

STATE OF MINNESOTA
BOARD OF TEACHING

3.0909

Statement of Need and Reasonableness
for Proposed Rules 5 MCAR §§ 3.050, 3.0901, 3.0902, 3.054

Concerning: The proposed adoption of new of amended rules governing the requirements for elementary school classroom teachers, special education: core skill areas, special education: early childhood, developmental/adapted physical education, and teachers in middle schools.

5 MCAR § 3.050 Elementary School Classroom Teachers, Grades 1-6.

Subdivision A. sets forth the requirements for the licensure of elementary school classroom teachers. It is necessary to delineate the knowledge, skills, and understandings required of elementary school classroom teachers since the current rule is lacking specific criteria for the licensure of elementary school classroom teachers.

Minnesota parents and students are entitled to assurances that persons employed in Minnesota schools as elementary school classroom teachers meet established requirements in terms of essential knowledge, skills, and understandings necessary to teach.

Subdivision B. sets forth the requirements for a general/liberal studies component within the approved licensure program. It is essential that elementary school classroom teachers complete a sound general education. This need for a sound general education is accentuated by the nature of the professional responsibilities which elementary school classroom teachers are expected to assume. Elementary school classroom teachers are required to design, implement, and evaluate programs of instruction for students which encompass the entire scope and sequence of the elementary school curriculum. Therefore, collegiate level preparation in general/liberal studies is essential to provide elementary classroom teachers with the foundation to support the teaching of all academic subjects to elementary school students. To ensure this breadth of academic preparation, required categories of general/liberal studies are enumerated in the rule which parallel the curriculum of the elementary school. Without this component, the Board of Teaching will have no assurance that elementary school classroom teachers have the appropriate preparation in general/liberal studies which will enable them to teach all academic subjects in grades 1-6 of an elementary school.

In March 1976, a state-wide workshop on Preparation Programs for Elementary School Teachers attended by approximately 125 persons representing higher education, teachers, administrators, and the public was sponsored by the Minnesota Board Teaching and the Department of Education. Participants in this workshop recommended that a general/liberal studies component be specified in an elementary education preparation program.

The Board of Teaching contends that a general/liberal studies requirement is reasonable since it parallels generally accepted national standards for the accreditation of teacher preparing institutions.

Subdivision C. is needed to specify the essential knowledge, skills, and understandings required of elementary school classroom teachers.

Section C.1. sets forth foundational studies which provide a set of contexts in which the American educational process can be studied, understood, and interpreted in the context of the diverse populations to be served by elementary school classroom teachers.

Section C.2. sets forth the requirements for organization and management of instruction. Elementary school classroom teachers must demonstrate the ability to organize the learning environment, facilitate learning, and evaluate student performance for all students within a classroom. This ability must include the skills necessary to apply differentiated instructional strategies and techniques to unique learning styles; differing physical, emotional, and mental capabilities; and differing environments and cultures.

Section C.3. sets forth the requirements for acquiring the necessary skills to teach the content of the elementary school curriculum. Elementary school teachers must have knowledge of the scope and sequence of the elementary school curriculum, and must have the necessary skills to teach elementary school subjects to all elementary school students within a classroom. Since kindergarten is an integral part of current elementary school organizational patterns, elementary school teachers must also have knowledge of the curriculum of the kindergarten to better understand the scope and sequence of the K-6 curriculum in the elementary school. To delineate preparation in elementary school curricular areas and methods of teaching will assure to the Board of Teaching that elementary school teachers possess the necessary knowledge, skills, and understandings to teach students within an elementary school setting.

Section C.4. sets forth the requirements for pre-student teaching and student teaching experiences. It is through such experiences that persons preparing to be elementary school classroom teachers will be provided appropriate opportunities to conceptualize educational principles and interpret their applications to direct instructional situations. Because elementary school teachers are licensed to teach grades 1-6 in an elementary school, supervised teaching experiences in grades 1-3 and in grades 4-6 are required. Upon completion of the pre-student teaching and student teaching experiences, persons preparing for licensure as elementary school classroom teachers must have had experiences at both levels. However, the rule does not require that both pre-student teaching and student teaching experiences be completed at two levels.

Pre-student teaching experiences prior to student teaching provide opportunities for observation and directed instructional experiences which represent recurring types of classroom situations.

