

Readopt with amendment and renumber Ed 507.01, effective 2-22-13 (Document #10276), as Ed 506.09, and hold Ed 507.01 in reserve so that Ed 506.09 reads as follows:

Ed 506.09 Career and Technical Education Director.

(a) An individual shall have the following entry level requirements to be licensed as a career and technical education director:

(1) Have completed at least 3 years of successful paid and progressively responsible experience as a career and technical educator, with experience within the 5 years prior to the application as an administrator, supervisor, or teacher; and

(2) One of the following:

a. Completed a master's program in educational leadership or a related area; or

b. Completed a master's program in education, and demonstrated:

1. The competencies, skills, and knowledge as listed in (c) below; or

2. Experience in comparable leadership positions in career and technical education or other professions as specified in Ed 505.03.

(b) Candidates shall file the following materials and documents with the bureau of credentialing:

(1) Application forms and materials pursuant to Ed 505.07 through Ed 505.09;

(2) Previous work record;

(3) Education record; and

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

(c) Qualifications for career and technical education director shall include the following skills, competencies, and knowledge in the following areas:

(1) The principles and techniques of effective human resource management, including the following relating to career and technical education personnel:

a. Recruitment and selection;

b. Assignment and deployment of personnel;

c. Supervision;

d. Instructional leadership and support; and

e. Evaluation;

(2) Fiscal management in the development and administration of a budget;

- (3) Preparation and management of local, state and federal fund budgets;
- (4) Preparation of state and federal applications and proposals;
- (5) Maintenance of records and inventory of all buildings, equipment and supplies;
- (6) Preparation and submittal of all state and federal reports as required by law;
- (7) Solicitation of input from students, parents, school administrators at the secondary and postsecondary level, teachers at the secondary and postsecondary 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;
- (8) 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;
- (9) The principles and techniques of leadership for learners including:
 - a. Theories of human development, adult learning, and motivation and the ability to apply this knowledge to conduct effective professional development for beginning and experienced educators;
 - b. Theories, principles, and best practices of staff supervision and evaluation and their link to effective implementation of competency-based instruction and assessment;
 - c. A variety of theories, principles, and best practices for needs-based professional development programs that support the goals of the school district's improvement plan;

- d. The value of assessing, using, and conducting research to improve student learning;
- e. The development of comprehensive systems of education that foster success for all students, including students with disabilities as well as gifted and talented students;
- f. Planning and facilitating the implementation of a developmentally appropriate competency-based comprehensive curriculum, instruction, and assessment program that includes the effective use of data to improve student learning;
- g. The reporting and use of assessment results to:
 - 1. Inform the school community;
 - 2. Develop school action plans, and;
 - 3. Modify school programs; and
- h. The integrated use of technology, telecommunications and information systems to support curriculum, instruction, and assessment;

(10) 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;

(11) Solicitation of input from students, parents, school administrators at the secondary and postsecondary level, teachers at the secondary and postsecondary 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 training programs for teachers in the areas of businesses, industry, labor and government as they relate to economic trends and programming at the center;

(12) 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;

(13) Management of career and technical programs which includes purchasing of equipment and supplies and supervising and maintaining laboratory facilities;

(14) 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

(15) Participation in professional organizations relating to career and technical education and career and technical administration.

Readopt with amendment Ed 507.06, effective 2-20-15 (Document #10785), as Ed 506.10, and hold Ed 507.06 in reserve, so that Ed 506.10 reads as follows:

Ed 506.10 School Counseling Director.

(a) An individual shall have the following entry level education and employment experiences to be licensed as a school counseling director:

(1) Completion of a state board of education approved school counseling program at the master's degree level or higher;

(2) Current possession of New Hampshire license as a school counselor; and

(3) At least 3 years of successful paid and progressively responsible experience in the field of school counseling, with recent leadership experience that encompasses comprehensive knowledge of school operations.

(b) A candidate for licensure as a school counseling director shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences:

(1) The skills, competencies, and knowledge required under Ed 508.01 for a school counselor; and

(2) Skills, competencies, and knowledge relative to the principles and techniques of effective staff and program management as they relate to school counseling in the areas of:

a. Recruitment and selection;

b. Assignment and deployment of personnel;

c. Supervision;

d. Leadership and support;

e. Development and implementation of a comprehensive program;

f. School equity and civil rights issues;

- g. Integrated use of technology and information systems;
- h. State and national laws, rules, policies, and ethical guidelines; and
- i. Individual and program evaluation.

Change the part heading for Ed 508 to read as follows:

Part Ed 508 REQUIREMENTS FOR EDUCATIONAL SPECIALISTS AND INSTRUCTIONAL SPECIALISTS

Readopt with amendment and renumber Ed 507.07, effective 2-20-15 (Document #10785), as Ed 508.01, and hold Ed 507.07 in reserve, so that Ed 508.01 reads as follows:

Ed 508.01 School Counselor.

(a) An individual shall have the following entry level requirements to be a licensed school counselor:

- (1) Have completed a state board of education approved school counseling collegiate program at the master's degree level or higher; or
- (2) Have acquired the competencies, skills, and knowledge of a school counselor through:
 - a. Completion of courses related to school counseling at the master's degree level or higher and completion of a counseling internship in a public school setting; or
 - b. Experience in comparable positions in school counseling or other master's level or higher professions closely related to school counseling.

