

Handbook

SPE6302 Internship

Special Education Learning Disabilities

This handbook describes the process for proposing, conducting, and documenting internship for those in the special education learning disabilities emphasis of the Martin Luther College Master of Science in Education program



Preface

The Martin Luther College special education internship requires the collaboration of the intern, licensed cooperating teacher, and the college supervisor to create meaningful and professional experiences. Our collaborative efforts will serve to accomplish the objective of equipping interns competent to serve the largest disability area, specific learning disabilities, in public ministry. An intern who has completed the Master of Science in Education – Special Education Emphasis with MN Learning Disability Licensure (K-12 license) is authorized to evaluate and provide specialized instruction to eligible children and youth with mild to moderate needs in the primary area of specific learning disabilities (SLD). We are so grateful for your willingness to join in this effort and promise our support to each of you along the way.

The goal of this handbook is to guide and support the valuable work that will be accomplished during the internship. Formative and summative assessments strategically frame the internship across K-12 to ensure a well-rounded experience. Within this framework, the intern will have the opportunity to apply research-validated and evidence-based practices in authentic contexts to foster a deeper understanding and critical educator reflection. This authentic experience will allow for an enriched collaborative environment for the intern to practice giving and receiving consultation as part of a team in support of the best interest of each student served.

This handbook is dedicated to educators in the Wisconsin Evangelical Lutheran Synod who have worked tirelessly to meet the educational needs of their students when that meant paving a road where there had not been one before. Through Professors Alan Spurgin and Daryl Hanneman, this MLC special education program was born out of the certainty that each and every child was knit together by our loving God and that saving faith in his son, Jesus, is the solid foundation that belongs to all our students, regardless of their educational needs.

“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place, when I was woven together in the depths of the earth. Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be.” Psalm 139:13-16

Kelli Green
Professor of Special Education | Martin Luther College

Table of Contents

Section 1:	Overview	1
Section 2:	Internship Setting	1
Section 3:	The Process for Capstone Internship Approval	2
Section 4:	Internship Procedures	3
Section 5:	Evaluation Forms	4

Appendices

Appendix A:	Capstone Project Application – Step 1	A-1
Appendix B:	Capstone Internship Planning Form – Step 2	A-2
Appendix C:	SPED Internship Proposal Approval Form – Step 3	A-4
Appendix D:	MLC Participating School Contract – Step 4	A-7
Appendix E:	Intern, Licensed Cooperating Teacher & College Supervisor Initial Meeting Agenda	A-8
Appendix F:	Reflection Journal	A-9
Appendix G:	Log of Hours.....	A-11
Appendix H:	Lesson Plan Templates	A-12
Appendix I:	Portfolio Models of Evidence	A-16
Appendix J:	Scope of Role Requirements	A-17
Appendix K:	Evidence of Student Learning & Rubric	A-19
Appendix L:	Intern Observation Form	A-25
Appendix M:	Licensed Cooperating Teacher Final Report	A-26
Appendix N:	SEP Form.....	A-28
Appendix O:	Minnesota Special Education Learning Disabilities Standards.....	A-36

EDU6302 Internship (3 credits)
Special Education: Learning Disabilities (LD)

Section 1: Overview

An internship allows a graduate student to receive hands-on experience in an authentic setting and to demonstrate competency in each of the standards related to special education with an emphasis on learning disabilities. The internship is supervised by both a college supervisor and a licensed cooperating teacher. The licensed cooperating teacher must meet the requirements of licensure in the content area or scope and a minimum of three years as teacher of record in the licensure area. The licensed cooperating teacher must have demonstrated mastery in the area of supervision through appropriate degrees, certification, licensure, and/or experience. The licensed cooperating teacher must be listed on the internship proposal and approved by both the college supervisor and the director of graduate studies.

Section 2: Internship Setting

a. Time

PELSB Unit Standard 13 establishes clinical experience requirements for interns seeking additional licensure that addresses gaps in experience with a minimum of 80 hours with a continuous group of students. Internship requirements for interns seeking additional licensure are outlined in the table below:

Add-on LD License to <u>General Education License</u>		
Partnership School Licensed Cooperating Teacher	6 Weeks (240 hours) (Minimum of 80 hours with a Continuous Group of Students)	Scope and Content of the LD License
K-4 Elementary 5-8 Middle School 9-12 Secondary & Transition Program		<ul style="list-style-type: none"> • Students with Learning Disabilities (mild to moderate) • Prereferral and Child Find • Eligibility/Evaluation: Assessment, Meetings, Writing • Individualized Education Programs (IEP) and Service Plans • Specialized Instruction and Progress Monitoring

Add-on LD License to <u>Special Education License K-12</u> (Evaluation of additional licensure candidates' previous experiences to determine what is required)		
Partnership School Licensed Cooperating Teacher	3 Weeks (120 hours) (Minimum of 80 hours with a Continuous Group of Students)	Scope and Content of the LD License
K-4 Elementary 5-8 Middle School 9-12 Secondary & Transition Program		<ul style="list-style-type: none"> • Students with Learning Disabilities (mild to moderate) • Prereferral and Child Find • Eligibility/Evaluation: Assessment, Meetings, Writing • Individualized Education Programs (IEP) and Service Plans • Specialized Instruction and Progress Monitoring

b. Location

The location must be aligned to the scope and content of the learning disabilities license. The internship may occur in any special education school setting (Federal Settings 1-3) that allows the intern to achieve the internship goals, including the school of current employment, provided a licensed cooperating teacher is available, students who meet eligibility for special education with mild to moderate learning disabilities, and licensure grade levels (K-12: K-4, 5-8, 9-12). Multiple locations may be accessed to meet these requirements. One location and one licensed cooperating teacher will be identified as the primary internship, giving the intern an opportunity to gain consistent experience for a solid block of time.

c. The College Supervisor

A college supervisor is responsible for supporting and evaluating the intern during the internship. The college supervisor must either 1) hold/have held a license aligned to the scope of the license sought and have at least three years of experience as a teacher of record, or 2) be/have been an E-12 administrator with documented experience in teacher evaluation. The college supervisor will assess an intern on their content and pedagogical knowledge, skills, and dispositions throughout the program, advise on progress and attainment of standards, and will want to carefully consider how interns are assessed throughout the internship. There will be a minimum of two observations of the intern by the college supervisor with actionable feedback. The intern will have ongoing consultation with the college supervisor on decisions or activities related to the internship. These regular consultations may happen via text, email, phone, or virtually by teleconference.

d. The Licensed Cooperating Teacher

The internship is supervised by a licensed cooperating teacher. This teacher must have demonstrated mastery in the area of supervision through appropriate degrees, certification, licensure, and/or years of experience. The licensed cooperating teacher must be listed on the internship proposal and approved by the college supervisor and the director of graduate studies. The LCT will complete two observations of the intern with actionable feedback. The LCT will have two triad meetings with the intern: one initial triad meeting and one summative triad meeting. A regular meeting time will be established between the licensed cooperating teacher and the intern for feedback and discussion.

e. Evaluation

The intern, licensed cooperating teacher, and college supervisor will have a minimum of one initial triad meeting and one summative triad meeting to evaluate the intern's performance with the formative and summative assessments (See sections 4 and 5 for more on evaluations).

