

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) “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 instructional leader, ~~associate~~ **assistant** principal instructional leader, ~~business administrator~~, special education administrator, curriculum administrator, school counseling director, career and technical education director, and a district administrator;

(b) “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;

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

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

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

(f) “College-level course” means a course from an institution accredited by a regional accrediting body approved by the U.S. Department of Education or from an institution approved by the New Hampshire higher education commission;

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

(h) “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);

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

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

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

(l) “*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;*

(~~km~~) “Degree” means a degree from an institution accredited by a regional accrediting body approved by the U.S. Department of Education or from an institution approved by the New Hampshire higher education commission;

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

(~~no~~) “Department” means the New Hampshire department of education;

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

(*q*) “**District administrator**” means the administrator of a school district or school administrative unit with 400 or fewer total school age enrollments and with no more than 2 public schools, as defined in Ed 306;

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

(~~ps~~) “Educational interpreter/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;

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

(~~ru~~) “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 reading and writing specialist**, a school counselor, school psychologist, school social worker, specialist in assessment of intellectual functioning, library media coordinator, and a school speech-language specialist;

(~~sv~~) “Educator” means administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/transliterator, and school nurses;

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

(~~ux~~) “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, or equivalent to full-time, over an established period of time**;

(~~vz~~) “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 a reading and writing specialist~~, digital learning specialist, library media specialist, and an elementary mathematics specialist for grades k-6;

(~~waa~~) “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;

(~~xab~~) “Intern authorization” means the authorization granted to an applicant pursuant to Ed 505.05 to perform educational services while a plans is being implemented;

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

(~~zad~~) “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);

(~~aae~~) “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) “Principal instructional leader” means the administrator who directs the curriculum, instruction, and assessment activities of a school;

(~~abg~~) “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;

(~~aei~~) “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;

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

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

(ak) School counseling director” means a person who oversees and manages the school counseling departments within a school district;

(~~afj~~) “Senior educational official” means the top executive in an education organization who makes the key decisions on spending, staffing and other education policies. For all New Hampshire public schools this is the superintendent and for all New Hampshire chartered public schools, semi-private academies, and non-public schools the senior education official is the head of school or headmaster, or similar title to indicate the head of the organization.

(am) “Special education administrator” means a person who oversees the eligibility and delivery of all special education and student support services for a district;

(an) “State” means any State of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, a Trust Territory of the Pacific Islands, or any territory or possession of the U.S.;

(~~ago~~) “Statement of eligibility” means a credential issued by the department of education that indicates that an individual has successfully met the entry requirements to seek employment and begin the site-based licensing plan described in Ed 505.05;

(ap) “Superintendent” means a person who directs and oversees all functions of a school district and provides superintendent services in accordance with RSA 194-C:4;

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

(~~aiq~~) “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)(1), at any school or education institution except as otherwise noted in these rules; and

(~~ajr~~) “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 and renumber Ed 506.03, effective 2-22-13 (Document #10276), as Ed 504.14 and to read as follows:

Ed 5064.0313 Business Administrator.

(~~a~~) *To be considered for a business administrator SOE* An individual shall have the following entry level requirements to be certified as a business administrator:

(~~1a~~) 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 Provide a transcript showing passing grades in at least 4 college-level business courses; and*

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

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

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 *Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.*

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

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

(~~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~~) *To be recommended for licensure as a* Qualifications for business administrators, *a candidate shall include* *have completed a bachelor’s or master’s degree gaining* the following skills, competencies, and knowledge in the following areas:

(1) Educational organization;

(2) Financial resource management;

(3) Human resource management;

(4) Facility and property management;

- (5) Information management;
- (6) Risk management;
- (7) Pupil transportation; and
- (8) Food service.

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

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

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

- 1. Behavioral science; and
- 2. Organizational structure theory;

b. Develop and maintain positive organizational culture; and

c. Manage organizational change;

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

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;

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

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

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

a. RSAs:32, **RSA:33**, **RSA:35**, and others relating to budget, debt, and capital reserve funds;

b. Laws around various state aid programs including adequate education aid, building aid, and catastrophic aid;

c. Laws relating to federal aid and program requirements including RSA:94-142, IDEA, and ESEA grant programs;

d. State reporting requirements including department and revenue administration forms and reporting requirements;

e. State and federal constitutional rights that apply to individuals within the public education system;

f. Appropriate statutory and constitutional authority regarding the administration of public schools and significant statutory and case law relative to:

1. Financial resource management;
2. Human resource management;
3. Facility and property management;
4. Information management; and
5. Management of ancillary services; and

g. Practice and application of ethical standards as they relate to the entire profession of school business administration.

~~(ed)~~ In the area of financial resource management, the candidate shall have the following abilities and knowledge **and ability to:**

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

- a. Explore alternative available revenue sources;
- b. Interpret the state funding model; and
- c. Analyze the impact of shifts in local, state, and federal funding, and the effect on local spending plans;

(2) ~~Knowledge of and ability to i~~ Implement budgeting and financial planning, including **the** ability to:

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

(3) ~~Knowledge of and ability to m~~ 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 m~~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 a~~Apply legal and ethical management policies, procedures, and practices ***in the area of property management;***

(6) ~~Knowledge of and ability to i~~Implement accounting, auditing, and financial reporting ***processes and procedures,*** including ***the*** 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 m~~Manage a school district's cash, investments, and debt, including ***the*** 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

c. 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 e~~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.

(~~fe~~) In the area of human resource management, the candidate shall have the ~~following abilities and~~ knowledge **and ability to**:

(1) ~~Knowledge of and ability to m~~Manage human relations including **the** 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 m~~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 m~~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 m~~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.

