**New Hampshire Department of Education**

**Bureau of Credentialing**

**Demonstrated Competency: Transcript Analysis**

**Ed 505.03 Professional Education Requirements**

**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*.

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:** This document is required for any applicant who did not previously hold a full professional educator license in a teacher or instructional specialist endorsement for which New Hampshire requires having met the general pedagogy standards.

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

Date

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| **License Standard** | | | **Institution/Course Number & Name** |
| **(a)** | **In the area of the learning environment, all educators shall be prepared to establish and maintain safe, effective, organized, and respectful environments for student learning as follows:** | | |
| **(1)** | Building respectful relationships with students; |  |
| **(2)** | Implementing clear classroom routines, standards, and procedures that foster positive student-to-student and student-to-teacher interactions; |  |
| **(3)** | Maintaining high expectations for learning with appropriate support for the full range of students in the classroom; |  |
| **(4)** | Promoting students’ critical and creative thinking, problem solving, and analysis; |  |
| **(5)** | Creating learning environments that promote productive student learning, reflect diversity and multiple perspectives, and are culturally responsive; and |  |
| **(6)** | Using digital tools and learning technologies, as appropriate, to engage and support students in learning; |  |
| **(b)** | **In the area of student learning, be prepared to engage and support all students in learning by:** | | |
| **(1)** | Applying knowledge of students, including their prior experiences, interests, culture, language, social emotional learning needs, and socioeconomic backgrounds to involve them in learning; |  |
| **(2)** | Monitoring student learning, adjusting, and differentiating instruction while teaching so students continue to be actively engaged in learning; |  |
| **(3)** | Knowing how to access resources within the school and community to support students; |  |
| **(4)** | Using strategies to promote active student engagement through inquiry, reflection, and responding to and framing meaningful questions; |  |
| **(5)** | Using resources and technologies to ensure accessibility and relevance for all students; |  |
| **(6)** | Developing appropriate sequencing of learning experiences and providing multiple means for students to demonstrate knowledge and skills; |  |
| **(7)** | 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 |  |
| **(8)** | Providing students with opportunities to apply new learning across time and settings; |  |
| **(c)** | **In the area of instructional practices and design, be prepared to implement and assess learning experiences for all students by:** | | |
| **(1)** | 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; |  |
| **(2)** | Integrating technology resources into instructional plans by creating, implementing, and managing digital learnings; |  |
| **(3)** | Designing and implementing instruction and assessment that reflects the interconnectedness of academic content areas; |  |
| **(4)** | Constructing single lessons and sequences of lessons, setting long- and short-term learning goals for students, and assessing and adjusting instruction during a lesson and at the conclusion of lessons; |  |
| **(5)** | Facilitating developmentally appropriate and challenging learning experiences based on the unique needs of each learner; |  |
| **(6)** | Supporting students’ equitable access to the curriculum by using resources, standards-aligned instructional materials, and evidence-based strategies; |  |
| **(7)** | Selecting and designing formative and summative assessments of student learning; |  |
| **(8)** | Providing students timely oral and written feedback regarding their learning; |  |
| **(9)** | Collecting and analyzing assessment data from multiple measures and sources to plan and modify instruction and document students’ learning over time; |  |
| **(10)** | Involving all students in self-assessment and reflection on their learning progress and providing students with skills to revise or reframe their work; and |  |
| **(11)** | Using assessment information in a timely manner to assist stakeholders in understanding student progress; and |  |
| **(d)** | **In the area of professional responsibility, be prepared to develop as a professional educator by:** | | |
| **(1)** | Taking responsibility for student learning and classroom management; |  |
| **(2)** | Engaging in reflective practices for the purpose of continual professional improvement; |  |
| **(3)** | Designing learning goals based on appropriate data and engaging in activities which improve practice; |  |
| **(4)** | Accessing resources for planning and instruction through collaboration with members of the learning community such as students, parents, families, colleagues, other professionals, and community service members; and |  |
| **(5)** | Understanding and enacting professional roles and responsibilities as articulated in the code of conduct outlined in Ed 510. |  |