(b) A candidate for licensure as a school counselor shall have the following skills, competencies, and knowledge in the following areas:

- (1) In the area of comprehensive school counseling programs, the ability to:
 - a. Align the school counseling program with school district mission and goals;
 - b. Design, develop, implement, and evaluate a school counseling program based on state and national models;
 - c. Include and implement career, academic, and personal-social competencies for student learning;
 - d. Integrate the program into a total school curriculum;
 - e. Develop and implement a school counseling calendar;
 - f. Use data for program design to be responsive to school needs; and
 - g. Apply knowledge of state standards to program goals;

(2) In the area of foundations of school counseling, knowledge and skills that include:

a. Legal and professional standards, including:

(i) The American School Counselor Association (ASCA) Ethical Standards for School Counselors, revised 2016, as referenced in Appendix II;

(ii) ASCA 2019 School Counselor Professional Standards & Competencies, as referenced in Appendix II; and

(iii) ASCA 2014 Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student, as referenced in Appendix II;

b. Confidentiality in a school setting;

c. Collaboration, teamwork and supervision and the ability to apply self-awareness;

d. Basic counseling skills and techniques;

e. The ability to translate counseling theory into the practice of school counseling;

f. The ability to apply a knowledge of human growth & development to the school counseling program;

g. The ability to build a school counseling program that includes the student domains of academic, career, and personal-social; and

h. Multicultural counseling competencies;

(3) In the area of management of school counseling, the ability to:

a. Use data to analyze current program needs;

b. Use technology in school counseling, record-keeping, and student information systems;

c. Formulate, follow, and evaluate student, school, and community needs;

d. Manage and address the cyclical needs of students, including the cyclical nature of the school year;

e. Gather data and translate data into understandable reports for others including state, colleges, town, teachers, students, and teams;

f. Communicate about the counseling program to students, teachers, school boards, administrators, and parents;

g. Participate in, or build and implement a counselor evaluation system;

h. Build leadership skills in self and others; and

- i. Develop and participate in an advisory committee to the school counseling program;
- (4) In the area of delivery of the school counseling program, the skills and abilities to:
- a. Develop and implement curriculum that is for all students;
 - b. Apply effective short-term individual and group counseling;
 - c. Develop and apply crisis prevention and response;
 - d. Understand and utilize current research and practices in counseling theories, family systems, human development, and community needs;
 - e. Address student needs for college and career readiness knowledge and skills; and
 - f. Apply presentation skills and group management; and
- (5) In the area of accountability, knowledge, skills, and application in:
- a. Research and assessment;
 - b. Scheduling and graduation requirements;
 - c. Counselor-to-student ratios;
 - d. Data-gathering for accountability;
 - e. Advocacy of the role of school counselor;
 - f. Advocacy of the school counseling program including the ability to report yearly, to relevant partners, on the effect of the school counseling program on attendance, behavior, and student learning outcomes;
 - g. Self-reflection and peer supervision; and
 - h. Management of one's own continuing professional development.

Readopt with amendment and renumber Ed 507.08, effective 2-20-15 (Document #10785), as Ed 508.02, and hold Ed 507.08 in reserve, so that Ed 508.02 reads as follows:

Ed 508.02 School Psychologist.

(a) The following shall be the entry level requirements for an individual to be licensed as school psychologist:

- (1) Completion of any state board of education approved school psychology program at the doctoral, certificate of advanced graduate study, specialist, or master's level; or
- (2) Meeting both of the following requirements:

a. Completion of at least 60 semester hours or the equivalent of graduate study culminating in at least a master's degree, of which at least 54 hours are exclusive of credit for the supervised internship experience as described in b.; and

b. Experience in a supervised internship in a general school setting for 1,200 clock hours, full-time over one year or half time over 2 consecutive years in a general school setting, provided that if additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.

(b) A candidate for licensure as a school psychologist shall have the skills, competencies, and knowledge in the following areas:

(1) Practices that permeate all aspects of service delivery through:

a. Data-based decision making and accountability; and

b. Consultation and collaboration;

(2) Direct and indirect services for children, families and schools which include:

a. Student-level services including:

1. Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their:

(i) Intellectual ability;

(ii) Cognitive processing;

(iii) Academic achievement;

(iv) Behavior;

(v) Social and emotional functioning;

(vi) Learning environments; and

(vii) Adaptive functioning;

2. Designing, implementing, monitoring, and adapting instructional and behavioral supports and interventions; and

3. Creating, implementing, and evaluating mental health interventions and direct services to develop social/emotional and life skills;

b. Systems-level services including:

1. Interacting effectively in a school setting by understanding systems, roles, curriculum, instruction, and assessment to promote socialization, learning, and mental health; and
 2. Implementing and evaluating school wide practices that promote learning; and
 - c. Preventative and responsive services including:
 1. Applying principles of resilience and risk factors in learning and mental health;
 2. Promoting multi-tiered systems of support; and
 3. Formulating evidence-based strategies for effective crisis preparation, response, and recovery; and
- (3) Foundations of professional school psychological services which include:
- a. Understanding and analyzing the diversity in human development and learning including culture, context, and individual differences;
 - b. Explaining typical and atypical psychological and educational development in children and youth;
 - c. Synthesizing, evaluating, and applying theories and models of research, empirical findings, and techniques related to student learning;
 - d. Utilizing research design, statistics, measurement, and varied data collection and analysis techniques;
 - e. Designing and implementing program evaluation to support evidence-based practices at the individual, group, and/or systems levels;
 - f. Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist; and
 - g. Adhering to ethical, legal, and professional standards including:
 1. Ethical and professional decision making; and
 2. Professional work characteristics and disposition that reflect personal integrity.

Readopt with amendment and renumber Ed 507.14, effective 3-24-17 (Document #12144), as Ed 508.03, and hold Ed 507.14 in reserve, so that Ed 508.03 reads as follows:

Ed 508.03 School Social Worker.