(gf) In the area of facility and property management, the candidate shall have the ~~following abilities~~ **and knowledge and ability to:**

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

(2) ~~Knowledge of and ability to m~~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 m~~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.

(hg) In the area of **business information and technology** management, the candidate shall have ~~a~~ **the** 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.

(ih) In the area of risk management, the candidate shall have the ~~following abilities and~~ knowledge **and ability to:**

- (1) ~~Ability to a~~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~~ **Understand and interpret** legal requirements for insurance; and
- (5) ~~Ability to d~~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 **and ability to:**

- (1) ~~Knowledge of~~ **Ensure compliance with** state requirements for a student transportation program;
- (2) ~~Knowledge of and ability to a~~Analyze the methods available for providing transportation;
- (3) ~~Ability to a~~Assure that a school bus maintenance and replacement program is established and maintained;
- (4) ~~Ability to d~~Develop, implement, and maintain an efficient and comprehensive routing and bus stop plan; and
- (5) ~~Ability to d~~Develop and implement a comprehensive human resource plan to include recruiting, training, and retention of bus drivers.

(kj) In the area of food service, the candidate shall have the ~~following abilities and~~ knowledge **and ability to:**

- (1) ~~Knowledge of~~ **Comply with** state and federal requirements of the food service program;
- (2) ~~Knowledge of and ability to a~~Analyze the methods available for providing food service and;
- (3) ~~Knowledge of~~ **Manage and apply** food safety and sanitation *practices*.

Readopt with amendment and renumber Ed 506.10, effective 10-5-20 (Document # 13102), as Ed 504.14 to read as follows:

Ed 5064.4014 School Counseling Director.

(a) ~~To be considered for~~ An individual shall have the following entry level education and employment experiences to be licensed as a school counseling director **critical shortage SOE, as described in Ed 505.05, an individual shall:**

- (1) ~~Completion of a state board of education approved school counseling program at the master's degree level or higher;~~ **Have either:**
 - a. **Passed at least 2 college-level courses meeting the competency requirements of (b) below; or**
 - b. **Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau;**
- (2) ~~Current possession of New Hampshire license as a school counselor; and~~ **Have at least 5 years' experience as a classroom teacher; 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~~ **Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.**

(b) ~~A candidate for~~ **To be recommended for** licensure as a school counseling director **a candidate** shall have **earned a master's degree gaining** the following skills, competencies, and knowledge ~~through a combination of academic and supervised practical experiences~~ **in the following areas:**

- (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.

Ed 505.03 Professional Education Requirements. ~~In addition to the requirements in Ed 505.05 for site-based licensing plans and Ed 505.06 for demonstrated competencies each applicant who is not already licensed shall demonstrate evidence of the following before licensure is granted~~

(a) 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, as outlined in Ed 507, in New Hampshire as follows:

(a1) In the area of the learner and learning environment, all educators shall establish and maintain safe, effective, organized, and respectful environments for student learning as follows:

(1) Learner development, as demonstrated by:

a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions **Building respectful relationships with students;** and

b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner; **Implementing clear classroom routines, procedures, and norms that foster positive student-to-student and student-to-teacher interactions;**

c. Maintaining high expectations for learning with appropriate support for the full range of students in the classroom;

d. Promoting students' critical and creative thinking, problem solving and analysis;

e. Creating all learning environments that promote productive student learning, reflect diversity and multiple perspectives, and are culturally responsive; and

f. Utilizing digital tools and learning technologies, as appropriate, to engage and support students in learning;

(2) Learning differences, as demonstrated by:

a. An understanding of individual differences and diverse cultures and communities;

~~b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and~~

~~e. The ability to employ universal design principles and assistive technology; and~~

~~(3) Learning environment, as demonstrated by:~~

~~a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and~~

~~b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;~~

~~(b2) In the area of content *student learning, engage and support all students in learning by:*~~

~~(1) Content knowledge, as demonstrated by:~~

~~a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s) *Applying knowledge of students, including their prior experiences, interests, culture, language, social emotional learning needs, and socioeconomic backgrounds to involve them in learning;* and~~

~~b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners *Monitoring student learning, adjusting, and differentiating instruction while teaching so students continue to be actively engaged in learning;* and~~

~~(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem solving related to authentic local and global issues;~~

~~*c. Knowing how to accessing resources within the school and community to support students;*~~

~~*d. Using strategies to promote active student engagement through inquiry, reflection, and responding to and framing meaningful questions;*~~

~~*e. Using resources and technologies to ensure accessibility and relevance for all students;*~~

~~*f. Developing appropriate sequencing of learning experiences and providing multiple means for students to demonstrate knowledge and skills;*~~

~~*g. 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*~~

~~*h. Providing students with opportunities to apply new learning across time and settings;*~~

(e3) In the area of ~~learning facilitation practice~~ ***instructional practices, design, implement, and assess learning experiences for all students by:***

(1) ~~Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:~~

a. ~~Engage learners in their own growth~~ ***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;***

b. ~~Document learner progress~~ ***Integrating technology resources into instructional plans by creating, implementing, and managing digital learning;***

c. ~~Provide learner feedback~~ ***Designing and implementing instruction and assessment that reflects the interconnectedness of academic content areas; and***

d. ~~Inform the educator's ongoing planning and instructional practices~~ ***Constructing single lessons and sequences of lessons, setting long- and short-term learning goals for students, assessing and adjusting instruction during a lesson and at the conclusion of lessons;***