The student teaching requirement consists of full school day experiences for one academic quarter. This experience requires persons preparing to be elementary school classroom teachers to assume major responsibility for the full range of teaching duties in an elementary school classroom under the supervision of practicing classroom teachers and college faculty. Because the teaching profession, generally, does not provide for a system of gradual induction into the profession, the student teaching experience is the only means by which persons preparing to be elementary school classroom teachers can demonstrate, in a supervised environment, the acquired ability to teach. Although there is no general agreement within the profession concerning the extent and duration of student teaching experiences, the Board of Teaching contends that full day, full quarter student teaching experiences are essential to prepare persons to be teachers. Such a student teaching requirement provides persons preparing to teach with a reasonable amount of

time to demonstrate the ability to teach elementary school students. By experiencing the full teaching day for a reasonable period of time, persons preparing to teach will enter the profession with a realistic expectation of the full range of professional responsibilities they will be required to assume as an elementary school classroom teacher.

Further, the Board of Teaching must have established in rule a reasonable measure of the extent and duration of the student teaching experience. This measure must assure to the Board of Teaching that teacher preparing institutions provide candidates recommended for licensure with student teaching experiences of sufficient extent and duration which prepare persons for the professional responsibilities which they will be required to assume as elementary school classroom teachers. The Board of Teaching contends that full day, full quarter student teaching experiences are a reasonable measure to provide this assurance.

Section C.5. sets forth basic knowledge of the professional responsibilities of a teacher. The Board of Teaching contends that persons preparing to be elementary school classroom teachers must demonstrate a minimum proficiency in the written English language in order that such persons can adequately communicate with others. In addition, such persons must have knowledge of teaching as a profession in the context of American society.

Subdivision D. is necessary to set forth the procedure by which approved Minnesota institutions must follow to obtain approval of elementary school classroom teacher preparation programs. It also provides an additional alternative for institutions to submit K-6 preparation programs for approval in accordance with the requirements set forth in this subdivision.

Subdivisions E. and F. provide for issuance and renewal of continuing licenses in accordance with current standards and procedures set forth by the Board of Teaching.

Subdivision G. provides for an effective date for this rule which has been established which provides sufficient time for teacher preparing institutions to develop and submit for approval licensure programs in accordance with this rule.

Proposed rules 5 MCAR §§ 3.0901, 3.0902, and 3.0909 are necessary to implement licensure standards in critical areas of special education in which no licensure rules currently exist.

Minn. Stat. § 120.17, State Board of Education Rules 5 MCAR §§ 1.0120 - 1.0129, and Public Law 94-142, the "Education of all Handicapped Children Act", provide for the education of all handicapped children. Handicapped children in Minnesota have the right to a free, appropriate public education which emphasizes special education and related services designed to meet their unique needs. Minnesota has accepted the responsibility for assuring that the rights of handicapped children and their parents or guardians are protected, and to assess and assure the effectiveness of efforts to educate handicapped children.

To provide effective special education and related services to meet the needs of handicapped children, many advances have been made in the preparation of teachers and in diagnostic and instructional procedures and methods. State Board of Education Rule 5 MCAR § 1.0125 requires that every handicapped child has an

individual educational program plan (IEP). The development of these IEPs is dependent upon team based decision-making. In Minnesota, the composition of these teams includes special educators and supportive personnel, in addition to administrative personnel, regular educators, and parents. Preparation programs should therefore reflect and promote the kind of interprofessional cooperation that is occurring in the public schools of Minnesota.

With the assurance of procedural safeguards available to parents and guardians of handicapped children, Minnesota public schools are being held accountable for competent performance in instructional methods and practices.

The Board is currently reviewing licensure standards in all areas of special education where licensure rules currently exist. At a future time, the Board intends to promulgate revisions in these existing rules.

However, the Board has determined that it is absolutely essential that rules governing the licensure of teachers of special education: early childhood and developmental/adapted physical education, together with core skill area requirements in special education be promulgated at this time in order to ensure the public that teachers serving handicapped learners in these instructional areas have the unique and essential skills to teach early education special education or developmental/adapted physical education.