Section 3: The Process for Capstone Internship Approval

a. Capstone Project Application – Step 1

The intern must complete the Capstone Internship Application *and* send it to the Office of Graduate Studies and Continuing Education with payment. (*Appendix A*)

b. Capstone Internship Planning Form – Step 2

The intern first completes the Capstone Internship Planning Form with their advisor. If this is an add-on Learning Disabilities license to an existing K-12 special education license, the Planning Form suffices as an evaluation of the additional licensure candidate's previous experiences to determine what is required. If this is an add-on Learning Disabilities license to an existing General Education license, the Planning Form suffices as a guide to ensure the experiences are fulfilled around the scope of the role. (*Appendix B*)

c. SPED Internship Proposal Approval Form - Step 3

The intern must complete the SPED Internship Proposal Approval Form. The Capstone Committee reviews the proposal. Once all consent signatures have been gathered (per location), the next step in the process begins. (*Appendix C*)

d. MLC Participating School Contract - Step 4

MLC, the principal of the participating school, and the licensed cooperating teacher shall come to an agreement binding all entities to the agreed upon goals and roles of the internship per location. (*Appendix D*)

Section 4: Internship Procedures

a. Intern, Licensed Cooperating Teacher, and College Supervisor Initial Meeting

After the capstone proposal is approved and before the internship begins, the college supervisor will meet with the intern and licensed cooperating teacher to discuss the internship arrangements, review requirements, and answer any questions. (*Appendix E*)

b. Reflection Journal & Log of Hours

Given a specific focus, the intern keeps a record of the internship experiences and activities with reflective questions and comments. The journal is reviewed regularly with specific feedback by the licensed cooperating teacher and during each visit by the college supervisor. (*Appendix F, Appendix G*)

c. Lesson Plan Templates

The intern will plan and implement content, pedagogical knowledge, skills, and dispositions throughout the program, collecting evidence of attainment of standards. (*Appendix H*)

d. Portfolio Models of Evidence

The intern completes a portfolio that documents the internship experience, including 20 models of evidence. (*Appendix I*)

e. Scope of Role Requirements

The intern will attend all meetings and collect all district documentation. Redact information when confidentiality is concerned during the internship. (*Appendix J*)

f. Evidence of Student Learning & Rubric

The intern will demonstrate competency in the ability to provide a comprehensive evaluation in order to design specialized instruction within the individual education program (IEP) through team collaboration. This specialized instruction will then be implemented with eligible students from kindergarten through age 21 who have specific learning disabilities and related learning difficulties. Continuous improvement is the goal of specialized instruction. Progress monitoring data and real student outcomes will allow you to evaluate programs and systems as a reflective educator. (*Appendix K*)

g. Intern Observation Form

The licensed cooperating teacher will complete two observations of the intern using this form. (*Appendix L*)

h. Licensed Cooperating Teacher Final Report

The licensed cooperating teacher at each location will complete a final report using this form at the end of the internship timeframe, documenting the scope of the role experienced and the intern's skills practiced during the internship. (*Appendix M*)

i. SEP Form

The licensed cooperating teacher at each location will complete a final report using this form at the end of the internship timeframe, documenting the scope of the role experienced and the intern's skills practiced during the internship. (*Appendix N*)

j. *Timeframe*

The internship will begin with an Initial Meeting (*Appendix E*) at the appropriate location(s). The internship course is one semester. It is recommended that the internship be completed within this timeframe; however, an intern is allowed a maximum of one full calendar year to complete all components of the internship.

Section 5: Evaluation Forms

Evaluation forms are used to show the intern's progress during the course of the internship. Some are completed by the licensed cooperating teacher and the intern at the triad meetings. Forms include:

- a. Reflection Journal & Log of Hours (*Appendix F, Appendix G*)
- b. Lesson Plan Templates (*Appendix H*)
- c. Portfolio Models of Evidence (*Appendix I*)
- d. Scope of Role Requirements (*Appendix J*)
- e. Evidence of Student Learning and Rubric (*Appendix K*)
- f. Intern Observation Form (*Appendix L*)
- g. Licensed Cooperating Teacher Final Report (*Appendix M*)
- h. SEP Form (*Appendix N*)

Appendices

Appendix A: Capstone Project Application - Step 1

Master of Science in Education Program and Master of Science in Educational Administration



Application for Capstone Project

- Step 1. Consult with advisor regarding your choice for committee members.
Step 2. Secure committee members' consent to serve.
Step 3. Complete this application and submit it with the appropriate payment to the director of graduate studies.
Step 4. The director of graduate studies will respond via email with approval and confirmation of your committee members.
Step 5. Work closely with your advisor and other committee members to write your proposal and complete your project according to the guidelines in the Graduate Studies Bulletin.

Name: _____ (Please print)

Email Address: _____ Emphasis: _____

Have you completed 27 credits? ___ Yes ___ No

Review Committee

(Your advisor/or advisor's designee is automatically on the committee. List committee members only after they have consented to serve.)

Advisor

Committee Member

Committee Member

Choice of Project (choose one)

Tuition Cost

- EDU6200 Field Project
EDU6201 Curriculum Development
EDU6300 Internship*
EDU6301 Internship*
EDU6302 Internship*
EDU6500 Thesis

- 3 graduate credits
6 graduate credits
3 graduate credits
6 graduate credits
3 graduate credits
6 graduate credits

*Required information (for internships only)

Name of Supervisor: _____ Email Address: _____

Qualifications of Field Supervisor: _____

Please note: You have 12 months to complete the capstone project. If after 12 months the project is not finished, you must pay the tuition for a one-credit continuing project course. This charge continues each subsequent term (fall, spring, summer) until the project is completed or you drop the program.

LD Special Education Program: How many weeks will you require a substitute teacher? _____

Signature of applicant: _____ Date: _____

Appendix B-1: Capstone Internship Planning Form – Step 2

All sections noting how the scope of the role will be addressed during the internship must be completed and signed.

	K-4 Elementary	5-8 Middle School	9-12 Secondary & Transition Program
<input type="checkbox"/> Add-on LD License to Special Education License K-12 (The audit form is an evaluation of additional licensure candidates' previous experiences to Scope and Content of the LD License in order to determine what gaps in experience remain to meet requirements.) Describe your PAST experiences or PLANNED INTERNSHIP experiences as a licensed special education teacher below:			
Students with Learning Disabilities (mild to moderate)	Past: Planned:	Past: Planned:	Past: Planned:
Prereferral and Child Find	Past: Planned:	Past: Planned:	Past: Planned:
Eligibility/Evaluation: Assessment, Meetings, Writing	Past: Planned:	Past: Planned:	Past: Planned:
Individualized Education Programs (IEP) and Service Plans	Past: Planned:	Past: Planned:	Past: Planned:
Specialized Instruction and Progress Monitoring	Past: Planned:	Past: Planned:	Past: Planned:

X _____
Intern Signature

Printed Name

X _____
Advisor Signature

Printed Name

X _____
College Supervisor Signature

Printed Name

Appendix B-2: Capstone Internship Planning Form – Step 2

All sections noting how the scope of the role will be addressed during the internship must be completed and signed per location.

<input type="checkbox"/> Add-on LD License to General Education License (The audit form is a planning guide to ensure experiences to the full Scope and Content of the LD License.)			
	K-4 Elementary	5-8 Middle School	9-12 Secondary & Transition Program
Students with Learning Disabilities (mild to moderate)			
Prereferral and Child Find			
Eligibility/Evaluation: Assessment, Meetings, Writing			
Individualized Education Programs (IEP) and Service Plans			
Specialized Instruction and Progress Monitoring			

X _____
Intern Signature

Printed Name

X _____
Advisor Signature

Printed Name

X _____
College Supervisor Signature

Printed Name

Appendix C: SPED Internship Proposal Approval Form – Step 3

This form must be completed and signed per location.

