hauser. “One of us will do the core reading instruction while the other pulls students to work in small groups. There’s no way I could manage this entire class and get struggling kids where they need to be.”

“It’s the best part of the program—not only the benefits for me but for the kids,” Halsey says. “We have students reading at levels from kindergarten to third grade. They need that attention, that differentiation.”

“We’re seeing a difference in the kids,” says Hauser. “I can’t imagine preparing teachers the old way anymore.”

In Zwick and Kurkowski’s fifth-grade classroom, one of them often leads while the other works at the back table with students who have questions.

“Students get more interaction with the teacher,” says Zwick. “As the lesson is going on, the kids feel comfortable enough where, if they’re having trouble with a concept, they’ll just slide their chair back and work with whoever is here. When they get it, they’re free to slide back and join the rest of the lesson.”

Co-teaching allows the teachers to be more creative and flexible, he and Kurkowski agree.

“And you can go faster,” Kurkowski adds. “You’re able to move on when you need to because you’re addressing students’ needs more individually.”

Aligning partnerships

The McKnight Foundation awarded Earle Brown a $3 million grant to focus on preK–6 literacy, based on a collaborative proposal process led by principal Randy Koch. The initiative will draw on the strengths and expertise of three CEHD centers (MCRR, EDRC, and CEED) and the U of Chicago’s Urban Education Institute. By integrating co-teaching, literacy research, early childhood research, and focused assessments, working side by side with Earle Brown faculty, all will contribute to meeting the school’s literacy goals.
Partners at the forefront

To participate in TERI, official partner schools agree to reserve their co-teaching spots for University of Minnesota students. At Earle Brown Elementary, the commitment grew out of a literacy effort.

“Through the research during our time as a Reading First School, we found the impact that small-group instruction had on student performance,” says principal Randy Koch, M.Ed. ’89. To incorporate quality small-group instruction in the classroom, Earle Brown first partnered with the U to bring fifth-year education students into classrooms during literacy blocks three times a week.

This year, in addition to 15 TERI co-teachers, more than 30 University students—undergraduates in practicum and others working on specialist licenses—have spent time at Earle Brown.

“When you walk down the halls here, you see a lot of maroon and gold,” Koch says, referring to the lanyards and IDs. “That’s because our teachers have had great success working with students from the University of Minnesota.”

Other TERI partner-school leaders echo Koch’s observations.

“The biggest motivation for our school’s involvement was our teachers,” says Stacey Kadrmas, principal at Frost Lake Magnet School in St. Paul, where several teachers expressed interest. Kadrmas believes the best possible people to inform universities and colleges about how to prepare teachers are those currently working in classrooms with students. TERI is informing and empowering current teachers about expectations and program requirements for pre-service teachers.

Columbia Heights was motivated to provide teaching candidates the chance to work with students from diverse backgrounds and exceptionalities, according to Highland Elementary principal Michele DeWitt. Vadnais Heights Elementary principal Sara Svir reports that her staff was excited about working with the U to access professors with expertise on specific topics, including literacy and science. And Peter Hodne of Edina praises the high quality of preparedness the U students bring.

At Pillsbury Elementary School in Minneapolis, principal Laura Cavender praises U students for their expertise and engagement.

“The students from the U are top-notch,” says Cavender. “I’d like to hire all of them!”

—GAYLA MARTY

Learn more about the Teacher Education Redesign Initiative at www.cehd.umn.edu/teri.
As a strategy for teacher education, co-teaching provides the cooperating teacher and the teacher candidate with models for collaboration, to intentionally structure and making the most of the teaching capacity of the adults in the classroom.

**Overview of Co-Teaching Strategies**

*One Teach, One Observe:* One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.

*One Teach, One Assist:* An extension of *One Teach, One Observe*. One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

*Station Teaching:* The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often independent stations will be used along with the teacher--led stations.

*Parallel Teaching:* Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

*Supplemental Teaching:* This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

*Alternative (Differentiated) Teaching:* Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different.

*Team Teaching:* Well--planned, team--taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the
The goal of student teaching is for future teachers to experience all aspects of teaching and to become excellent classroom practitioners. Traditional student teaching models often identify a designated period of time for the student teachers to “solo” while the new co-—teaching model for student teaching uses the idea of becoming a “lead” teacher instead. Both ideas have merit for different reasons.

In a traditional teaching model, a teacher candidate often observes the cooperating teacher for an extended amount of time. Little by little, the candidate takes on more responsibility, eventually “solo” teaching by planning instruction, assessing student work, and managing classroom routines. Historically, the cooperating teacher does not use co-—teaching strategies to teach with the candidate in the traditional model.

In co-—teaching, the pair (teacher candidate and cooperating teacher) are encouraged to co—plan and quickly incorporate the co—teaching strategies in their practice, providing more opportunities for the students to engage with both adults in the classroom. The mentor teacher remains engaged, using the strategies to support student learning and engagement. The co—teaching pair collaborates throughout the experience, with leadership in responsibility and decision—making shifting over time to the teacher candidate. Ultimately, the teacher candidate assumes leadership in all aspects of the classroom, including directing the activities of the cooperating teacher and other adults working with the students, for a pre—determined amount of time. It is important that the teacher candidate does have opportunities to solo teach too, but the goal is to co—teach once the candidate has established classroom leadership skills and students interact with both adults as their teachers.