5 MCAR § 3.0901 Special Education: Core Skill Areas

Subdivision A. of the proposed rule is necessary because current state and federal laws and rules relating to the education of handicapped children apply to all handicapped children. From those standards emanate certain generic requirements applicable to all special education teachers. Therefore, a common body of knowledge is required of all teachers serving handicapped children and youth. Identifying those "core skills" in a licensure rule, and referencing this rule in subsequent special education licensure rules, serves to emphasize the concept that these are skills needed by a number of different teachers.

The following references support the concept of common standards which are applicable to all areas of special education:

"Certification in special education should provide for those personnel who develop generic competencies to perform effectively with variously handicapped persons as well as those who develop specialized competencies to work with some exceptional students." (CEC Guidelines for Personnel in the Education of Exceptional Children, 1976.)

"Training programs have traditionally kept specialists separated. Cross fertilization and sharing between regular and special educators is now needed." (Allen R. Sullivan, Assistant Superintendent of Dallas Public Schools, 1980.)

"Changes which have occurred in the public schools in the delivery of services to handicapped has greatly altered the roles previously assumed by special education personnel." (Edward L. Mayen, University of Kansas, 1980.)

Nationally, common standards applicable to all areas of special education have been identified in teacher preparation programs. These common standards are

often times followed by additional standards for specific special education licenses. (National Association of State Directors of Teacher Education and Certification, 1976.)

Essential to the role of special education teachers today is a general body of information, identified as "core skill areas." Support for such a "core" has been expressed by the following diverse organizations in Minnesota:

- a. Minnesota Education Association
- b. Minnesota Federation of Teachers
- c. Minnesota School Social Worker's Association
- d. Minnesota Association of School Administrators
- e. Minnesota Association of Children with Learning Disabilities
- f. Educator Network of Minnesota Foundation for Better Hearing and Speech
- g. Services for Blind and Visually Handicapped
- h. United Cerebral Palsy
- i. Minnesota Chapter, American Physical Therapy Association
- j. Minnesota Epilepsy League
- k. Minnesota Department of Health
- l. The Orton Society

It is necessary to promulgate this rule at this time to ensure that preparation to meet core skill area requirements will be available for persons desiring licensure as teachers of special education: early childhood or developmental/adapted physical education.

Subdivision B. is needed to specify the common knowledge, skills, and understandings required of all special education teachers to provide a basis for appropriate instruction for handicapped learners.

These common knowledge, skills, and understandings are necessary for the following reasons:

1. To serve handicapped students, educators must be aware of literature and the body of practice which underlie basic instructional procedures for these children.
2. State Board of Education rule 5 MCAR § 1.0129 A.2. states that children who are handicapped are to be educated with children who are not handicapped. Removal of handicapped children from the regular education environment occurs only when their needs are such that they can be better served outside of the regular program. Consequently, teachers must have a general knowledge of the school curriculum offered across grade levels and of procedures for altering curriculum to meet individual needs.

3. 5 MCAR § 1.0124 requires school districts to develop systems for identifying students who may be handicapped. Assessments must be conducted when students are thought to be in need of special education services or are in need of changes in their educational programs. Further, reassessment of handicapped students is required every two or three years, depending on their level of placement. Also, to guard against inappropriate placement of students on the basis of race, culture, or specific handicapping condition, assessments must be non-discriminatory. As a consequence of this rule, educators are active participants in the referral process and need to be able to make and report systematic observations of students. They must be able to collaborate with other professionals and parents in utilizing assessment results for educational planning.
4. Parents of handicapped children have a right to be involved in the education decision-making process. 5 MCAR § 1.0120 A.5. encourages parents and school personnel to cooperate in an open and objective manner. Minnesota Board of Education rules 5 MCAR §§ 1.0125 and 1.0126 require the use of teaming in the development of IEPs and in their periodic review for appropriateness. Educators must be sensitive to the concerns of parents and their rightful involvement in instructional planning decisions. To ensure the rights of the handicapped in the regular education environment, special educators need also to be able to effectively communicate with regular education personnel. In conclusion, educators must be able to effectively communicate with parents, colleagues, and administrators.
5. To ensure the rights of the handicapped, special educators must be aware of due process procedures. Parents and guardians, and students when appropriate, have the right to be informed of all significant educational decisions. The procedural safeguards available to parents are delineated in 5 MCAR § 1.0127, which guarantees their involvement in the educational decision-making process. Special educators are called upon to assist others in understanding and accepting the diverse characteristics of students and in advocating for the educational rights of exceptional individuals. Thus, the profession of teaching has taken on a new perspective in that educators must now possess some knowledge of the law and assume a greater advocacy role as well.
6. With the advent of law and rule governing the education of handicapped citizens, a new meaning to the term "individualized teaching" has evolved. Educators must be able to carry out individual assessments, identify individual learning styles, spot special needs, personalize and adapt assignments, keep records on student progress, and employ effective diagnostic and prescriptive skills. They must participate in instructional planning with a team of diverse individuals and carry out the instructional methodology recommended by that team.