- (a) For an individual to be licensed as a school social worker, the individual shall:

- (1) Have completed a master's level specialist program in school social work consisting of a full time, or its equivalent in part-time, coordinated sequence of specifically focused study at the graduate level, culminating in at least a master's degree in the area of social work from an accredited institution; or
 - (2) Have earned a master's degree in social work and one of the following:
 - a. Have completed an approved conversion program in school social work which shall include a 2-year internship supervised by a licensed school social worker; or
 - b. Have acquired the knowledge and skills of a school social worker under Ed 505.04, or Ed 505.05.
- (b) A candidate for licensure as a school social worker shall have skills, competencies, and knowledge in the following areas:
- (1) Social welfare and educational policy, including:
 - a. History of education, social work, and human services systems;
 - b. Role of policy at local, state, and national levels in education and school social work practice;
 - c. Process of policy formation and implementation and its impact on student and family systems, schools, organizations, and communities;
 - d. Use of policy practice to analyze, influence, and advocate; and
 - e. State and federal laws related to school social work practice, such as education, special education, 504, child welfare, homeless and displaced students, mental health, and juvenile justice;
 - (2) Social work values and ethics, including:
 - a. Mission of public education;
 - b. Mission of school social work to insure student learning, educational equity, and social justice for every student by reducing or eliminating the social, economic, and environmental barriers;
 - c. Demonstration and promotion of the values of the profession as delineated in the National Association of Social Workers (NASW) Code of Ethics (2017), as specified in Appendix II;
 - d. Professional school social work and pupil services standards as stated in the NASW Standards for School Social Work Services (2012), as specified in Appendix II; and
 - e. Ability to use an ethical decision-making model to guide practice;
 - (3) Social and economic justice and populations at risk, including:

- a. Understanding risk/resiliency factors for populations at risk;
- b. Understanding the dynamics of risk factors for school failure and the strategies to address them;
- c. Understanding how group membership and various forms of oppression affect access to resources and educational opportunities;
- d. Strategies to combat discrimination, oppression, institutional racism, and economic deprivation;
- e. Advocacy for non-discriminatory social and economic systems; and
- f. Identification of inequities in access to school and community programs and services for children, youth, and families;

(4) Skills in systematic assessments, data gathering, and interpretation at multiple levels using a variety of methods to assess the needs, characteristics, and interactions of students, families, and school personnel;

(5) Effective prevention and intervention with individuals, families, schools, and communities including:

- a. Utilization of a strength-based approach to enhance students' capacities, with special emphasis on students in populations at risk;
- b. Design and implementation of practice strategies with persons from diverse backgrounds;
- c. Partnership with families and others to resolve challenges in the home, school, and community;
- d. Counseling;
- e. Crisis intervention and other mental health services;
- f. Casework and case management;
- g. Group work;
- h. Mediation and conflict resolution;
- i. Advocacy;
- j. Development of positive behavioral intervention strategies for all students;
- k. Program development and management;
- l. Provision of professional development and community education;

m. Collaboration, consultation, and coordination as leaders or members of interdisciplinary teams and community partnerships; and

n. Community organization, including mobilization of school and community resources;

(6) Human behavior and social environment, including:

a. Biological, psychological, and sociological variables affecting development, learning, and educational achievement; and

b. Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems such as families, groups, organizations, and communities;

(7) Diversity, including:

a. Cultural factors in race, gender, ethnicity, sexual orientation, and social class and how culture affects individual, family, group, organizational, and community behavior;

b. Understanding of, and affirmation and respect for, people from diverse backgrounds and recognition of diversity within and between groups;

c. Development of trust, open communication, mutual respect, and ongoing collaboration with members of diverse populations; and

d. Ability to take cultural and other diversity factors into account in assessments and interventions; and

(8) Research, including:

a. Qualitative and quantitative methodologies; and

b. Use of practice literature and empirically-based knowledge in the areas of children, youth, families, and schools to:

1. Provide school social work services and educational interventions;

2. Monitor and assess programs and services;

3. Monitor and assess academic and social progress; and

4. Initiate change and improve practice, policy, and programs.

(c) For the purposes of Ed 507.14, populations at risk shall include, but not be limited to:

(1) Children with special educational needs;

(2) School age parents;

(3) Homeless youth and families;

- (4) Students affected by mental health and substance misuse issues;
- (5) Lesbian, gay, bisexual, transgender, and questioning youth;
- (6) Abused and neglected students;
- (7) Students living in poverty;
- (8) Children of color;
- (9) Adjudicated and incarcerated youth;
- (10) English language learners;
- (11) Students whose families are in crisis; and
- (12) Other marginalized groups of students.

Readopt with amendment and renumber Ed 507.19, effective 5-31-18 (Document #12539), as Ed 508.04, and hold Ed 507.19 in reserve, so that Ed 508.04 reads as follows:

Ed 508.04 Specialist in Assessment of Intellectual Functioning (SAIF).

(a) To be licensed as a specialist in assessment of intellectual functioning (SAIF), an individual shall:

- (1) Hold a master's degree and a valid:
 - a. Beginning educator or experienced educator license from the state board in education, school counseling, administration, or speech language specialist;
 - b. License as a psychologist from the New Hampshire board of psychologists;
 - c. License as an occupational therapist from the governing board of occupational therapists; or
 - d. License as a speech-language pathologist from the governing board of speech-language pathologists;
- (2) Have at least 4 years of documented school experience in education, school counseling, administration, speech therapy, or occupational therapy; and
- (3) Either:
 - a. Have successfully completed a SAIF program approved by the state board of education; or
 - b. Have acquired the competencies, skills and knowledge described in (b) below through other experiences and training so as to qualify under Ed 505.06, Demonstrated Competencies.

