Readopt with amendment Ed 507.41, effective 9-11-20 (Document #13099), to read as follows:

Ed 507.41 Early Childhood Special Education Teacher.

(a) To be licensed as an early childhood special education teacher, the candidate shall have at least a bachelor's degree.~~;~~

(b) A candidate for licensure as early childhood special education teacher for children from birth through grade 3 shall have skills, competencies, and knowledge in the following areas:

(1) In the area of foundations, ~~the candidate shall have~~ the ability to:

a. Describe and apply the philosophies, historical perspectives, theories, models, federal law, state law, and case law related to knowledge and practice in early childhood education and special education;

~~b. Understand how philosophical and historical perspectives influence professional practice;~~

b~~e~~. Describe~~Understand~~ the role of families in supporting the development of a young child's ability to learn, interact socially, and live as a contributing member of the community;

c~~d~~. Describe~~Understand~~ the functions of early childhood settings, schools, school systems, community systems, and other agencies and their relationships to early childhood education and special education; ~~and~~

d~~e~~. Describe~~Understand~~ the components of a legally defensible education program; and

e. Identify the components of the Individuals with Disabilities Education Act of 2004 (IDEA), including free and appropriate public education (FAPE) and least restrictive environment (LRE) in accordance with 34 CFR 300;

(2) In the area of the early childhood special education process, the ability to:

a. Describe the rights and responsibilities of schools, young children, families, teachers, and other professionals related to the identification, placement, and services of young children with disabilities in accordance with procedural safeguards of Ed 1120 and 34 CFR 300.504;

b. Describe federal and state procedures and timelines for the referral, evaluation, and determination of eligibility for early childhood special education, and related services and supplementary aids and services, including transition from family centered early supports and services by age 3;

c. Identify and describe the range of formal and informal assessments, instruments, and results and their purposes in the early childhood special education process for making education decisions;

d. Collaboratively select, administer in native language, 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 parent or caregiver assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what young children 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 that includes present levels of performance, measurable annual goals, accommodations and modifications, transition plans, services, and placement;

h. Assess, analyze, interpret, and communicate a young child'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 an understanding of the manifestation determination process;

(32) In the area of development and characteristics of learners, ~~the candidate shall have~~ 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 young children with exceptionalities high-quality learning experiences reflective of each individual's strengths and needs;

b. Apply understanding of~~Describe~~ the similarities and differences in human growth and development of young children with and without disabilities, within and across cognitive, academic, developmental, functional, social, emotional and behavioral,~~temperament,~~ language, sensory,~~ diversity,~~ and physical areas, using developmentally appropriate and research-based practices;

c~~b~~. Define the characteristics and their respective educational implications of all types of disabilities as described in federal statutes, federal regulations, and Ed 1100;

d~~c~~. Demonstrate knowledge and understanding ~~diversity,~~of the variations in families, communities, ~~gender,~~ and cultures~~society~~ that influence learning; and

e~~d~~. ~~Demonstrate understanding of~~Describe the influence of environment, co-existing conditions, and disabilities on young children;~~-~~

(43) In the area of learning differences, ~~the candidate shall have~~ the ability to:

a. Use and apply~~nderstand and utilize~~ the results of a young child's evaluations, assessments, and other information from a variety of sources, including parents and young children, to identify academic, developmental, social, emotional, behavioral, language, and functional skills;

b. Demonstrate knowledge and understanding of the ~~learning differences, preferences, and~~ developmental needs of young children with disabilities ~~including multiple influences of human growth and development in collaboration with team members in the development of~~ as reflected in individualized family service programs (IFSP) and in the creation and implementation of individualized education programs (IEP);

c. ~~Understand~~Describe and apply how the learning differences, preferences, and needs of young children with disabilities affect progress in preschool activities, the general curriculum, extracurricular activities, and other nonacademic areas;

d. Identify levels of special education services, supplementary aids and services, and support for school personnel in order to create inclusive instructional opportunities that accommodate diverse learning needs;

e. Describe and apply a variety and~~Understand and utilize the~~ diverse range of ~~a young child's approaches to learning and the range of~~ instructional strategies, modalities, modifications, and accommodations that can be used to support the learning of young children in the LRE; and

~~f. Understand the concept of least restrictive environment and the continuum of educational environments; and~~

f~~g~~. Describe~~Recognize~~ the relationships among a young child's academic, social, emotional, behavioral and functional abilities, attitudes, and interests on the activities of young children and instruction;

(5~~4~~) In the area of learning and social environments, ~~the candidate shall have~~ the ability to:

a. Incorporate evidence~~research~~ -based instructional frameworks to promote access, equity, inclusion, and respect for all children in the early childhood and general education environments;

b. Identify and implement~~Use~~ effective routines, clear expectations, and procedures to create inclusive, safe, caring, respectful, and productive learning environments;

c. Identify and implement a ~~Use of~~ range of proactive~~preventive~~ and responsive practices, including positive and constructive feedback, that are documented as effective to support individuals' social, emotional, and educational well-being;

d. Collaboratively select, administer, analyze, and interpret multiple measures of a young child's learning, behavior, and the classroom environment to evaluate and adapt classroom settings using~~tilizing~~ interventions and adapting instruction that meets the needs and strengths of all learners;

e. Systematically use data from a variety of sources to identify the function served by behavior to plan, implement, and evaluate behavioral interventions; and

~~e~~f. Design~~Structure~~ learning environments and implement activities to develop and foster a young child's self-advocacy, self-awareness, self-management, self-regulation, self-reliance, and self-esteem to promote independence and acquisition of executive functioning skills; ~~and~~