Preparation programs have already recognized the need for a common core of knowledge and understandings for special educators, regardless of the category of handicapped individuals they become licensed to teach. A common body of knowledge for all special education personnel is critical to the educational process for handicapped students. It provides a basis for the sharing of skills and team decision-making required by law. To ensure the rights of handicapped,

all educators must be aware of due process procedures and the need to involve parents in instructional planning decisions. It is now legislated that educators collaborate, consult, and confer with parents, peers, and administrators for instructional planning. Few educators in the field feel that they have been adequately trained in the communication/consultation area. Preparation and licensure must reflect this new role.

It is therefore, reasonable to add "core skill areas", reflecting current special education laws, rules, and practices being followed in the public schools, to the licensure requirements for all special education personnel.

Subdivision C. requires teacher preparing institutions to demonstrate how the common knowledge, skills, and understandings required by this rule are integrated into each licensure program which requires completion of the core skill area requirements in special education. Evidence that this requirement is met shall be provided in each licensure program description submitted in accordance with 5 MCAR § 3.141.

Subdivision D. provides for an effective date for this rule which has been established which provides sufficient time for teacher preparing institutions to develop and submit for approval licensure programs which require completion of the core skill area requirements.

5 MCAR § 3.0902 Special Education: Early Childhood.

Subdivision A. sets forth the requirements for the licensure to teach special education: early childhood. At the present time, no licensure exists in this field. Beginning in 1977, school districts were mandated to serve all handicapped four year olds. Service to handicapped children from birth to three years of age remains permissive. In FY '80 there were 219 full-time equivalent teaching positions related to the delivery of service to handicapped preschool children. Those positions were filled by 271 individuals. There have been approximately 50 additional persons employed during the current school year to deliver such service.

Of these persons employed to deliver such service, 62 currently hold only an early childhood license without a special education license, and are therefore employed on a "personnel variance" basis. The remaining teachers have special education licenses in various disability areas which are valid for teaching kindergarten through grade 12. Current State Board of Education rule 5 MCAR § 1.022 requires that teachers hold a special education license that is appropriate for the children for whom they teach. To date, there has been no appropriate special education license for teachers of special education children younger than kindergarten age in Minnesota. The concept of early special education licensure is not, however, a new concept nationally. To date, there are at least 12 states which have early special education licenses in place with at least 5 other states which have the license pending. Minnesota's neighboring states of Wisconsin, Iowa, and South Dakota have each successfully implemented an early special education license. An example of the scope of service provided is Wisconsin's 4,000 3-5 year old handicapped children who are being served by 350 licensed early childhood special education teachers.

Over 7,000 children under age 6 are currently being served in programs statewide. These children represent all areas of disability and the full range of

severity of handicapping conditions. The most common model state-wide is a self-contained program of 8-10 children with varying handicapping conditions taught by one teacher. Services are also provided through the home-based model where the child may come into a center program for a day or more a week, but primarily the teacher comes into the home to work with the child and the parents.

In addition to the center or home-based teacher, services as required in P.L. 94-142 § 121a.346 and 5 MCAR § 1.025 are also provided by other special education personnel such as occupational therapists, physical therapists, speech clinicians, psychologists, and vision and hearing specialists, as needed, to deliver the services required by the IEP.

The requirement that children be provided service in the least restrictive environment in the school they would normally attend if they were not handicapped, results in most schools in a heterogeneous grouping of preschool handicapped children. These children are in need of special education programs because of various types of special education needs. In many instances, it is not necessary to label the students and group them by disability, i.e. mentally retarded, physically handicapped, sensory impaired, because the label is often not clearly identifiable and is not useful instructionally. The students' needs can usually be met very appropriately in a multi-categorical program. Current state and federal law requires the involvement of other special education teachers and related service personnel as needed, to deliver the services required by the IEP. This type of preschool program for these youngsters enhances programming in the least restrictive alternative and is cost effective as well. To meet the needs of this group of children, early childhood special education teachers need preparation in all areas of disability. Where services are provided by schools to children beginning at birth, the skills of a teacher who has preparation with infants and toddlers is required.

