

Readopt with amendment Ed 501.02, effective 10-05-20 (Document #13100), to read as follows:

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:

(a) “Authorization” means permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;

(b) “Board” means the state board of education created by RSA 21-N:10;

(c) “Bureau” means the bureau of credentialing, division of educator support and higher education, department of education;

(d) “Certificate” means the electronic or paper form of any type of credential issued by the board;

(e) “College-level course” means a course of at least 3 credit hours from an institution accredited by a regional accrediting body approved by the U.S. Department of Education;

(f) “Commissioner” means the commissioner, department of education;

(g) “Credential” means any authorization, statement, or license issued by the state board including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), intern authorization (IA), emergency authorization (EA), statement of eligibility (SOE), educational interpreter/transliterater license (EITL), paraeducator I & II license (PARA I & PARA II), school nurse I, II & III license (SN I, SN II & SN III), and master teacher license (MTL);

(h) “Credential holder” means any individual who holds a credential, as defined in Ed 501.02(g);

(i) “Credential verification request” means a request from a credential holder to fulfill a request for verification of a New Hampshire credential;

(j) “Career and technical education director” means the administrator who directs the curriculum, instruction, and assessment activities of a career and technical education school;

(k) “Curriculum administrator” means the administrator of a school district or school administrative unit who directs the curriculum, instruction, and assessment activities of a school district or administrative unit;

(l) “Degree” means a degree from an institution accredited by a regional accrediting body approved by the U.S. Department of Education;

(m) “Denial” means the refusal to grant a credential to an applicant;

(n) “Department” means the New Hampshire department of education;

(o) “Director” means the director, division of educator support and higher education, department of education;

(p) “District administrator” means the senior educational official of a school district or school administrative unit with 400 or fewer total school-age enrollments and with no more than 2 public schools;

(q) “Division” means the division of educator support and higher education, department of education;

(r) “Education administrator” means a person who provides building-, district-, or school administrative unit (SAU)-level administrative services at the pre-K, elementary, or secondary level including a superintendent, assistant superintendent, principal, assistant principal, special education administrator, curriculum administrator, career and technical education principal, and district administrator, as outlined in Ed 506;

(s) “Educational interpreter and transliterator” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;

(t) “Educational organization” means a public school, a school administrative unit, a school district, a chartered public school, public academy, or a non-public school;

(u) “Educational specialist” means a person who provides non-instructional services, or provides specialized instructional services outside of the classroom, to students at the pre-K, elementary, or secondary level including a library media specialist, school counselor, school counseling director, school psychologist, school social worker, and specialist in assessment of intellectual functioning;

(v) “Educator” means education administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter and transliterator, and school nurses;

(w) “Emergency authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ an educator to fill a vacancy as specified in Ed 504.04;

(x) “Endorsement” means the area specified on a credential that indicates the role for which the credential holder is authorized for employment;

(y) “Experience” means full-time employment as an educator, or equivalent to full-time;

(z) “Instructional specialist” means a person who provides specialized instructional support to teachers and others who provide direct instruction to children at the pre-K, elementary, or secondary level, including reading and writing specialist, digital learning specialist, and elementary mathematics specialist for grades k-6;

(aa) “In process of licensure authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator who is in the process of licensure to fill a vacancy as specified in Ed 504.05;

(ab) “Intern authorization” means the authorization granted to an applicant pursuant to Ed 504.03 to perform educational services while a site-based plan is being implemented;

(ac) “License” means the document issued when an applicant meets full licensure requirements;

(ad) “Licensure” means the official recognition by the board that an individual has met all requirements and is approved to practice in an endorsement area(s);

(ae) “Paraeducator” means a person who works under the supervision of a teacher or other appropriate licensed education professional to provide specialized or concentrated non-initial instructional support to students at the pre-K, elementary, or secondary level and might be licensed by the board;

(af) “Professional conduct” means a set of established professional norms and behaviors as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;

(ag) “Reprimand” means a note to file of a credential holder for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which can be used in the event of a subsequent investigation;

(ah) “Revocation” means the department has permanently rescinded a credential from a credential holder;

(ai) “School nurse” means a person certified by the board to provide health services in accordance with RSA 200:29;

(aj) “Senior educational official” means the top executive in an educational organization who makes the key decisions on spending, staffing, and other education policies;

(ak) “Special education administrator” means the individual, other than the superintendent, who is responsible for oversight of the entire special education staff and program at the district or SAU level;

(al) “State” means any state of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, a Trust Territory of the Pacific Islands, the Department of Defense Education Activity, or any territory or possession of the U.S.;

(am) “Statement of eligibility” means a credential issued by the department that indicates that an individual has successfully met the entry requirements to seek employment and begin the site-based licensing plan described in Ed 505.06;

(an) “Suspension” means the department has rescinded a credential from a credential holder for a specified period of time;

(ao) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade 12, or any “adult student” as specified in Ed 1102.01(f), at any school or education institution except as otherwise noted in these rules; and

(ap) “Teacher” means a person who plans, provides, and assesses direct instruction to children at the pre-K, elementary, or secondary level in a content area specified in Ed 507. “Teacher” does not include paraeducator.

