



2019-2020

**Undergraduate Teacher
Candidate Handbook**

Granite State College
SCHOOL OF EDUCATION

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PROGRAM COMPLETION REQUIREMENTS

TIMEFRAME	COMPLETION REQUIREMENTS	DATE OF COMPLETION
At GSC Intake	Work with your undergraduate Academic Advisor to identify the teacher preparation program that meets your career goals.	
Complete 60 Credits of General Education Requirements	Track your progress in the Graduation Planning System (GPS) to complete general education requirements. Maintain a 3.0 GPA throughout entire program of study.	
Testing Requirements	Provide proof of passing scores for Praxis Core exam. Scores must be submitted before registering for EDU 622.	
EDU 622 - Introduction to Field Experience	<p>This is the first required course of the education course groups. It may be taken as a stand-alone or in conjunction with another introductory level non-clinical course. During this course, students will complete the following:</p> <ul style="list-style-type: none"> • Step 1 - Complete the Declaration of Candidacy Form • Step 2 - Attend SOE Orientation • Step 3 - Submit the following documents <ul style="list-style-type: none"> - Essay - Resume - Two Letters/Forms of Recommendation - Finalize Placement and identify Supervising Practitioner for authorization. - Criminal History Records Check • Step 4 - Acquire Technology <ul style="list-style-type: none"> - Obtain access to or purchase technology for high quality video and audio capture • Step 5 - Complete Personal Plan of Study with SOE advisor 	
Introductory Level Courses	<ul style="list-style-type: none"> • Complete introductory level courses. • Faculty review of candidate performance and recommendation for confirmation with program. • Maintain Professional Portfolio and Clinical Log. • Maintain 3.0 GPA. 	
Intermediate Level Courses	<ul style="list-style-type: none"> • Complete intermediate level courses. • Faculty review of candidate performance and recommendation for confirmation with program. • Maintain Professional Portfolio and Clinical Log. • Maintain 3.0 GPA. 	
Testing Requirements for Final Course - EDU 651, Culminating Teaching Experience and Seminar (can be initiated at any point in timeline)	<ul style="list-style-type: none"> • Prior to registering for EDU 651, students must submit proof of passing scores for the following exams: (Intermediate Level) Praxis II Subject Assessment <ul style="list-style-type: none"> - (Advanced Level) PRAXIS II Subject Assessment in a content area of Early Childhood, Elementary Education, English Language Arts, Mathematics, Social Studies, and/or Science - Pearson's Foundations of Reading is required for Early Childhood and Elementary Education 	
Advanced Level Courses / Final Course - EDU 651	<ul style="list-style-type: none"> • Complete advanced level courses. • EDU 651 Culminating Teaching Experience and Seminar • Submit Professional Portfolio and Clinical Log. • Culminating Teaching Experiences for each certification will include the Teacher Candidate Assessment of Performance (TCAP). 	
Upon Successful Completion of EDU 651 and ALL Program Requirements	<ul style="list-style-type: none"> • Student MUST have an earned 3.0 GPA. • Upon successful faculty recommendation and administrative review, GSC will make recommendation to NHDOE. • Students are responsible for any State of NH fees associated with initial or additional teacher certification. • Out of state students are responsible for verifying that the program meets requirements for licensure in their state. 	

Mission and Candidate Competencies

Preparing Educators...OUR MISSION

The mission of the educator preparation program of Granite State College is to prepare educators who are highly qualified and committed to maximizing learning across all age and demographic groups, birth to grade 12.

Coherent with the mission, philosophy and purpose of the Conceptual Framework of the School of Education, the following serve as the candidate competencies for those enrolled in the educator preparation programs. The goals and candidate competencies provide direction for developing and aligning the curriculum, instruction, field/clinical experiences and assessments of candidates and the School of Education.

