



ASD Licensure Eligibility Review for Practicing Minnesota Special Education Teachers

Complete this form to determine eligibility for the ASD Teacher license transition process. The ASD Catalog of Professional Development (required to complete step 4), more information regarding eligibility, a list of frequently asked questions and other informational resources regarding the ASD license can be found at the [Special Education Licensure: Autism Spectrum Disorder License](http://education.state.mn.us/MDE/EdExc/Licen/SpecEdLicen/ASDLicense/index.html) section of the Minnesota Department of Education (MDE) website. <http://education.state.mn.us/MDE/EdExc/Licen/SpecEdLicen/ASDLicense/index.html>

STEP 1 – Contact Information

Submission Date:	
Name:	
6-Digit File Folder Number:	
Special Education Licensure Field(s):	
Grade Level	
Birth Date:	
Address:	
Phone Number:	
Primary Email Address: Email address must be available year-round	

Note: Please use the License Look-Up function on the Educator Licensing webpage if you do not know your file folder number.

STEP 2- Eligibility

1. **Do you hold a current full time (valid for 5 years) Minnesota teaching license in a special education field?**

Yes

No You are not eligible to seek ASD licensure via this process. Please contact a Minnesota College or University with an approved Autism Spectrum Disorders licensure program for further information.

***Note:** If your teaching license has lapsed, you must meet renewal conditions prior to completing this review process.

2. **Does your current or prior teaching assignment include providing specialized instruction to students with Autism Spectrum Disorders, served under an IEP?**

Yes

No You are not eligible to seek ASD licensure via this process. Please contact a Minnesota College or University with an approved Autism Spectrum Disorders licensure program for further information.

3. **Do you have documentation you began your professional investment in the field of ASD through initial ASD-specific professional development prior to July 1, 2012?**

Yes

No You are not eligible to seek ASD licensure via this process. Please contact a Minnesota College or University with an approved Autism Spectrum Disorders licensure program for further information.

If you answered YES to all of the above, proceed to STEP 3. If you answered No to either 1 or 2 or 3, you are not eligible to complete the packet at this time.

STEP 3 – Completion of ASD Certificate Program

Did you complete an ASD Certificate Program from an institution listed below?

If yes, please select the institution that you attended and enter the date of completion. You are also required to submit an official transcript from the relevant institution that documents completion of the certificate program. You are not required to submit transcripts from institutions where you earned credits in special education not directly required for the ASD certificate.

After selecting your institution and indicating the date of completion, proceed to **STEP 5**

University Name	Enter Date of ASD Certificate Completion
Hamline University	
Minnesota State University- Mankato	
St. Cloud State University	
University of Minnesota- Twin Cities	
University of North Dakota- Grand Forks	
University of St. Thomas	

Note regarding listed programs: These programs have participated in a self-study to document competencies covered in their certificate programs relevant to this transition process only.

Proceed to **STEP 4** if:

- You have completed a certificate program other than those listed above
- You have completed only a portion of a certificate program
- You have not completed certificate course work

STEP 4 – Demonstration of Professional Training

The ASD Catalog of Professional Development opportunities offered in Minnesota since 2000 has been compiled in collaboration with various Minnesota providers across institutions of higher education, professional associations and regional centers. The catalog is available electronically at: <http://education.state.mn.us/MDE/EdExc/Licen/SpecEdLicen/index.html>.

Begin by reviewing the catalog to identify all opportunities in which you have participated. Each opportunity lists the ASD standards to which the opportunity has been aligned. All sections must be completed manually. The catalog is not a database and consequently an “auto-fill” option is not available.

If the training you attended is included in the catalog, **list the catalog item number next to the standard(s) that it meets in column B**. It is possible that you may have multiple catalog items addressing one standard. While evidencing a single entry from the catalog is sufficient to demonstrate that a standard has been met, it is expected that Step 4 will reference multiple professional development offerings. Final approval of individual submissions will be based on the approval of the review committee.

- OR -

Training opportunities you have completed that are not listed in the catalog will need to be named in column B. Please list the attachment number you have assigned to the evidence provided for your training. The attachment number will correspond with the “Demonstration of Professional Development” table. This table consists of the title of the training, date attended, along with the number of hours attended or credits earned. You will need to attach a brief description of the opportunity along with verification of attendance for those listed to supplement your documentation. It is possible that you will have multiple opportunities listed for one standard. However, evidencing a single entry relevant to the standard is sufficient to demonstrate that the standard has been met. While evidencing a single entry from the catalog is sufficient to demonstrate that a standard has been met, it is expected that Step 4 will reference multiple professional development offerings. Final approval of individual submissions will be based on the approval of the review committee.

