

# **Standards for the Preparation of Teachers of Students with Cognitive Impairment (SA)**



Derived from Michigan Administrative Rules for Special Education (MARSE) With  
Related IDEA Federal Regulations

MARSE promulgated May 27, 2020

IDEA Federal Regulations last modified July 2018

**MARSE R 340.1781 Teachers of students with disabilities; endorsement requirements. Rule 81.**

1. A teacher seeking an endorsement or full approval by the department shall meet all of the following requirements, in conjunction with those of R 340.1782, R 340.1786 to R 340.1788, R 340.1790, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, before being employed by an intermediate school district, local school district, public school academy, or other agency operating special education programs and services:
  - a. The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:
    - i. Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
    - ii. Assessing students with disabilities for identification and teaching.
    - iii. Implementing accommodations and modifications for classroom, district, and statewide assessments.
    - iv. Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments.
    - v. Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.
    - vi. Developing, implementing, and evaluating individualized education programs.
    - vii. Planning, organizing, scheduling, and conducting individualized education program team meetings, including parental and student participation.
    - viii. Preparing students with disabilities for transitions consisting of preschool to elementary through post-secondary environments and employment.
    - ix. Maintaining, releasing, and transferring student records according to district, state, and federal rules and policies.
    - x. Articulating the historical and legal bases regarding special education, such as the concept of free appropriate public education, general least restrictive environment requirements, and family education and privacy rights.
  - b. Understanding issues of race, class, culture, religion, gender, orientation, and language related to subdivision (a) of this subrule.

**MARSE R 340.1782 Endorsed teachers of students with disabilities; additional requirements. Rule 82.**

An endorsed teacher of students with disabilities, in addition to meeting the specific requirements in R 340.1786 to R 340.1788, R 340.1795 to R 340.1797, and R 340.1799 to R 340.1799c, shall comply with all of the following requirements:

- a. Possess a valid Michigan teacher's certificate.
- b. Possess a baccalaureate degree with a major in a specific special education area or have earned credit in course work equivalent to that required for a major.
- c. Possess an endorsement in special education that is valid in grades kindergarten through 12. Elementary or secondary endorsements in special education, earned after September 1, 1990, shall be valid in grades kindergarten through 12.
- d. Have completed not less than 8 weeks of directed student teaching in the specific area of impairment. Not less than a 180-hour practicum in the specific area of impairment is required for each additional endorsement.
- e. Be recommended for a certificate or endorsement, or both, in a specific special education area by an institution of higher education or the department signifying verification of completion of a teacher education program for the specific special education area, as approved by the state board of education.
- f. On the effective date of these rules, persons approved as special education teachers under this rule, teacher consultants under R 340.1790, and teachers of preprimary-aged students under R 340.1795 shall maintain and continue to have their full approval status.

**MARSE R 340.1786 Teachers of students with cognitive impairment; special requirements. Rule 86.**

- (1) The teacher education program for teachers of students with cognitive impairment shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:
  - a. The identification, classification, legislation and policies, historical perspectives, and levels of support for students with cognitive impairment.
  - b. The nature and character of cognitive impairment and its unique impact on the following areas of human development:
    - i. Social.
    - ii. Emotional.
    - iii. Language/communication.
    - iv. Physical.
    - v. Motor.
    - vi. Sensory.
    - vii. Learning, behavior, and health related problems.
  - c. The promotion of individualized participation in age appropriate environments within the school and community.
  - d. Assessing, teaching, and modifying instruction and curricula for students with cognitive impairment related to all of the following:
    - i. Using research-based strategies and techniques for developing language and communication abilities and skills of students with cognitive impairment to promote the development of language, reading, writing, spelling, calculating, and thinking.
    - ii. Selecting, adapting, and developing specialized or general

education curricula, assessments, accommodations, and instructional materials for students with cognitive impairment that is aligned with the general curriculum.

- iii.** Planning and implementing instruction in settings across domains, including community, personal/social, sexuality, career/employment, and leisure/recreation.
  - iv.** Assessing, implementing, and supporting all levels of assistive technology for individual students.
  - v.** Developing and maintaining collaborative relationships and partnerships with parents/families, educators, administrators, consultants, and community service providers.
  - vi.** Developing individualized goals for students with cognitive impairment related to social relationships, cultural competence, self-determination, and transitions to postsecondary training, career/employment, and community integration.
- e.** Issues related to cognitive impairment theory, research, and policy, including definition and identification; legislation and regulations; pre-referral, referral and placement; instruction and assessment of educational progress for students with cognitive impairment; and, collaboration with general education teachers, families, and allied service providers.
- (2) The 30 semester or equivalent hours shall be distributed to prioritize preparation, including pre-student teaching practice, in assessing, teaching, and modifying instruction for students with cognitive impairment.