Readopt with amendment Ed 505.03, effective 10-05-20 (Document #13101), as Ed 505.03 and Ed 505.04 and renumber the existing Ed 505.04 as Ed 505.05, so that Ed 505.03 and Ed 505.04 read as follows:

Ed 505.03 Professional Education Requirements for Endorsements in Ed 506 and Ed 507. Four domains of professional education requirements shall encompass the knowledge, skills, and abilities entry-level educators demonstrate prior to being eligible for an educator license with a teacher endorsement in New Hampshire as outlined in Ed 507, as follows:

(a) In the area of the learning environment, all educators shall be prepared to establish and maintain safe, effective, organized, and respectful environments for student learning as follows:

- (1) Building respectful relationships with students;
 - (2) Implementing clear classroom routines, standards, and procedures that foster positive student-to-student and student-to-teacher interactions;
 - (3) Maintaining high expectations for learning with appropriate support for the full range of students in the classroom;
 - (4) Promoting students' critical and creative thinking, problem solving, and analysis;
 - (5) Creating learning environments that promote productive student learning, reflect diversity and multiple perspectives, and are culturally responsive; and
 - (6) Using digital tools and learning technologies, as appropriate, to engage and support students in learning;
- (b) In the area of student learning, be prepared to engage and support all students in learning by:
- (1) Applying knowledge of students, including their prior experiences, interests, culture, language, social emotional learning needs, and socioeconomic backgrounds to involve them in learning;
 - (2) Monitoring student learning, adjusting, and differentiating instruction while teaching so students continue to be actively engaged in learning;
 - (3) Knowing how to access resources within the school and community to support students;
 - (4) Using strategies to promote active student engagement through inquiry, reflection, and responding to and framing meaningful questions;
 - (5) Using resources and technologies to ensure accessibility and relevance for all students;
 - (6) Developing appropriate sequencing of learning experiences and providing multiple means for students to demonstrate knowledge and skills;
 - (7) Engaging students in generating and evaluating new ideas to develop diverse perspectives, expand their understanding of local and global issues, and create novel approaches to solving problems; and
 - (8) Providing students with opportunities to apply new learning across time and settings;

(c) In the area of instructional practices and design, be prepared to implement and assess learning experiences for all students by:

- (1) Locating and applying information about students' current academic status, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes;

- (2) Integrating technology resources into instructional plans by creating, implementing, and managing digital learnings;
 - (3) Designing and implementing instruction and assessment that reflects the interconnectedness of academic content areas;
 - (4) Constructing single lessons and sequences of lessons, setting long- and short-term learning goals for students, and assessing and adjusting instruction during a lesson and at the conclusion of lessons;
 - (5) Facilitating developmentally appropriate and challenging learning experiences based on the unique needs of each learner;
 - (6) Supporting students' equitable access to the curriculum by using resources, standards-aligned instructional materials, and evidence-based strategies;
 - (7) Selecting and designing formative and summative assessments of student learning;
 - (8) Providing students timely oral and written feedback regarding their learning;
 - (9) Collecting and analyzing assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time;
 - (10) Involving all students in self-assessment and reflection on their learning progress and providing students with skills to revise or reframe their work; and
 - (11) Using assessment information in a timely manner to assist stakeholders in understanding student progress; and
- (d) In the area of professional responsibility, be prepared to develop as a professional educator by:
- (1) Taking responsibility for student learning and classroom management;
 - (2) Engaging in reflective practices for the purpose of continual professional improvement;
 - (3) Designing learning goals based on appropriate data and engaging in activities which improve practice;
 - (4) Accessing resources for planning and instruction through collaboration with members of the learning community such as students, parents, families, colleagues, other professionals, and community service members; and
 - (5) Understanding and enacting professional roles and responsibilities as articulated in the code of conduct outlined in Ed 510.

Ed 505.04 Professional Education Requirements for Educational Administrators. Ten domains of professional education requirements shall encompass the knowledge, skills, and abilities experienced educators demonstrate prior to being eligible for a license with an administrator endorsement in New Hampshire as outlined in Ed 506, as follows:

(a) Effective educational leaders shall develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student as follows:

- (1) Develop an educational mission for the school to promote the academic success and well-being of each student;
- (2) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success;
- (3) Articulate, advocate, and cultivate core values that support the school's culture and stress the imperative of child-centered education;
- (4) Strategically develop, implement, and evaluate actions to achieve the vision for the school;
- (5) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students;
- (6) Facilitate a shared understanding of and commitment to mission, vision, and core values within the school and the community; and
- (7) Model and pursue the school's mission, vision, and core values in all aspects of leadership;

(b) Effective educational leaders shall act ethically and according to professional norms to promote each student's academic success and well-being as follows:

- (1) Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership;
- (2) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement;
- (3) Place children at the center of education and accept responsibility for each student's academic success and well-being; and
- (4) Model and promote ethical and professional behavior among faculty and staff;

(c) Effective educational leaders shall strive for equality of educational opportunity as follows:

- (1) Ensure that each student is treated fairly and respectfully;
- (2) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
- (3) Develop student policies and address student misconduct in a positive, fair, and unbiased manner; and
- (4) Model a culture of tolerance and understanding in all aspects of leadership;

(d) Effective educational leaders shall develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being as follows:

- (1) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive;
- (2) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self;
- (3) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student;
- (4) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized;
- (5) Promote the effective use of technology in the service of teaching and learning;
- (6) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement; and
- (7) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction;

(e) Effective educational leaders shall cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student as follows:

- (1) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student;
- (2) Create and sustain a school environment in which each student is encouraged to be an active and responsible member of the school community;
- (3) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student;
- (4) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development; and
- (5) Cultivate and reinforce student engagement in school and positive student conduct;

(f) Effective educational leaders shall develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being as follows:

- (1) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty;
- (2) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel;

- (3) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development;
 - (4) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student;
 - (5) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice;
 - (6) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement;
 - (7) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community;
 - (8) Promote the personal and professional health, well-being, and work-life balance of faculty and staff; and
 - (9) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance;
- (g) Effective educational leaders shall foster a professional community of teachers and other professional staff to promote each student's academic success and well-being as follows:
- (1) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning;
 - (2) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school;
 - (3) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child, including but not limited to:
 - a. High expectations for professional work;
 - b. Ethical practice;
 - c. Trust and open communication;
 - d. Collaboration;
 - e. Collective efficacy; and
 - f. Continuous individual and organizational learning and improvement;