For each standard write the attachment number in column B. If you are able to evidence a standard from a training that is listed in the catalog as well as evidence the same standard from another training that is not in the catalog, reviewers would prefer you to evidence the training that is in the catalog.

Please attach supporting documentation for each professional development opportunity and label supporting documents with their associated standard(s).

Transcripts

We will only accept official transcripts from your college or university. **Do not photocopy.** Submit transcripts only from the institution in which you obtained an ASD certificate. A point of clarification: if you have earned academic credit in special education (autism or otherwise) that was not required for your ASD certificate, we do not need a transcript evidencing those academic credits. All transcripts must arrive in a sealed envelope accompanying your eligibility materials. We will not accept unofficial transcripts.

All other supporting documents (i.e. certificates, letters of attendance): Please do not submit original documents. Please send the BOT photocopied materials. Keep original documents for your records and future use. The BOT is not responsible for any documents that become lost or damaged.

As you complete the forms, you may find that there are standards that you have not yet addressed. You may work with your district, a Minnesota institution of higher education or another Minnesota provider of ASD related training to identify new training opportunities available prior to the end of the submission window. All standards must be addressed in order for materials to be considered.

STEP 4 – Demonstration of Professional Development (continued)

<p style="text-align: center;"><u>Column A:</u> ASD Standards</p>	<p style="text-align: center;"><u>Column B:</u> Demonstration of Standard</p>
<p>A. Foundational knowledge. A teacher of special education: autism spectrum disorders understands the foundations of special education services for students with autism spectrum disorders on which to base practice. The teacher must demonstrate knowledge of the:</p>	<p style="text-align: center;">Catalog Item # <u>OR</u> Attachment #</p>
<p>(1) historical and philosophical foundations, legal basis, and contemporary issues pertaining to the education of students with autism spectrum disorders;</p>	
<p>(2) educational definitions, issues related to identification, medical diagnoses, and eligibility criteria pertaining to students with autism, including those from culturally and linguistically diverse backgrounds;</p>	
<p>(3) research-based theories of neurodevelopment, social cognition, communication development, and learning, including their impact on acquisition of imitation skills and pro-social behavior;</p>	
<p>(4) impact of the range of neurological differences, communication, and social understanding on learning and behavior;</p>	
<p>(5) etiology, early indicators, and core and associated characteristics of autism spectrum disorders, and their impact on social interaction, communication, behavior, and learning;</p>	
<p>(6) impact of the combined effects of the restricted range of interests, limited social understanding, impaired language skills, idiosyncratic sensory behaviors, and anxiety on the student's ability to benefit from incidental learning opportunities; and</p>	
<p>(7) impact of co-existing conditions or multiple disabilities.</p>	

STEP 4 – Demonstration of Professional Development (continued)

<p style="text-align: center;"><u>Column A:</u> ASD Standards</p>	<p style="text-align: center;"><u>Column B:</u> Demonstration of Standard</p>
<p>B. Referral, evaluation, planning, and programming. A teacher of special education: autism spectrum disorders 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 autism spectrum disorders The teacher must be able to:</p>	<p style="text-align: center;">Catalog Item # OR Attachment #</p>
<p>(1) select and use a range of procedures, including nonbiased, autism spectrum disorders-specific assessments, to screen and complete comprehensive evaluations for autism spectrum disorders eligibility, determine educational needs, and develop and implement individualized educational plans and programs;</p>	
<p>(2) conduct and interpret functional behavioral assessments taking into account underlying autism spectrum disorders characteristics, such as sensory, social anxiety, emotional regulation, and communicative intent, and environmental factors when developing a positive behavior support plan;</p>	
<p>(3) conduct assessments of environmental conditions that impact academic achievement and functional performance, in order to accommodate student needs across settings in the planning, programming, and placement process; and</p>	
<p>(4) support the selection, acquisition, and use of assistive technology to meet the communicative and other needs of students with autism spectrum disorders in collaboration with students, families, staff, and specialists.</p>	

STEP 4 – Demonstration of Professional Development (continued)

<p style="text-align: center;"><u>Column A:</u> ASD Standards</p>	<p style="text-align: center;"><u>Column B:</u> Demonstration of Standard</p>
<p>B. Referral, evaluation, planning, and programming. A teacher of special education: autism spectrum disorders 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 autism spectrum disorders The teacher must be able to:</p>	<p style="text-align: center;">Catalog Item # OR Attachment #</p>
<p>(5) interpret and integrate evaluation results in the planning and programming process in collaboration with team members and outside agencies;</p>	
<p>(6) address factors such as gender, socioeconomic status, and familial, cultural, and linguistic diversity and their relation to the evaluation, planning, and programming process for students with autism spectrum disorders;</p>	
<p>(7) identify, support, and plan for the health and safety needs of students with autism spectrum disorders in collaboration with parents and medical professionals as part of the evaluation, planning, and programming process; and</p>	
<p>(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.</p>	

