

# Office of the Revisor of Statutes

## Administrative Rules



**TITLE:** Adopted Permanent Rules Relating to Licensure Standards for Teachers of Special Education: Early Childhood

**AGENCY:** Professional Educator Licensing and Standards Board

**REVISOR ID:** R-4745

**MINNESOTA RULES:** Chapter 8710

The attached rules are approved for  
filing with the Secretary of State

A handwritten signature in black ink, reading "Cassandra McGuinness".

Cassandra McGuinness  
Senior Assistant Revisor

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Filed on March 7, 2023  
Office of the Minnesota  
Secretary of State, Steve Simon

1.1 **Professional Educator Licensing and Standards Board**

1.2 **Adopted Permanent Rules Relating to Licensure Standards for Teachers of Special**  
1.3 **Education: Early Childhood**

1.4 **8710.5500 TEACHERS OF SPECIAL EDUCATION: EARLY CHILDHOOD.**

1.5 *[For text of subpart 1, see Minnesota Rules]*

1.6 Subp. 2. **License requirements.** An applicant seeking a license to teach special  
1.7 education: early childhood must meet the requirements in parts 8710.0311 to 8710.0314  
1.8 and Minnesota Statutes, sections 122A.181 to 122A.184.

1.9 Subp. 3. [See repealer.]

1.10 Subp. 3a. **Subject matter standards.**

1.11 A. **Child Development and Learning.** The teacher must:

1.12 (1) demonstrate an understanding of the impact that different theories and  
1.13 philosophies of early learning and development have on assessment, curriculum, intervention,  
1.14 and instruction decisions;

1.15 (2) apply knowledge of normative sequences of early development; individual  
1.16 differences; and families' social, cultural, and linguistic diversity to support each child's  
1.17 development and learning across contexts;

1.18 (3) apply knowledge of biological and environmental factors that may support  
1.19 or constrain children's early development and learning as they plan and implement early  
1.20 intervention and instruction; and

1.21 (4) demonstrate an understanding of characteristics, etiologies, and individual  
1.22 differences within and across the range of abilities, including developmental delays and  
1.23 disabilities, their potential impact on children's early development and learning, and  
1.24 implications for assessment, curriculum, instruction, and intervention.

2.1 **B. Partnering with Families.** The teacher must:

2.2 (1) apply their knowledge of family-centered practices, family systems theory,  
2.3 and the changing needs and priorities in families' lives to develop trusting, respectful,  
2.4 affirming, and culturally responsive partnerships with all families that allow for the mutual  
2.5 exchange of knowledge and information;

2.6 (2) communicate clear, comprehensive, and objective information about  
2.7 resources and supports that help families to make informed decisions and advocate for  
2.8 access, participation, and equity in natural and inclusive environments;

2.9 (3) engage families in identifying their strengths, priorities, and concerns;

2.10 (4) support families to achieve the goals they have for their family and their  
2.11 child's development and learning; and

2.12 (5) promote families' competence and confidence during assessment,  
2.13 individualized planning, intervention, instruction, and transition processes.

2.14 **C. Collaboration and Teaming.** The teacher must:

2.15 (1) apply teaming models, skills, and processes, including appropriate uses  
2.16 of technology, when collaborating and communicating with families; with professionals  
2.17 representing multiple disciplines, skills, expertise, and roles; and with community partners  
2.18 and agencies;

2.19 (2) use a variety of collaborative strategies when working with other adults  
2.20 that are evidence-based, appropriate to the task, culturally and linguistically responsive,  
2.21 and take into consideration the environment and service delivery approach; and

2.22 (3) partner with families and other professionals to develop individualized  
2.23 plans and support the various transitions that occur for the child from birth through age six  
2.24 and for their family.

3.1 **D. Assessment Processes.** The teacher must:

3.2 (1) understand the purposes of formal and informal assessment, including  
3.3 ethical and legal considerations, and use this information to choose developmentally,  
3.4 culturally, and linguistically appropriate, valid, and reliable tools and methods that are  
3.5 responsive to the characteristics of the child, family, and program;

3.6 (2) develop and administer informal assessments and select and use valid,  
3.7 reliable formal assessments using evidence-based practices, including technology, in  
3.8 partnership with families and other professionals;

3.9 (3) analyze, interpret, document, and share assessment information with  
3.10 families and other professionals using a strengths-based approach; and

3.11 (4) in collaboration with families and other team members, use assessment  
3.12 data to determine eligibility, develop child and family-based outcomes and goals, plan for  
3.13 interventions and instruction, and monitor progress to determine efficacy of programming.