Internship Proposal Approval Form Teachers of Special Education: Learning Disabilities	
Step 1: Capstone Project Application Step 2: Capstone Internship Planning Form (per location) Step 3: SPED Internship Proposal Approval Form (per location) Step 4: MLC Participating School Contract (per location)	
<input type="checkbox"/> Yes, I have completed all steps	

Intern Name			
Address: (Home)	City	State	Zip
Email Address		Phone	

Contact Information for Internship Site		
Name of Site	School District	Building Name
Location Address for Internship		Phone
Current Position	Grade Levels	
<input type="checkbox"/> Students meeting eligibility in LD/SLD	Preferred Meeting Day/Time	

Licensed Cooperating Teacher Information			
Name	Position	Grade Levels	
<input type="checkbox"/> State LD Special Education K-12 License	<input type="checkbox"/> State ABS Special Education K-12 License	<input type="checkbox"/> Other Licenses held (please list) _____	
Street Mailing Address (if different from Site Address)	City	State	Zip
Email Address	Phone		
Proposed beginning date of internship	Proposed ending date of internship		

I consent to serve. I certify that I have read and approved the above application. I give my permission for the above-named intern to begin the internship necessary to complete the licensure experience once it is approved by the Institutional Review Board and the Director of Graduate Studies.

X

Intern Signature

Printed Name

X

Graduate Studies Signature

Printed Name

X

Committee Member

Printed Name

X

Licensed Cooperating Teacher Signature

Printed Name

X

Committee Member

Printed Name

X

Graduate Studies Advisor Signature

Printed Name

To sign electronically: Click in the appropriate signature box and sign using your digital signature. To create a digital signature, follow the steps provided for creating a New ID. You will be given a choice of creating a pkcs#12 signature or a windows certificate; either choice will work. Saving the document is part of the digital signature process. Compose an email to the next person, and send this copy along to the next committee member or return to the advisor.

Directions to email to committee members: (Copy and paste into your email)

Body of Email:

[First Committee Member Name]:

Thank you for your capstone committee proposal work for *[Name of Intern]*. Each member of the committee has indicated their approval of the capstone project. To proceed, we need to formalize our approval by each, in turn, signing the attached document and passing it along. Please follow the steps below carefully.

1. Open the Capstone Project Final Approval Form`
2. Sign the document following the instructions for signing electronically.
 - a. Click in the appropriate signature box and sign using your digital signature.
 - b. To create a digital signature, follow the steps provided for creating a New ID. You will be given a choice of creating a pkcs#12 signature or a windows certificate; either choice will work. Saving the document is part of the digital signature process.

Signature and Forwarding:

1. Send this Internship application to *[Next Committee Member]*
2. Copy the above body of the email along with the instructions in an email.
3. Attach the signed document to your email with instructions to pass it along to the next committee member.
4. If you are the last committee member, you will be sending it to the Advisor.
5. Advisor: You will be the last person to sign.
 - a. Sign the document according to the instructions above.
 - b. After you have signed, please email the signed form to the Director of Graduate Studies (meyerjd@mlc-wels.edu).

Appendix D: MLC Participating School Contract – Step 4

This form must be completed and signed per location.

School:	Principal:
Address:	Phone: Email:
	Licensed Cooperating Teacher:
Phone:	Phone: Email:

We agree to provide _____ with a professional experience. This experience is part of the requirement needed to complete the Special Education: Learning Disabilities program for which the intern seeks licensure. The licensed cooperating teacher will guide the intern through the internship process.

The role of the licensed cooperating teacher includes:

- Orienting the intern to the procedures and practices of the classroom.
- Modeling professional behavior and competency as a licensed Special Education: Learning Disabilities teacher.
- Demonstrating specialized instruction and lesson planning as needed.
- Developing a plan for the intern to assume more responsibility as the internship progresses.
- Providing oral and written feedback to the intern on a regular basis.
- Conferencing with the intern on a consistent basis.
- Completing the evaluation of the intern.
- Providing ongoing support throughout the internship experience.

The experience will take place from (date) _____ through (date) _____.

The experience will be aligned to the scope and content of the learning disabilities license. The internship may occur in a special education school setting that allows the intern to achieve the internship goals, including the school of current employment, provided a licensed cooperating teacher is available, students who meet eligibility for special education with mild to moderate learning disabilities, and licensure grade levels (K-12: K-4, 5-8, 9-12). Multiple locations may be accessed to meet these requirements. One location and one licensed cooperating teacher will be identified as the primary internship, giving the intern an opportunity to gain consistent experience for a solid block of time with a minimum of 80 hours with a continuous group of students.

The Graduate Advisor at Martin Luther College agrees to provide additional supervision, support, and information for the licensed cooperating teacher and intern. The intern in this experience has the appropriate background and orientation for the experience. The tasks of the intern are outlined on a separate document. Thank you for your work with the intern.

Licensed Cooperating Teacher's Signature: _____

Principal's Signature: _____

MLC Graduate Student Advisor's Signature: _____

Appendix E: Intern, Licensed Cooperating Teacher, and College Supervisor Initial Meeting

Intern Name:	Licensed Cooperating Teacher:
Intern Location:	College Supervisor:
Date:	Other Attendees:
Time:	

Meeting Agenda:

1. Review of Internship Handbook
 - a. Timeframe
 - b. Scope of Role
 - c. Setting: Grade Level of Student(s) with Learning Disabilities
2. Roles and Responsibilities
 - a. Intern
 - b. Licensed Cooperating Teacher
 - c. College Supervisor
3. Reflection Journal and Log of Hours
4. Evaluations
5. Portfolio (MOE Collections)
6. Questions


Share Updated Contact Information

Appendix F: Reflection Journal

Reflection Journal	
<p>1. General & Special Education Teachers 8710.5700.3.C.6 8710.5700.3.E</p>	<p>Reflect upon your observations of the general and special education teachers supporting the caseload of students. Items to note and reflect upon:</p> <ul style="list-style-type: none"> ● Classroom management techniques and instructional strategies ● Resources used by the teachers ● File Reviews (Current IEP and Evaluation) of each student on the caseload ● The scheduling of the caseload specialized instructional and related services ● Adaptations of each student on the caseload ● IEP and Evaluation meeting dates plugged into your Plan Book to attend ● Lessons you will begin to take
<p>2. Student Specific 8710.5700.3.C.6 8710.5700.3.E</p>	<p>Reflect upon the goals for each student and the interventions put into place to close the gap. Reflect upon how you are working to make a positive teacher-student connection with each student on the caseload.</p>
<p>3. Data 8710.5700.3.C.6 8710.5700.3.E</p>	<p>Reflect upon the benchmark and progress monitoring data collection for each student on the caseload as tied to IEP goal data collection. What systems are in place for academic data collection? What systems are in place for behavioral data collection?</p>
<p>4. Lesson Preparation 8710.5700.3.C.4, C.6 8710.5700.3.E</p>	<p>Reflect upon your lesson preparation for intervention groups: academic, functional, social emotional learning, etc. How are you carrying out the interventions with students?</p> <ul style="list-style-type: none"> ● The details of the specialized instruction ● Accommodations and AT you use for the student to access the instruction, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ratio 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 ● Data you are collecting and how often
<p>5. Decision-Making Based on Data 8710.5700.3.C.6 8710.5700.3.E</p>	<p>Reflect upon learning outcomes from your lessons based upon data: student observations, student work samples, or assessment data collection. How are you using data to show student growth toward the IEP goals and objectives? What data are you collecting? What adjustments are you making based on data and collaboration with IEP team members? Did your adjustment(s) require a team meeting and what was the discussion that required adjustments?</p>
<p>6. Relationships 8710.5700.3.C.6 8710.5700.3.E</p>	<p>Reflect upon creating an ongoing positive and collaborative relationship with all parents of students on your caseload. Describe a conversation on the phone or from an Evaluation or IEP Meeting where you collaborated with the parent(s) of each student on the caseload. Reflections can include phone calls, evaluation meetings, IEP meetings, parent teacher conferences, etc.</p>
<p>7. Professional Engagement 8710.5700.3.D.4, D.5 8710.5700.3.E</p>	<p>Choose a district committee (curriculum, leadership, board of education, etc.) and attend a meeting as the guest of a teacher in your building. Reflect upon how the work of this committee is a collaboration with stakeholders to develop, implement, and refine school-wide systems of academic and behavioral support.</p>