STEP 4 – Demonstration of Professional Development (continued)

<p style="text-align: center;"><u>Column A:</u> ASD Standards</p>	<p style="text-align: center;"><u>Column B:</u> Demonstration of Standard</p>
<p>C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: autism spectrum disorders understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with autism spectrum disorders. The teacher must be able to:</p>	<p style="text-align: center;">Catalog Item # OR Attachment #</p>
<p>(1) integrate knowledge of evidence-based instruction, including scientifically based research interventions when available, in language development, reading, writing, and mathematics with characteristics of autism spectrum disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;</p>	
<p>(2) design, implement, monitor, and adjust evidence-based instructional methods and strategies to teach social, communication, behavioral, academic, and functional skills that are age- and ability-appropriate across environments;</p>	
<p>(3) implement, monitor, and adjust assistive technology to improve the functional capabilities and communication skills of students with autism spectrum disorders across environments as well as to promote literacy and participation in and access to the general education curriculum;</p>	
<p>(4) design, implement, monitor, and adjust instructional programs that promote social participation and interpersonal interactions by teaching social understanding, communication, problem-solving skills, and self-regulatory skills across environments;</p>	
<p>(5) design, implement, monitor, and adjust instructional programs that take into consideration individual strengths, interests, and skills, including postsecondary transition needs;</p>	
<p>(6) design, implement, monitor, and adjust program modifications based on factors including social, emotional, and sensory issues, diet, and medication and their relationship to communication, socialization, and behavior;</p>	

STEP 4 – Demonstration of Professional Development (continued)

<p style="text-align: center;"><u>Column A:</u> ASD Standards</p>	<p style="text-align: center;"><u>Column B:</u> Demonstration of Standard</p>
<p>C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: autism spectrum disorders understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with autism spectrum disorders. The teacher must be able to:</p>	<p style="text-align: center;">Catalog Item # OR Attachment #</p>
<p>(7) apply structured teaching methods, communication systems, and instructional and environmental modifications and accommodations to develop communication, social, and behavioral competence to promote progress in general education and other instructional settings;</p>	
<p>(8) design, implement, monitor, and adjust positive behavior plans as part of the individualized education plan that connect challenging behavior to the lack of specific skills and teach functionally equivalent, age-appropriate, alternative communication, social, behavioral, and self-regulatory skills;</p>	
<p>(9) design, implement, monitor, and adjust goals and objectives addressing the core features of autism spectrum disorders in social, communication, behavior, and other areas of need identified through evaluation;</p>	
<p>(10) design, implement, monitor, and adjust a range of instructional strategies that promote the generalization of skills across staff, materials, and environments;</p>	
<p>(11) make decisions about the participation of students with disabilities in the full range of state assessment options including necessary accommodations; and</p>	
<p>(12) provide sequential instruction on grade-level content standards, adjusting when necessary for breadth, depth, and complexity, for students participating in alternate assessments.</p>	

STEP 4 – Demonstration of Professional Development (continued)

<p style="text-align: center;"><u>Column A:</u> ASD Standards</p>	<p style="text-align: center;"><u>Column B:</u> Demonstration of Standard</p>
<p>D. Collaboration and communication. A teacher of special education: autism spectrum disorders cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:</p>	<p style="text-align: center;">Catalog Item # OR Attachment #</p>
<p>(1) promote peer acceptance, social participation, and achievement by training, coaching, supporting, structuring, and modeling evidence-based strategies for autism spectrum disorders to peers, parents, paraprofessionals, and other school staff;</p>	
<p>(2) provide and receive consultation and collaborate in a variety of settings regarding development and implementation of the comprehensive evaluation process, individualized education program planning, delivery of instruction and accommodations, and transition with individuals and agencies;</p>	
<p>(3) coordinate processes that encourage collaboration for transitions between settings and connect families and professionals to educational and community resources for autism spectrum disorders with school, community, social services, networks, agencies, and organizations;</p>	
<p>(4) consider the impact of core and associated characteristics of autism spectrum disorders on family dynamics and functioning and the perspectives of families and individuals with autism spectrum disorders when interacting and planning;</p>	
<p>(5) promote collaborative practices that respect the individual and family culture and values relative to the impact that autism spectrum disorders may have on the individual and family across the life span;</p>	
<p>(6) access information, research, and emerging practices relevant to the field of autism spectrum disorders through consumer and professional organizations, peer-reviewed journals, and other publications; and</p>	
<p>(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.</p>	

Attachment #	
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	1500 Highway 36 West Roseville, MN 55113-4266	DEMONSTRATION OF PROFESSIONAL DEVELOPMENT
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Applicant Name:

File Folder Number:

Applicant Address:

Title	Location (City, State)		Dates of Training	
			From:	To:
Provider	Credits	Hours	Standard(s)	

Brief description of how each standard(s) was met by this professional training or coursework.			