- (4) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole;
 - (5) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice;
 - (6) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff;
 - (7) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning; and
 - (8) Encourage faculty-initiated improvement of programs and practices;
- (h) Effective educational leaders shall engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being as follows:
- (1) Create and model an approachable, accessible, and welcoming environment for families and members of the community;
 - (2) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students;
 - (3) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments;
 - (4) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school;
 - (5) Create means for the school community to partner with families to support student learning in and out of school;
 - (6) Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement;
 - (7) Develop and offer the school as a resource for families and the community; and
 - (8) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning;
- (i) Effective educational leaders shall manage school operations and resources to promote each student’s academic success and well-being as follows:
- (1) Institute and manage administrative systems that promote the mission and vision of the school;
 - (2) Strategically manage staff and all other resources to meet each student’s learning needs;
 - (3) Frugally and effectively manage all financial resources;

- (4) Develop and maintain effective internal and external systems of communication;
 - (5) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success;
 - (6) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;
 - (7) Develop and manage productive relationships with the central office and school board;
and
 - (8) Develop and administer systems for fair and effective management of conflict among students, faculty and staff, leaders, families, and community; and
- (j) Effective educational leaders shall act as agents of continuous improvement to promote each student's academic success and well-being as follows:
- (1) Seek to make school more effective for each student, teacher and staff, family, and the community;
 - (2) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school and district;
 - (3) Establish an evidence-based system of strategic goal setting, planning, implementation, and evaluation for continuous district, school and classroom improvement;
 - (4) Assess and develop the capacity of staff to use evidence-based methods for school and district improvement;
 - (5) Develop technically appropriate systems of data collection, management, and analysis;
and
 - (6) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Readopt with amendment and renumber Ed 505.05, eff 10-05-20 (Document #13101) as Ed 505.06 and renumber the existing Ed 505.06 as Ed 505.07, so that Ed 505.06 reads as follows:

Ed 505.06 Statement of Eligibility (SOE) and Site-Based Licensing Plan (SBLP).

(a) Before beginning an application for an SBLP, a candidate shall obtain an SOE, valid for 3 years from the date of issuance, from the department by meeting the SOE requirements enumerated in the endorsement rule under Ed 506 through Ed 508 pertaining to any endorsements on the critical shortage list as determined each year by the bureau in accordance with RSA 189:39-a and listed on the department's website.

(b) Applicants for an endorsement in the career and technical specialties shall meet the requirements enumerated in Ed 507.03(a).

(c) Applicants for a newly established endorsement, for a period of 5 years from the effective date of the newly established endorsement rule, shall meet the SOE requirements enumerated in the newly

established endorsement rule. After the endorsement has been in effect for 5 years a candidate shall utilize one of the other methods enumerated for issuance of an SOE.

(d) With the exception of the endorsements in (e) and (f) below, applicants for an endorsement as a teacher, instructional specialist, educational specialist, or educational administrator shall have:

- (1) Successfully completed at least 15 college credits in the endorsement area for which they seek a license; or
- (2) Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment related to the endorsement being sought.

(e) Applicants for elementary K-6 education and early childhood education shall have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science.

(f) Applicants for elementary K-8 education shall have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science and at least 3 additional college-level content courses for a concentration of coursework in one of those areas.

(g) SOE credential holders shall be employed in a New Hampshire school in the role of the endorsement that allows them to learn and demonstrate the professional education standards enumerated in Ed 505.03 and Ed 505.04, if applicable, and the endorsement requirements enumerated in Ed 506 through Ed 508.

(h) Upon employment as an educator, the applicant and the senior educational official shall adhere to the application procedures and timeline outlined in Ed 505.08, Ed 505.09, and Ed 505.10(f).

(i) Upon employment as an educator under an SOE, each candidate for this pathway to licensure shall be assigned a mentor, appointed by the senior educational official, who holds a valid experienced educator license with appropriate endorsements in the same subject area in which the candidate is seeking to obtain a license. If a mentor who meets those criteria is not available through the candidate's employer, the senior educational official shall contact the bureau for assistance in obtaining an appropriate mentor.

Readopt with amendment Ed 506.01 and Ed 506.02, effective 12-21-12 (Document #10247), to read as follows:

Ed 506.01 Superintendent.

(a) To be considered for licensure as superintendent, an individual shall:

- (1) Meet the requirements of Ed 505.03, Ed 505.04, and (b) below;
- (2) Have completed at least 5 years of experience as an education administrator in a k-12 setting;
- (3) Have completed one of the following:
 - a. A state-approved master's level program in education administration or educational leadership from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or

b. A master’s program in education or related field and a state board of education-approved district-level administration mentorship program under a licensed superintendent; and

(4) Have applied for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10.

(b) To be eligible for licensure as superintendent, a candidate shall have the following skills, competencies, and knowledge:

(1) Promoting achievement and success of all students by:

a. Monitoring and continuously improving teaching and learning; and

b. Establishing a strong professional culture of growth, openness and collaboration wherein educators engage in analyzing student data and planning program improvements that result in closing achievement gaps;

(2) As relating to district management, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by ensuring effective management of the organizational systems, finances, operations, and resources for a safe, efficient, high performing and positive learning environment, including, but not limited to:

a. Planning and maintaining physical plant safety and student access, and evaluating and revising processes to continuously improve operational systems;

b. Recruiting and retaining quality personnel, overseeing and directing labor relations, conflict resolution, collective bargaining, budget preparation and budget administration; and

c. Protecting the welfare and safety of students and staff by:

1. Proactively involving parents, teachers, community members, and students to ensure a safe environment; and

2. Addressing challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning; and

(3) As relating to district, school, and community, the candidate shall promote the success of all students by:

a. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources to improve teaching and learning; and

b. Using effective communication strategies to engage parents, staff, families, and community members to participate in achieving the mission, vision, and goals for teaching and learning.