~~f. Provide positive and constructive feedback to guide a young child's learning and behavior;~~

~~(5) In the area of assessment, the candidate shall have the ability to:~~

~~a. Understand the federal law, state law, and administrative rules pertaining to young children with disabilities, for required assessments and qualified examiners by disability type for the evaluation of young children with disabilities as part of assessment related to the special education process;~~

~~b. Understand early childhood services and supports, birth up to age 3, and the transition process from the IFSP to the IEP by age 3;~~

~~c. Understand procedures and timelines for the referral, evaluation, and determination of eligibility for special education and related services;~~

~~d. Understand and utilize the range of informal assessments, instruments, and results and their purpose in the special education process for making educational decisions;~~

~~e. 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, understand their limitations, and demonstrate the ability to write a formal report;~~

~~f. Systematically use data from a variety of sources to identify the function served by problem behavior to plan, implement, and evaluate behavioral interventions; and~~

~~g. Assess, analyze, interpret, and communicate a young child's progress towards measurable outcomes, using technology as appropriate, to inform both short- and long-term planning and make ongoing adjustments to instruction.~~

(6) In the area of instructional planning and strategies, ~~the candidate shall have~~ the ability to:

a. Collaboratively plan and participate in a variety of instructional models based on best practices ~~in co-teaching~~ to strengthen learning and achievement in preschool activities~~,~~ in a variety of settings, including but not limited to the home setting~~,~~ and the general education curriculum for young children 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 engagement, increase motivation, and enhance self-regulation of a young child's learning;

d. Use~~tilize~~ 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;

e. Support the implementation of annual measurable goals, with specially designed instruction, accommodations, and modifications;

f. Provide specially designed instruction in order to increase accuracy and proficiency in basic social-emotional, early language and ~~/~~communication, early literacy, early writing, and early numeracy skill development for young children with disabilities;

g. Identify and explicitly teach foundations of learning, executive functioning, and social skills;

h. Apply~~Use~~ individualized strategies to enhance language development and communication skills; and

i. Apply~~Use~~ progress monitoring from ongoing assessment data to evaluate instruction and a young child's performance~~,~~ and make responsive adjustments to instruction, ~~individual family support program~~IFSP, or ~~individual education program~~IEP;

(7) In the area of curricular content and knowledge, ~~the candidate shall have~~ the ability to:

a. Apply~~Use~~ theories and research that form the basis of play-based learning, preschool activities, curriculum development, and instructional practices;

b. Apply~~Use~~ state and local content standards and~~or~~ guidelines for planning, teaching, accommodating, and assessing to individualize learning across all settings;

c. Integrate~~Use~~ technology related to curriculum content for planning and managing teaching and learning environments; and

d. Integrate ~~effective~~ social and life skills within the early childhood setting;

~~(8) In the area of professional practice, the candidate shall have the ability to:~~

~~a. Identify organizations and publications relevant to young children with disabilities;~~

~~b. Identify sources of unique services, networks, and organizations for young children with disabilities;~~

~~c. Describe the rights and responsibilities of schools, young children, families, teachers, and other professionals related to the identification, placement, and services of young children with disabilities in accordance with procedural safeguards of Ed 1120 and 34 CFR 300.504, May 2017, as referenced in Appendix II; and~~

~~d. Understand how issues of human diversity can impact families, cultures, and schools in the delivery of special education services; and~~

(8~~9~~) In the area of collaboration, ~~the candidate shall have~~ the ability to:

a. Describe how culturally responsive~~Utilize~~ communication, group facilitation, and problem-solving are strategies ~~in a culturally responsive manner~~ used to lead effective meetings and how team members share expertise and knowledge to build ~~team~~ capacity and jointly address a young child's instructional, social, and behavioral needs;

b. Collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals across all educational settings to assess, plan, and implement effective

programs and services that promote progress toward measurable outcomes for young children with and without disabilities and their families;

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 young children with disabilities and their families;

d. Collaborate and mentor paraprofessionals in the paraprofessionals' role of supporting the education of young children with disabilities;

cd. Advocate for ~~and secure~~ appropriate services for young children with disabilities; and

fe. Foster respectful and beneficial relationships between families and professionals through the use of meaningful parent engagement.~~;~~

(c) Each candidate for licensure as an early childhood special education teacher for young children from birth through grade 3 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:

(1) Skill in engaging with young children with and without disabilities from birth through grade 3; and

(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a young child with disabilities.~~;~~

(d) Early childhood special education licensure shall qualify a teacher to provide special education services to young children with disabilities:

(1) For young children from birth through age 3~~,~~ who receive early supports and services;

(2) For young children from age 3 up to kindergarten, within the continuum of early childhood special education environments including ~~whose~~ placement ~~is~~ in an early childhood program or an early childhood special education program; and

(3) For young children in kindergarten through grade 3~~,~~ who are eligible to receive special education services and ~~who~~ are able to benefit from general and special education, but do not require the specialized knowledge and skills of an educator credentialed~~certified~~ under one or more of the ~~programs~~endorsement areas outlined~~defined~~ in Ed 507.42 through Ed 507.47.~~; and~~

(e) "General education," as used in (d)(3) above, means instruction in a setting that has the inclusion of children with disabilities in proportion to their presence in the general population u~~tiliz~~ing the curriculum of the elementary school and taught by a certified elementary or early childhood teacher, with supports from special education personnel, as necessary.

Appendix I

Rule	**Statute**
Ed 507.41	34 CFR 300.156; RSA 21-N:9, II(aa); RSA 186:8, IV