New Hampshire Ed 610.02 | Professional Education Competencies

A. In the Area of the Learner and Learning:

- Learner development, as demonstrated by:
 - An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
 - The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;
- Learning differences, as demonstrated by:
 - An understanding of individual differences and diverse cultures and communities;
 - Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
 - The ability to employ universal design principles and assistive technology; and
- Learning environment, as demonstrated by:
 - Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
 - Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

B. In the Area of Content:

- Content knowledge, as demonstrated by:
 - An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
 - An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and
- Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

C. In the Area of Learning Facilitation Practice:

- Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:
 - Engage learners in their own growth;
 - Document learner progress;
 - Provide learner feedback; and
 - Inform the educator's ongoing planning and instructional practices;
- Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and
- Learning facilitation strategies, as demonstrated by:
 - An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and
 - An ability to build skills in accessing, applying, and communicating information; and

D. In the Area of Professional Responsibility:

- Reflection and continuous growth, as demonstrated by:
 - Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and
 - Ability to adapt practice to meet the needs of each learner; and
- Collaboration, as demonstrated by:
 - Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

GRANITE STATE COLLEGE EDUCATOR PREPARATION PHILOSOPHY

The GSC program is designed for 21st Century Educators, providing in-depth focus on critical issues that are transforming the landscape of education – innovation, critical thinking, problem solving, collaboration and self-reflection.

In this field-based program, candidates work with three mentors throughout their plan of study and their clinical experiences:

- Granite State College professor
- Granite State College Field Placement Faculty
- Supervising Practitioner in the field/clinical experience

The clinical and culminating field experiences are conceptualized as a laboratory experience where the candidate experiments with instructional methods, strategies and technologies, under the guidance of the GSC Field Placement Faculty and School Supervising Practitioner, critically reflecting and analyzing what has occurred, and determining next steps. It is hoped that every decision and subsequent action of the teacher candidate will be based in evidence-based theories of how children learn.

Although GSC's aim is professional teaching at the highest possible level, it is unrealistic to expect the candidate to master the vast number of appropriate teaching skills, behaviors, and professional competencies within the framework of the plan of study and the varying clinical and culminating teaching experiences. The educator preparation experience is only the beginning of an on-going process to becoming an effective, confident teacher.

Throughout the clinical experience, it is paramount that candidates take time to step back and reflect on their teaching. Reflection enables the candidate to progress through the developmental phases that characterize the preparation of effective educators. Granite State College considers it a privilege and a serious responsibility to guide candidates during this arduous transition from candidate to professional educator.

MUTUAL RESPECT IN THE CLASSROOM: SHARED EXPECTATIONS

The dynamic relationship between a college student and a college faculty is unique and can be profoundly rewarding. Successful higher education occurs when this relationship is effective and honored. When mutual respect is present, the following expectations are fulfilled:

Candidates Can Expect That GSC Faculty:

- are knowledgeable about the subject matter;
- are prepared for class with materials designed with all students in mind, including those with disabilities;
- approach each class with enthusiasm for the learning process and academic inquiry;
- foster an environment of collaborative learning, encouraging active participation rather than passive attendance;
- respect students as individuals, taking into account a student's learning style, background and demands on time;
- set high performance standards and communicate how to achieve them successfully;
- clearly state standards for evaluating student work when assignments are given;
- return student work or respond to student inquiries in a timely fashion;
- honor office hours and are reasonably available at other times;
- refrain from using language, humor or coarse examples that may be insulting or insensitive.

College Faculty Can Expect That Candidates:

- prepare for each class and clinical experience;
- approach each class with enthusiasm for the learning process and academic inquiry;
- are willing to be active learners in the classroom;
- value diversity in the classroom, refraining from using language that may be insulting or insensitive;
- commit the necessary time and effort required in each course;
- finish assignments in a timely fashion;
- communicate with the teacher to prevent an issue from becoming an insurmountable problem;
- respect the learning environment by minimizing distractions such as arriving late or reading other materials in class;
- provide candid evaluations and recommendations for teachers.

GUIDING PRINCIPLES: THE CODE OF ETHICS FOR NEW HAMPSHIRE EDUCATORS

Principle I - Responsibility and Commitment to the Education Profession and Colleagues

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment.

In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters.