(c) The role of superintendent shall not be eligible for licensure under the SBLP pathway outlined in Ed 505.06.

Ed 506.02 Assistant Superintendent. To be eligible for licensure as an assistant superintendent, an individual shall:

- (a) Meet the requirements of Ed 505.03 and Ed 505.04;
- (b) Have completed at least 3 years of experience as an education administrator, as described in Ed 506.03 through Ed 506.08, in a k-12 setting;
- (c) Have completed one of the following:
 - (1) A state-approved master's level degree in education administration or educational leadership from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or
 - (2) A master's level degree in education or related field and a state board of education-approved district-level administration mentorship program under a licensed superintendent; and
- (d) Apply for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10.

Repeal Ed 506.03, eff 02-22-13 (Document #10276) as follows:

~~Ed 506.03 Business Administrator.~~

~~— (a) An individual shall have the following entry level requirements to be certified as a business administrator:~~

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~~(1) Have completed a state board of education approved program in the area of business administration at the bachelor's or master's degree level; or~~

~~(2) Completed a bachelor's or master's degree in business, and:~~

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~~a. Have acquired the competencies, skill and knowledge as itemized in (c) below through experience in comparable business management positions as specified in Ed 505.03; or~~

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~~b. Have demonstrated the equivalent of completing an approved program in business administration through experience in comparable business management position(s) and successfully completed an individualized professional development plan as specified in Ed 505.04.~~

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~~— (b) The candidate shall file the following materials and documents with the bureau of credentialing:~~

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~~(1) Completed application forms containing the information required in Ed 508.05;~~

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~~(2) Previous work record;~~

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~~(3) Education record; and~~

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~~(4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.~~

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~~(c) Qualifications for business administrators shall include the following skills, competencies and knowledge in the following areas:~~

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~~(1) Educational organization;~~

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~~(2) Financial resource management;~~

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~~(3) Human resource management;~~

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~~(4) Facility and property management;~~

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~~(5) Information management;~~

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~~(6) Risk management;~~

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~~(7) Pupil transportation; and~~

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~~(8) Food service.~~

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~~(d) In the area of educational organization, the candidate shall have the following abilities and knowledge:~~

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~~(1) Ability to organize and administer, including the ability to:~~

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~~a. Identify and apply management and leadership styles including, but not limited to, concepts of:~~

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~~1. Behavioral science; and~~

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~~2. Organizational structure theory;~~

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~~b. Develop and maintain positive organizational culture; and~~

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~~c. Manage organizational change;~~

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~~(2) Knowledge of and ability to manage public policy and intergovernmental relations, including the ability to:~~

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~~a. Assist in the development and application of policies and rules of local boards of education, state educational authorities, state legislatures, and the federal government;~~

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~~b. Develop a financial model to monitor a school district's financial health; and~~

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~~c. Select professional advisors and contractors, including, but not limited to attorneys; and~~

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~~(3) Knowledge of and ability to manage legal issues, including familiarity with:~~

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- ~~a. RSAs 32, 33, 35, and others relating to budget, debt, and capital reserve funds;~~
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- ~~b. Laws around various state aid programs including adequate education aid, building aid, and catastrophic aid;~~
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- ~~c. Laws relating to federal aid and program requirements including RSA 94-142, IDEA, and ESEA grant programs;~~
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- ~~d. State reporting requirements including department and revenue administration forms and reporting requirements;~~
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- ~~e. State and federal constitutional rights that apply to individuals within the public education system;~~
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- ~~f. Appropriate statutory and constitutional authority regarding the administration of public schools and significant statutory and case law relative to:~~
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 - ~~1. Financial resource management;~~
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 - ~~2. Human resource management;~~
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 - ~~3. Facility and property management;~~
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 - ~~4. Information management; and~~
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 - ~~5. Management of ancillary services; and~~
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- ~~g. Practice and application of ethical standards as they relate to the entire profession of school business administration.~~
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~~_____ (e) In the area of financial resource management, the candidate shall have the following abilities and knowledge:~~

~~(1) Knowledge of and the ability to apply the principles of school finance, including ability to:~~

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- ~~a. Explore alternative available revenue sources;~~
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- ~~b. Interpret the state funding model; and~~
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- ~~c. Analyze the impact of shifts in local, state, and federal funding, and the effect on local spending plans;~~
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~~(2) Knowledge of and ability to implement budgeting and financial planning, including ability to:~~

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- ~~a. Prepare a budget calendar to meet the time constraints of budget preparation; and~~
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- ~~b. Prepare revenue projections and estimates of expenditures for school sites and district-wide budgets;~~

~~(3) Knowledge of and ability to manage purchasing including:~~

~~a. Ability to apply the following:~~

~~1. Generally accepted ethical concepts, as identified in the 2nd Edition of the International School of Business Management Professional Standards and Code of Ethics as referenced in Appendix II; and~~

~~2. Computerized procedures in the bidding and purchasing process;~~

~~b. Use of regional or cooperative purchasing with other school districts, municipalities, counties, and the state purchasing bureau;~~

~~c. Specification and competitive bidding;~~

~~d. Contracting and contract administration;~~

~~e. Performance contracting;~~

~~f. Insurance and bonding; and~~

~~g. Lease purchasing;~~

~~(4) Knowledge of and ability to manage supply and fixed asset management including the ability to:~~