(b) To qualify as a SAIF, an individual shall have the following:

(1) Knowledge of:

- a. Relevant local, state, and federal laws, policies, regulations, and procedures pertaining to education;
- b. General principles of learning and research-validated teaching strategies;
- c. Human development theory, including application to children in a school setting;
- d. The learning characteristics of individuals with disabilities;
- e. Statistics, research methods, and professional literature pertinent to the processes of assessment and program development; and
- f. Those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights of individuals as set forth in the National Association of School Psychologists Principles for Professional Ethics (2010) as referenced in Appendix II; and

(2) Competency and skill in:

- a. Developing professional interactions for the purpose of obtaining and communicating information;
- b. Consulting with staff members and parents regarding students' current and future needs;
- c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and 20 U.S.C. 1400;
- d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;
- e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;
- f. Integrating background information and assessment results into a description of how the child learns;
- g. Developing appropriate recommendations based upon assessments and best practices;
- h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness; and

i. Assisting the administration in planning and facilitating professional development and improvement efforts; and

(3) Expertise in:

a. The nature, uses, and limitations of a variety of psychological educational assessments; and

b. Research-validated educational accommodations, modification, supports, and interventions.

Readopt with amendment and renumber Ed 507.23, effective 9-20-17 (Document #12384), as Ed 508.05, and hold Ed 507.23 in reserve, so that Ed 508.05 reads as follows:

Ed 508.05 School Speech-Language Specialist.

(a) To be licensed as a speech-language specialist, a candidate shall meet the following entry level requirements:

(1) The general education requirements specified in Ed 505.02, if applicable;

(2) The professional education requirements specified in Ed 505.03, if applicable; and

(3) Hold a master's degree in speech-language pathology or communication sciences and disorders and meet the speech-language specialist competencies.

(b) A candidate for licensure as a speech-language specialist shall have skills, competencies, and knowledge in the following areas:

(1) In the area of core competencies in communication:

a. A knowledge of professional conduct including how to understand and respect student and family confidentiality;

b. A knowledge of basic communication science, which for this field shall include:

1. Normal language acquisition and implications for multi-cultural application;

2. Phonetics and phonology;

3. Speech and hearing science;

4. Basic audiology;

5. Anatomy and physiology of the speech and hearing mechanism;

6. Neurology of speech and language; and

7. Swallowing;

c. A knowledge of assessment and intervention techniques related to a broad range of disabilities students might exhibit, any one or combination of which might affect their academic performance and thus place them at risk in terms of their receiving a free and appropriate public education in the least restrictive environment, including the following:

1. Fluency disorders such as stuttering;
2. Organic pathologies such as cerebral palsy and traumatic brain injury;
3. Articulation and phonological disorders;
4. Language disorders, including expressive, receptive, and social pragmatic language disorders;
5. Phonological awareness in relation to literacy disorders;
6. Auditory perception, including central auditory processing disorders;
7. Voice and resonance disorders;
8. Augmentative and alternative communication (AAC) modalities such as sign language and speech generating devices; and
9. Autism spectrum disorders;

d. The ability to evaluate existing research, conduct and interpret applied research, and utilize evidence-based practices in assessment and intervention;

e. The ability to administer and interpret the results of a variety of formal and informal screening tools and diagnostic instruments in the areas of:

1. Phonology and articulation; including motor speech disorders;
2. Early childhood and school age language;
3. Oral language as it relates to expressive and receptive language;
4. Dysphagia;
5. Fluency;
6. Hearing and auditory processing disorders;
7. Voice and resonance; and
8. Augmentative and alternative communication (AAC);

f. A knowledge of diagnostics and evaluation to identify the presence of a communication disorder and identify an educational disability in the area of speech, language, or hearing impairment which shall include the ability to:

1. Collect quantitative and qualitative data to assist in identifying:

- (i) Student learning strengths and needs;
- (ii) Learning styles; and
- (iii) Interpersonal skills; and

2. Demonstrate the ability to synthesize data and to develop individualized education programs and methods of assessing progress as described in Ed 1109 and 34 CFR 300.320; and

g. A knowledge of and skills necessary to implement various evidence-based models of service delivery such as individual and group; direct, collaborative and consultative relative to specific communication disorders listed in Ed 508.05(b)(1)c. which shall include the ability to:

- 1. Coordinate the provision of services with other school personnel who provide non-speech and language services to students;
- 2. Apply evidence-based practices in developing and integrating therapeutic goals within the classroom, curriculum or both;
- 3. Demonstrate the ability to evaluate the attainment of treatment goals in relation to the curriculum using:
 - (i) Qualitative methods, including but not limited to educator reports, student reports, and observations; and
 - (ii) Quantitative methods, including but not limited to the use of standardized tests; and
- 4. Modify individual student programs based on on-going assessment; and

(2) Concerning school-based delivery systems:

- a. A knowledge of educational systems including school operations and administrative organizations;
- b. A knowledge of general and special education laws, including but not limited to federal statutes and regulations, state statutes and rules, and related case law;
- c. The ability to participate in the development of individualized education programs and accommodation plans as outlined in Section 504 of the Rehabilitation Act of 1973;
- d. The ability to analyze, evaluate, and employ curriculum and classroom-based teaching techniques and materials to support speech and language development;
- e. The ability to understand the relationship between communication, language, and reading and writing in classroom-based instruction;

f. The ability to develop, evaluate, and modify curriculum and monitor student progress in academic areas as related to speech, language, and communication;

g. A knowledge of school, community, state and federal resources to support students and their families in the school setting;

h. A knowledge of methods and activities for integrating life skills into specific subject areas and related services to promote independent living, social and interpersonal skills;

j. The ability to supervise paraeducators, tutors, or speech-language assistants in targeting and generalizing speech and language goals; and

k. The ability to utilize augmentative and alternative communication systems and technology to foster the participation, interaction, and inclusion of children for whom speech is not their primary mode of communication.

(d) Any person who is licensed in the state of New Hampshire as a speech-language pathologist by the governing board of speech-language pathologists shall be considered to have met the requirements of Ed 508.05.

Readopt with amendment and renumber Ed 507.20, effective 2-22-13 (Document #10276), as Ed 508.07 and hold Ed 507.20 in reserve, so that Ed 508.06 reads as follows:

Ed 508.06 Library Media Coordinator.