<p>8. Professional Relationships 8710.5700.3.C.6 8710.5700.3.D.4, D.5 8710.5700.3.E</p>	<p>Reflect upon and describe instances when you try creating an ongoing positive and collaborative relationship with all general education teachers in the building, including those sharing students on your caseload. Opportunities include faculty meetings, before and after students leave the building, school related special events, evaluation meetings, IEP meetings, and consultation with the general education teachers of students on your caseload regarding their goals and accommodations.</p>
<p>9. Crisis Planning 8710.5700.3.C.6 8710.5700.3.D.4 8710.5700.3.E</p>	<p>Reflect upon teaming during behavioral crisis, restrictive procedures, debriefing, certification for intervention and de-escalation, and building crisis plan. Describe opportunities you have had to work within the building crisis intervention plan.</p> <ul style="list-style-type: none"> ● Observe how the team responds in a crisis situation and after. ● Describe how the IEP Behavior Support Plan was followed by all members of the crisis team. ● Describe how the parents were notified. ● How did you participate in the teaming (if you are certified in the crisis prevention and intervention method used by the team)? ● What part within the plan did you carry out (not requiring certification)? ● Describe the discussion during the debriefing meeting. ● Describe the formal documentation involved.
<p>10. Evaluations 8710.5700.3.C.6 8710.5700.3.D.4 8710.5700.3.E</p>	<p>Reflect upon the collaboration of writing portions of an evaluation, including the present levels, summary, eligibility criteria, and how the team comes to a decision on primary and secondary disability areas.</p> <ul style="list-style-type: none"> ● Describe how you attended a Pre-Assessment meeting and shared in the collaboration to plan the evaluation of a student. ● Describe how you have implemented assessments, summarized questionnaires, and contributed to the assessment and writing of the evaluation. ● Describe how you planned and carried out observations of the student in their educational settings, then documented those observations in the evaluation. ● Describe an Evaluation Results meeting and how you collaborated with the team to come to an agreement regarding the student's initial and continuing eligibility for special education services or exit services.
<p>11. IEP/ISP Collaboration & Writing 8710.5700.3.D.4 8710.5700.3.E</p>	<p>Reflect upon the collaboration of writing an IEP. Describe how you attended the IEP meeting and collaborated with every member of the team to write the IEP document.</p> <ul style="list-style-type: none"> ● Describe how you decided as a team to adjust the goals. ● Describe how you decided as a team to adjust the accommodations, modifications, and assistive technology. ● Describe how you collaborated with the team to understand the student's present levels. ● Describe how you decided as a team to describe the least restrictive environment. ● Describe how you decided as a team to establish the services minutes and related services needed to support this student
<p>12. Progress Reporting 8710.5700.3.C.6 8710.5700.3.E</p>	<p>Reflect upon experiencing progress reporting of IEP goals during your internship. Describe how you used the progress monitoring academic and behavioral data to report on IEP goal progress.</p>
<p>13. Professional Development 8710.5700.3.D.7 8710.5700.3.E</p>	<p>Reflect upon a professional development opportunity you attended during your internship and write two professional learning goals which will also be presented at your portfolio review. (Include a certificate of attendance for your professional development opportunity.)</p>

Appendix G: Log of Hours

	Log of Hours				
Intern Name:					
School:					
Licensed Cooperating Teacher:					
Graduate Student Advisor:					
Date	Location	(.5 or full hours increments)			Description of Activities
		Elem	MS	HS	
Running Total:					

Appendix H: Lesson Plan Templates

Detailed Lesson Plan Template

Teacher: _____

Subject/Grade: _____

Date: _____

Time: _____

Lesson Topic/Title: _____

Big Idea/Essential Question (Is there an overarching theme or question in the classroom or subject area that this lesson fits under?) Big ideas/Essential questions will encompass many lessons, an entire unit, or even a semester. They will not change with each lesson. They are not objectives. They are not theme titles.

OBJECTIVES AND ASSESSMENTS: (Cognitive knowledge, psychomotor skills, and/or affective attitudes – use measurable verbs – be sure to connect written objectives to assessment tools)

Objectives may be written in a traditional format (i.e., “The student will...”) or as learning targets written from the perspective of the students (i.e., “I can...” or “I will be able to...”)

Objective	Assessments & Data Collection	Formative/Summative

STANDARDS (Reference number and text of MN Standards or other content-related standards):

MATERIALS NEEDED FOR INSTRUCTION

1. Text pages:
2. Resources:
3. Manual pages:
4. Teacher:
5. Student:

Special preparation that needs to be completed in advance (set-up, handouts, etc.):

PLANNED SUPPORTS FOR DIFFERENTIATION (Accommodations & Modifications) Also, noted throughout the lesson in detail as implemented.

- Environment (Changes in the setting):
- Content (Changes in what is taught):
- Process (Changes in how it is taught):
- Product (Variety in student outcomes):

ACADEMIC LANGUAGE What oral or written language will teacher and/or students need to understand and/or be able to use successfully in connection with the lesson?

INSTRUCTIONAL PROCEDURES – Insert specific plans here, making provisions for the following:

- A. Review (as needed, make connections from a previous lesson/s)
- B. Developing Background (how will students connect the lesson to their own experiences?)
- C. Transitional Statement (including stated objectives)
- D. Developing the New Lesson (introduce and practice new content)
- E. Summary (ask about/restate objectives)
- F. Assessment (formative and summative tasks related to lesson objectives)

LESSON REFLECTION (Completed by the teacher after the lesson has been taught):

1. In what way(s) was the lesson effective?
2. How would you change this lesson if you teach it again?
3. What students may need extra help? What type of help may be needed?

Specialized Instruction Lesson Plan Template

Directions: This lesson plan template is designed to provide an overall guide to the sequential implementation of skills within a succinct lesson. The highlighted sections are specific to Reading Intervention. The purpose of the lesson plan is to ensure that all recommended approaches are covered and all aspects of structured literacy are reviewed or taught during the lesson. Instruction should always be individualized to meet students' needs (including prior/prerequisite knowledge and skills). It is vital that lessons are designed and adapted based on progress monitoring and/or diagnostic assessment data. Refer to the Scope and Sequence section of each corresponding intervention toolkit section for additional information about the order in which to teach new skills.

Teacher:	Subject/Grade:	Date:	Time:
Title of Lesson:			
Objectives		Assessment (Formative and/or Summative)	
Grade-Level Standard (Reference # and Text of Standard)			
Materials & Preparation			
Research-based Instructional Resource(s):			
Materials for Teacher Instruction:			
Materials for Student Learning:			
Preparation required:			
Planned Supports (UDL, DI, 504 and IEP Accommodations and Modifications, Multisensory Components)			
Highlight how they are used throughout the Instructional Routines & Approaches below.			
Environment			
Content			
Process			
Product			

Lesson Segment	Instructional Routines & Approaches (with Fidelity)	Time
Review		<i>5-8 minutes</i>
Lesson Opening: Goal and Relevance		<i>2-3 minutes</i>
New Skill: Modeling and Practice		<i>15-20 minutes</i>
Extended Practice		<i>5 minutes</i>
Spelling (Encoding)		<i>5 minutes</i>
Sentence or Text Reading		<i>5-8 minutes</i>
Lesson Closing		<i>2-3 minutes</i>
Total Time	<i>Approximately 50 minutes</i>	
<p>IEP Goal Progress Monitoring</p> <p>Progress monitoring can occur before, during, or after an intervention lesson. Instructional leader must collect data about which skills students have learned/mastered (for cumulative review or extended practice), which need additional review (for extended practice), and which have not yet been mastered and require explicit instruction (new skill modeling and practice).</p>		
<p>Teacher Reflection</p> <p>Completed AFTER the Lesson is Taught</p>	<ol style="list-style-type: none"> 1. In what ways was the lesson effective? 2. How would you change this lesson if you teach it again? 3. How will you adjust the next lesson based on how the student(s) engaged during the lesson and assessment? 	