(2) ~~Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and~~

(3) ~~Learning facilitation strategies, as demonstrated by:~~

a. ~~An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and~~

b. ~~An ability to build skills in accessing, applying, and communicating information; and~~

e. Facilitating developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

e. Supporting students' equitable access to the curriculum by utilizing resources, standards-aligned instructional materials, and evidence-based strategies;

f. Selecting and designing formative and summative assessments of student learning;

g. Providing students timely oral and written feedback regarding their learning;

h. Collecting and analyzing assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time;

i. Involving all students in self-assessment and reflection on their learning progress and providing students with skills to revise or reframe their work; and

j. Using assessment information in a timely manner to assist stakeholders in understanding student progress; and

(d4) In the area of professional responsibility, *develop as a professional educator by:*

(1) ~~Reflection and continuous growth, as demonstrated by:~~

~~a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community~~ *Taking responsibility for student learning and classroom management;* and

~~b. Ability to adapt practice to meet the needs of each learner~~ *Engaging in reflective practices for the purpose of continual professional improvement;* and

(2) ~~Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.~~

c. Designing learning goals based on appropriate data and engaging in activities which improve practice;

d. Accessing resources for planning and instruction through collaboration with members of the learning community: students, parents, families, colleagues, other professionals, and community service members; and

e. Understanding and enacting professional roles and responsibilities as articulated in the code of conduct outlined in Ed 510.

(b) 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, as outlined in Ed 506, in New Hampshire as follows:

(1) 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:

a. Develop an educational mission for the school to promote the academic success and wellbeing of each student;

b. 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;

c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement;

d. Strategically develop, implement, and evaluate actions to achieve the vision for the school;

e. 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;

f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community; and

g. Model and pursue the school's mission, vision, and core values in all aspects of leadership;

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

a. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects of school leadership;

b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement;

c. Place children at the center of education and accept responsibility for each student's academic success and well-being;

d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity;

e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures; and

f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff;

(3) Effective educational leaders shall strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being as follows:

a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;

b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;

c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;

d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner;

e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status;

f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society;

g. Act with cultural competence and responsiveness in their interactions, decision making, and practice; and

h. Address matters of equity and cultural responsiveness in all aspects of leadership;

(4) 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 wellbeing as follows:

a. 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;

b. 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;

c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student;

d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized;

e. Promote the effective use of technology in the service of teaching and learning;

f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement; and

g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction;

(5) 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:

a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student;

b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community;

- c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student;*
- d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development;*
- e. Cultivate and reinforce student engagement in school and positive student conduct; and*
- f. Infuse the school’s learning environment with the cultures and languages of the school’s community;*

(6) 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:

- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty;*
- b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel;*
- c. 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;*
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student;*
- e. 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;*
- f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement;*
- g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community;*
- h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff; and*
- i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.*

(7) 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:

- a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning;*

b. 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;

c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement;

d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole;

e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice;

f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff;

g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning; and

h. Encourage faculty-initiated improvement of programs and practices;

(8) 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:

a. Are approachable, accessible, and welcoming to families and members of the community;

b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students;

c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments;

d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school;

e. Create means for the school community to partner with families to support student learning in and out of school;

f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement;

g. Develop and provide the school as a resource for families and the community;

h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community;

i. Advocate publicly for the needs and priorities of students, families, and the community; and

j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning;

(9) Effective educational leaders manage school operations and resources to promote each student's academic success and well-being as follows:

a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school;

b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs;

c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement;

d. Be responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices;

e. Protect teachers' and other staff members' work and learning from disruption;

f. Employ technology to improve the quality and efficiency of operations and management;

g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement;

h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success;

i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

j. Develop and manage productive relationships with the central office and school board;

k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community;

l. Manage governance processes and internal and external politics toward achieving the school's mission and vision; and

(10) Effective educational leaders shall act as agents of continuous improvement to promote each student's academic success and well-being as follows:

- a. Seek to make school more effective for each student, teachers and staff, families, and the community;*
- b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school;*
- c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement;*
- d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement;*
- e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation;*
- f. Assess and develop the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for the school and its improvement;*
- g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation;*
- h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services;*
- i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and*
- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.*

Ed 505.05 Statement of Eligibility (SOE) and Site-Based Licensing Plan (SBLP).

(a) Before beginning an application for a SBLP, a candidate shall obtain a statement of eligibility (SOE), valid for 3 years from the date of issuance, from the department as follows:

—————(1) ~~M~~ *by meeting one or more of the following entry requirements as follows:*

a. ~~Meeting the degree requirement and experience requirement of the endorsement sought as outlined in Ed 506 through Ed 508.~~ *Applicants for any endorsement 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, who either:* ~~and~~

~~b. Either:~~

1. ~~Passing the subject area assessment for endorsements for which the board has adopted a cut score in accordance with Ed 505.01(b).~~ **Meet the SOE requirements enumerated in the endorsement rule under Ed 506 through Ed 508;** or

2. Only if a subject area test does not exist, **undergo** transcript analysis to determine a passing grade for 3 full semester, full college-level courses, comparable to 3 credit courses, which directly translate to required competencies in the endorsement area sought as enumerated in Ed 506 through Ed 508;

~~(2) Meeting the requirements of Ed 505.01(a) or (g); and~~

~~(3) Applying for a statement of eligibility following the application procedures outlined in Ed 505.07 through Ed 505.09.~~

~~(b) A SBLP shall be a qualifying method for licensure limited to the following:~~

