**New Hampshire Department of Education**

**Bureau of Credentialing**

**Demonstrated Competency: Transcript Analysis**

**Ed 505.04 Professional Education Requirements for Educational Administrators**

**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 applicants whose previous full professional educator license was not in an endorsement for which New Hampshire requires documentation of having met the general administrator standards as listed in Ed 501.02.

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

 Date

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| **License Standard** | **Institution/Course Number & Name** |
| **(a)** | Effective educational leaders shall develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student as follows: |
| **(1)** | Develop an educational mission for the school to promote the academic success and well-being of each student; |  |
| **(2)** | In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success; |  |
| **(3)** | Articulate, advocate, and cultivate core values that support the school’s culture and stress the imperative of child-centered education; |  |
| **(4)** | Strategically develop, implement, and evaluate actions to achieve the vision for the school; |  |
| **(5)** | Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students; |  |
| **(6)** | Facilitate a shared understanding of and commitment to mission, vision, and core values within the school and the community; and |  |
| **(7)** | Model and pursue the school’s mission, vision, and core values in all aspects of leadership; |  |
| (b) | Effective educational leaders shall act ethically and according to professional norms to promote each student’s academic success and well-being as follows: |
| **(1)** | Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all aspects of school leadership; |  |
| **(2)** | Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement; |  |
| **(3)** | Place children at the center of education and accept responsibility for each student’s academic success and well-being; and |  |
| **(4)** | Model and promote ethical and professional behavior among faculty and staff; |  |
| **(c)** | Effective educational leaders shall strive for equality of educational opportunity as follows: |
| **(1)** | Ensure that each student is treated fairly and respectfully; |  |
| **(2)** | Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success; |  |
| **(3)** | Develop student policies and address student misconduct in a positive, fair, and unbiased manner; and |  |
| **(4)** | Model a culture of tolerance and understanding in all aspects of leadership; |  |
| **(d)** | Effective educational leaders shall develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being as follows: |
| **(1)** | Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive; |  |
| **(2)** | Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self; |  |
| **(3)** | Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; |  |
| **(4)** | Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized; |  |
| **(5)** | Promote the effective use of technology in the service of teaching and learning; |  |
| **(6)** | Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement; and |  |
| **(7)** | Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction; |  |
| **(e)** | Effective educational leaders shall cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student as follows: |
| **(1)** | Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student; |  |
| **(2)** | Create and sustain a school environment in which each student is encouraged to be an active and responsible member of the school community; |  |
| **(3)** | Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student; |  |
| **(4)** | Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development; and |  |
| **(5)** | Cultivate and reinforce student engagement in school and positive student conduct; |  |
| **(f)** | Effective educational leaders shall develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being as follows:  |
| **(1)** | Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally-effective faculty; |  |
| **(2)** | Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel; |  |
| **(3)** | Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development; |  |
| **(4)** | Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student; |  |
| **(5)** | Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice; |  |
| **(6)** | Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement; |  |
| **(7)** | Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community; |  |
| **(8)** | Promote the personal and professional health, well-being, and work-life balance of faculty and staff; and |  |
| **(9)** | Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance; |  |
| **(g)** | Effective educational leaders shall foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being as follows: |
| **(1)** | Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning; |  |
| **(2)** | Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school; |  |
| **(3)** | Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child, including but not limited to: |
| **a.** | High expectations for professional work; |  |
| **b.** | Ethical practice;  |  |
| **c.** | Trust and open communication;  |  |
| **d.** | Collaboration;  |  |
| **e.** | Collective efficacy; and  |  |
| **f.** | Continuous individual and organizational learning and improvement; |  |
| **(4)** | Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole; |  |
| **(5)** | Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice; |  |
| **(6)** | Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff; |  |
| **(7)** | Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning; and |  |
| **(8)** | Encourage faculty-initiated improvement of programs and practices; |  |
| **(h)** | Effective educational leaders shall engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being as follows: |
| **(1)** | Create and model an approachable, accessible, and welcoming environment for families and members of the community; |  |
| **(2)** | Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students; |  |
| **(3)** | Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments; |  |
| **(4)** | Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school; |  |
| **(5)** | Create means for the school community to partner with families to support student learning in and out of school; |  |
| **(6)** | Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement; |  |
| **(7)** | Develop and offer the school as a resource for families and the community; and |  |
| **(8)** | Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning; |  |
| **(i)** | Effective educational leaders shall manage school operations and resources to promote each student’s academic success and well-being as follows: |
| **(1)** | Institute and manage administrative systems that promote the mission and vision of the school; |  |
| **(2)** | Strategically manage staff and all other resources to meet each student’s learning needs; |  |
| **(3)** | Frugally and effectively manage all financial resources; |  |
| **(4)** | Develop and maintain effective internal and external systems of communication; |  |
| **(5)** | Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success; |  |
| **(6)** | Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation; |  |
| **(7)** | Develop and manage productive relationships with the central office and school board; and |  |
| **(8)** | Develop and administer systems for fair and effective management of conflict among students, faculty and staff, leaders, families, and community; and |  |
| **(j)** | Effective educational leaders shall act as agents of continuous improvement to promote each student’s academic success and well-being as follows: |
| **(1)** | Seek to make school more effective for each student, teacher and staff, family, and the community; |  |
| **(2)** | Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school and district; |  |
| **(3)** | Establish an evidence-based system of strategic goal setting, planning, implementation, and evaluation for continuous district, school and classroom improvement; |  |
| **(4)** | Assess and develop the capacity of staff to use evidence-based methods for school and district improvement; |  |
| **(5)** | Develop technically appropriate systems of data collection, management, and analysis; and |  |
| **(6)** | Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement. |  |