**New Hampshire Department of Education**

**Bureau of Credentialing**

**Demonstrated Competency: Transcript Analysis**

**Ed 506.04 Special Education Administrator**

**Directions:** For each license standard below please identify the specific course (or courses) by which you believe it was met. Every standard must be met by formal college coursework reflected on an official transcript from an accredited institution. Please be certain that all relevant transcripts have been uploaded to your Educator Information System (EIS) file.

In the right-hand column of the table below indicate the following to inform the transcript analysis process:

* Institution – the college or university from which the course was taken. Standard initials are acceptable (e.g., UNH for University of New Hampshire).
* Course number and name – as it appears on the transcript. For example: *ED 6410 Dynamics Ed Reform/Sys Change*.

Upload this completed document to your EIS account as ***DCTA Courses to Standards CW*** document type. An evaluator will determine whether the course sufficiently addresses the respective standard. Depending on availability of information from the institution you MAY be required to submit additional documentation to support your application. It is the applicant’s responsibility to document compliance with all license requirements.

**Please Note:**

* In addition to this document the applicant must also submit the ***Ed 505.04*** ***Professional Education Requirements for Educational Administrators*** document if not previously a holder of a full professional education administrator license as defined in Ed 501.02. If required, please upload this to your EIS account as ***DCTA Courses to Standards CW*** document type.
* Applicants whose previous full professional licensure was not for a teacher or instructional specialist endorsement for which New Hampshire requires having met the general pedagogy standards must additionally submit the ***Ed 505.03 Professional Education Requirements*** document. If required, please upload this to your EIS account as ***DCTA Courses to Standards CW*** document type.
* Documentation of relevant licensure in a state other than New Hampshire might be required. Upload a copy of your license from another state to your EIS account as ***Out of State Educator Credential*** document type.
* If relevant employment experience was not in a New Hampshire school and already reflected in your EIS account please upload a signed employment verification letter from the employing school/district/SAU’s central office (as an ***Experience as an Educator*** document type) including:
* Dates of employment
* Part-time or full-time status by year
* Role or assignment (including grade span) by year
* If any of the above documentation is already in your file you do not need to upload it again.

Completed by the candidate on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date

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| **(a)** | **To be eligible for licensure as a special education administrator, an individual shall:** |
| **(1)** | Meet the requirements of Ed 505.03, Ed 505.04, and (b) below;  |
| **(2)** | Have completed at least 5 years’ experience as a special educator or in a related field; and |
| **(3)** | Have one of the following:  |
| **a.** | Completed a state-approved master’s level program leading to special education administrator licensure from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or |
| **b.** | Completed a master’s program in education or a special education-related field and demonstrate the requirements outlined in (1) above;  |
| **License Standard** | **Institution/Course Number & Name** |
| **(b)** | **To be considered for licensure as a special education administrator, a candidate shall have skills, competencies and knowledge in the following areas:** |
| **(1)** | In the area of compliance with laws, regulations, rules, and school policies, the candidate shall have the ability to:  |
| **a.** | Make decisions which reflect a thorough knowledge of current federal laws, regulations, state laws and rules for students with educational disabilities; |  |
| **b.** | Locate, use, and cite New Hampshire laws and rules pertaining to the operation of schools; and |  |
| **c.** | Understand local school policy and its implications for students with educational disabilities;  |  |
| **(2)**  | In the area of curriculum and instruction and assessment, the candidate shall have the ability to: |
| **a.** | Understand and identify curriculum frameworks that meet state standards; |  |
| **b.** | Understand and utilize evaluation tools that clearly identify student achievement; |  |
| **c.** | Implement and develop appropriate instructional strategies to address individual learning profiles; |  |
| **d.** | Incorporate current best practices in child development theory; |  |
| **e.** | Implement a plan that supports the ongoing use of assistive technologies; |  |
| **f.** | Implement and promote programming in the area of social emotional well-being; |  |
| **g.** | Oversee the use of appropriate instructional practices to teach and provide transitional activities in the following areas: |
| **1.** | Functional living; |  |
| **2.** | Career and employment; and |  |
| **3.** | Social, emotional, health and wellness; |  |
| **h.** | Understand the principles of assessment of students with educational disabilities, evaluation tools and individual evaluation programs; and |  |
| **i.** | Understand formative and summative assessment as relates to state and local expectations and requirements; |  |
| **(3)** | In the area of building partnerships and community, the candidate shall be able to: |
| **a** | Identify key organizations and agencies and their functions in the community as they relate to the educational process; |  |
| **b.** | Utilize a collaborative approach for involving all stakeholders in educational planning, budgeting, implementation, and evaluation; |  |
| **c.** | Understand all relevant interagency agreements; |  |
| **d.** | Establish and maintain quality partnerships with entities such as colleges, state service and social service agencies, and businesses with the goal of having these entities assist in providing effective educational programming; and |  |
| **e.** | Respond to emerging and current issues impacting the school and community; and |  |
| **(4)** | In the area of management of budgets and grants, the candidate shall have the ability to: |
| **a** | Understand how special education financial management and sources of revenue affect the overall financial planning of the district and the ability to collaborate with the superintendent, business administrator, and other relevant stakeholders as needed to provide services for students with educational disabilities and their families; |  |
| **b.** | Develop a budget in accordance with local, state, and national laws in education, social and health agencies for the provision of services for students with educational disabilities and their families; |  |
| **c.** | Coordinate the implementation of federal and state grant applications and manage appropriate IDEA grants and categorical funds; |  |
| **d.** | Use such fiscal control and fund accounting procedures to ensure proper disbursement of, and accounting for, funds allocated for the provision of services for students with educational disabilities and their families; and |  |
| **e.** | Identify and procure resources and supplementary funding, including funding from available state and federal funding sources, to support program development and the provision of services for students with educational disabilities and their families. |  |
| **(c)** | **For the purposes of (a)(2) above, “experience as a special educator” entails providing special education services to special education students and shall include but not be limited to the roles of general special education, school psychologist, blind and vision impairment, deaf and hard of hearing, specific learning disabilities, intellectual and developmental disabilities, physical and health disabilities, and emotional and behavioral disabilities.** |