Note: This template was adapted from the explicit instruction framework (Archer & Hughes, 2010) and Language Essentials for Teachers of Reading and Spelling (LETRS; Moats & Tolman, 2019). Adapted from Indiana Department of Education (<https://www.doe.in.gov/sites/default/files/literacy/16-dyslexia-intervention-lesson-plan-template.pdf>)

Block Plan Template

Specialized Instruction Block Plans				
Teacher/Team:			Date(s):	
Times	Groups Locations	Objectives Procedure/Materials	Goal Data Collection	Accommodations/ Modifications/AT

Appendix I: Portfolio Models of Evidence

Components

8710.5700.3.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.

- *Model of Evidence (MOE) 1:* Select a Lesson Plan specific to 8710.5700.3.B
- *Model of Evidence (MOE) 2:* Select a document from Evidence of Student Learning specific to 8710.5700.3.B
- *Model of Evidence (MOE) 3:* Select a document from the IEP Process Requirements that is specific to 8710.5700.3.B
- *Model of Evidence (MOE) 4:* Select a different document from IEP Process Requirements that is specific to 8710.5700.3.B

8710.5700.3.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.

- *Model of Evidence (MOE) 1:* Select a document from the IEP Process Requirements that is specific to 8710.5700.3.C
- *Model of Evidence (MOE) 2:* Select a document from the Plan Book that is specific to 8710.5700.3.C
- *Model of Evidence (MOE) 3:* Select a Lesson Plan that is specific to 8710.5700.3.C
- *Model of Evidence (MOE) 4:* Select a document from Evidence of Student Learning that is specific to 8710.5700.3.C

8710.5700.3.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.

- *Model of Evidence (MOE) 1:* Select a document from Evidence of Student Learning specific to 8710.5700.3.D
- *Model of Evidence (MOE) 2:* Select a document from the IEP Process Requirements that is specific to 8710.5700.3.D
- *Model of Evidence (MOE) 3:* Select a different document from the IEP Process Requirements that is specific to 8710.5700.3.D
- *Model of Evidence (MOE) 4:* Select a different document from the IEP Process Requirements that is specific to 8710.5700.3.D
- *Model of Evidence (MOE) 5:* Professional Development (List 2 goals)

8710.5700.3.E - Clinical Experiences: A teacher of special education: learning disabilities applies the standards of effective practice through a variety of early and ongoing clinical experience 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.

- *Model of Evidence (MOE) 1:* Select a Reflection Journal Entry that is specific to 8710.5700.3.E
- *Model of Evidence (MOE) 2:* Select a different Reflection Journal Entry that is specific to 8710.5700.3.E
- *Model of Evidence (MOE) 3:* Select a document from the Plan Book/Lesson Plans that is specific to 8710.5700.3.E
- *Model of Evidence (MOE) 4:* SEP Form (Evaluation of Standards of Effective Practice 8710.2000 and Teachers of Special Education: Learning Disabilities 8710.5700)

Appendix J: Scope of the Role Requirements

<p style="text-align: center;">The Special Education Process K-12: K-4, 5-8, 9-12</p>	<p style="text-align: center;">The Intern Meeting Attendance: Action Sample The Intern will *attend each meeting and participate as directed by the Licensed Cooperating Teacher. <i>*If the intern cannot attend each meeting in person, s/he must request a redacted artifact/MOE and have a conversation with the Licensed CT on how the item is experienced within the district.</i></p>	<p style="text-align: center;">The Intern will collect: Formal Paperwork (Work Sample - redact as necessary) The Intern will work with the team to write under the direction of the Licensed Cooperating Teacher. (Intern will use district forms)</p>
<p>Child Find 8710.5700.3.B.2</p>	Child Study Meeting Date Attended: _____	<input type="checkbox"/> Child Study Data Form
	Parent Request Meeting Date Attended: _____	<input type="checkbox"/> Outside Evaluation <input type="checkbox"/> Parent Request Letter
	Prereferral Intervention Meeting #1 Date Attended: _____	<input type="checkbox"/> Progress Monitoring Data
	Prereferral Intervention Meeting #2 Date Attended: _____	<input type="checkbox"/> Progress Monitoring Data
		<input type="checkbox"/> Section 504 Accommodations
		<input type="checkbox"/> Evaluation Referral Form
<p>Comprehensive Evaluation (Initial & Re-evaluation) 8710.5700.3.B.1, B.2, B.3, B.4, B.5, B.6, B.7 8710.5700.3.C.2, C.6 8710.5700.3.D.2, D.4</p>	Pre-Assessment Meeting Date Attended: _____	<input type="checkbox"/> Team Meeting Notice
	Evaluation Results Meeting Date Attended: _____	<input type="checkbox"/> Team Meeting Notice <input type="checkbox"/> Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation Method Modifications and Accommodations <input type="checkbox"/> Assistive Technology Needs Form <input type="checkbox"/> Prior Written Notice <input type="checkbox"/> Procedural Safeguards
<p>Individualized Education Program IEP 8710.5700.3.B.8 8710.5700.3.C.2, C.6 8710.5700.3.D.1, D.2, D.4</p>	IEP Meeting Date Attended: _____	<input type="checkbox"/> Team Meeting Notice <input type="checkbox"/> IEP <input type="checkbox"/> BSP <input type="checkbox"/> Prior Written Notice <input type="checkbox"/> Procedural Safeguards

	Informal IEP consultation with general educator(s) Date Attended: _____	<input type="checkbox"/> The IEP used in consultation
	Informal IEP consultation with related service provider(s) Date Attended: _____	<input type="checkbox"/> The IEP used in consultation
	Progress Reporting Date Attended: _____	<input type="checkbox"/> IEP Progress Report
Restrictive Procedures 8710.5700.3.C.10 8710.5700.3.D.4, D.5	Parent Notification Debriefing Meeting Date Attended: _____	<input type="checkbox"/> Restrictive Procedures Report <input type="checkbox"/> Debriefing Report
		<input type="checkbox"/> Building/Team Crisis <input type="checkbox"/> Intervention Plan
Instruction & Intervention 8710.5700.3.C.1, C.2, C.3, C.4, C.5, C.7, C.8, C.9, C.10, C.11 8710.5700.3.D.1	Formal Instruction with the Student Academic Skills Behavior Skills Co-Teaching (Push In) Date Attended: _____	Intervention Lesson Plans <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Behavioral/Social Skills <input type="checkbox"/> Functional Skills <input type="checkbox"/> Transition Skills <input type="checkbox"/> Progress Monitoring
	Formal Assessment with the Student Ongoing Assessment: Progress Monitoring & Benchmarks Date Attended: _____	Universal Screenings (Accommodations implemented) <input type="checkbox"/> Benchmark <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> State Assessments <input type="checkbox"/> District Assessments
Intern Signature: _____		Date: _____
Licensed Cooperating Teacher Signature: _____		Date: _____

Appendix K: Evidence of Student Learning & Rubric

Outcomes:

As a result of the completion of the Evidence of Student Learning, the intern will demonstrate competency in the ability to provide a comprehensive evaluation in order to, design specialized instruction within the individual education program (IEP) through team collaboration. This specialized instruction will then be implemented with eligible students from kindergarten through age 21 who have specific learning disabilities and related learning difficulties. Continuous improvement is the goal of specialized instruction. Progress monitoring data and real student outcomes will allow you to evaluate programs and systems as a reflective educator.

Minnesota Standards for a Teacher of Special Education: Learning Disabilities Addressed:

- 8710.5700.3.B.3 Adapt and modify evaluation methods to identify and accommodate for the unique abilities and needs of students.
- 8710.5700.3.B.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.
- 8710.5700.3.C.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.
- 8710.5700.3.C.8 Instruct students on how to self-monitor, use effective learning strategies, and accommodate for their strengths and weaknesses as well as generalize new skills to educational and non-educational settings.
- 8710.5700.3.D.5 Collaborate with stakeholders to develop, implement, and refine schoolwide systems of academic and behavioral support.
- 8710.5700.3.D.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.