In response to the need for a license which would specifically address early childhood special education, a group of 87 persons gathered in April of 1977 for a state-wide mini-conference for personnel working with young children with special needs. This conference was developed as a cooperative effort of some members of the Minnesota Consortium of Early Education/Training. The following recommendation was an outcome of this conference: "We urge the Board of Teaching to conduct a study on the issue of licensure for personnel working with young children with special needs." As a result of this recommendation, study of the issue of teacher preparation for early childhood special education was begun by the Board of Teaching and has culminated in the proposed licensure requirement of 5 MCAR § 3.0902 for special education: early childhood. During the period from April of 1977 to spring of 1980, a great deal of work was done by many groups to address to the needs. After extensive work by a committee of the Special Education Section of the Minnesota Department of Education, the first draft of the early childhood special education license was presented to the Special Education Advisory Task Force of the Board of Teaching in October, 1979.

In March of 1980, a group of 66 professionals in the early childhood special education field from the Minnesota Council for Exceptional Children/Division of Early Childhood, submitted a draft of concerns, recommendations, and possible actions regarding the early childhood special education license to the Task Force. In November, 1980, a second position paper on recommended licensure requirements for special education/early childhood was also presented to the

Special Education Advisory Task Force of the Board of Teaching by MCEC/DEC.

In October of 1980, the Minnesota Early Childhood Teacher Educators Association (MECTE) endorsed the proposed license. During this two year period the content of the proposed license was discussed and revised to reflect the position of MCEC/DEC and MECTE. The final draft of the proposed license did incorporate and does reflect the position of MCEC/DEC and MECTE.

In addition, the Special Education Advisory Task Force of the Board of Teaching solicited comments from the field on the draft licensure proposal and as a result incorporated changes proposed by the Minnesota Children's Lobby, Minnesota Association for Children with Learning Disabilities, Minnesota Speech-Language and Hearing Association, and Mankato State University: Special Education Department.

Subdivision B. is needed to specify the unique and essential knowledge, skills, and understandings required of teachers of special education: early childhood.

A general theme throughout subdivision B. is provision of equal emphasis in preparation related to normal development, birth through five years, and development which includes handicapping conditions in children birth through five years. This emphasis exists because of the recognition of the great variation in development of all children birth through five years.

These unique and essential knowledge, skills, and understandings are necessary for the following specific reasons:

1. Teachers of special education: early childhood need to understand typical and atypical development in the specific areas enumerated in B.1. to facilitate appropriate developmental progress and to recognize significant variations from the norm.
2. Section B.2. is necessary in order to equip the teacher to effectively deal with the wide range and degree of handicapping conditions potentially present in a special education: early childhood class.
3. The requirements of section B.3. are necessary so that the teacher can accountably provide critical initial assessment and continuous assessment information on children being evaluated pre-program and/or in-program.
4. Section B.4. specifies the necessary skills teachers need to teach preschool children with handicapping conditions as well as manage necessary related components of the preschool program.
5. Special education: early childhood teachers need the skills set forth in section B.5. because each preschool child's "primary placement" is the family.
6. Section B.6. is needed to provide teachers with the specified practicum experiences to further develop and establish all the above-cited skills with preschool children within and outside normal developmental limits.

Subdivision C. is necessary in order to provide a reasonable means whereby persons currently teaching in the field of early childhood special education without a license in this field will have their teaching experience and teacher preparation

in early childhood special education evaluated in relationship to the requirements for licensure in special education: early childhood. Institutions seeking approval from the Board of Teaching for this special education teacher preparation program shall be expected to apply relatively consistent and uniform criteria in the evaluation of previous teaching experience and previous teacher preparation of teachers currently employed in the field of early childhood special education.

Subdivision D. sets forth standards for provisional licensure in this field. Provisional licensure is necessary to provide a reasonable system whereby persons currently teaching without a license in special education: early childhood will be able to be granted an initial provisional license based upon the completion of minimal preparation in this field. This minimal preparation may include previous teaching experience and/or previous teacher preparation. This system for provisional licensure will provide assurance to the Board of Teaching that persons possess the minimal knowledge, skills, and understandings for issuance of the first provisional license and are required to meet entrance licensure requirements through a reasonable and systematic process.