In fulfillment of this principle, the educator:

- Values honesty and established commitments;
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks;
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications;
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner;
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence ones' professional decisions; and
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle II - Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator's obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student.

In fulfillment of this principle, the educator:

- Interacts with students within appropriate settings;
- Communicates with students in a clear, respectful, and culturally sensitive manner;
- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student;
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career;
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

Principle III - Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice.

In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences.
- Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community;
- Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community;
- Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and
- Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle IV - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology.

In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning;
- Considers the ramifications and public perception of using social media;
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students.

ROLES AND RESPONSIBILITIES

The agreement between Granite State College and the cooperating educational settings involves several participants. They include: the GSC candidate, the school supervising practitioner, the principal/director, the GSC Field Placement Faculty and the Coordinator of Field Placement.

Role and Expectations of the Teacher Candidate

The primary purpose of the field-based/clinical experiences is to provide opportunities for the future teacher to apply education theory into actual practice, building teaching and learning capacity over time. Under the guidance of master teachers, candidates are able to self-evaluate, and to develop competence in the skills and attitudes essential to successful teaching.

Candidates are Expected to:

- successfully complete all GSC program requirements.
- document a minimum of one semester or its equivalent as a student teacher while taking GSC courses. Develop the credentialing portfolio throughout the program, which will include the following:

CERTIFICATION	GRADE RANGE/CLINICAL REQUIREMENTS
<p>Early Childhood, N-3, and Early Childhood Special Education, 0-Grade 3</p>	<ul style="list-style-type: none"> • EC: N-3 • ECSE: 0-Age 8 • 440 Documented Supervised Clinical Hours in EC/ECSE • Supervised Clinical Hours for ages 0-2, 3-5 and 5-8 • Recommended 55 supervised hours per clinical course • Supervising Practitioner must have a minimum of 5 years experience and be certified in EC/ECSE thru the New Hampshire Department of Education • Required portfolio artifacts
<p>General Special Education, K-12 and Elementary Education K-6/K-8</p>	<ul style="list-style-type: none"> • General Special Education: Grades K-12 • Elementary Education: Grades K-6/K-8 • 440 Documented Supervised Clinical Hours in GSE/EE • Supervised Clinical Hours for grade ranges K-4, 5-8 and 9-12 • Recommended 55 supervised hours per clinical course • Supervising Practitioner must have a minimum of five years experience and be certified in General Special Education and Elementary Education through the New Hampshire Department of Education • K-8 certifications require a minimum of 12 credits in English Language Arts, Math or Social Studies. (Additional testing is also required.) • Required portfolio artifacts

CERTIFICATION	GRADE RANGE/CLINICAL REQUIREMENTS
General Special Education, K-12	<ul style="list-style-type: none"> • General Special Education: Grades K-12 • 360 Documented Supervised Clinical Hours in GSE • Supervised Clinical Hours for grade ranges K-4, 5-8 and 9-12 • Recommended 60 supervised hours per clinical course • Supervising Practitioner must have a minimum of five years experience and be certified through the New Hampshire Department of Education • Required portfolio artifacts
Middle Level Mathematics	<ul style="list-style-type: none"> • Middle Level Mathematics • 360 Documented Supervised Clinical Hours in Mathematics • Supervised Clinical Hours in general math education, grades 5-8 • Recommended 90 supervised clinical hours per clinical course • Supervising Practitioner must have a minimum of five years experience and be certified in Mathematics, Grades 5-8 or 7-12 through the New Hampshire Department of Education • Required portfolio artifacts
Upper Level Mathematics	<ul style="list-style-type: none"> • Upper Level Mathematics • 360 Documented Supervised Clinical Hours in Mathematics • Supervised Clinical Hours in general math education, for grade ranges 7-8 and 9-12 • Recommended 90 supervised clinical hours per clinical course • Supervising Practitioner must have a minimum of five years experience and be certified in Mathematics 7-12 through the New Hampshire Department of Education • Required portfolio artifacts

Candidates are Expected to (continued):