1 The timing of when the teacher candidate fully assumes the role as lead teacher is negotiated by the triad (cooperating teacher, university supervisor, and teacher candidate) and varies by classroom and situation. The cooperating teacher and university supervisor work together to gradually scaffold the teacher candidate into assuming the lead role in co—teaching.

2 The triad also pre—determines in advance the length of time that the teacher candidate serves as the lead teacher. Licensures in elementary and secondary programs may have different requirements as to how long the candidate should serve as the lead teacher.

---

Created with resources from St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by the US Dept of Education, TQE Grant, 2010.
Research shows that planning time is critical to the success of Co-Teaching.

<table>
<thead>
<tr>
<th>CO-TEACHING MODELS</th>
<th>MONDAY</th>
<th>TUESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Teach, One Observe</strong> — one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation — where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>One Teach, One Assist</strong> — an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Station Teaching</strong> — the co-teaching pair divide the instructional content into parts — each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station — often independent stations will be used along with the teacher led stations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parallel Teaching</strong> — each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental</strong> — this strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alternative (Differentiated)</strong> — alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Team Teaching</strong> — well planned team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader — as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Co-Teaching is an attitude ... an attitude of sharing the classroom and students
Co-Teachers must always be thinking ... we are BOTH teaching!*
Co-teaching is defined as two teachers working together with groups of students — sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

<table>
<thead>
<tr>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>materials/setup responsibility/limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Funded by a US Department of Education. TQE Grant
Special Education Program Information and Policies

Vision of U of M Special Education Teacher Candidates

Graduates of the University of Minnesota Special Education Teacher licensure programs are student-centered, collaborative professionals who deliver robust, high-quality, and specialized educational services, adding value to the learning and development of infants, children, and adults with disabilities from diverse cultural backgrounds. Our graduates are knowledgeable in the following areas:

Engaging in collaborative problem solving with families and professionals to meet the academic, social, behavioral, and life skills needs of individuals with disabilities;

Implementing – and supporting others’ implementation of – evidence-based instruction and intervention with fidelity to improve student outcomes;

Using reliable and valid assessment data to make individualized educational decisions;

Systematically selecting and adapting instructional supports to meet individual needs, based on data and knowledge of individual learning, developmental, cultural differences;

Maximizing expectations and learning opportunities for individuals with disabilities in the Least Restrictive Environment using the full continuum of services; and

Upholding principles of professionalism and ethics in their practice.

To fulfill this vision, U of M Special Education Teacher Candidates use the IDEAL Problem Solving Model to:

Identify the problem
Define the problem
Explore alternative solutions
Apply solutions
Look at the effects of solutions

Grade Requirements

Successful demonstration of competencies as specified in state and national standards is essential for effective teaching. As such, the Special Education teacher licensure programs are designed on a competency-based model. To assist in determination that teacher candidates have sufficient knowledge and skills for student teaching, teacher candidates must meet minimum performance standards in licensure coursework. A student/teacher candidate must (a) attain a B (3.0) average across all licensure coursework completed prior to the semester of student teaching and (b) attain a minimum grade of B- in each of these individual courses.
Minnesota Core Skills for Teachers of Special Education

The Core Skills for Teachers of Special Education is Minnesota Administrative Rule 8710.5000. (www.revisor.mn.gov/rules/?id=8710.5000).

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 schoolwide 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.

**Minnesota Teachers of Special Education:**

**Academic and Behavioral Strategist**

The Teachers of Special Education: Academic and Behavioral Strategist is Minnesota Administrative Rule 8710.5050. (www.revisor.mn.gov/rules/?id=8710.5050).

**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 chapter 8705 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.

Minnesota 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 chapter 8705 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.

Minnesota Teachers of Special Education: Deaf or Hard of Hearing

The Teachers of Special Education: Deaf or Hard of Hearing is Minnesota Administrative Rule 8710.5200. (www.revisor.mn.gov/rules/?id=8710.5200).

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 chapter 8705 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.

Minnesota 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:

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 enumerated 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 chapter 8705 leading to the licensure of teachers of special education: developmental disabilities enumerated in subpart 3.

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 transdisciplinary 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.

Minnesota Teachers of Special Education: Early Childhood

The Teachers of Special Education: Early Childhood is Minnesota Administrative Rule 8710.5500. (www.revisor.mn.gov/rules/?id=8710.5500).

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:

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 chapter 8705 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. 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.

Minnesota Teachers of Special Education: Emotional or Behavioral Disorders

The Teachers of Special Education: Emotional or Behavioral Disorders is Minnesota Administrative Rule 8710.5600. (www.revisor.mn.gov/rules/?id=8710.5600).

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:

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 chapter 8705 leading to the licensure as a teacher of special education: emotional behavioral disorders in subpart 3.

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.

Minnesota 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:

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 chapter 8705 leading
to the licensure of teachers of special education: learning
disabilities in subpart 3.

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.