(a) A candidate shall have the following entry level requirements to be licensed as a library media coordinator:

(1) Have completed a minimum of 3 years' experience as a library media specialist as documented by positive recommendations or evaluations from the candidate's supervisor(s) which demonstrate that the candidate has acquired the competencies outlined in Ed 507.21; and

(2) Have at least completed a master's degree program in library science, library and information studies, or a closely related field such as education.

(b) Candidates shall file the following materials and documents with the bureau of credentialing:

(1) Completed application forms containing the information required in Ed 508.04;

(2) Previous work record;

(3) Education record; and

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

(c) Candidates for licensure as a library media coordinator shall have skills, competencies, and knowledge in the following areas:

(1) In the area of program management and leadership, the ability to:

- a. Provide effective leadership and coordination in developing, implementing, and evaluating a comprehensive, system-wide school library media program;
- b. Develop and implement a strategic plan for the school library media program to meet system-wide goals while allowing for differences of individual schools;
- c. Communicate the school library media program's vision, goals, and priorities to the educational system and the community;
- d. Coordinate collection development and programming for system-wide libraries;
- e. Plan and manage information literacy instruction efforts for students and teachers;
- f. Plan and manage virtual and physical resources, systems, and services to support teaching and learning;
- g. Coordinate the planning and design of new, renovated, and existing school library media facilities and system-wide infrastructure;
- h. Develop policy recommendations and implement established adopted policies and procedures; and
- i. Advocate for the centrality of the library media program to the learning of students;

(2) In the area of fiscal management, the ability to:

- a. Prepare budgets in collaboration with school leaders, departments, or agencies to ensure equitable services and resources;
- b. Maintain accurate records and inventories to prepare reports; and
- c. Research grants and other external funding opportunities for the support and enhancement of student learning resources and results;

(3) In the area of information management, the ability to:

- a. Provide trustworthy information on promising and proven practices keyed to system-wide priorities to improve student achievement as well as educator and school leader effectiveness;
- b. Collaborate with other libraries and agencies to share resources and enhance the system's learning climate, learning opportunities, and learning results;
- c. Advise all school system personnel regarding the importance of the principles of intellectual freedom and ethical behavior, and advocate for the integration of these principles in system policies and programs; and
- d. Work with system and school leaders as well as educators to ensure standardization of equipment and equity of resources across programs and buildings; and

(4) In the area of personnel management, the ability to:

- a. Advocate for the American Association of School Librarians (AASL) recommended level of staffing for school library media centers;
- b. Collaborate with principals and site-based committees in the selection and placement of school library media personnel; and
- c. Work with school leaders to supervise, support and evaluate the system's school library media personnel in the operation of their school library media program.

Readopt with amendment and renumber Ed 507.21, effective 6-22-12 (Document #10151), as Ed 508.07, and hold Ed 507.21 in reserve, so that Ed 508.07 reads as follows:

Ed 508.07 Library Media Specialist.

(a) To be licensed as a library media specialist, the candidate shall have a bachelor's degree.

(b) A candidate for licensure as a library media specialist shall have skills, competencies, and knowledge in the following areas:

(1) In the area of teaching for learning, the ability to:

a. Demonstrate that she or he is a skilled instructional specialist who ensures that learners become effective and ethical users and creators of ideas and information, through:

1. Applying knowledge of learners and learning, including:

- (i) Learning styles;
- (ii) Stages of human development;
- (iii) Cultural influences; and
- (iv) Physical and intellectual abilities and needs;

2. Providing instruction in multiple literacies;

3. Promoting inquiry-based learning; and

4. Providing authentic learning experiences;

b. Design and implement instructional strategies that engage students' interests and develop their ability to:

1. Inquire;

2. Think both critically and creatively; and

3. Ethically gain and share knowledge;

- c. Utilize the assessment of student learning to inform practice;
- d. Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators;
- e. Collaborate with students, other educators, and administrators to efficiently access, interpret, and communicate information;
- f. Design and provide professional development which enables other educators and administrators to:
 - 1. Locate research-based information relevant to their professional practice; and
 - 2. Integrate best practices into their curricula; and
- g. Integrate the use of current technologies as a means for effective and creative teaching and to support students' conceptual understanding, critical thinking, and creative processes;

(2) In the area of literacy and reading, the ability to:

- a. Demonstrate knowledge of children's, young adult, and professional literature to guide and support reading for information, reading for pleasure, and reading for lifelong learning in multiple languages and formats such as but not limited to materials in print, e-book, digital, audio, and braille;
- b. Use a variety of strategies to promote reading, viewing, and listening, for learning, personal growth, and enjoyment;
- c. Develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of the learning community;
- d. Collaborate with staff to design and implement authentic and engaging instructional strategies that reinforce reading instruction to ensure students are able to create meaning from text;
- e. Model personal enjoyment of reading in order to motivate lifelong reading in students; and
- f. Integrate the use of current technologies that support literacy and reading;

(3) In the area of information and knowledge, the ability to:

- a. Model multiple strategies for students, teachers and administrators and other members of the school community to locate, evaluate, and ethically use information;
- b. Identify physical, socioeconomic, and intellectual barriers to equitable school, home and community access to learning resources and services;

- c. Develop and promote solutions to address barriers to equitable access to learning resources and services;
- d. Provide a variety of learning resources and services to support the needs of diverse learners;
- e. Support flexible, open access to library services, including, but not limited to 24/7 access to online databases, library websites, and related instructional support resources;
- f. Model and communicate the legal and ethical principles of the profession;
- g. Demonstrate proficiency in the use of 21st century tools to continuously improve their professional practice; and
- h. Interpret and use a variety of data, including evidence-based action research, to create and share new knowledge to improve practice in school libraries;