- Maintain a high level of professionalism by: keeping information and student records confidential, communicating effectively with students, parents, and colleagues, maintaining accurate records, contributing to the school, reflecting on teaching, growing and developing professionally.
- Demonstrate proficiency in:
 - Planning and preparation
 - Classroom environment and management
 - Content knowledge and instructional strategies
 - Assessment practices
 - Reflecting and growing professionally
- Organize physical space that is important to managing classroom procedures and student behavior.
- Demonstrate the elements of effective instruction including: communicating clearly and effectively, using questioning and discussion techniques, engaging students in learning, providing feedback to students, being flexible and responsive, and using technology to enhance teaching and learning.
- Provide formal lesson plans using the GSC lesson plan format.
- Maintain a Clinical Hour log.
- Maintain a professional portfolio.
- Arrange conference times and facilitate communications between Supervising Practitioner and college Field Placement Faculty, as necessary.
- Successfully complete the Teacher Candidate Assessment of Performance (TCAP).
- Attend face-to-face student success meetings at the beginning of each term for clinical courses.

Role and Expectations of the Cooperating School Principal or Administrator

Cooperating Schools play an important part in the preparation of teacher certification candidates. School principals, as the instructional leaders in the school setting and the chief administrators, have a critical role in the development of the future teacher. The major supports needed from the school principal are:

Teacher candidates who are volunteering a minimum of 10 hours per week for the duration of their plan of study:

- Placements which provide a variety of clinical experiences across the school grade levels, curriculum and day:
 - Age ranges for EC/ECSE certification include 0-2, 3-4 and 5-8.
 - Grade levels for Elementary Education certification include K-4 and 5-8.
 - Grade levels for General Special Education certification include K-4, 5-8 and 9-12.
- Approve or assist in appointing a supervising practitioner.
- Acquaint the candidate with the school environment, personnel and resources.
- Ensure that the candidate is integrated into the school community.
- Follow up with the candidate as necessary to ensure success.
- Connect with the candidate, supervising practitioner, and/or college field placement faculty as necessary.

Teacher candidates who are working as paraprofessionals for a minimum of 10 hours per week for the duration of their plan of study:

- Flexibility of scheduling to ensure a variety of inclusive classrooms across the grade levels, curriculum and day.
 - Age ranges for EC/ECSE certification include 0-2, 3-4 and 5-8.
 - Grade levels for Elementary Education certification include K-4 and 5-8.
 - Grade levels for General Special Education certification include K-4, 5-8 and 9-12.
- Approve or assist in appointing a supervising practitioner.
- Ensure the candidate is integrated into the school community.
- Follow-up with the candidate as necessary to ensure success.
- Meet with the candidate, supervising practitioner, and/or college field placement faculty as necessary.

The Role of the Supervising Practitioner

A Supervising Practitioner for any GSC candidate enrolled in a Certification program must have a minimum of five years teaching experience and hold current certification in the area in which the candidate wishes to become certified.

Supervising Practitioners:

- Observe teacher candidates in the field.
- Provide suggestions regarding candidate's teaching assignments.
- Mentor and support candidate throughout the placement.
- Confer with the candidate for an average of 10 hours per course.
- Offer input and feedback on teacher candidate's GSC class assignments when solicited by the candidate.
- Communicate with college FPF regarding the development of the candidate's field-based abilities.
- Complete an end of program survey during candidate's culminating course.

The Supervising Practitioner is NOT required to evaluate or grade student work.