Directions for Completion of the Evidence of Student Learning

The Evidence of Student Learning project is required for all graduate students completing a Minnesota special education learning disabilities license. **Choose one student** from the caseload of the Cooperating Teacher who qualifies for special education and related services in the category of specific learning disability. Be present as much as possible for as much of the process of this assessment. For portions of the assignment the intern was not able to be present, become knowledgeable of the information through file review and discussion with the Cooperating Teacher and other team members. Each intern will demonstrate the ability to follow data from a comprehensive evaluation to the individualized education program (IEP) that includes educational needs being met through services in support of goals and adaptations. Each intern will design and implement specialized instruction that guides students to meet their IEP goals. Interns will be able to make instructional decisions, including appropriate adaptations and accommodations, based on the results of a variety of assessments. Finally, intern will be able to reflect upon the effectiveness of instruction, programs, and systems as indicated by student achievement, and identify needed adjustments to improve student outcomes. ***This artifact will be presented as a cohesive paper including a narrative description of each section below and appendices including evaluation, IEP, and a minimum of 3 lesson plans.***

Part A: Comprehensive Evaluation

8710.5700.3.B.3, B.7

Respond in narrative to the following components and requirements of the Comprehensive Evaluation Process. Your narrative should include:

- **Background Information:** In order to prepare a detailed profile of the student for whom you are evaluating, you will review all pertinent educational files.
 - Reason for the evaluation: Re-evaluation or Initial Evaluation
 - Pre-referral strategies used for Initial Evaluations
 - A summary of relevant family or medical history

- A brief summary of the student's learning and behavioral characteristics, including cultural and linguistic differences, language development, and their relationship to the determination of eligibility and provision of special education and related services
- **Current Assessment Information:** Gather information from team members (parent, teacher, student), consult with the school psychologist regarding patterns of strengths and weaknesses between cognitive and academic assessment results, and conduct at least two observations of the student.
 - A timeline of the process
 - Evaluation plan
 - Any applicable adaptations or modifications of the evaluation methods for the unique abilities and needs of students, including assistive technology
 - Date and basis for eligibility determination
 - Category of disability
 - Date the special education and related services were implemented
 - Types and frequency of services provided
- **Content of Evaluation:** Provide a copy of the completed Evaluation.

Part B: Evaluation and Team Collaboration to an Individualized Education Program (IEP)

8710.5700.3.C.6

- Respond in narrative to the following components and requirements of the IEP Process. Your narrative should include:
 - Determine the IEP process for the cooperating school.
 - Observe and summarize an IEP meeting.
 - Discuss and summarize your observations, as related to the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), with your licensed cooperating teacher.
 - With the guidance of your licensed cooperating teacher, discuss and summarize the individual learning and behavioral needs of the student selected for your case study and determine what adaptations, modifications, and assistive technology are needed for the evaluation methods, if any, as related to his/her disability and need for special education and related services.
- You are responsible for working with the special education teacher/case manager as coordinator of the IEP for the selected student. The components of this coordination may include contacting the student's parents or caregivers and their general and special education teachers, related service providers, and agency representatives. School personnel will provide the required written notice to parents/students. You will assist in preparing the contents of the proposed IEP, as outlined in the next section, IEP Content, based on input and guidance from the IEP team members.

IEP Meeting Procedures and Reflection: Respond in narrative regarding the logistics of the meeting and preparation for it. Your summary should answer important questions such as:

- Describe the logistics and thoroughness of the meeting details: titles of all attendees, notate the required attendees, agenda outline, timing, location, environment, seating.
- Were the timelines for evaluation, eligibility, and IEP development followed?
- Was a copy of the procedural safeguards shared with the family, and when?
- What interactions on the team were significant?
- What was the degree of collaboration at the IEP meeting?
- How did you and the team integrate evaluation results and family priorities, resources, and concerns?
- How did you and the team assist students and their families in making choices that impact academic, nonacademic, and transition goals?

- As part of your reflection, include a critique of your role during the meeting. Attach a copy of the agenda for the meeting, if available. Include how you were a part of the implementation and/or refinement of the school-wide systems of academic and behavioral support.

Present Levels of Academic Achievement and Functional Performance

- Background of the student
- The impact of the disability on access and progress in the general education curriculum
- Describe the skill gap: align and cite the Minnesota Academic Standards
- Include current baseline data for each area of educational need (goal areas)
- Write meaningful and measurable goals and objectives achievable within one year for the specific learning to result from this series of lessons that will ultimately lead to student attainment of the Minnesota Academic Standards and the student's IEP.
 - Integrate current evaluation results and family priorities, resources, and concerns
- Describe how the benchmark and progress monitoring assessments will demonstrate the student's progress.

Part C: Specialized Instruction and Progress Monitoring – MN Standards 8710.5700.3.C.6, C.8

Respond in narrative to the following components and requirements of the Implementation of Specialized Instruction and Progress Monitoring. Keep in mind specialized instruction is sometimes one-to-one or small group. Regardless of how your instruction is carried out, continue with this assignment with the selected student. Your narrative should include:

Implementation of Specialized Instruction:

- Share objectives of each lesson with student in student-friendly terms to ensure that they understand expectations for achievement of the corresponding standards-based IEP goal.
- Analyze pre-assessment data to ensure that your objectives for each day are appropriate and revise if necessary.
- Motivate and engage students.
- Introduce new knowledge/content.
- Model new skills, and allow opportunities for guided practice and independent practice with feedback.
- Encourage critical and creative thinking skills.
- Use formative assessment to check for understanding.
- Plan use of differentiated instruction, accommodations, modifications, and assistive technology to address each student's learning needs, cultural diversity, and language development.
- Give descriptive, clear feedback to students.
- Instruct student in how to self-monitor and use effective learning strategies.
- Instruct student on how to accommodate for their strengths and weaknesses, and to generalize new skills to educational and non-educational settings.
- Summarize important points of the lesson.
- Administer appropriate assessment(s) with each student's documented accommodations, modifications, and assistive technology.

Analysis and Instructional Decision-Making

- Examine student work samples for evidence of student achievement of the corresponding standards-based IEP goal.
- Describe how student achievement of the corresponding standards-based IEP goal was determined.
- Compute the percentage of change from pre- to post-assessments (benchmarks), including progress monitoring, to measure student growth.
- Identify students who do not master lesson objectives and adjust or implement appropriate interventions to improve subsequent instruction.

- Collaborate to determine the level of intensity needed in instruction, interventions, and assessments to increase the rate of improvement.
- Display data visually (e.g. chart, graph, anecdotal records, etc.)

Part D: Educator Reflection and Evaluation of Systems – MN Standards 8710.5700.3.D.5, D.7

Respond in narrative to the following components and requirements of professional reflection and evaluation.

Your narrative should include:

- Write on the effectiveness of your specialized instruction with the student. Include data that shows progress.
- List at least two implications from this instructional activity based on student data you will use to adjust specialized instruction for this student.
- Identify and explain how collaborating with related services and general education professionals assisted you in developing the needed changes to the specialized instruction with this student.
- List two professional learning goals based on the Minnesota Standards for a Teacher of Special Education: Learning Disabilities that emerged from your reflection and experiences with this internship.
- Describe and cite evidence of how the instructional practices and materials provided by the district influence student learning. Address the cultural, linguistic, and learning differences of the students. Address how collaboration with educators, administrators, and district professionals refines special education services.