~~a. Manage and control inventories;~~

~~b. Plan and implement a program for the maintenance and repair of equipment;~~

~~c. Oversee the development and management of inventories; and~~

~~d. Monitor and distribute supplies and equipment;~~

~~(5) Knowledge of real property management including the ability to apply legal and ethical management policies, procedures, and practices;~~

~~(6) Knowledge of and ability to implement accounting, auditing, and financial reporting, including ability to:~~

~~a. Develop and monitor systems to account for, control, and report school district revenue and expense;~~

~~b. Prepare and analyze interim and annual financial reports for school board, community, and other appropriate entities;~~

~~c. Determine revenues and expenditures by fund, using state approved charts of accounts;~~

~~d. Establish and verify compliance with finance-related legal and contractual provisions;
and~~

~~-~~

~~e. Facilitate management control of all financial operations and funds, using appropriate technology;~~

~~-~~

~~(7) Ability to manage a school district's cash, investments, and debt, including ability to:~~

~~-~~

~~a. Comprehend procedures and legal constraints for cash collection and disbursement;~~

~~-~~

~~b. Select professional advisors/contractors, including, but not limited to:~~

~~-~~

~~1. Bond counsel;~~

~~-~~

~~2. Accountants and auditors;~~

~~-~~

~~3. Actuaries;~~

~~-~~

~~4. Financial advisors;~~

~~-~~

~~5. Underwriters; and~~

~~-~~

~~6. Banking institutions; and~~

~~-~~

~~e. Analyze the legal constraints and methods of issuing long-term general obligation bonds and lease purchasing, including:~~

~~-~~

~~1. The bond rating process;~~

~~-~~

~~2. Role of the bonding attorney; and~~

~~-~~

~~3. Rating services; and~~

~~-~~

~~(8) Knowledge of and ability to evaluate technology available for school finance operations, including ability to:~~

~~-~~

~~a. Keep current with technology applications;~~

~~-~~

~~b. Maintain a working knowledge of the technology and software that are available for business and financial operations;~~

~~-~~

~~c. Evaluate and apply various technology tools for use in the business office;~~

~~-~~

~~d. Promote and assist in the development of staff training in technology for the business office;~~

~~-~~

~~e. Determine and advocate for the allocation of appropriate resources toward the purchase and installation of technology and technology infrastructures in the school and business office; and~~

~~-~~

~~f. Participate in the development and issuance of specifications for technology purchasing and technology infrastructure for school and business office functions.~~

~~— (f) In the area of human resource management, the candidate shall have the following abilities and knowledge:~~

~~(1) Knowledge of and ability to manage human relations including ability to:~~

~~a. Identify and apply management theory and leadership styles including concepts of behavioral science and organizational structure theory;~~

~~b. Develop and maintain organizational culture; and~~

~~c. Manage organizational change;~~

~~(2) Knowledge of and ability to manage the administration of personnel and benefits, including:~~

~~a. Knowledge of federal and state laws, rules and regulations including, but not limited to, wage and hour requirements, Family Medical Leave Act, Fair Labor Standards Act, Comprehensive Omnibus Budget Reconciliation Act, Americans with Disabilities Act, workers compensation;~~

~~b. Ability to coordinate the development and management of an appropriate personnel information management system; and~~

~~c. Ability to administer collective bargaining agreements and personnel policies;~~

~~d. Procurement and contract management for employee benefits such as workers compensation, unemployment compensation, medical and disability insurance; and~~

~~e. Coordination of efforts relating to various employee committees such as safety committees, and wellness committees;~~

~~(3) Knowledge of and ability to manage business office staff development, including ability to assist district staff in determining their professional development needs for the enhancement of employee training and development programs; and~~

~~(4) Knowledge of and ability to manage labor relations and collective bargaining, including:~~

~~a. Knowledge of NH RSA 273, the public sector collective bargaining law, as well as case law pertaining to labor relations; and~~

~~b. Ability to analyze and review jurisdictional, state, rules and federal laws and regulations with respect to collective bargaining and impasse procedures, including, but not limited to mediation and fact finding.~~

~~— (g) In the area of facility and property management, the candidate shall have the following abilities and knowledge:~~

~~(1) Knowledge of and ability to manage facilities planning, including ability to assist in developing and implementing a strategic plan for facilities;~~

~~-~~

~~(2) Knowledge of and ability to manage maintenance and operations, including ability to understand the steps and procedures required to keep schools clean, energy efficient, and well-kept through routine custodial services, preventive maintenance and energy management; and~~

~~-~~

~~(3) Knowledge and ability to manage facility construction, reconstruction, and renovation projects, including the ability to enter into:~~

~~-~~

~~a. Contracts for architectural, engineering, and construction;~~

~~-~~

~~b. Bonding and insurance;~~

~~-~~

~~c. Construction contract management and administration;~~

~~-~~

~~d. Permitting; and~~

~~-~~

~~e. School building approval and state construction aid programs.~~

~~-~~

~~— (h) In the area of information management, the candidate shall have a knowledge of and ability to manage business office technology, including ability to:~~

~~-~~

~~(1) Oversee the technical aspects of information management;~~

~~-~~

~~(2) Direct, protect, analyze, and update the information managed by the business office; and~~

~~-~~

~~(3) Understand how district information is used in state and federal funding models.~~

~~-~~

~~— (i) In the area of risk management, the candidate shall have the following abilities and knowledge:~~

~~-~~

~~(1) Ability to assure that a comprehensive risk management program is in place;~~

~~-~~

~~(2) Anticipate and manage risks, taking into consideration the individual nature of each situation;~~

