**New Hampshire Department of Education**

**Bureau of Credentialing**

**Demonstrated Competency: Transcript Analysis**

**Ed 506.05 Curriculum 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 curriculum administrator, a candidate shall: |
|  | **(1)** | Meet the requirements outlined in Ed 505.03, Ed 505.04, and (b) below;  |
|  | **(2)** | Have at least 3 years’ experience as a teacher; |
|  | **(3)** | Have one of the following: |
|  |  | **a.** | Completed a state-approved master’s level program leading to curriculum 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 related field and demonstrate the requirements outlined in (1) above;  |
|  | **(4)** | Apply for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10.  |
| **License Standard** | **Institution/Course Number & Name** |
| **(b)** | Candidates for licensure as a curriculum administrator shall have the following skills, competencies, and knowledge: |
| **(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.** | Obtain, allocate, align, and effectively utilize fiscal and technological resources, including the development of grant and other funding proposals; and  |  |
| **c.** | Develop the instructional and assessment capacity of the staff and provide professional development, including coaching, demonstrating, planning, organizing, reflecting, and documenting;  |  |
| **(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 K-12 learner development and learner differences; |  |
| **c.** | Understand and support a variety of learning environments, including extended learning opportunities;  |  |
| **d.** | Understand school, school district, and administrative unit curricula; |  |
| **e.** | Understand how to monitor alignment between the written and taught curriculum; |  |
| **f.** | 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; |  |
| **g.** | Understand applicable national standards, as well as current state and local academic standards; |  |
| **h.** | Assist others with current research and research-based practices in curriculum and instruction; |  |
| **i.** | Work with individual educators as well as grade level, disciplinary, and interdisciplinary teams to promote student learning; and |  |
|  | **j.** | Supervise instruction and provide constructive feedback; |  |
| **(3)** | In the area of assessment, the candidate shall: |  |
| **a.** | Understand how to revise curriculum and guide the improvement of instructional practice using a range of evidence such as: |  |
| **1.** | Student work;  |  |
| **2.** | Classroom and local school or district assessments;  |  |
| **3.** | Standardized assessments; |  |
| **4.** | Data from sending schools, receiving schools, and post-secondary institutions; and  |  |
| **5.** | Survey data from students and alumni; |  |
| **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 assessments 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; and |  |
| **i.** | Be able to evaluate the effectiveness of the curriculum revision processes and plan for continuous improvement. |  |