The Board believes that all teachers of early childhood special education must eventually meet the licensure requirements set forth in this rule and, therefore, have placed a reasonable termination date on the issuance of provisional licensure. Preparation in the field of early childhood special education is currently available across the state at five universities as well as the University of Minnesota. A total of eight teacher preparing institutions have submitted federal grants to fund both inservice and preservice preparation in the field of early childhood special education. The geographical dispersment of the institutions currently providing preparation and those who are seeking funding to begin providing the preparation will assure that all areas of the state will have the required preparation available to meet the preservice and inservice needs state-wide.

While some persons may believe that teaching experience in the field of early childhood special education qualifies them to be granted entrance or continuing licensure in special education: early childhood, the Board of Teaching contends that it is imperative that all persons granted entrance or continuing licensure in this field demonstrate the unique and essential knowledge, skills, and understandings required by this rule, and that the system for demonstrating such requirements is reasonable.

Subdivision E. provides for issuance and renewal of continuing licenses in accordance with current standards and procedures set forth by the Board of Teaching.

Subdivision F. provides for an effective date for this rule which has been established which provides sufficient time for teacher preparing institutions to develop and submit for approval licensure programs in accordance with this rule.

5 MCAR § 3.0909 Developmental/Adapted Physical Education.

Subdivision A. sets forth the requirements for licensure to teach developmental/adapted physical education. At the present time, no licensure exists in this field. The proposed rule is designed to implement licensure standards for persons who specialize in providing instructional services for handicapped and special needs students in the physical education program. M.S. 126.02 requires that: "Every pupil attending any public school insofar as he or she is

physically fit and able to do so shall participate in the physical training program. Suitable modified courses shall be provided for pupils physically or mentally unable or unfit to take the courses prescribed for normal pupils." This means that all pupils must be provided an appropriate physical education program whether it is in a regular, modified, or segregated program. During the school year 1980-81, approximately 100 teachers were assigned to developmental/adapted physical education programs, serving approximately 2,200 students, even though these persons were not licensed as teachers of developmental/adapted physical education.

Physical education is an integral part of the total education program as it contributes to the development of an individual through the natural medium of physical activity/human movement. Physical education goals include concern for the cognitive, social/emotional and psychomotor domains. It is a carefully planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student. The physical education program is designed to:

1. foster vigorous physical activity and the improvement of physical fitness
2. develop motor skills,
3. foster creativity,
4. emphasize safety,
5. motivate expression and communication,
6. promote self-understanding and acceptance of self and others,
7. stimulate social development.

Within the physical education body of knowledge that has been designed for the general population there is a need to adapt or modify components of the program to meet unique needs of handicapped and special needs students. A developmental/adapted physical education program is one that considers growth and experience of the students. Based on this information, appropriate placement and adaptation of the physical education program is made so participation and learning occurs. The developmental/adapted physical education program must be designed to:

1. provide equitable physical education programs for all,
2. assure handicapped and special needs students an opportunity to participate in the physical domain addressing individual needs and abilities,
3. utilize a multi-disciplinary team in program planning,
4. provide a range of services including regular, modified or segregated programming with appropriate planning, program development, and progress evaluation.

Developmental/adapted physical education crosses all components of a total physical education program. Limited information regarding developmental/adapted physical education is included in the body of knowledge required in the preparation of physical education teachers (5 MCAR § 3.072). Currently, elementary classroom teachers and special education teachers have had a minimum of one course relating to physical education. This is insufficient for providing a comprehensive physical education program, let alone coping with specialized instruction for an adapted physical education program with all its complexities.

Presently a physical education teacher is well versed in the components of a physical education program and qualified to teach a comprehensive program to the general population. As noted above, limited preparation is provided to help instructors adapt or modify physical education program components to meet the needs of handicapped or special needs students. At this time, a minimum of one course addresses adapted physical education. This does not give physical education teachers adequate knowledge, understanding, appreciation, and skills to determine motor problems, and abilities students with unique needs demonstrate. Therefore, additional preparation is needed .