~~(1) Applicants for an endorsement determined by the department to be a critical staffing shortage, published on the department's website, who hold at least a bachelor's degree, or who hold an associate's degree for educational interpreter/transliterator for children and youth ages 3-21;~~

~~(2)~~**b.** Applicants ~~for an endorsement in the career and technical specialties~~ **shall pursuant meet the requirements enumerated in to Ed 507.0337(a);**

~~(3) Applicants for any endorsement for which there is no other available pathway to the license who hold at least a bachelor's degree, or who hold an associate's degree for educational interpreter/transliterator for children and youth ages 3-21;~~

~~(4)~~**c.** Applicants for a new endorsement, for a period of 5 years from the effective date of a new endorsement rule, ~~and who hold at least a bachelor's degree~~ **shall meet the SOE requirements enumerated in the new endorsement rule;**

~~(5)~~**d.** Applicants for a business administrator endorsement ~~who have successfully completed at least 4 college-level courses in the endorsement for which they seek a license~~ **shall meet the requirements enumerated in Ed 506.04(a);**

~~(6)~~**e.** Applicants for a teaching endorsement ~~who~~ **shall** have successfully completed at least 10 college-level courses in the endorsement area for which they seek a license;

~~(7)~~**f.** Applicants for elementary K-6 education and early childhood education ~~who~~ **shall** have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science; and

~~(8)~~**g.** Applicants for elementary K-8 education ~~who~~ **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.

(~~eb~~) 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, if applicable, and the endorsement requirements enumerated in Ed 506 through Ed 508.

(~~ec~~) Upon employment as an educator, the applicant and the senior educational official shall adhere to the application procedures and timeline outlined in Ed 505.07, Ed 505.08, and Ed 505.09(f).

(~~ed~~) Upon employment as an educator under a statement of eligibility, 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 that 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, A~~an individual shall ~~have the following entry level requirements to be certified as superintendent:~~

- (1) Have completed at least ~~35~~ years of experience as an education administrator in a k-12 setting;
- (2) ~~Have completed a state board of education approved educational administration collegiate program at the~~ **Hold a post-master's degree from an accredited institution or an institution approved by the NH Higher Education Commission;**
- (3) ~~Have completed at least 30 graduate- or post-baccalaureate-level credits in educational administration or educational leadership;~~ **certificate of advanced graduate study (CAGS), educational specialist, or doctoral level**
; and
- (3) ~~Have acquired the competencies, skills, and knowledge itemized in (d) below through experience in comparable leadership positions in education or other professions if qualifying under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences~~ **applied for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.**

(~~b~~) ~~The application procedures for certification shall be as follows:~~

- (1) ~~The candidate may obtain the necessary forms and information from the bureau of credentialing; and~~
- (2) ~~The candidate shall file the following materials and documents with the bureau of credentialing:~~
 - a. ~~Completed application forms containing the information required in Ed 508.04;~~
 - b. ~~Previous work record;~~

e. Education record; and

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

(c) If the bureau of credentialing determines that the materials described in (b)(2) above attest to the candidate's successful completion of the requirements for certification, the candidate shall receive initial certification as superintendent from the bureau of credentialing. This certification shall enable the holder to apply for employment as a New Hampshire superintendent.

(d) ~~Qualifications~~ *To be eligible for licensure* for superintendent *a candidate* shall ~~include~~ *have* the following skills, competencies, and knowledge:

(1) ~~As relating to vision, mission and goals, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning and strong organization mission setting high expectations for every student that is shared and supported by the school community, including but not limited to:~~

a. ~~Creating the vision establishes high, measurable goals for all students and educators;~~

b. ~~Creating shared commitments in that the process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all school community members to implement vision and goals; and~~

e. ~~Monitoring and evaluating progress toward the vision, mission, and goals based on systematic evidence to foster continuous improvement and ensure that the vision, mission, goals and implementation plans are realized;~~

(2) ~~As relating to district culture and instructional programs, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by advocating, nurturing, and sustaining a district organizational culture and instructional program conducive to student learning and staff professional growth including, but not limited to:~~

a. ~~Promoting achievement and success of all students by monitoring and continuously improving teaching and learning, 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;~~

b. ~~Providing support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning;~~

e. ~~Developing shared understanding of rigorous curriculum and standards based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs; and~~

d. ~~Promoting assessment and accountability by using various kinds of information and assessments such as test scores, work samples, and teacher judgment, to evaluate~~

~~student learning, effective teaching, and program quality resulting in communication of progress toward vision, mission, and goals;~~

(3) 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. Using effective problem solving strategies to plan and maintain physical plant safety and student access, and evaluate and revise processes to continuously improve operational systems;
- b. Aligning fiscal and human resources by establishing an infrastructure for finance and personnel that directs resources toward teaching and learning, within federal and state rules, that recruits and retains quality personnel, addresses the diverse needs of students, and conducts personnel evaluation processes in keeping with state and local policies;
- c. Overseeing and directing labor relations, conflict resolution, collective bargaining, budget preparation and budget administration; and
- d. Protecting the welfare and safety of students and staff by proactively involving parents, teachers, community members, and students to ensure a safe environment, and by addressing challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning;

(42) As relating to district, school and community, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources to improve teaching and learning, including, but not limited to:

- a. Collaborating with families and community members by 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;
- b. Promoting community interests and needs by being actively involved with aspects of the greater district community using a variety of media, including various digital formats, to communicate with the community and capitalizing on diversity as an asset of the district community; and
- c. Building on community resources by developing mutually beneficial partnerships to secure community support to sustain existing resources and add new resources that address the emerging needs of students;

