**New Hampshire Department of Education**

**Bureau of Credentialing**

**Demonstrated Competency: Transcript Analysis**

**Ed 506.01 Superintendent including RSA 194-C:4**

**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 considered for licensure as superintendent, an individual shall: |
| **(1)** | Meet the requirements of Ed 505.03, Ed 505.04, and (b) below; |
| **(2)** | Have completed at least 5 years of experience as an education administrator in a k-12 setting; |
| **(3)** | Have completed one of the following: |
| **a.** | A state-approved master’s level program in education administration or educational leadership from an institution accredited by a regional accrediting body approved by the U.S. Department of Education; or  |
| **b.** | A master’s program in education or related field and a state board of education-approved district-level administration mentorship program under a licensed superintendent; and |
| **(4)** | Have applied for licensure following the application procedures outlined in Ed 505.08 through Ed 505.10. |
| **License Standard** | **Institution/Course Number & Name** |
| **(b)** | To be eligible for licensure as superintendent, a candidate shall have the following skills, competencies, and knowledge: |
| **(1)** | Promoting achievement and success of all students by: |
| **a.** | Monitoring and continuously improving teaching and learning; and |  |
| **b.** | Establishing a strong professional culture of growth, openness and collaboration wherein educators engage in analyzing student data and planning program improvements that result in closing achievement gaps; |  |
| **(2)** | As relating to district management, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by ensuring effective management of the organizational systems, finances, operations, and resources for a safe, efficient, high performing and positive learning environment, including, but not limited to: |
| **a.** | Planning and maintaining physical plant safety and student access, and  |  |
| evaluating and revising processes to continuously improve operational systems; |  |
| **b.** | Recruiting and retaining quality personnel, |  |
| overseeing and directing labor relations, conflict resolution, collective bargaining, and |  |
| budget preparation and budget administration; |  |
| **c.** | Protecting the welfare and safety of students and staff by: |
| **1.** | Proactively involving parents, teachers, community members, and students to ensure a safe environment; and  |  |
| **2.** | Addressing challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning; and |  |
| **(3)** | As relating to district, school, and community, the candidate shall promote the success of all students by: |
| **a.** | Collaborating with families and community members,  |  |
| Responding to diverse community interests and needs, and  |  |
| Mobilizing community resources to improve teaching and learning; and |  |
| **b.** | Using effective communication strategies to engage parents, staff, families, and community members to participate in achieving the mission, vision, and goals for teaching and learning. |  |
|  | **(4)** | Be able to provide superintendent services required for each SAU or district per RSA 194-C:4 including: |
|  |  | **a.** | Establish an educational mission which indicates how the interests of pupils will be served under the administrative structure. |  |
|  |  | **b.** | Governance, organizational structure, and implementation of administrative services including, but not limited to: |
|  |  |  | **1.** | Payroll, cash flow, bills, records and files, accounts, reporting requirements, funds management, audits |  |
|  |  |  | **2.** | coordination with the treasurer, and advisory boards on policies necessary for compliance with all state and federal laws regarding purchasing |  |
|  |  |  | **3.** | Development, review, and evaluation of curriculum, coordination of the implementation of various curricula, provisions of staff training and professional development, and development and recommendation of policies and practices necessary for compliance relating to curriculum and instruction. |  |
|  |  |  | **4.** | Compliance with laws, regulations, and rules regarding special education, Title IX, the Americans with Disabilities Act, home education, minimum standards, student records, sexual harassment, and other matters as may from time to time occur. |  |
|  |  |  | **5.** | Pupil achievement assessment through grading and state and national assessment procedures and the methods of assessment to be used. |  |
|  |  |  | **6.** | Writing, receiving, disbursement, and the meeting of all federal, state, and local compliance requirements. |  |
|  |  |  | **7.** | Oversight of the provision of insurance, |  |
|  |  |  | **8.** | Oversight of appropriate hearings, litigation, and court issues. |  |
|  |  |  | **9.** | School board operations and the relationship between the board and the district administration. |  |
|  |  |  | **10.** | The daily administration and provision of educational services to students at the school facility including, but not limited to, fiscal affairs; staff, student, and parent safety and building issues; and dealing with citizens at large. |  |
|  |  |  | **11.** | Assignment, usage, and maintenance of administrative and school facilities. |  |
|  |  |  | **12.** | Designation of number, grade or age levels and, as applicable, other information about students to be served. |  |
|  |  |  | **13.** | Pupil governance and discipline, including age-appropriate due process procedures. |  |
|  |  |  | **14.** | Administrative staffing. |  |
|  |  |  | **15.** | Pupil transportation. |  |
|  |  |  | **16.** | Annual budget, inclusive of all sources of funding. |  |
|  |  |  | **17.** | School calendar arrangements and the number and duration of days pupils are to be served pursuant to RSA 189:1. |  |
|  |  |  | **18.** | Identification of consultants to be used for various services. |  |
| **(c)** | The role of superintendent shall not be eligible for licensure under the SBLP pathway outlined in Ed 505.06 |