~~-~~

~~(3) Develop strategies and action plans to reduce exposure to risks;~~

~~-~~

~~(4) Knowledge of legal requirements for insurance; and~~

~~-~~

~~(5) Ability to direct the process of selecting/employing an insurance consultant or risk manager.~~

~~-~~

~~— (j) In the area of transportation, the candidate shall have the following abilities and knowledge:~~

~~-~~

~~(1) Knowledge of state requirements for a student transportation program;~~

~~-~~

~~(2) Knowledge of and ability to analyze the methods available for providing transportation;~~

~~-~~

~~(3) Ability to assure that a school bus maintenance and replacement program is established and maintained;~~

-
- ~~(4) Ability to develop, implement, and maintain an efficient and comprehensive routing and bus stop plan; and~~
-
- ~~(5) Ability to develop and implement a comprehensive human resource plan to include recruiting, training, and retention of bus drivers.~~
-
- ~~(k) In the area of food service, the candidate shall have the following abilities and knowledge:~~
-
- ~~(1) Knowledge of state and federal requirements of the food service program;~~
-
- ~~(2) Knowledge of and ability to analyze the methods available for providing food service and;~~
-
- ~~(3) Knowledge of food safety and sanitation.~~
-

Readopt with amendment and renumber Ed 506.04, effective 12-21-12 (Document #10245), as Ed 506.06 and to read as follows:

Ed 506.06 Principal.

- (a) To be eligible for licensure as a principal, an individual shall:
 - (1) Meet the requirements of Ed 505.03, Ed 505.04, and (b) below;
 - (2) Have completed at least 3 years' experience as a teacher, instructional specialist, educational specialist, or education administrator;
 - (3) Have one of the following:
 - a. Completed a state-approved master's level program leading to school principal licensure from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or
 - b. Completed a master's program in education or related field and demonstrated:
 - 1. The competencies, skills, and knowledge as listed in (b) below; and
 - 2. Meet the requirements as outlined in Ed 505.03 and Ed 505.04; and
 - (4) Apply for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10.
- (b) To be eligible for licensure as a principal, a candidate shall have the following skills, competencies, and knowledge:
 - (1) In the area of educational leadership, the candidate shall have the ability to:
 - a. Facilitate the development, articulation, implementation, and stewardship of a vision of learning supported by the school community;

- b. Listen, analyze and respond clearly and appropriately to issues related to the needs of the school community; and
- c. Shape the educational plan and actions within the school reflecting the district's mission, planning, and assessment processes;

(2) In the area of the knowledge of school culture and instructional programs, the candidate shall have the ability to:

- a. Establish clear goals, a vision and expectations for students, with assessment processes in place, promoting student growth and development;
- b. Demonstrate knowledge of learning and motivational theories and has the ability to create and implement research-based strategies while providing support for educators;
- c. Encourage educators to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines;
- d. Demonstrate knowledge of effective teaching practices, acknowledge current methods and practices, and demonstrate the ability to evaluate and improve the school's educational program; and
- e. Understand the change process and recognize the levels of individual and institutional change;

(3) In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to:

- a. Provide a safe school environment and plan and execute systematic emergency drills, training, and revisions as needed;
- b. Recognize and communicate facility maintenance needs with appropriate personnel to resolve concerns;
- c. Manage human resources responsibly, efficiently, and effectively in a collaborative manner while addressing staff needs;
- d. Generate reports and maintain records in an efficient, timely and succinct manner while preserving confidentiality; and
- e. Demonstrate knowledge of school cultures and gather feedback to develop and maintain a positive school climate; and
- f. Demonstrate knowledge of following policies, laws, and regulations; and

(4) In the area of the knowledge of how to develop local district goals, the candidate shall:

- a. Develop professional goals that align with building and district level goals; and
- b. Collaboratively develop and implement building level goals.

Readopt with amendment Ed 506.05, effective 9-10-15 (Document #10927), to read as follows:

Ed 506.05 Curriculum Administrator.

(a) To be eligible for licensure as a curriculum administrator, a candidate shall:

(1) Meet the requirements outlined in Ed 505.03, Ed 505.04, and (b) below;

(2) Have at least 3 years' experience as a teacher;

(3) Have one of the following:

a. Completed a state-approved master's level program leading to curriculum administrator licensure from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or

b. Completed a master's program in education or related field and demonstrate the requirements outlined in (1) above;

(4) Apply for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10.

(b) Candidates for licensure as a curriculum administrator shall have the following skills, competencies, and knowledge:

(1) In the area of leadership, the candidate shall be able to:

a. Collect and use data to identify goals for curriculum, instruction, and assessment at the school, school district, or administrative unit level;

b. Obtain, allocate, align, and effectively utilize fiscal and technological resources, including the development of grant and other funding proposals; and

c. Develop the instructional and assessment capacity of the staff and provide professional development, including coaching, demonstrating, planning, organizing, reflecting, and documenting;

(2) In the area of curriculum and instruction, the candidate shall:

a. Understand the culture of teaching and learning as required to work effectively with diverse faculty and administrative teams;

b. Understand K-12 learner development and learner differences;

c. Understand and support a variety of learning environments, including extended learning opportunities;

d. Understand school, school district, and administrative unit curricula;

e. Understand how to monitor alignment between the written and taught curriculum;

- f. Understand effective curricular coordination and vertical articulation among all academic areas within the school, between schools, and with sending schools and post-secondary institutions, as applicable;
- g. Understand applicable national standards, as well as current state and local academic standards;
- h. Assist others with current research and research-based practices in curriculum and instruction;
- i. Work with individual educators as well as grade level, disciplinary, and interdisciplinary teams to promote student learning; and
- j. Supervise instruction and provide constructive feedback; and

(3) In the area of assessment, the candidate shall:

- a. Understand how to revise curriculum and guide the improvement of instructional practice using a range of evidence such as:
 - 1. Student work;
 - 2. Classroom and local school or district assessments;
 - 3. Standardized assessments;
 - 4. Data from sending schools, receiving schools, and post-secondary institutions; and
 - 5. Survey data from students and alumni;
- b. Understand and convey a range of assessment strategies, including formative and summative assessment principles and practices, for use in classroom and school-wide assessment, including accreditation processes;
- c. Understand assessment purposes and the design and appropriate uses of fair, ethical, and reliable assessments;
- d. Be able to work with educators to align assessments with learning expectations, competencies, and applicable standards;
- e. Be able to reach out to families and assist with the interpretation of assessment data;
- f. Be able to collect, disaggregate, and analyze data from a variety of sources and respond to inequities in student achievement;
- g. Be able to administer regional and national assessments and analyze and report on the results;

- h. Be able to evaluate the effectiveness of curriculum implementation, instructional strategies, and assessment use in a school, school district, or administrative unit, and present evaluations to various audiences; and
- i. Be able to evaluate the effectiveness of the curriculum revision processes and plan for continuous improvement.

Readopt with amendment and renumber Ed 506.06, effective 12-21-12 (Document #10245), as Ed 506.03 and to read as follows:

Ed 506.03 District Administrator. To be considered for licensure as a district administrator, an individual shall:

- (a) Have at least 3 years' experience as a licensed principal;
- (b) Hold at least 30 graduate or post-baccalaureate level credits in educational administration or educational leadership or related field from an institution accredited by a regional accrediting body approved by the U.S. Department of Education;
- (c) Demonstrate the ability to provide the administrative services enumerated in RSA 194-C:4; and
- (d) Apply for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10.

Readopt with amendment and renumber Ed 506.07, effective 05-27-16 (Document #11110), as Ed 506.04 and to read as follows:

Ed 506.04 Special Education Administrator.

- (a) To be eligible for licensure as a special education administrator, an individual shall:
 - (1) Meet the requirements of Ed 505.03, Ed 505.04, and (b) below;
 - (2) Have completed at least 5 years' experience as a special educator or in a related field; and
 - (3) Have one of the following:
 - a. Completed a state-approved master's level program leading to special education administrator licensure from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or
 - b. Completed a master's program in education or a special education-related field and demonstrate the requirements outlined in (1) above;
- (b) To be considered for licensure as a special education administrator, a candidate shall have skills, competencies and knowledge in the following areas:
 - (1) In the area of compliance with laws, regulations, rules, and school policies, the candidate shall have the ability to:

- a. Make decisions which reflect a thorough knowledge of current federal laws, regulations, state laws and rules for students with educational disabilities;
- b. Locate, use, and cite New Hampshire laws and rules pertaining to the operation of schools; and
- c. Understand local school policy and its implications for students with educational disabilities;

(2) In the area of curriculum and instruction and assessment, the candidate shall have the ability to:

- a. Understand and identify curriculum frameworks that meet state standards;
- b. Understand and utilize evaluation tools that clearly identify student achievement;
- c. Implement and develop appropriate instructional strategies to address individual learning profiles;
- d. Incorporate current best practices in child development theory;
- e. Implement a plan that supports the ongoing use of assistive technologies;
- f. Implement and promote programming in the area of social emotional well-being;
- g. Oversee the use of appropriate instructional practices to teach and provide transitional activities in the following areas:
 - 1. Functional living;
 - 2. Career and employment; and
 - 3. Social, emotional, health and wellness;
- h. Understand the principles of assessment of students with educational disabilities, evaluation tools and individual evaluation programs; and
- i. Understand formative and summative assessment as relates to state and local expectations and requirements;

(3) In the area of building partnerships and community, the candidate shall be able to:

- a. Identify key organizations and agencies and their functions in the community as they relate to the educational process;
- b. Utilize a collaborative approach for involving all stakeholders in educational planning, budgeting, implementation, and evaluation;
- c. Understand all relevant interagency agreements;

d. Establish and maintain quality partnerships with entities such as colleges, state service and social service agencies, and businesses with the goal of having these entities assist in providing effective educational programming; and

e. Respond to emerging and current issues impacting the school and community; and

(4) In the area of management of budgets and grants, the candidate shall have the ability to:

a. Understand how special education financial management and sources of revenue affect the overall financial planning of the district and the ability to collaborate with the superintendent, business administrator, and other relevant stakeholders as needed to provide services for students with educational disabilities and their families;

b. Develop a budget in accordance with local, state, and national laws in education, social and health agencies for the provision of services for students with educational disabilities and their families;

c. Coordinate the implementation of federal and state grant applications and manage appropriate IDEA grants and categorical funds;

d. Use such fiscal control and fund accounting procedures to ensure proper disbursement of, and accounting for, funds allocated for the provision of services for students with educational disabilities and their families; and

e. Identify and procure resources and supplementary funding, including funding from available state and federal funding sources, to support program development and the provision of services for students with educational disabilities and their families.

(c) For the purposes of (a)(2) above, “experience as a special educator” entails providing special education services to special education students and shall include but not be limited to the roles of general special education, school psychologist, blind and vision impairment, deaf and hard of hearing, specific learning disabilities, intellectual and developmental disabilities, physical and health disabilities, and emotional and behavioral disabilities.

Readopt with amendment and renumber Ed 506.08, effective 12-21-12 (Document #10951), as amended and effective 10-20-15 (Document #10951) as Ed 506.07 cited and to read as follows

Ed 506.07 Assistant Principal.