~~(5) As relating to integrity and ethics, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by acting with integrity, fairness, and in an ethical manner, including, but not limited to:~~

- ~~a. Following ethical and legal standards, behaving in a trustworthy manner consistent with legal standards, and using professional influence and authority to enhance education and the common good;~~
- ~~b. Examining personal values and beliefs; assessing personal assumptions and practices that guide improvement of student learning; and modeling those behaviors in day to day practice; and~~
- ~~e. Maintaining high standards for self and others, modeling lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies;~~

(63) As relating to social and cultural contexts, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by understanding, responding to, and influencing the larger interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs including, but not limited to:

- a. Exerting professional influence, improving the broader political, social, economic, legal, and cultural context of education for all students and families through active participation in the local community and the larger educational policy environment;
- b. Contributing to the educational policy environment and political support for excellence and equity in education, striving to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements, and effectively communicating with key decision makers in the community and in broader political contexts to support student learning; and
- c. Working with policymakers to inform and improve education policymaking and effectiveness of the public's efforts to improve education.

Ed 506.02 Assistant Superintendent.

(a) To be considered for an assistant superintendent SOE under a critical shortage, as described in Ed 505.05, an individual shall:

(1) Have either:

- a. Passed at least 2 college-level courses meeting the competency requirements of Ed 506.01(b); or***
- b. Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau;***

(2) Have completed at least 3 years of experience as an educational administrator, as described in Ed 506.03 through Ed 506.09, in a k-12 setting; and

(2) Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.

~~(ab) To be eligible for licensure as an assistant superintendent~~ An individual shall have the following entry level requirements to be certified as an assistant superintendent:

- ~~(1) Have completed at least 3 years of experience as an educational administrator, as described in Ed 506.03 through Ed 506.09, in a k-12 setting; and~~
- ~~(2) Be enrolled in a state board of education approved school administration program at the post-*Hold a* master's *degree from an accredited institution or an institution approved by the HEC* certificate of advanced graduate study (CAGS), educational specialist, or doctoral level;~~
- ~~(3) Have completed, or be currently enrolled and progressing towards, at least 30 graduate or post-baccalaureate level credits in educational administration or educational leadership; and~~
- ~~(4) Apply for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.~~

~~(bc)~~ A candidate employed as an assistant superintendent shall meet the requirements of Ed 506.01 within 3 years of the issuance of an assistant superintendent endorsement. During this 3-year period, the candidate may remain employed as an assistant superintendent.

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

Ed 506.06 District Administrator.

(a) For purposes of this section, “district administrator” means the administrator of a school district or school administrative unit with 400 or fewer total school age enrollments and with no more than 2 public schools, as defined in Ed 306.

—(b) *To be eligible for licensure as a district administrator* An individual shall have the following entry level requirements to be certified as a district administrator:

- ~~(1) Have completed at least 5 years’ experience as a certified *licensed* principal;~~
- ~~(2) Meet the entry level requirements for certification as a principal under Ed 506.04(a)~~*Have at least 5 years’ experience as a teacher;*
- ~~(3) Meet the qualifications, skills, competency, and knowledge requirements for the position of principal, as established under Ed. 506.04(c)~~ *Hold a master’s degree from an accredited institution or an institution approved by the New Hampshire higher education commission; and*
- ~~(4) Have the ability to provide the administrative services listed in RSA 194-C:4~~*Demonstrate the ability to provide the administrative services enumerated in Ed 506.01; and*
- ~~(5) Apply for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.~~

~~(c)~~ As an alternative to meeting the requirements of (b) above, the candidate may elect to qualify under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences.

~~(d) For purposes of (c) above, the term “teaching experience” in Ed 505.03 means “administrative experience”.~~

~~(e) 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.~~

Readopt with amendment and renumber Ed 506.07, effective 5-27-16 (Document #11110), as Ed 506.04 and to read as follows:

Ed 506.074 Special Education Administrator. The following requirements shall apply to the certification of a special education administrator:

(a) To be considered for a special education administrator SOE, as described in Ed 505.05, an individual shall:

(1) Have at least a bachelor’s degree;

(2) Either:

a. Provide a transcript showing passing grades in at least 2 college-level courses in special education; or

b. Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau;

(3) Have completed at least 5 years of experience in a special education related field; and

(4) Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.

*(ab) To be certified **eligible for licensure** as a special education administrator, an candidate individual shall meet the following entry level requirements relative to education and experience:*

(1) Have completed at least 5 years of experience as a special educator or in a related field; and

(2) One of the following:

*a. Completed **Hold** a master’s **degree** program in special education administration or a related area approved by the board and been recommended for this certification by the designated official of the preparing collegiate department of education **in a special education-related field from an accredited institution or an institution approved by***

the higher education commission (HEC) while meeting the requirements of (c) below; ~~or~~

b. Completed a master's program in special education or a related field, and demonstrated:

1. The competencies, skills, and knowledge as listed in (d) below; or
2. Experience in comparable educational leadership positions in 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) 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) The department of education shall assess the skills, competencies and knowledge of candidates for certification as special education administrators by reviewing evidence such as but not limited to college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(~~dc~~) Candidates *To be considered* for certification *licensure* as a special education administrator *a candidate* shall have the following skills, competencies, and knowledge as determined by the review outlined in Ed 506.07 (e) *in the following areas:*