(4) In the area of advocacy and leadership, the ability to:

- a. Utilize evidence-based practice and research to communicate the centrality of the library program to a school's ability to:
 - 1. Meet and exceed local, state and national content standards;
 - 2. Improve student learning;
 - 3. Meet the challenges of the learners, the skills, and the learning environments of the 21st century; and
 - 4. Integrate the use of current technologies as a means for effective and creative teaching and learning;
- b. Advocate for intellectual freedom, equity of access, and privacy rights;
- c. Educate the school community on the ethical use of information and ideas;
- d. Establish connections with other libraries and strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information;
- e. Plan for and participate in ongoing professional growth and leadership opportunities, informed by reflective practice;
- f. Engage in school improvement processes, such as but not limited to curriculum development; and
- g. Document and communicate the impact of collaborative instruction on student learning; and

(5) In the area of program management and administration, the ability to:

- a. Communicate and collaborate with students, staff, administrators, and community members to design and develop a library program that aligns resources and services with the school’s mission, in accordance with New Hampshire school approval standards Ed 306.08, instructional resources, and Ed 306.42, digital literacy program;
- b. Manage, organize, and evaluate school library physical resources such as facilities, fiscal resources such as budgets, and human resources such as personnel, including volunteers, to enhance the use of information resources and services and to ensure equitable access to all resources for all users;
- c. Make use of data to evaluate and improve the school library program;
- d. Develop, implement, and evaluate policies and procedures consistent with:
 1. School, district, state, and national standards;
 2. Relevant laws and legislation;
 3. Privacy rights;
 4. Equity of access; and
 5. The tenets of intellectual freedom;
- e. Create and implement a collection development policy that demonstrates knowledge of principles related to selection, acquisition, organization, evaluation, and reconsideration of library resources;
- f. Evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop a relevant, balanced collection designed to meet the diverse curricular, personal, and professional needs of students, staff, and administrators;
- g. Organize a school library collection according to current library cataloging and classification principles and standards; and
- h. Ensure integration of current research findings and best practices into the school library program by keeping up to date with local, state, and national education, technology, and information initiatives.

Readopt with amendment and renumber Ed 507.22, effective 11-9-18 (Document #12662), as Ed 508.08, and hold Ed 507.22 in reserve, so that Ed 508.08 reads as follows:

Ed 508.08 Digital Learning Specialist. The following requirements shall apply to the licensure of a digital learning specialist:

- (a) To be licensed as a digital learning specialist, the candidate shall have:
 - (1) At least a bachelor’s degree; and

(2) Qualify for licensure under one of the credentialing pathways in Ed 505.01 – Ed 505.05 having also met the requirements of (c) below.

(b) A candidate for licensure as a digital learning specialist shall have skills, competencies, and knowledge as a digital designer, digital learner, digital citizen, collaborative coach, and visionary leader as follows:

(1) As a digital designer, effectively use technology with differentiation, rigor, relevance, and engaging learning experiences in his or her practice of teaching, learning, and assessment by the ability to:

- a. Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments;
- b. Model and promote the use of adaptive and assistive technologies and other digital tools and resources to personalize and differentiate activities for all learners;
- c. Collaborate with other educators to help design and implement the student digital portfolio processes and procedures as specified in Ed 306.42; and
- d. Promote student reflection using collaborative tools to reveal and clarify students conceptual understanding;

(2) As a digital learner, continue to deepen knowledge and expertise with technological concepts and pedagogy as follows:

- a. Use knowledge of digital tools to model, promote, and facilitate experiences that advance learner competency, creativity, and innovation in both face-to-face and virtual environments;
- b. Collaborate with other educators to promote innovative and creative thinking using digital tools to engage learners in real-world problem solving;
- c. Collaborate with other educators to model, design, and implement technology-enhanced learning experiences addressing both technology and content standards; and
- d. Illustrate how state and national standards are implemented within the curriculum;

(3) As a digital citizen, model responsible and safe participation in the digital world with the ability to:

- a. Model and promote safe, ethical, and legal practices related to digital tools and resources;
- b. Model and promote digital etiquette, awareness of digital identity and privacy, and responsible social interactions related to the use of digital tools and resources; and
- c. Model and promote diversity, cultural understanding, and global awareness using digital communication and collaborative tools and resources to interact locally and globally;

(4) As a collaborative coach, develop innovative professional learning opportunities and evaluate the impact on instructional practice and learner competencies with the ability to:

- a. Model and promote effective management and use of digital tools and resources to support technology rich learning environments;
- b. Evaluate, adapt, and reflect on digital tools, resources, and emerging trends by participating in local and global learning communities and by reviewing current research and evidence-based innovative practices; and
- c. Promote the role of digital media literacies to best equip learners to succeed in a globally interconnected, multicultural world; and

(5) As a visionary leader, promote and participate in the development and implementation of collaborative strategies for the comprehensive integration of technology to foster excellence to support transformational change throughout the instructional environment with the ability to:

- a. Promote and participate in the development and implementation of a shared vision for the comprehensive integration of technology to support learning opportunities for all learners and educators;
- b. Promote and participate in the planning, development, communication, implementation, and evaluation of technology-infused strategic plans and adoption of new digital resources and tools at the district and school levels; and
- c. Promote and participate in the implementation strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

Readopt with amendment and renumber Ed 507.12, effective 3-24-17 (Document #12142), as Ed 508.09, and hold Ed 507.23 in reserve, so that Ed 508.09 reads as follows:

Ed 508.09 Reading and Writing Specialist.