(a) To be considered for an assistant principal as outlined in Ed 505.06, an individual shall:

(1) Meet the requirements of Ed 505.03 and Ed 505.04;

(2) Have completed at least 3 years’ experience as a teacher, educational specialist, instructional specialist or education administrator;

(3) Have one of the following:

a. Completed a state-approved master’s level program leading to school principal licensure from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or

b. Completed a master’s program in education or related field and demonstrate the requirements outlined in (1) above; and

(4) Apply for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10.

(b) A candidate licensed as an assistant principal shall meet the requirements of Ed 506.06 within 3 years of the issuance of the license. During this 3-year period, a candidate may remain employed as an assistant principal.

Readopt with amendment and renumber Ed 506.09 and 506.10, effective 10-05-20 (Document #13102), as 506.08 and 508.05 to read as follows:

Ed 506.08 Career and Technical Education Principal.

(a) To be eligible for licensure as a career and technical education principal, an individual shall:

(1) Meet the requirements of Ed 505.03, Ed 505.04, and (b) below;

(2) Have completed at least 5 years’ experience as a teacher, educational specialist, instructional specialist, or administrator;

(3) Have one of the following:

a. Completed a master’s program in educational leadership or a related area from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or

b. Completed a master’s program in education or related field and demonstrate the competencies outlined in (1) above; and

(4) Apply for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10.

(b) To be eligible for licensure as a career and technical education principal, a candidate shall have the following skills, competencies, and knowledge:

(1) Preparation and management of local, state, and federal fund budgets in the area of CTE funding;

(2) Preparation of state and federal applications and proposals in the area of CTE funding;

(3) Management of career and technical programs, including:

a. Purchasing of equipment and supplies;

b. Supervising and maintaining laboratory facilities; and

- c. Maintenance of records and inventory of all buildings, equipment, and supplies;
- (4) Preparation and submittal of all state and federal reports as required by law;
- (5) Solicitation of input from students, parents, school administrators at the secondary and post-secondary level, teachers at the secondary and post-secondary level, and the business community in the region served by a career and technical education center and consideration of that input in the development of:
- a. Data collection;
 - b. School calendars;
 - c. Scheduling;
 - d. Transportation; and
 - e. Budgets;
- (6) Leadership of career and technical education competency-based programs at a center designated as a regional center under RSA 188-E, including:
- a. Regional agreements;
 - b. Program promotion and marketing;
 - c. Student recruitment and retainment;
 - d. Admissions policies;
 - e. Regional and program advisory committees; and
 - f. Career and technical student organizations;
- (7) In-depth understanding of the relevancy between career and technical program offerings and the needs of business and industry on a regional and state-wide basis that includes:
- a. An understanding of the up-to-date employment needs of business and industry with an ability to direct program outcomes to align with these needs;
 - b. An understanding of utilizing labor market data to direct program outcomes and consistent communication with business and industry to ensure relevance; and
 - c. Rigor in all career and technical education programs;
- (8) Solicitation of input from students, parents, school administrators at the secondary and post-secondary level, teachers at the secondary and post-secondary level, and the business community in the region served by a career and technical education center and consideration of that input in the development and implementation of:

- a. Competency-based curriculum;
 - b. State performance indicators relating to data-driven curriculum and student assessment;
 - c. Formulation of short- and long-range improvement plans;
 - d. Use of technology in support of all school operations; and
 - e. Providing customized professional development for teachers in the areas of businesses, industry, labor, and government as they relate to economic trends and programming at the center;
- (9) Relationship of career and technical education to all other curricular areas, integrating these areas consistent with RSA 193-C:3, III and all aspects of industry into the career and technical program curriculum;
- (10) Implementation of the federal, state, and local laws and policies relating to legal requirements for schools, contract management and safe environments and incorporating appropriate safety standards in all learning areas; and
- (11) Participation in professional organizations relating to career and technical education and career and technical administration.

Ed 508.05 School Counseling Director. A candidate for licensure as a school counseling director shall have the following entry-level education and employment experiences:

- (a) Completion of a school counseling program from an institution accredited by a regional accrediting body approved by the U.S. Department of Education at the master's degree level or higher;
- (b) Current possession of a state license as a school counselor;
- (c) At least 3 years of full-time experience in the field of school counseling, with recent leadership experience that encompasses comprehensive knowledge of school operations;
- (d) The skills, competencies, and knowledge required under Ed 508.01 for a school counselor; and
- (e) Principles and techniques of effective staff and program management as they relate to school counseling in the areas of:
 - (1) Recruitment and selection;
 - (2) Assignment and deployment of personnel;
 - (3) Supervision;
 - (4) Leadership and support;
 - (5) Development and implementation of a comprehensive program;
 - (6) School equity and civil rights issues;

- (7) Integrated use of technology and information systems;
- (8) State and national laws, rules, policies, and ethical guidelines; and
- (9) Individual and program evaluation.

Appendix I

Rule	Statute
Ed 501.02	RSA 186:8, II; RSA 189:39
Ed 505.03 and Ed 505.04 (formerly Ed 505.03)	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.06 (formerly Ed 505.05)	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 506.01 and Ed 506.02	RSA 186:11, X(a)
Ed 506.03 (repealed)	RSA 186:11, X(a)
Ed 506.03 (formerly Ed 506.06)	RSA 186:11, X(a)
Ed 506.04 (formerly Ed 506.07)	RSA 21-N:9, II(s)
Ed 506.05	RSA 21-N:9, II(s)
Ed 506.06 (formerly Ed 506.04)	RSA 186:11, X(a)
Ed 506.07 (formerly Ed 506.08)	RSA 21-N:9, II(s)
Ed 506.08 (formerly Ed 506.09)	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.05 (formerly Ed 506.10)	RSA 21-N:9, II(s); RSA 186:11, X(a)