- (1) In the area of leadership and planning, the candidate shall be able to:
 - a. Understand and manage the change process as it relates to the educational program of a student with educational disabilities;
 - b. Organize and help groups accomplish objectives and bring about change;
 - c. Lead effective planning, implementation, and review of improvement processes;
 - d. Understand systems and organizations, and their management theories;
 - e. Demonstrate the ability to use selection, retention and final evaluation procedures for effective supervision of teachers and support personnel;
 - f. Manage human resources responsibly, efficiently and effectively in a collaborative manner while addressing student needs; and
 - g. Understand models, theories, and philosophies that provide the foundation for the administration of programs and services for students with educational disabilities and their families;

(21) In the area of compliance with laws, regulations, rules, and school policies, the candidate shall ~~be able~~ **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;
- c. Understand local school policy and its implications for students with educational disabilities; and
- d. Advocate for educational policy within the context of evidence-based practices;

(32) In the area of curriculum and instruction and assessment, the candidate shall ~~be able~~ **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;
 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;

(43) In the area of building partnerships and community, the candidate shall ~~be able~~ **have the ability** 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;
- e. Respond to emerging and current issues impacting the school and community; and

(54) In the area of management of budgets and grants, the candidate shall ~~be able~~ **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.

~~(e) For the purposes of (d)(1)a., above, the change process involves activities that define and instill new values, attitudes, norms, and behavior within an organization that support new ways of doing work and overcoming resistance to change.~~

~~(f2) For the purposes of Ed 506.07, e~~**Experience as a special educator, for the purposes of Ed 506.05(a)(3) and Ed 506.05(b)(2) above, experience** shall include but not be limited to the roles of ~~general special education teacher, speech language pathologist or specialist, 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~~ **special education teacher in area of blind and vision disabilities, special education teacher in the area of deaf and hearing disabilities, special education teacher in the area of intellectual developmental disabilities, and early childhood special education teacher.**

Ed 506.055 Curriculum Administrator.

(a) For purposes of this section, “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. ~~shall~~ **To be considered for a curriculum administrator SOE under a critical shortage, as described in Ed 505.05, an individual shall:**

(1) Have at least a bachelor’s degree;

(2) Either:

a. Provide a transcript showing passing grades in at least 2 college-level courses meeting the competencies of (c) below; or

b. Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau;

(3) Have completed at least 5 years of successful classroom teaching experience while holding a *teaching* credential; and

(4) Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.

(b) ~~An individual shall have the following entry level requirements to be certified~~ **To be eligible for licensure as a curriculum administrator a candidate shall:**

~~(1) Have at least 5 years’ experience as a classroom teacher~~ **Have at least 5 years’ experience as a classroom teacher;** and

~~(2) One of the following:~~ **Have earned a master’s degree from an accredited institution or an institution approved by the HEC, which meets the competencies outlined in Ed 505.03(b); and**

(3) Apply for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.

~~a. Completed a master’s degree in curriculum and instruction or a related area approved by the state board of education and received a recommendation for this certification from the designated official of the preparing collegiate department of education; or~~

~~b. Completed a master’s degree in education, and have demonstrated:~~

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

~~2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03.~~

(c) The Department of Education shall assess the skills, competencies and knowledge of candidates for certification as curriculum administrators by reviewing evidence such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU’s, and artifacts of professional practice.

(d) Candidates for certification as a curriculum administrator shall have the following skills, competencies, and knowledge, determined by the review outlined in 506.05(c):

(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. Create, communicate, implement, and monitor plans to achieve goals;
- c. Encourage a culture of collaboration, trust, learning, and high expectations;
- d. Obtain, allocate, align, and effectively utilize fiscal and technological resources, including the development of grant and other funding proposals;
- e. Develop the instructional and assessment capacity of the staff and provide professional development, including: coaching, demonstrating, planning, organizing, reflecting, and documenting;
- f. Adhere to ethical principles and professional norms;
- g. Promote the success and well-being of every student by ensuring the development of an equitable and culturally responsive school;
- h. Advocate for children, families, and caregivers;
- i. Act to influence local, district, state, and national decisions affecting student learning;
- j. Assess, analyze, communicate, and anticipate emerging trends and initiatives in order to adapt leadership strategies and professional development activities related to curriculum, instruction, and assessment;
- k. Build partnerships with parents, community groups, and businesses; and
- l. Evaluate school progress and influence the allocation of resources in order to meet national, state, and local education objectives.

(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 PreK-12 learner development and learner differences;
- c. Understand and support a variety of learning environments, including extended learning opportunities;
- d. Understand a variety of instructional and adaptive technologies;
- e. Understand school, school district, and administrative unit curricula;

- f. Understand how to monitor alignment between the written and taught curriculum;
- g. 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;
- h. Understand applicable national standards, as well as current state and local academic standards;
- i. Understand a variety of instructional strategies, including differentiated instruction;
- j. Understand and assist others with current research and research-based practices in curriculum and instruction;
- k. Demonstrate the ability to work with individual educators as well as grade level, disciplinary, and interdisciplinary teams to promote student learning; and
- l. Demonstrate the ability to supervise instruction and provide constructive feedback, and

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

- a. Understand how to use a range of evidence such as student work, classroom and local school or district assessments, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from students and alumni, to revise curriculum and guide the improvement of instructional practice;
- 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 tests 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;

- i. Be able to evaluate the effectiveness of the curriculum revision processes and plan for continuous improvement; and
- j. Be able to work collaboratively with various stakeholders to involve them in the work of the school.

Ed 506.046 Principal Instructional Leader.