The Role and Expectations of the GSC Field Placement Faculty

The GSC Field Placement Faculty works with the Coordinator of Field Placement to act as a liaison between the college and the school/programs where the teacher candidates are placed. The varying support and guidance provided to candidates is determined by the introductory, intermediate and advanced level of expectations and program requirements. FPFs major responsibilities:

- Support the teacher candidate throughout their SOE program of study.
- Provide the candidate with written feedback after observations.
- Submit the clinical grades to clinical course professor for a percentage of the final course grades.
- Provide strategies to assist the candidates to self-evaluate their strengths and areas in need of improvement.
- Monitor the completion of clinical hour logs, observations/evaluations, and culminating teaching experience documents.
 - Hold face-to-face student success meeting at the beginning of each term.
- Maintain a friendly, cooperative and effective working relationship between the college and the field placement.
 - Confer with school personnel to ensure (1) there is a clear understanding of program expectations; (2) they have access to GSC resources to support candidate; and (3) the candidate's success in the educational setting.
- Communicate with Supervising Practitioners regarding the development of candidates field-based abilities.
- Co-teach EDU 622 Introduction to Field Experiences and Program Requirements.
- Teach EDU 651 Culminating Teaching Experience.

The Role and Expectations of the Coordinator of Field Placement

The Coordinator of Field Placement is the administrator for all field placement experiences during the duration of the candidate's plan of study and in the culminating teaching experience.

The Coordinator's main responsibilities may include the following:

- Ensure that each candidate has an assigned GSC field placement faculty for all clinical courses.
- Ensure that the candidate has all required paperwork and has met all pre-requisites for all field-based experiences.
- Supervise field placement faculty to ensure all program requirements are being met.
- Communicate with school personnel concerning candidate placement as necessary.
- Intervene when necessary to solve problems that cannot be addressed through regular channels.
- Maintain an active data base of successful supervising practitioners, and cooperating schools.
- Evaluate the quality of clinical placement and experiences.

The Role and Expectations of the Advisor and Student Support Coordinator

The SOE Advisor is available to assist the teacher candidate throughout their educational journey.

- Assist teacher candidate with course registration
- Help teacher candidate understand SOE policies, procedures, and expectations
- Advise teacher candidate on the sequencing of EDU courses
- Facilitate SOE orientations
- Support teacher candidate in goal setting and planning for future success

Supporting Teacher Candidates

GSC SOE offers support to Teacher Candidates who indicate a need for intervention (a score of 2.5 or below on an observation by an FPF as reflected in their Lesson Observation Feedback Tool (LOFT)). In these cases, a Teacher Candidate will meet with a member of the SOE Advisory Team to develop a Student Support Plan with input from both the content faculty as well as the FPF. In order to ensure Teacher Candidates benefit from this support, a temporary hold may be placed on registration in order for the Student Support Plan to be developed or to confirm that it has been carried out. Holds will be removed as recommended by the SOE Advisory Team.

Teacher Candidate Assessment of Performance

The Teacher Candidate Assessment of Performance (TCAP) process includes:

- the implementation of a consecutive 3-5 lesson unit observed by GSC faculty
- the creation of a final culminating TCAP document that demonstrates proficiency in the areas of contextualizing, planning and preparation, instructional practices, academic language, assessment, and self-reflection.

TCAP lessons and accompanying documents must contain considerations for students' unique needs, clear and measurable learning objectives, appropriate formative and summative assessment tools, effective progress monitoring with evidence, and thoughtful reflection.

YOUR PROFESSIONAL PORTFOLIO

All teacher candidates enrolled in the undergraduate teacher certification program are required to document professional growth throughout the program. Beginning with the first course and all subsequent courses, teacher candidates will document growth over time with examples of key assignments highlighting professional and educational accomplishments over the course of the program.

The Professional Portfolio documents the candidate's growth and progress over time.

COMPLETING PROGRAM REQUIREMENTS FOR NHDOE CERTIFICATION

Upon full acceptance to the program, teacher candidates will receive a letter of acceptance and may refer to the Granite State College GPS Report for course requirements. The NHDOE has the following testing requirements:

SCHOOL OF EDUCATION TESTING REQUIREMENTS

NH DEPARTMENT OF EDUCATION

GSC School of Education teacher certification programs are approved by and meet all of the NH DOE certification standards and testing requirements. NH DOE standards are available online: <http://www.education.nh.gov/certification/index.htm>.