(a) A candidate for licensure as a reading and writing specialist for grades K-12 shall meet the following entry level requirements:

- (1) At least a master's degree in literacy or a related field;
- (2) The general education requirements specified in Ed 505.02;
- (3) The professional education requirements specified in Ed 505.03 if applicable; and
- (4) Completed at least 3 years of classroom teaching;

(b) A candidate for licensure as a reading and writing specialist for grades K-12 shall have skills, competencies, and knowledge in the following areas:

- (1) In the area of knowledge of the theoretical and evidence-based foundations of reading and writing processes and instruction, the ability to:

- a. Demonstrate knowledge of cognitive, sociocultural, and diverse linguistic foundations of reading and writing processes and instruction;
- b. Demonstrate knowledge of current practices, research, and historical developments in reading and writing;
- c. Demonstrate knowledge of language development as it relates to acquisition of reading and writing, the variations related to sociocultural and linguistic diversity, and the basics of second language acquisition;

d. Demonstrate knowledge of the major components of reading instruction and curriculum, including the ability to:

- 1. Understand the relationship between print and sounds, including phonemic awareness, phonics, and other word identification strategies, and their role in fluent reading;
- 2. Explain how background knowledge, vocabulary knowledge, text comprehension strategies, and motivation are integrated in reading; and
- 3. Describe how reading strategies are taught across all content areas, including but not limited to English, ESOL, mathematics, science, and social studies; and

e. Demonstrate knowledge of major components of writing instruction, including the ability to:

- 1. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;
- 2. Demonstrate the knowledge of the mechanics of writing, including punctuation, grammar, spelling, and letter formation;
- 3. Understand recursive strategies for planning, drafting, revising, and editing writing; and
- 4. Describe models for integrating writing across the curriculum;

(2) In the area of instructional strategies and curriculum materials in reading and writing, the ability to recognize the importance of, demonstrate, and facilitate professional learning and leadership by:

- a. Selecting and implementing instructional approaches and materials that utilize evidence-based rationale, consider student needs, and support classroom teachers and paraeducators in their use of instructional strategies and grouping; and
- b. Using a wide range of evidence-based curriculum materials including structured literacy approaches in effective reading and writing instruction for struggling reluctant learners, including those identified through the screening required by RSA 200:59, I as having potential indicators or risk factors of dyslexia and related disorders at different

stages of literacy development and from different sociocultural and linguistic backgrounds;

(3) In the area of assessment and evaluation of reading and writing, the ability to:

a. Understand the terminology, processes, and procedures used in formal and informal assessments, including English language learners' proficiency levels;

b. Use a variety of formal and informal assessment tools and practices to plan, evaluate and communicate effective reading and writing instruction by:

1. Supporting the classroom teacher in the assessment of the reading and writing abilities of individual students; and

2. Extending the assessment further to determine proficiencies and difficulties for appropriate services;

c. Use assessment information to plan, evaluate, differentiate, and revise effective instruction that meets the needs of all students, including those identified through the screening required by RSA 200:59, I as having potential indicators or risk factors of dyslexia and related disorders by:

1. Assisting teachers, specialists, and paraeducators in using assessments to plan and implement instruction for all students;

2. Engaging students in using assistive technology to address their needs in learning and communicating; and

3. Collaboratively collecting, analyzing, and using school-wide assessment data to improve school and district literacy instruction and programs;

d. Communicate results of assessments and screenings to a variety of audiences, including students, families, administrators, teachers, specialists, and policymakers; and

e. Demonstrate knowledge of current issues, practices, and policies related to the assessment, evaluation, and instruction of reading and writing;

(4) In the area of creating a literate environment that fosters reading and writing, the ability to:

a. Use students' interests, backgrounds, and abilities in reading and writing, as foundations for the reading and writing program, including the ability to:

1. Assist the classroom teacher in demonstrating a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded instructional support in creating positive and supportive environments;

2. Assist the classroom teacher and paraeducator in selecting literature, materials, and activities that match the reading levels and writing development of all students;

3. Demonstrate models of teaching that provide authentic purposes for reading and writing; and
 4. Help the classroom teacher to use evidence-based rationale to make and monitor flexible instructional grouping options for students;
 - b. Select books, technology-based information, and non-print materials representing multiple levels, broad interest, and cultural and linguistic backgrounds;
 - c. Provide opportunities for learners to write for personal, social, academic, and vocational, or professional purposes;
 - d. Collaborate with building and district administrators to establish and to manage a literacy budget; and
 - e. Provide educational opportunities, information, and support for families and the community; and
- (5) In the area of viewing professional development as a career-long effort and responsibility, the ability to:
- a. Participate in, initiate, implement, and evaluate professional development programs;
 - b. Support, demonstrate, and assist professional development in the teaching of reading and writing to paraeducators, teachers, and administrators;
 - c. Engage in collaboration and dialogue with teachers and reading specialists to reflect on teaching practices and improve instruction;
 - d. Display positive habits related to the candidate's own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors; and
 - e. Advocate for important professional needs with administrators, school boards, and local, state, and federal policymaking bodies.

Readopt with amendment and renumber Ed 507.251, effective 1-17-14 (Document #10506), as Ed 508.10 to read as follows:

Ed 508.10 Elementary Mathematics Specialist for Grades K-6.

(a) A candidate for licensure as a mathematics specialist for grades K-6 shall meet the following entry level requirements:

- (1) At least a master's degree in mathematics, education, or a related field and can document a passing score on the Praxis II Middle School Mathematics test or equivalent;
- (2) The general education requirements specified in Ed 505.02;
- (3) The professional education requirements specified in Ed 505.03;

(4) Hold a valid experienced educator endorsement; and

(5) Completed at least 3 years of successful classroom teaching of mathematics within grades pk-6.