(a) ***To be eligible for licensure as a principal*** ~~An individual shall have the following entry level requirements to be certified as a principal:~~

- (1) Have completed at least 5 years' experience as an ~~educator~~ ***teacher***; and
- (2) ~~One of the following:~~ ***Hold a master's degree in school administration or educational leadership, or equivalent master's degree program, from an accredited institution or an institution approved by the HEC;***
- (3) ***Apply for licensure following the application procedures outlined in Ed 505.07 through Ed 505.09.***

~~a. Completed a master's program in educational leadership or a related area approved by the state board of education and been recommended for this certification by the designated official of the preparing collegiate department of education; 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 educational leadership positions in 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) 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.~~

(eb) Qualifications for principal shall include the following skills, competencies, and knowledge: To be eligible for licensure as a principal a candidate shall have skills, competencies, and knowledge as outlined in Ed 505.03(b).

(1) Educational leadership;

(2) Knowledge of school culture and instructional programs;

(3) Management of the organization and operation of the school;

- (4) Relationships with the school and community;
 - (5) Integrity, fairness, and ethics in learning;
 - (6) The social and cultural context of learning; and
 - (7) Knowledge of how to develop local district goals.
- (d) ~~In the area of educational leadership, the candidate shall have the ability to:~~
- (1) ~~Facilitate the development, articulation, implementation, and stewardship of a vision of learning to share with and supported by the school community;~~
 - (2) ~~Engage all shareholders in the development of the vision and make clear the relationship between vision and mission;~~
 - (3) ~~Listen, analyze and respond clearly and appropriately to issues related to the needs of the school community;~~
 - (4) ~~Communicate the school's vision regularly with parents, community members, and those connected directly with the school using a variety of methods; and~~
 - (5) ~~Shape the educational plan and actions within the school reflecting the district's mission, planning, and assessment processes.~~
- (e) ~~In the area of the knowledge of school culture and instructional programs, the individual shall:~~
- (1) ~~Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and~~
 - (2) ~~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;~~
 - e. ~~Demonstrate the knowledge to provide for, develop strategies for, and enhance opportunities for diverse learners;~~
 - f. ~~Plan and implement professional development activities for self and staff members;~~

~~g. Demonstrate knowledge of effective use of technology and support current methods and practices among students and staff; and~~

~~h. Understand the change process and recognize the levels of individual and institutional change.~~

~~(f) 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:~~

~~(1) Provide a safe school environment and plan and execute systematic emergency drills, training, and revisions as needed;~~

~~(2) Recognize and communicate facility maintenance needs with appropriate personnel to resolve concerns;~~

~~(3) Manage human resources responsibly, efficiently, and effectively in a collaborative manner while addressing staff needs;~~

~~(4) Demonstrate the selection, retention and final evaluation procedures for effective supervision of teachers and support personnel;~~

~~(5) Generate reports and maintain records in an efficient, timely and succinct manner while preserving confidentiality; and~~

~~(6) Demonstrate knowledge of school cultures and gather feedback to develop and maintain a positive school climate.~~

~~(g) In the area of management of the relationships with the school and community, the candidate shall have the ability to:~~

~~(1) Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;~~

~~(2) Recognize and respond to emerging issues impacting the school and community;~~

~~(3) Create and promote an atmosphere where diversity and tolerance are recognized and valued; and~~

~~(4) Utilize community resources to assist in addressing issues and achieving school community goals.~~

~~(h) In the area of integrity, fairness, and ethics to promote the success of all students, the candidate shall have the ability to demonstrate:~~

~~(1) A leadership style that promotes organizational stability and confidence;~~

~~(2) Professional ethics and demeanor in daily interactions with members of the school community; and~~

- ~~(3) Treatment of members of the school community in a fair, equitable, and dignified manner while respecting confidentiality as well as individual rights.~~
- (i) ~~In the area of social and cultural context of learning, the candidate shall have the ability to:~~
- ~~(1) Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;~~
 - ~~(2) Promote, model, and communicate a positive school culture in response to the larger political, social, economic, legal and cultural context;~~
 - ~~(3) Communicate among the school community concerning political, social, economic, legal and cultural issues and potential impact on the school; and~~
 - ~~(4) Demonstrate knowledge of following policies, laws, and regulations.~~
- (j) ~~In the area of the knowledge of how to develop local district goals, the candidate shall:~~
- ~~(1) Develop professional goals which complement and support building and district level goals; and~~
 - ~~(2) Have the ability to demonstrate that he or she can collaboratively develop and implement building level goals such as, but not limited to:~~
 - ~~a. Recognize the nexus between national, state, district, community, and school goals;~~
 - ~~b. Develop a plan to promote and implement building goals in relationship to district goals; and~~
 - ~~c. Engage district wide staff in the development and implementation of goals for the building.~~

Ed 506.087 Associate *Assistant* Principal Instructional Leader.

(a) ~~To be considered for an assistant principal SOE under a critical shortage, as outlined in Ed 505.05, An individual shall have the following entry level requirements to be certified as an associate principal:~~

- ~~(1) Have completed at least 3 years of experience as an educator~~*teacher*; and
- ~~(2) One of the following: *Have either:*~~
 - ~~a. Completed a, or be enrolled in, a board-approved educator preparation master's program in educational leadership; or~~
 - ~~b. A bachelor's degree in education;~~
 - ~~a. Completed a master's program in school administration/leadership or a related area approved by the state board of education and been recommended for this certification by the designated official of the preparing collegiate department of education;~~

~~b. Be enrolled in a master's program in school administration/leadership or a related area approved by the state board of education for no longer than a period of 3 years leading to a recommendation for this certification by the designated official of the preparing collegiate department of education upon completion of the program; or~~

~~e. Hold a bachelor's degree in education from a college or university approved by the New Hampshire post-secondary education commission, and have:~~

~~1. Received the recommendation of the superintendent who shall submit the candidate's individualized professional development plan to the bureau of credentialing in accordance with Ed 505.04; and~~

~~2. Demonstrated:~~

~~a. The competencies, skills, and knowledge listed in (c) below; or~~

~~b. Experience in comparable educational leadership positions in education or other professions in accordance with Ed 505.03.~~

(3) Have either:

a. Passed at least 2 college-level courses meeting the competency requirements of Ed 505.03; or

b. Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau; and

(4) Apply for a SOE following the application procedures outlined in Ed 505.07 through Ed 505.09.