ETS/PRACTIS TESTING

Praxis Core & Praxis II information and registration is available online:
http://www.ets.org/praxis/nh?WT.ac=praxishome_states_121126

- When registering, please be sure to enter Granite State College as Attending Institution;
- When registering, please be sure to enter Granite State College and New Hampshire Department of Education as Designated Score Recipients.
- Granite State College Code RA3640
- NH DOE Code R7660

Exemption from Core Academic Skills for Educators: Ed 513.01 (b) (July 2003)

- SAT (SAT tests taken in or after 2005 that included the new writing portion), GRE or ACT Scores above the 50th percentile; or
- Student already holds NH teaching license; or
- Student passed the Praxis I PPST prior to 1/1/2014.
- If the student provides waiver from the NH DOE confirming SAT, GRE or ACT scores have been accepted; or the student provides a copy of current NH teaching certification; or the student provides a copy of passing Praxis I PPST scores with test date prior to 2014, then GSC will waive the Praxis Core requirement.

PEARSON/FOUNDATIONS OF READING TESTING

Foundations of Reading Information and Registration and online: <http://www.nh.nesinc.com/>
Students should take the Foundations of Reading exam after successful completion of EDU 610/610A.

TESTING TIMELINE

Praxis Core – Passing test scores MUST be submitted prior to EDU 622. *Passing scores are required for full admission and program completion.*

Praxis II – Initial test scores MUST be submitted prior to registering for EDU 651. *Passing scores are required for recommendation of licensure.*

Foundations of Reading – Test scores MUST be submitted prior to registering for EDU 651. *Passing scores are required for program completion.*

GSC Certification Preparation Program	NH DOE Endorsement Code	*NH DOE Administrative Rules		ETS Praxis Requirements	ETS Praxis II Subject Assessment Requirements	Pearson NH Foundations Of Reading
		Preparation 610.02 for all certifications	Certification			
TEACHER						
Early Childhood Education (N-3)	1866	612.03	507.18	5751 Core Series	5024 Education of Young Children	Required
Elementary Education (K-6)	1810	612.04	507.11	5751 Core Series	5001 Elementary Education: Multiple Subjects	Required
Elementary Education (K-8) (Requires a Minimum of 12 Credits in a Content Area)	1811	612.04	507.11	5751 Core Series	5001 Elementary Education: Multiple Subjects & Middle School Subject Assessment	Required
Middle Level Mathematics	1102	612.17	507.25	5751 Core Series	5169 Middle School Math	
Upper Level Mathematics	1100	612.18	507.26	5751 Core Series	5161 Math: Content Knowledge	
SPECIAL						
Early Childhood Special Education	1912	612.07	507.39	5751 Core Series		
General Special Education (K-12)	1900	612.07	507.39	5751 Core Series	*Content Area	

- *Content Area Praxis II is required for GSE certification students as this will meet HQT documentation requirements.*
- Praxis II in Elementary Education: Multiple Subjects is the recommended test for GSE candidates seeking work in grades K-5 OR
- Any one of the Middle or Secondary Education Content exams is recommended for GSE students seeking work in middle/high school level.

