

8710.5700 TEACHERS OF SPECIAL EDUCATION: LEARNING DISABILITIES

FORM I-C MATRIX

Professional Education Program Evaluation Report (PEPER II)	MATRIX Form I-C
8710.5700 Teachers of Special Education: Learning Disabilities	<p>Identify coding used to indicate placement or assignment of standards here: (example: K=knowledge, A= assessed)</p> <p>Insert COURSE NUMBER & ID below</p>

	ED 3110	ED 3/5600	ED 3/5608	ED 3/5620	ED 3/5640	ED 3//5650	ED 4//5715	ED 6237	ED 6608	ED 6609	ED 6620
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. A teacher of special education: learning disabilities understands the central concepts, tools of inquiry, and history and context of learning disabilities and learning deficits as a foundation on which to base practice. The teacher must understand:											
(1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of children and youth with learning disabilities or learning deficits;		A		K							
(2) current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to children and youth with learning disabilities or learning deficits;					A						
(3) the etiology of learning disabilities and learning deficits;				A							
(4) relationship between learning disabilities and other associated conditions including medical aspects of learning disabilities;				A							
(5) impact of information processing deficits on children and youth with learning disabilities; and				A							

Bemidji State University – Learning Disabilities

	ED 3110	ED 3/5600	ED 3/5608	ED 3/5620	ED 3/5640	ED 3//5650	ED 4//5715	ED 6237	ED 6608	ED 6609	ED 6620
(6) social or emotional aspects of children and youth with learning disabilities, including social skill deficits, mental health issues, juvenile delinquency, learned helplessness, and other conditions that occur with learning disabilities.				A							
B. A teacher of special education: learning disabilities understands referral, assessment, planning, and placement procedures specific to teaching students with learning disabilities or learning deficits. The teacher must understand:											
(1) referral and intervention procedures;				A							
(2) use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for students with learning disabilities or learning deficits, and how to effectively communicate the results to the students, families, teachers, and other professionals;				A						A	
(3) how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with learning disabilities or learning deficits;				A						K	
(4) factors that may influence the over- and under-representation of culturally or linguistically diverse students in programs for students with learning disabilities or learning deficits;				A						A	
(5) impact of language development on the academic and social skills of children and youth with learning disabilities or learning deficits;				A							
(6) various educational placement options and the selection of appropriate options Abased on the needs of the student;				A							
(7) how to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and				A						A	

Bemidji State University – Learning Disabilities

	ED 3110	ED 3/5600	ED 3/5608	ED 3/5620	ED 3/5640	ED 3//5650	ED 4//5715	ED 6237	ED 6608	ED 6609	ED 6620
evaluating individual education programs; and											
(8) how to design individual plans that integrate assessment results and family priorities, resources, and concerns and that incorporate, when appropriate, academic and nonacademic goals.				A							
C. A teacher of special education: learning disabilities understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with learning disabilities or learning deficits. The teacher must understand how to:											
(1) teach reading, writing, and listening comprehension and how to modify this instruction for students with learning disabilities or learning deficits;				A							A
(2) teach mathematical reasoning and calculation and how to modify this instruction for students with learning disabilities or learning deficits;			A								
(3) use strategies for teaching reasoning, problem solving skills, study skills, organizational skills, and coping skills;				A							A
(4) manage the social, emotional, and behavioral needs of students with learning disabilities or learning deficits;			A								A
(5) help students with learning disabilities or learning deficits transfer skills to the general education environment;											A
(6) construct instructional sequences to teach transition skills based on the cognitive, affective, and academic strengths of each student and plans for transition from school to postsecondary training and employment; and											A
(7) monitor, summarize, and evaluate the acquisition of the outcomes stated in the individual plans.											A

Bemidji State University – Learning Disabilities

	ED 3110	ED 3/5600	ED 3/5608	ED 3/5620	ED 3/5640	ED 3//5650	ED 4//5715	ED 6237	ED 6608	ED 6609	ED 6620
D. A teacher of special education: learning disabilities communicates and interacts with students, families, other teachers, and the community to support student learning and well-being. The teacher must understand:											
(1) how to assist students and their parents in making choices that impact academic and occupational decisions;											A
(2) sources of unique services, networks, agencies, and organizations for individuals with learning disabilities or learning deficits;											A
(3) the educational roles and responsibilities of other teachers and support personnel in providing educational services to students with learning disabilities or learning deficits; and											A
(4) how to access information relevant to the field of learning disabilities and learning deficits through consumer and professional organizations, publications, and journals.											A
E. A teacher of special education: learning disabilities shall apply the standards of effective practice in teaching students with learning disabilities and learning deficits through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models.											A