(b) A candidate for licensure as an elementary mathematics specialist for grades pk-6 shall have skills, competencies, and knowledge in the following areas:

(1) In the area of content knowledge, the ability to:

a. Apply knowledge of major pre-K-6 mathematical concepts, algorithms, procedures and connections;

b. Demonstrate an understanding of the sequential nature of mathematics and the mathematical structures and connections inherent in the following content domains:

1. In the domain of number and operations have the ability to:

(i) Demonstrate knowledge of pre-number and early number concepts;

(ii) Interpret and represent number systems including whole numbers, integers, rationals, irrationals, reals and the application of their properties;

(iii) Demonstrate knowledge of concepts and applications of number theory including multiplicative arithmetic;

(iv) Demonstrate a variety of interpretations of the 4 operations of arithmetic and of the common ways they can be applied; and

(v) Use proportional reasoning demonstrating connections to fractions, ratios, rates, and scaling;

2. In the domain of functions and algebra have the ability to:

(i) Analyze and generalize a wide variety of patterns and functions for example linear, quadratic, and exponential moving fluently among representations including tables, graphs, written word, and symbolic rules;

(ii) Analyze change and rates of change in various contexts including proportional and inversely proportional relationships;

(iii) Model and solve problems, both mathematical and “real world,” using algebraic methods; and

(iv) Apply the conventions of algebra that is the order of operations and the properties of real numbers commutative, associative, distributive, identity, inverse, and zero properties to algebraic expressions, equations, and inequalities;

3. In the domain of measurement have the ability to:

- (i) Utilize non-standard and standard units of measure using appropriate units, techniques, and tools;
- (ii) Model and use common units of geometric measures for: angles, perimeter, area and volume, through mathematical and practical contexts;
- (iii) Employ estimation as a way of understanding measurement units and processes of measuring those attributes;
- (iv) Apply measurement conversion strategies; and
- (v) Connect proportionality to measurement including similar figures;

4. In the domain of geometry have the ability to:

- (i) Build and manipulate representations of 2- and 3-dimensional objects using concrete models, perspective drawings, projections, and dynamic geometry software;
- (ii) Analyze properties and relationships among geometric shapes and structures;
- (iii) Specify locations and describe spatial relationships using coordinate geometry;
- (iv) Apply transformations and compositions of transformations including dilations, translations, rotations, and reflections with symmetry, congruence, and similarity; and
- (v) Use geometric constructions and axiomatic reasoning to make and prove conjectures about geometric shapes and relations;

5. In the domain of data analysis and probability have the ability to:

- (i) Use data from a random sample to draw inferences about a population;
- (ii) Construct and interpret graphical displays of univariate data distributions for example, box plots and histograms;
- (iii) Summarize and describe univariate data in relation to its context by using measures including the mean, median, mode, interquartile range, and mean absolute deviation;
- (iv) Use scatterplots to analyze bivariate data and utilize lines of best fit to model the relationship between the variables; and
- (v) Determine the empirical and theoretical probability for both simple and compound events; and

c. Demonstrate knowledge of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;

(2) In the area of mathematical practices have the ability to:

a. Communicate and demonstrate the importance of problem solving and its use in developing conceptual understanding;

b. Represent and model mathematical ideas;

c. Reason abstractly, reflectively, and quantitatively including constructing viable arguments and proofs;

d. Attend to precision;

e. Identify elements of structure and express regularity in patterns of mathematical reasoning;

f. Utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas; and

g. Demonstrate the interconnectedness of mathematical ideas including making connections across various content areas and real-world contexts;

(3) In the area of mathematical pedagogy have the ability to:

a. Plan and assist others in planning instruction incorporating a variety of strategies including mathematics-specific instructional technologies to build all students' conceptual understanding and procedural proficiency;

b. Analyze and consider research in planning for mathematics instruction;

c. Select and apply instructional techniques that assist in identifying and addressing student misconceptions;

d. Use mathematical content and pedagogical knowledge to select, use, adapt and determine the suitability of mathematics curricula and teaching materials for particular learning goals;

e. Understand students' development in mathematics using holistic, analytical, and diagnostic tools; and

f. Demonstrate developmentally appropriate use of assessments in their practice and train classroom teachers to administer and interpret assessment results; and

(4) In the area of professional knowledge and skills have the ability to:

a. Demonstrate mathematics-focused instructional leadership;

- b. Plan, develop, implement and evaluate mathematics-focused professional development programs;
- c. Evaluate the alignment of state mathematical standards, district curricula, and state and local assessments and recommend appropriate adjustments;
- d. Support teachers in systematically reflecting on and learning from their mathematical practice;
- e. Collaborate with school-based professionals to develop evidence-based interventions for high- and low-achieving students; and
- f. Analyze and interpret mathematics assessment data and communicate results to appropriate and varied audiences.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 506.09	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 506.10	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.01	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.02	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.04	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.05	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.06	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.08	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.09	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.10	RSA 21-N:9, II(s); RSA 186:11, X(a)

Appendix II

Rule	Title	Obtain at:
Ed 508.01(b)(2)a.(i)	The American School Counselor Association (ASCA) <i>Ethical Standards for School Counselors</i> , revised 2016	https://www.schoolcounselor.org/school-counselors/standards Free

Ed 508.01(b)(2)a.(ii)	ASCA 2019 <i>School Counselor Professional Standards & Competencies</i>	https://www.schoolcounselor.org/school-counselors/standards Free
Ed 508.01(b)(2)a.(iii)	ASCA 2014 <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>	https://www.schoolcounselor.org/school-counselors/standards Free
Ed 508.03(b)(2)c.	National Association of Social Workers (NASW) <i>Code of Ethics</i> (2017)	https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english Available for purchase for \$6.99
Ed 508.03(b)(2)d.	NASW <i>Standards for School Social Work Services</i> (2012)	https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3d&portalid=0 Free
Ed 508.04(b)(1)f.	<i>National Association of School Psychologists Principles for Professional Ethics</i> (2010)	https://www.nasponline.org/standards-and-certification/professional-ethics Free