

#14617 (eff 6-12-26)

Readopt with amendment Ed 507.40, effective 9-11-20 (Document #13099), to read as follows:Ed 507.40 Special Education Teacher.

- (a) To be licensed as a special education teacher, the candidate shall have at least a bachelor's degree.
- (b) A candidate for licensure as a special education teacher shall have skills, competencies, and knowledge in the following areas:
- (1) In the area of foundations, the ability to:
 - a. Describe the philosophies, historical perspectives, theories, models, federal law, state law, and case law related to knowledge and practice in general and special education;
 - b. Describe how philosophical and historical perspectives influence professional practice;
 - c. Describe the role of families in supporting the development of a student's ability to learn, interact socially, communicate, and live as a contributing member of the community;
 - d. Describe the functions of schools, school systems, and other agencies and their relationships to general and special education; and
 - e. Identify the components of the Individuals with Disabilities Education Act of 2004 (IDEA) including a free and appropriate public education (FAPE) and least restrictive environment (LRE) in accordance with 34 CFR 300;
 - (2) In the area of the special education process, the ability to:
 - a. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and services of students with disabilities in accordance with the procedural safeguards of Ed 1120 and 34 CFR 300.504;
 - b. Describe procedures and timelines for the referral, evaluation, and determination of eligibility for special education and related services and supplementary aids and services;
 - c. Identify and describe the range of formal and informal assessments, instruments, and results, and their purposes in the special education process for making educational decisions;
 - d. Collaboratively select, administer in native language or communication mode, or both, and interpret multiple formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, and understand their limitations;
 - e. Use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed to identify what students know and are able to do;
 - f. Write and present a formal evaluation report, including academic achievement reports and classroom observation;
 - g. Write and present a formal individualized education program (IEP) that includes:
 1. Present levels of performance;

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2. Measurable annual goals;
 3. Accommodations, modifications, or both;
 4. Transition plans;
 5. Services; and
 6. Placement;
- h. Assess, analyze, interpret, and communicate a student’s progress towards measurable outcomes, using technology as appropriate, to inform both short- and long-term planning and make ongoing adjustments to instruction;
 - i. Describe the concept of LRE and the continuum of educational environments; and
 - j. Demonstrate understanding of the manifestation determination process;
- (3) In the area of development and characteristics of learners, the ability to:
- a. Apply understanding of human growth and development, the multiple influences on development, individual differences, diversity including exceptionalities, and families and communities to plan and implement inclusive experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs;
 - b. Apply understanding of the similarities and differences in human growth and development of individuals with and without disabilities within and across cognitive, developmental, functional, social, language, sensory, diversity, physical, and emotional and behavioral areas using developmentally appropriate practices;
 - c. Define the characteristics and their respective educational implications of all types of disabilities in federal statutes, federal regulations, RSA 186-C, and Ed 1100; and
 - d. Describe the influences of environment and coexisting conditions, disabilities, or both, in individuals;
- (4) In the area of learning differences, the ability to:
- a. Use and apply the results of individuals’ evaluations, assessments, and other information from a variety of sources including parents and students to identify academic, developmental, social, emotional, behavioral, functional skills, language, and post-secondary transition educational needs;
 - b. Demonstrate knowledge and understanding of the learning differences, preferences, and needs of students with disabilities using multiple influences of human growth and development in collaboration with team members in the development of IEPs;
 - c. Describe and apply how the learning differences, preferences, and needs of students with disabilities affect progress in the general curriculum, extracurricular activities, and other nonacademic areas;

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- d. Identify levels of special education services, supplementary aids and services, and support for school personnel to create inclusive instructional opportunities that accommodate diverse learning needs;
- e. Describe and apply a variety of instructional strategies, modalities, modifications, and accommodations that can be used to support learning in the least restrictive environment; and
- f. Describe the relationships among a student’s academic, social, emotional, behavioral, and functional abilities, attitudes, and interests in instruction, transition planning, and career development;

(5) In the area of learning and social environments, the ability to:

- a. Incorporate evidence-based instructional frameworks to promote access, equity, inclusion, and respect for all students in the general education environment;
- b. Identify and implement effective routines, clear expectations, and procedures to create and support inclusive, safe, caring, respectful, and productive learning environments;
- c. Identify and implement a range of proactive and responsive practices including positive and constructive feedback that are documented as effective to support an individual’s social, emotional, and educational well-being;
- d. Collaboratively select, administer, analyze, and interpret multiple measures of student’s learning, behavior, and the classroom environment to evaluate and adapt classroom settings, utilizing interventions, and adapting instruction that meets the diverse needs and strengths of all learners, especially those with disabilities;
- e. Systematically use data from a variety of sources to identify the function served by problem behavior to plan, implement, and evaluate behavioral interventions; and
- f. Design learning environments and implement activities to develop and foster a student’s self-advocacy, self-awareness, self-management, self-regulation, self-reliance, and self-esteem to promote independence and acquisition of executive functioning skills;

(6) In the area of instructional planning and strategies, the ability to:

- a. Collaboratively plan and participate in a variety of instructional models to strengthen learning and achievement in the general curriculum for students with disabilities;
- b. Incorporate supports, services, and supplementary aids, including equipment, materials, and assistive technology, across all environments;
- c. Design and implement effective strategies that promote active student engagement, increase student motivation, and enhance self-regulation of a student’s learning;
- d. Use high-leverage practices and evidence-based interventions and strategies from multiple approaches validated for specific characteristics of learners based on formative and summative assessment to create and implement lesson plans for academic, social, and behavioral content that are responsive to diverse backgrounds;

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- e. Support the implementation of annual measurable goals with specially designed instruction, accommodations, and modifications;
- f. Provide specially designed instruction for students with disabilities to increase accuracy and proficiency in the areas of:
 - 1. Reading and writing, including phonemic awareness, phonological awareness, rapid automatic naming speed, decoding, word recognition, spelling, and background knowledge;
 - 2. Phonics;
 - 3. Fluency;
 - 4. Vocabulary;
 - 5. Reading and listening comprehension; and
 - 6. Written expression;
- g. Provide specially designed instruction for students with disabilities to increase accuracy and proficiency in the areas of:
 - 1. Counting and cardinality;
 - 2. Operations and algebraic thinking;
 - 3. Numbers and operations base ten;
 - 4. Numbers and operations with fractions;
 - 5. Measurement and data;
 - 6. Geometry;
 - 7. Ratios and proportional relationships;
 - 8. The number system;
 - 9. Functions; and
 - 10. Statistics and probability;
- h. Identify and explicitly teach executive functioning and social skills;
- i. Identify and teach strategies for post-secondary transition in order to prepare individuals to live independently, cooperatively, and productively in society;
- j. Apply individualized strategies to enhance language development and communication skills; and
- k. Apply progress monitoring from ongoing assessment data to evaluate instruction and student performance, and make responsive adjustments to instruction or individual education plan;

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- (7) In the area of curricular content and knowledge, the ability to:
- a. Apply theories and research that form the basis of curriculum development and instructional practices;
 - b. Apply state, local, or both content standards for planning, teaching, accommodating, and assessing to individualized learning across all settings;
 - c. Integrate technology related to curriculum content for planning and managing teaching and learning environments; and
 - d. Integrate effective social and life skills within the academic curriculum; and

- (8) In the area of collaboration, the ability to:
- a. Describe how culturally responsive communication, group facilitation, and problem-solving strategies are used to lead effective meetings and how team members share expertise and knowledge to build capacity and jointly address students' instructional, social, and behavioral needs;
 - b. Collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without disabilities;
 - c. Collaborate, communicate, and coordinate with professionals and state and local agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with disabilities and their families;
 - d. Collaborate and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with disabilities and their families;
 - e. Advocate for appropriate services for students with disabilities; and
 - f. Foster respectful and beneficial relationships between families and professionals through the use of meaningful parent engagement.

(c) Each candidate for licensure as a special education teacher for students ages 5 to age 22 shall have the following skills, competencies, and knowledge through a combination of academic and clinical experiences:

- (1) Skill in engaging students with and without disabilities from age 5 to age 22; and
- (2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a student with disabilities.

(d) Special education licensure shall qualify a teacher to:

- (1) Teach specially designed instruction to students with disabilities whose placement is along the continuum of alternative educational environments in accordance with Ed 1111.03, but does not require the specialized knowledge and skills of an educator with a categorical endorsement as defined in Ed 507.42 through Ed 507.47; and

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(2) Teach curriculum, aligned to alternative academic standards, in consultation with licensed content area teachers, to children with disabilities.

Appendix I

Rule	Statute
Ed 507.40	34 CFR 300.156; RSA 186:8, V; RSA 186-C:1; RSA 186-C:16, VIII