3.14 **E. Application of Curriculum Frameworks in the Planning of Meaningful**  
3.15 **Learning Experience.** The teacher must:

3.16 (1) collaborate with families and other professionals in identifying an  
3.17 evidence-based curriculum addressing developmental and content domains to design and  
3.18 facilitate meaningful and culturally responsive learning experiences that support the unique  
3.19 abilities and needs of all children and families; and

3.20 (2) use their knowledge of early childhood curriculum frameworks,  
3.21 developmental and academic content knowledge, and related pedagogy to plan and ensure  
3.22 equitable access to universally designed, developmentally appropriate, and challenging  
3.23 learning experiences in natural and inclusive environments.

3.24 **F. Using Responsive and Reciprocal Interactions, Interventions, and**  
3.25 **Instruction.** The teacher must:

4.1 (1) in partnership with families, identify systematic, responsive, and intentional  
4.2 evidence-based practices and use such practices with fidelity to support child learning and  
4.3 development across all developmental and academic content domains;

4.4 (2) engage in reciprocal partnerships with families and other professionals  
4.5 to facilitate responsive adult-child interactions, interventions, and instruction to support  
4.6 child learning and development;

4.7 (3) engage in ongoing planning and use flexible and embedded instructional  
4.8 and environmental arrangements and appropriate materials to support the use of interactions,  
4.9 interventions, and instruction addressing developmental and academic content domains,  
4.10 which are adapted to meet the needs of each and every child and their family;

4.11 (4) promote children's social and emotional competence and communication,  
4.12 and proactively plan and implement function-based interventions to prevent and address  
4.13 challenging behaviors;

4.14 (5) identify and create multiple opportunities for children to develop and  
4.15 learn play skills and engage in meaningful play experiences independently and with others  
4.16 across contexts;

4.17 (6) use responsive interactions, interventions, and instruction with sufficient  
4.18 intensity and types of support across activities, routines, and environments to promote child  
4.19 learning and development and facilitate access, participation, and engagement in natural  
4.20 environments and inclusive settings; and

4.21 (7) plan for, adapt, and improve approaches to interactions, interventions,  
4.22 and instruction based on multiple sources of data across a range of natural environments  
4.23 and inclusive settings.

4.24 **G. Professionalism and Ethical Practice.** The teacher must:

(1) engage with the early childhood special education profession by participating in local, regional, national, or international activities and professional organizations;

(2) engage in ongoing reflective practice and access evidence-based information to improve their own practices;

(3) exhibit leadership skills in advocating for improved outcomes for children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making; and

(4) practice within ethical and legal policies and procedures.

Subp. 4. [See repealer.]

**Subp. 4a. Placements for candidates completing an initial licensure program.** A candidate completing a board-approved initial licensure program in special education: early childhood must have experiences teaching children who exhibit a broad range of developmental delays or disabilities at the following three levels: infant and toddler (birth to age three), preschool (ages three through five), and primary (kindergarten through age six), and across a range of service delivery models.

**Subp. 4b. Placements for candidates completing an additional licensure program.** A candidate completing a board-approved additional licensure program in special education: early childhood must have experiences teaching at the following three levels: infant and toddler (birth to age three), preschool (ages three through five), and primary (kindergarten through age six). The candidate must complete a practicum teaching children who exhibit a broad range of developmental delays or disabilities in at least one of the following three levels: infant and toddler (birth to age three), preschool (ages three through five), and primary (kindergarten through age six).

Subp. 5. [See repealer.]

- 6.1 **REPEALER.** Minnesota Rules, part 8710.5500, subparts 3, 4, and 5, are repealed.
- 6.2 **EFFECTIVE DATE.** The amendments to Minnesota Rules, part 8710.5500, are effective
- 6.3 July 1, 2025.

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