~~(b) An individual for certification as an associate principal 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. ***A candidate licensed as an assistant principal shall meet the requirements of Ed 506.07 within 3 years of the issuance of the license. During this 3-year period, a candidate may remain employed as an assistant principal.***~~

~~(c) Qualifications for associate principal shall include the following skills, competencies and knowledge:~~

~~(1) Educational leadership;~~

~~(2) Knowledge of school culture and instructional programs;~~

- ~~(3) Management of the organization and operation of the school;~~
 - ~~(4) Relationships with the school and community;~~
 - ~~(5) Integrity, fairness, and ethics in learning;~~
 - ~~(6) The social and cultural context of learning; and~~
 - ~~(7) Knowledge of how to develop local district goals.~~
- (d) In the area of educational leadership, the candidate shall have the ability to:
- ~~(1) Facilitate the development, articulation, implementation, and stewardship of a vision of learning to share with and supported by the school community;~~
 - ~~(2) Engage all shareholders in the development of the vision and make clear the relationship between vision and mission;~~
 - ~~(3) Listen, analyze, and respond clearly and appropriately to issues related to the needs of the school community;~~
 - ~~(4) Communicate the school's vision regularly with parents, community members, and those connected directly with the school using a variety of methods; and~~
 - ~~(5) Shape the educational plan and actions within the school reflecting the district's mission, planning, and assessment processes.~~
- (e) In the area of the knowledge of school culture and instructional programs, the individual shall:
- ~~(1) Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; and~~
 - ~~(2) 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;~~
 - ~~e. Demonstrate the knowledge to provide for, develop strategies for, and enhance opportunities for diverse learners;~~~~

- ~~f. Plan and implement professional development activities for self and staff members;~~
- ~~g. Demonstrate knowledge of effective use of technology and support current methods and practices among students and staff; and~~
- ~~h. Understand the change process and recognize the levels of individual and institutional change.~~

~~(f) 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:~~

- ~~(1) Provide a safe school environment and plan and execute systematic emergency drills, training, and revisions as needed;~~
- ~~(2) Recognize and communicate facility maintenance needs with appropriate personnel to resolve concerns;~~
- ~~(3) Manage human resources responsibly, efficiently and effectively in a collaborative manner while addressing staff needs;~~
- ~~(4) Demonstrate the selection, retention, and final evaluation procedures for effective supervision of teachers and support personnel;~~
- ~~(5) Generate reports and maintain records in an efficient, timely, and succinct manner while preserving confidentiality;~~
- ~~(6) Demonstrate knowledge of school cultures and gather feedback to develop and maintain a positive school climate.~~

~~(g) In the area of management of the relationships with the school and community, the individual shall have the ability to:~~

- ~~(1) Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;~~
- ~~(2) Recognize and respond to emerging issues impacting the school and community;~~
- ~~(3) Create and promote an atmosphere where diversity and tolerance are recognized and valued; and~~
- ~~(4) Utilize community resources to assist in addressing issues and achieving school community goals.~~

~~(h) In the area of integrity, fairness, and ethics to promote the success of all students, the individual shall have the ability to demonstrate:~~

- ~~(1) A leadership style that promotes organizational stability and confidence;~~
- ~~(2) Professional ethics and demeanor in daily interactions with members of the school community; and~~

- ~~(3) Treatment of members of the school community in a fair, equitable and dignified manner while respecting confidentiality as well as individual rights.~~
- (i) ~~In the area of social and cultural context of learning the individual shall have the ability to:~~
- ~~(1) Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;~~
 - ~~(2) Promote, model and communicate a positive school culture in response to the larger political, social, economic, legal and cultural context;~~
 - ~~(3) Communicate among the school community concerning political, social, economic, legal and cultural issues and potential impact on the school; and~~
 - ~~(4) Demonstrates knowledge of following policies, laws and regulations.~~
- (j) ~~In the area of the knowledge of how to develop local district goals, the individual shall:~~
- ~~(1) Develop professional goals which complement and support building and district level goals; and~~
 - ~~(2) Demonstrate he or she can collaboratively develop and implement building level goals, such as, but not limited to:~~
 - ~~a. Recognize the nexus between national, state, district, community, and school goals;~~
 - ~~b. Develop a plan to promote and implement building goals in relationship to district goals; and~~
 - ~~c. Engage district wide staff in the development and implementation of goals for the building.~~

Ed 506.098 Career and Technical Education Director.

(a) ~~To be considered for~~ **An individual shall have the following entry level requirements to be licensed as a career and technical education director *critical shortage SOE, as described in Ed 505.05, an individual shall:***

- ~~(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 **Have passed at least 2 college-level courses meeting the competency requirements of (b) below; and-or**~~
- ~~(2) One of the following:~~ **Obtain a score equal to or above the national cut score on a nationally recognized subject-area assessment, or comparable test as determined by the bureau**
 - ~~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.~~

~~(eb) Qualifications for~~ **To be eligible for licensure as a career and technical education director a candidate shall include have earned a master's degree gaining** 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;~~

(109) 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;

(140) 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;

(121) 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;

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

(143) 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

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