Developmental/adapted physical education is a distinct area of emphasis in physical education and involves all components of the program. Personnel prepared in the body of knowledge in physical education do not have sufficient information or preparation to provide consultation or instruction in a developmental/adapted physical education program.

Physical education teachers in secondary schools are prepared according to the present rules in physical education (5 MCAR § 3.072). They have not had sufficient emphasis in developmental/adapted physical education. This applies to teachers already in the field who are licensed as physical educators as well as those currently in preparation.

Elementary classroom teachers or special education teachers who teach in self-contained classrooms are eligible to teach the physical education program to their own classes if this is the model of service in their district. Preparation in the physical domain for elementary or special education elementary teachers involves one course in physical education which means that their knowledge is extremely limited. Should their district require them to teach physical education to students who are not a part of their class, then they would need appropriate preparation and licensure.

A comprehensive, quality, physical education program cannot be learned from one course. Neither can a physical education teacher acquire sufficient skills to work in the developmental/adapted physical education area with one adapted course included in their preparation. Therefore, physical education teachers who will be consulting or teaching developmental/adapted physical education must meet the proposed special license requirements (5 MCAR § 3.0909). Since the proposed license is based on the physical education major (5 MCAR § 3.072), elementary or special education staff would need preparation in the body of knowledge for physical education plus the proposed developmental/adapted physical education requirements for licensure.

The proposed license requirements are essential to assure that equal, relevant, and quality physical education programs are developed and implemented for handicapped and special needs students. Requirements are reasonable as they were identified and critiqued over a three year period of time in cooperation with

personnel presently working in the field and have been determined to be minimum, essential requirements for licensure.

Subdivision B. is needed to specify the unique and essential knowledge, skills, and understandings required of teachers of developmental/adapted physical education. These requirements include theoretical foundations of developmental/adapted physical education, and the organization and management of instruction for handicapped and special needs students from pre-kindergarten through grade twelve.

The developmental/adapted physical education teacher must be prepared to perform the following functions, depending on program needs in the school district:

1. Consult with school administration about specialized programming for handicapped or special needs students considering:
 - a. Selection of teachers for a developmental/adapted physical education program.
 - b. Development and implementation of a program.
 - c. Evaluation and coordination of a program.
 - d. Inservice education sessions for other teachers and administrators.
2. Assess and evaluate the physical and motor status of individuals with a variety of handicapping conditions.
3. Participate in team conferences to develop IEPs.
4. Modify and adapt components of the physical education program.
5. Provide supportive and consultative services to physical education teachers, regular elementary teachers and special education teachers at the elementary level.
6. Provide direct instruction to handicapped students as needed in individual or group settings.

Subdivision C. is necessary in order to provide a reasonable means whereby persons currently teaching in the field of developmental/adapted physical education without a license in this field will have their teaching experience and teacher preparation in developmental/adapted physical education evaluated in relationship to the requirements for licensure in developmental/adapted physical education. Institutions seeking approval from the Board of Teaching for this teacher preparation program shall be expected to apply relatively consistent and uniform criteria in the evaluation of previous teaching experience and previous teacher preparation of teachers currently employed in the field of developmental/adapted physical education.

Subdivision D. sets forth standards for provisional licensure in this field. Provisional licensure is necessary to provide a reasonable system whereby persons currently teaching without a license in developmental/adapted physical education will be able to be granted an initial provisional license based upon the completion of minimal preparation in this field. This minimal preparation

may include previous teaching experience and/or previous teacher preparation. This system for provisional licensure will provide assurance to the Board of Teaching that persons possess the minimal knowledge, skills, and understandings for issuance of the first provisional license and are required to meet entrance licensure requirements through a reasonable and systematic process.

The Board believes that all teachers of developmental/adapted physical education must eventually meet the licensure requirements set forth in this rule and, therefore, have placed a reasonable termination date on the issuance of provisional licensure. Preparation in the field of developmental/adapted physical education is currently available in several teacher preparing institutions which will be available to meet preservice and inservice needs state-wide.

While some persons may believe that teaching experience in the field of developmental/adapted physical education qualifies them to be granted entrance or continuing licensure in developmental/adapted physical education, the Board of Teaching contends that it is imperative that all persons granted entrance or continuing licensure in this field demonstrate the unique and essential knowledge, skills, and understandings required by this rule, and that the system for demonstrating such requirements is reasonable.