For documentation of additional trainings or coursework not found in catalog, print multiple copies of this page.

Proceed to STEP 5

STEP 5 – Verification of Experience


Verification of clinical experience is demonstrated by completing the form below. The catalog is not used to complete this step.

INSTRUCTIONS: This form is to be completed by the Special Education Director where you completed at least one academic year of successful teaching experience providing specialized instruction to students with ASD, served under an IEP while holding a valid Minnesota license to practice in a special education field. This verification of experience must be provided in order for the completed packet to be considered.

Do not include student teaching/practicum experiences or experiences gained while not teaching in a licensed assignment.

Do not include periods of time during any leaves-of-absence.

E. Clinical experiences. A teacher of special education: autism spectrum disorders applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children and youth with autism spectrum disorders in birth through preschool, primary (grades K-4), and secondary (grades 5-12, including transition programs) settings across a range of service delivery models.

	1500 Highway 36 W Roseville, MN 55113-4266	EMPLOYMENT VERIFICATION FOR AUTISM SPECTRUM DISORDER LICENSURE		
Applicant Name: Applicant Address: File Folder Number:				
School Where Experience Was Earned		State	Dates of Service	
			From:	To:
Percent FTE	Age/Grade & Subjects Taught			
I verify that the experience of this teacher licensure candidate has been accurately described.				
Note: This is verification of experience only and not an evaluation of the teacher's performance in this capacity.				
Print Name of Special Education Director		Name of School/District Employer		
Signature of Special Education Director		School/District Address		
Electronic Signature NOT accepted.				
Title	City	State	Zip Code	
Date	Telephone Number			

For documentation of additional experiences, print multiple copies of this page. Then proceed to STEP 6

STEP 6 – Attestation

I, _____, affirm that the information submitted herein is true and correct.

(Printed Name)

(Signature)

(Date)

STEP 7 – Next Steps

Please send completed forms and supporting documentation to the Minnesota Department of Education. Be sure that you have addressed every standard prior to submitting. Remember to make a copy for your own records of all materials prior to mailing them. MDE will neither keep nor return submitted materials. There is no fee associated with submitting the “ASD Licensure Eligibility Review for Practicing Minnesota Special Education Teachers” *packet*.

A completed review packet consists of:

- “ASD Licensure Eligibility Review for Practicing Minnesota Special Education Teachers” forms
- Sealed official transcripts
- Verification of employment and signature of Special Education Director
- Attestation
- Supporting documentation for courses and trainings

Please send your completed packet to:

**ASD Eligibility Review
Minnesota Department of Education
1500 Highway 36 West
Roseville, Minnesota 55113**

Once you have submitted your packet:

1. **Notification of approval or disapproval will be sent to you by email within 90 days of the submission deadlines. Status updates during processing will not be available.**
2. If approved, you may complete an application to add the field to your license. The expiration date of the ASD license will correlate to your existing licensure renewal dates.
3. If not approved, a teacher has until June 30, 2015 to submit a revised “ASD Licensure Eligibility Review for Practicing Minnesota Special Education Teachers” packet. In order to address unmet standards, teachers are encouraged to work with their district, a college or university, the regional low-incidence projects, AuSM and the ASD Network. After achieving full competency, a candidate may resubmit his or her information for review during a later submission window.

Submission Window/Timelines for ASD Teacher License Transition Process

Eligibility Review packets can be submitted at any time between July, 2012 and March 1, 2015. When submitted by the deadlines below, notification is anticipated by the dates indicated.

Packet Received By	Notification By
2012 September 1 December 1	November 30, 2012 February 28, 2013
2013 March 1 June 1 September 1 December 1	May 31, 2013 August 31, 2013 November 30, 2013 February 28, 2014
2014 March 1 June 1 September 1 December 1	May 31, 2014 August 31, 2014 November 30, 2014 February 28, 2015
2015 March 1	May 31, 2015

Determination & License Application Process

Those who are approved will be sent an application form with the notification of approval via the primary email address listed. Only that form should be used to apply to MDE Licensing to add ASD to your existing license. Applicants may also renew their current license with the same application form, if their license will expire in the same or the next year and the clock hours summary shows that the conditions for renewal have been met. When a teacher is renewing at the same time as adding a field, **the online renewal application should NOT be completed.**