

8710.5000 CORE SKILLS FOR TEACHERS OF SPECIAL EDUCATION

FORM I-C MATRIX

Professional Education Program Evaluation Report (PEPER II)	MATRIX Form I-C			
8710.5000 Core Skills for Teachers of Special Education	K=knowledge, A= assessed Insert COURSE NUMBER & ID below			
	ED 36/5600	ED 36/5640	ED 36/5650	ED 47/5715
Subpart 1. Licensure requirements. 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.				
Subp. 2. Core skill areas. A teacher of special education possesses understandings and skills in special education foundations, processes, and instructional design and teaching in items A to D.				
A. A teacher of special education understands the role of special education as one part of a single educational delivery system. The teacher must understand:				
(1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of people with disabilities;	K A			
(2) roles and organizational structures of general and special education and the part they play in providing total services to all students;	K A	K		
(3) classification of disabilities, their characteristics and continuum of severity, and their educational implications;	K A			
(4) similarities and differences among the cognitive, physical, cultural, social, emotional, and communication needs of typical and exceptional individuals;	K A			

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(5) stereotyped attitudes toward people with disabilities and how these attitudes can positively or negatively impact student behavior; and	K A			
(6) the complexity of coexisting disabilities and the implications of this complexity for treatment and education of children.	K A			
B. A teacher of special education understands and applies referral, assessment, team planning, and placement procedures. The teacher must understand:				
(1) rights and responsibilities of parents, students, teachers, and schools as these rights and responsibility relate to students with disabilities receiving a free appropriate public education;		K A		
(2) due process and data privacy requirements and how to provide procedural safeguards;		K A		
(3) requirements and procedures of pre-referral interventions;		K A		
(4) components of a comprehensive, unbiased assessment;		K A		
(5) use, limitations, ethical concerns, and administration of formal and informal assessments and how to effectively communicate the results to the students, families, teachers, and other professionals;		K A		
(6) effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities;		K A		
(7) procedures to address a student's mental health needs;		K A		

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(8) influence of cultural and linguistic diversity on assessment, eligibility, programming, and placement;		K A		
(9) direct relationship between assessment findings and individual educational program planning;		K A		
(10) full array of available service options; and		K A		
(11) how to establish case records including how to write technically adequate individual education program plans, transition plans, and assessment team summary reports.		K A		
C. A teacher of special education understands how to use individualized educational program plans to design and implement developmentally appropriate instruction and how to evaluate the program's effectiveness. The teacher must understand how to:				
(1) adapt and modify curriculum and instruction to meet individual learner needs;				K A
(2) apply remedial methods, strategies, and accommodations including assistive technologies to meet individual learner needs;				K A
(3) conduct and use task analysis to appropriately sequence instruction;				K A
(4) use crisis prevention and intervention strategies;				K
(5) apply behavioral theory and ethics in developing and implementing classroom behavior management plans;				K A
(6) teach in a variety of environments;				K A

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(7) team teach in the general education environment and help general education teachers and other special education teachers serving students in prekindergarten through grade 12 adapt and modify curriculum and instruction to accommodate student needs; and				K A
(8) apply systematic procedures for compiling data on a student or a group of students for the purpose of continuous program evaluation and improvement.				K A
D. A teacher of special education establishes and maintains positive, collaborative relationships with families and other professionals to support the student's development, learning, and well-being. The teacher must understand:				
(1) the life-long impacts of disabilities on students and their families;			K A	
(2) family systems theory and knowledge of the dynamics, roles, and relationships within families and communities to planning and implementing services;			K A	
(3) the role of parents and caregivers as primary informal teachers of their children;			K A	
(4) how to assist families to identify their resources, priorities, and concerns in relation to their children's development;			K A	
(5) how to work collaboratively with family members in designing, implementing, and evaluating individual educational program plans;			K A	
(6) small group processes and their application to facilitating child study teams, individual educational program planning teams, and transition planning teams;			K A	

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(7) structures supporting interagency collaboration, including interagency agreements, referral, and consultation;			K A	
(8) how to provide consultation and training in content areas specific to services for students and families and program organization and development; and			K A	
(9) how to direct and monitor the activities of paraprofessionals, aides, volunteers, and peer tutors.			K A	