Subdivision E. provides for issuance and renewal of continuing licenses in accordance with current standards and procedures set forth by the Board of Teaching.

Subdivision F. provides for an effective date for this rule which has been established which provides sufficient time for teacher preparing institutions to develop and submit for approval licensure programs in accordance with this rule.

5 MCAR § 3.050 Elementary Schools.

It is necessary to repeal 5 MCAR § 3.050 Elementary Schools, because the Board of Teaching has proposed new standards of licensure for elementary school classroom teachers.

5 MCAR § 3.054 Teachers in Middle Schools.

The need to amend this rule arises because the Board of Teaching has been made aware by the practicing profession of the necessity for clarity of language and the necessity to develop a means whereby practicing middle school teachers can obtain licensure as teachers in middle schools. The Board of Teaching believes that these amendments establish the necessary provisions to address these concerns.

Subdivision A. must be amended to more clearly define the requirements for licensure of teachers in middle schools. Such clarity of language is necessary to inform persons who seek such licensure and institutions which submit licensure programs for approval of these requirements.

Subdivision D. is necessary to provide a means whereby Minnesota colleges and universities may collaborate with local school districts to develop locally-based middle school licensure programs which meet the unique needs of local school districts. These programs must be designed in accordance with the requirements set forth in this rule. The need for such programs has been called

to the attention of the Board of Teaching by practicing teachers and administrators.

Subdivision E. requires that colleges and universities must evaluate previous teaching experience and/or previous teacher preparation for practicing classroom teachers who wish to be recommended for licensure as teachers in middle schools. This provision is necessary to ensure to practicing professionals that their experiences will be considered and evaluated in relationship to the standards for licensure.

Subdivision I. is necessary to define the extent to which secondary school classroom teachers, also licensed as middle school teachers, may teach in a middle school. It is reasonable to expect these persons to teach in the subjects or fields in which they are licensed.

Subdivision J. is necessary to define the extent to which elementary school classroom teachers, also licensed as middle school teachers, may teach in a middle school. It is reasonable to expect these persons to teach in the subjects or fields in which additional preparation has been completed.

Subdivisions K. and L. are necessary to provide a means by which persons who have been teaching in a middle school, as authorized by provision M. of this rule, to be granted licenses as teachers in middle schools. It is reasonable to determine that three years of teaching experience is an appropriate period of time for persons to demonstrate the ability to teach students in a middle school setting. Since the middle school is an organizational pattern determined by individual local school districts, districts which have established middle schools have provided inservice education for licensed elementary and secondary school classroom teachers to enable them to provide instruction to students within within this organizational pattern. It is reasonable to issue licenses valid for teaching in a middle school to those secondary school classroom teachers in the subjects or fields for which they hold licensure who have taught for three years in a middle school. It is reasonable to issue licenses valid for teaching in a middle school to those elementary school classroom teachers in the subjects or fields in which three years of teaching in a middle school have been completed.

Subdivision N. is necessary to provide for an immediate effective date for provisions K., L., and M. of this rule. These provisions must be in effect prior to July 1, 1983, the effective date of the remainder of the rule, in order to provide licensure for teachers who teach in existing middle schools.

Following is a list of persons who will testify on behalf of the Board of Teaching in support of the proposed adoption and amendment of rules governing requirements for elementary school classroom teachers, special education: core skill areas, special education: early childhood, developmental/adapted physical education, and teachers in middle schools:

5 MCAR § 3.050

Margery Harris, Teacher
St. Louis Park Public Schools
St. Louis Park, Minnesota

This testimony will emphasize the need to specify knowledge, skills, and understandings required of elementary school classroom teachers and will provide support for the components proposed in this licensure rule.

5 MCAR § 3.0901
5 MCAR § 3.0902
5 MCAR § 3.0909

Raleigh Huizinga, Member
Minnesota Board of Teaching
Wayzata, Minnesota

This testimony will emphasize the need to implement standards in critical areas of special education in which no licensure rules currently exist. This testimony will provide support for promulgating these rules at this time and for the reasonableness of the requirements specified in each rule.

5 MCAR § 3.054

Karsten Braaten, Member
Minnesota Board of Teaching
Sauk Rapids, Minnesota

This testimony will emphasize the need to amend this rule and to provide support for the provisions to clarify language and to provide a means to grant licenses to teachers who teach in existing middle schools.