Evidence of Student Learning Rubric

Component	4	3	2	1
<p>Part A: Comprehensive Evaluation 8710.5700.3.B.3, B.7</p>	<p>Narrative thoroughly addresses all:</p> <ul style="list-style-type: none"> •Adapt and modify evaluation methods to identify and accommodate for the unique abilities and needs of students. •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. •Evaluation Included 	<p>Narrative addresses most:</p> <ul style="list-style-type: none"> •Adapt and modify evaluation methods to identify and accommodate for the unique abilities and needs of students. •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. •Evaluation Included 	<p>Narrative including some:</p> <ul style="list-style-type: none"> •Adapt and modify evaluation methods to identify and accommodate for the unique abilities and needs of students. •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. •Partial Evaluation Included 	<p>Elements not addressed or not addressed in narrative form</p>
<p>Part B: Evaluation and Team Collaboration to an Individualized Education Program (IEP) 8710.5700.3.C.6</p>	<p>Narrative thoroughly addresses all:</p> <ul style="list-style-type: none"> •Implement, •monitor, and •adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals •IEP Included 	<p>Narrative addresses most</p> <ul style="list-style-type: none"> •Implement, •monitor, and •adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals •IEP Included 	<p>Narrative addresses some:</p> <ul style="list-style-type: none"> •Implement, •monitor, and •adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals •Partial IEP Included 	<p>Elements not addressed or not addressed in narrative form</p>

<p>Part C: Specialized Instruction and Progress Monitoring 8710.5700.3.C.6, C.8</p>	<p>Narrative thoroughly addresses all:</p> <ul style="list-style-type: none"> • Implement, • monitor, and • adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals. • Instruct students on how to self-monitor, • use effective learning strategies, and • accommodate for their strengths and weaknesses as well as • generalize new skills to educational and non-educational settings • 3 Lesson Plans Included 	<p>Narrative addresses most:</p> <ul style="list-style-type: none"> • Implement, • monitor, and • adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals. • Instruct students on how to self-monitor, • use effective learning strategies, and • accommodate for their strengths and weaknesses as well as • generalize new skills to educational and non-educational settings • 2 Lesson Plans Included 	<p>Narrative addresses some:</p> <ul style="list-style-type: none"> • Implement, • monitor, and • adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals. • Instruct students on how to self-monitor, • use effective learning strategies, and • accommodate for their strengths and weaknesses as well as • generalize new skills to educational and non-educational settings • Lesson Plans Included 	<p>Elements not addressed or not addressed in narrative form</p>
<p>Part D: Educator Reflection and Evaluation of Systems 8710.5700.3.D.5, D.7</p>	<p>Narrative thoroughly addresses all:</p> <ul style="list-style-type: none"> • Collaboration with stakeholders to develop, implement, and refine schoolwide systems of academic and behavioral support • Engagement in continuing professional development • Reflection to increase knowledge and skill as a special educator • Reflection to inform instructional practices, decisions, and interactions with children and youth and their families 	<p>Narrative addresses most:</p> <ul style="list-style-type: none"> • Collaboration with stakeholders to develop, implement, and refine schoolwide systems of academic and behavioral support • Engagement in continuing professional development • Reflection to increase knowledge and skill as a special educator • Reflection to inform instructional practices, decisions, and interactions with children and youth and their families 	<p>Narrative addresses some:</p> <ul style="list-style-type: none"> • Collaboration with stakeholders to develop, implement, and refine schoolwide systems of academic and behavioral support • Engagement in continuing professional development • Reflection to increase knowledge and skill as a special educator • Reflection to inform instructional practices, decisions, and interactions with children and youth and their families 	<p>Elements not addressed or not addressed in narrative form</p>

Appendix L: Intern Observation Form

Teacher:	Date:
Grade Level:	Subject:
Observer:	# of Students with LD:
<p>1. Learning Objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Objective communicated through IEP <input type="checkbox"/> Short-term objectives communicated <ul style="list-style-type: none"> • Verbally • Written <input type="checkbox"/> Checked to assure objectives and experience are understood. <input type="checkbox"/> Objectives developed during group or individual presentation. 	<p>3. Use of Specialized Instructional Materials and Techniques:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of variety of materials suitable to objective and functional level of students <input type="checkbox"/> Techniques provided for differences in learning styles and abilities <input type="checkbox"/> Effective consultation and collaboration with regular education teacher and other professionals/paraprofessionals <input type="checkbox"/> Principles of effective instruction are used* <input type="checkbox"/> Review <ul style="list-style-type: none"> • Explicit instruction • Guided practice • Independent practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Modeling <input type="checkbox"/> Demonstration <input type="checkbox"/> Role Playing <input type="checkbox"/> Focus <input type="checkbox"/> Peer teaching <input type="checkbox"/> Group activities <input type="checkbox"/> Closure
<p>2. Accommodations and Modification:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All student accommodations and modifications were accessed as necessary <input type="checkbox"/> Student(s) accessed instruction through planned accommodations <input type="checkbox"/> Student(s) showed learning through planned accommodations <input type="checkbox"/> Student(s) used assistive technology as planned <input type="checkbox"/> Make note of accommodations, modification, or AT still needed for accessibility to instruction or expression of learning 	<p>5. Academic Learning/Time on Task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and materials provided for smooth transitions <input type="checkbox"/> Pacing maintains student involvement, interest, and functional level <input type="checkbox"/> Sufficient direct instruction time given to content or skill learning <input type="checkbox"/> Students prepare to successfully perform a task <input type="checkbox"/> Educator promotes on-task behavior in group/individual activities
<p>4. Student/Educator Interaction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student participation encouraged <input type="checkbox"/> Positive educator response to questions and comments <input type="checkbox"/> Feedback accepted and used to modify lesson* <input type="checkbox"/> Questions at various levels of thinking skills* <input type="checkbox"/> Appropriate wait time after questions <input type="checkbox"/> Student(s) treated in an equitable manner <input type="checkbox"/> Student/Educator relationship was positively built during the observed session 	<p>5. Academic Learning/Time on Task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and materials provided for smooth transitions <input type="checkbox"/> Pacing maintains student involvement, interest, and functional level <input type="checkbox"/> Sufficient direct instruction time given to content or skill learning <input type="checkbox"/> Students prepare to successfully perform a task <input type="checkbox"/> Educator promotes on-task behavior in group/individual activities

Appendix M: Licensed Cooperating Teacher Final Report

Intern:	Date of Report:
Licensed Cooperating Teacher:	

Lesson Plans	Comments
Ability to formulate measurable objective	
Procedures clearly stated and with fidelity	
Engages the learner	
Progress monitoring of goals included	

Instruction	Comments
Begins work on time	
Pace of the lesson meets the learners' needs	
Begins with review	
Lesson development is logical and sequential and with fidelity	
Transitions are smooth	
Allows the opportunity to practice	
Directions are clear and concise	
Checks for understanding	
Reviews lesson	

Instructional Elements	Comments
Levels of questioning evident	
Provides feedback	
Interacts effectively with students	
Provides encouragement	
Responds to students' requests	

Communication Skills	Comments
Vocal skills are appropriate (volume & tone)	
Speech is accurate and articulate	
Enthusiasm is evident	
Uses appropriate body language	

Management	Comments
Maintains safe & connected classroom environment	
Provides for the individual needs of the student (includes student specific adaptations and AT)	
Understands the social-emotional needs of the students	
Keeps focus on learning	

Appendix N: Special Education Learning Disabilities SEP Evaluation

Introduction

Teacher Candidate

Date

Cooperating Teacher

School

Attendance

Please indicate the days the MLC intern was absent click → to add additional rows

Date absent

Reason

Minnesota Standards of Effective Practice

Evaluate the trait, the ability, or the success of the teacher candidate in each of the items listed. Use the following

1	2	3	4	5
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

Minnesota Standards of Effective Practice

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed.
Use the following:

Standard 1

1. demonstrates competence in content area
subject matter. 8710.2000.1.2A

1 2 3 4 5

Comment

2. helps students engage in inquiry and
discovery. 8710.2000.1.2A

1 2 3 4 5

Comment

3. utilizes appropriate interaction strategies to
engage children/students in inquiry and
discovery. 8710.2000.1.2H

1 2 3 4 5

Comment

Standard 2 Student Learning

1. modifies plans/procedures to meet students' needs 8710.2000.2.3A, 3B, 3G

1 2 3 4 5

Comment

2. plans lessons that are developmentally appropriate 8710.2000.2.3C, 3E

1 2 3 4 5

Comment

3. promotes active learning. 8710.2000.2.3F

1 2 3 4 5

Comment

4. plans activities/experiences to achieve maximum participation. 8710.2000.2.3G

1 2 3 4 5

Comment

Standard 3 Diverse Learners

1. is sensitive to students' backgrounds and feelings. 8710.2000.3.4B, 4E

1 2 3 4 5

Comment

2. provides for differences among students 8710.2000.3.4A, 4K

1 2 3 4 5

Comment

3. evidenced a belief that all children/students can learn and succeed 8710.2000.3.4I

1 2 3 4 5

Comment

4. uses a variety of methods, strategies, media, that are appropriate to students with different needs and abilities 8710.2000.3.4K, 4L, 4M

1 2 3 4 5

Comment

Standard 4 Instructional Strategies

1. uses appropriate teaching skills 8710.2000.4.5C, 5F, 5G

1 2 3 4 5

Comment

2. teaches lesson concepts logically and sequentially. 8710.2000.4.5C, 5J

1 2 3 4 5

Comment

3. utilizes teaching strategies which stimulate all levels of thinking skills
8710.2000.4.5G

1 2 3 4 5

Comment

4. uses a variety of instructional resources to enhance lessons 8710.2000.4.5H

1 2 3 4 5

Comment

5. develop, implement, and evaluate plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources
8710.2000.4.5L

1 2 3 4 5

Comment

6. adapts instruction during teaching based on feedback from students
8710.2000.4.5H

1 2 3 4 5

Comment

Standard 5 Learning Environment

1. shows flexibility in classroom management and instruction to accommodate varying abilities
8710.2000.5.6L, 6N, 6O, 6K

1 2 3 4 5

Comment

2. uses teaching procedures that promote student motivation 8710.2000.5.6M

1 2 3 4 5

Comment

3. speaks in a manner that gains the students' respect 8710.2000.5.6E, 6P

1 2 3 4 5

Comment

4. is consistent and persistent in letting students know what is expected
8710.2000.5.6L

1 2 3 4 5

Comment

5. conducts orderly transitions from lesson to lesson and between activities
8710.2000.5.6N

1 2 3 4 5

Comment

6. manages the entire class while working with smaller groups 8710.2000.5.6R

1 2 3 4 5

Comment

7. is conscious of the "little" details that contribute to good order 8710.2000.5.6Q

1 2 3 4 5

Comment

8. promotes a learning environment that enables cooperation and respect for other students 8710.2000.5.6E, 6P

1 2 3 4 5

Comment

Standard 6 Communication

1. has a pleasant and effective voice

1 2 3 4 5

Comment

2. demonstrates effective oral and written communication with students 8710.2000.6.7J

1 2 3 4 5

Comment

3. know effective verbal, nonverbal, and media communication techniques 8710.2000.6.7D

1 2 3 4 5

Comment

4. use effective communication strategies in conveying ideas and information and in asking questions 8710.2000.6.7H

1 2 3 4 5

Comment

Standard 7 Planning Instruction

1. plans and develops lessons that are appropriate for students of varying abilities, learning styles, and types of intelligence 8710.2000.7.8B, 8C, 8E

1 2 3 4 5

Comment

2. plans systematically and carefully 8710.2000.7.8D

1 2 3 4 5

Comment

3. plans to integrate technology into lessons when appropriate 8710.2000.7.8H

1 2 3 4 5

Comment

4. plans to integrate the curriculum when appropriate 8710.2000.7.8A

1 2 3 4 5

Comment

5. integrates the curriculum and relates it to present day living 8710.2000.7.8B

1 2 3 4 5

Comment

Standard 8 Assessment

1. uses assessment techniques appropriate to content and students
8710.2000.8.9B, 9E, 9F, 9G, 9H

1 2 3 4 5

Comment

2. provides timely feedback to students on the quality of their performance
8710.2000.8.9J, 9M

1 2 3 4 5

Comment

3. used technological tools to assess student learning 8710.2000.8.9N

1 2 3 4 5

Comment

Standard 9

1. shows appropriate self-confidence
8710.2000.9.10C

1 2 3 4 5

Comment

2. is punctual and dependable in attendance 8710.2000.9.10C

1 2 3 4 5

Comment

3. exhibits professional dress and demeanor 8710.2000.9.10C

1 2 3 4 5

Comment

4. is reliable in completing assigned tasks
8710.2000.9.10C

1 2 3 4 5

Comment

5. is well organized and efficient
8710.2000.9.10C

1 2 3 4 5

Comment

6. displays initiative 8710.2000.9.10C

1 2 3 4 5

Comment

7. is able to accept and implement constructive criticism 8710.2000.9.10I, 10J, 10K

1 2 3 4 5

Comment

8. makes appropriate self-evaluations of teaching 8710.2000.9.10B, 10G, 10H

1 2 3 4 5

Comment

9. uses 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 8710.2000.9.10H

1 2 3 4 5

Comment

Standard 10

1. demonstrates effective oral and written communication with parents, co-workers, and community 8710.2000.10.11G, 11H, 11I, 11K

1 2 3 4 5

Comment

2. provides timely feedback to students on the quality of their performance 8710.2000.10.11D, 11M

1 2 3 4 5

Comment

Minnesota Special Education Learning Disabilities Content Standards Scale

Evaluate the trait, the ability, or the success of the teacher candidate in each of the items listed.

Use the following:

1	2	3	4	5
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

Minnesota Special Education Learning Disabilities Content Standards

1. demonstrate knowledge of 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 8710.5700.3.A.1

1 2 3 4 5

Comment

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 8710.5700.3.B.2

1 2 3 4 5

Comment

3. 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
8710.5700.3.B.4

1 2 3 4 5

Comment

4. 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
8710.5700.3.B.7

1 2 3 4 5

Comment

5. designs 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. 8710.5700.3.B.8

1 2 3 4 5

Comment

6. 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
8710.5700.3.C.1

1 2 3 4 5

Comment

7. 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 8710.5700.3.C.2

1 2 3 4 5

Comment

8. design, implement, monitor, and adjusted instruction and supported to accelerate the rate of learning, provide access to grade level content standards, promote social competence, and facilitate the transition to postsecondary life
8710.5700.3.C.3

1 2 3 4 5

Comment

9. apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multi-sensory 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. 8710.5700.3.C.4

1 2 3 4 5

Comment

10. 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 8710.5700.3.D.2

1 2 3 4 5

Comment

11. provide and receive consultation and collaborated with educators, specialists, families, paraprofessionals, and interagency professional 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 8710.5700.3.D.4

1 2 3 4 5

Comment

Appendix O: Minnesota Rules 8710.5700 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.

Subpart 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 Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of special education: learning disabilities in subpart 3.

Subpart 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.

Subpart 4. **Continuing licensure.** A continuing license shall be issued and renewed according to rules of the Professional Educator Licensing and Standards Board governing continuing licenses.

Subpart 5. **Effective date.** Requirements in this part for licensure as a teacher of special education: learning disabilities are effective on January 1, 2013, and thereafter.

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

History: *23 SR 1928; 36 SR 1243; L 2017 1Sp5 art 12 s 22*

Published Electronically: *August 21, 2017*

Copyright © 2017 by the Revisor of Statutes, State of Minnesota. All Rights Reserved.