COURSE SEQUENCE AND LEVELS BY CERTIFICATION WITH CLINICAL/NON-CLINICAL DISTINCTION

PROGRAM	INTRODUCTORY COURSES	INTERMEDIATE COURSES	ADVANCED COURSES
EC/ECSE 55 hours per clinical course 440 total hours	<u>Non-Clinical</u> EDU 622 EDU 621 EDU 602 <u>Clinical Courses</u> EDU 606 (A)	<u>Clinical Courses</u> EDU 624 (B) EDU 627 (B) EDU628 (B) EDU 630 (A)	<u>Clinical Courses</u> EDU 610A (A) EDU 625 (A) EDU 626 (A) EDU 651 (A)
GSE 60 hours per clinical course 360 total hours	<u>Non-Clinical</u> EDU 622 EDU 617 EDU 621 <u>Clinical Courses</u> EDU 606 (A) EDU 619 (A)	<u>Clinical Courses</u> EDU 607 (A) EDU 609 (B) EDU 611 (B)	<u>Clinical Courses</u> EDU 610 (A) EDU 651 (A)
GSE/EE 55 hours per clinical course 440 total hours	<u>Non-Clinical</u> EDU 622 EDU 617 EDU 621 <u>Clinical Courses</u> EDU 606 (A) EDU 619 (A)	<u>Clinical Courses</u> EDU 609 (B) EDU 612 (A) EDU 611 (B) EDU 613 (A)	<u>Clinical Courses</u> EDU 610 (A) EDU 616 (A) EDU 651 (A)
MIDDLE LEVEL MATH 90 hours per clinical course 360 total hour	<u>Non-Clinical</u> EDU 622 MATH 504 <u>Clinical Courses</u> EDU 619 (A) EDU 652 (A)	<u>Non-Clinical</u> MATH 510, 600, 601, 602, 606, 608 <u>Clinical Course</u> EDU 653 (A)	<u>Non-Clinical</u> MATH 605, 609 <u>Clinical Courses</u> EDU 614 (A) EDU 651 (A)
UPPER LEVEL MATH 90 hours per clinical course 360 total hour	<u>Non-Clinical</u> EDU 622 MATH 504 <u>Clinical Courses</u> EDU 619 (A) EDU 652 (A)	<u>Non-Clinical</u> MATH 510, 600, 601, 602, 606, 608 <u>Clinical Course</u> EDU 653 (A)	<u>Non-Clinical</u> MATH 604, 605, 607 <u>Clinical Courses</u> EDU 615 (A) EDU 651 (A)

CLINICAL (A) COURSES - Clinical (A) courses require a field placement. Field Placement Faculty will observe and evaluate teaching and will provide guidance with the lesson planning process. Supervising Practitioners will observe your teaching for feedback purposes. An additional \$250 fee will be assessed for each clinical (A) course. These courses are not offered during the summer term without approved placement.

Students may take no more than one Clinical A course per term.

CLINICAL (B) COURSES - Clinical (B) courses require a field placement. Supervising Practitioners will observe your teaching for feedback purposes. These courses are not offered during the summer term without approved placement.

Clinical Hours: Students may accrue clinical hours while enrolled in School of Education courses or within one term of taking School of Education courses.

OVERVIEW OF FIELD EXPERIENCE REQUIREMENTS

EDU 622/700: Introduction to Field Experience/Program Requirements

- SP Welcome Letter and Handbook
- Building of Professional Learning Network (PLN)
- Introduction to field components including Lesson Plans

Mandatory SOE Orientation

Clinical A Courses by Level

Teacher Candidates are required to attend a Student Success Meeting at the beginning of each term in which they are enrolled in a Clinical A course.

Introductory Level	Intermediate Level	Advanced Level
<p align="center">One observation by Supervising Practitioner</p> <p>One field assignment with FFP</p> <p>Self-reflection on professional dispositions</p>	<p align="center">One observation by Supervising Practitioner</p> <p align="center">TC/SP/FPF Conference (ZOOM or phone) to review SP observation</p> <p align="center">One face-to-face observation by FPF with goal setting</p> <p align="center">One observation by GSC faculty</p> <p align="center">Self-reflection on professional dispositions</p>	<p align="center">One observation by Supervising Practitioner</p> <p align="center">Two consecutive observations by FPF (one may be remote) with focus on data tracking and analysis</p> <p align="center">Self-reflection on professional dispositions</p>

Culminating Courses (Include TCAP: 3-5 sequential days of observations)

Grading of all Clinical A Courses: 30% Clinical content / 70% Course Content

CLINICAL A COURSES BY LEVEL

	Introductory	Intermediate	Advanced
ECE/ECSE	606	630	610A, 625, 626, 651
GSE	606, 619	607	610, 651
GSE/EE	606, 619	612, 613	610, 616, 651
Middle Level Math	619, 652	653	614, 651
Upper Level Math	619, 652	653	615, 651

Introductory Level Clinical A Courses:

- 606 The Dynamic Role of the Special Educator
- 619 Managing Student Behavior
- 652 Aspects of Mathematical Learning

Intermediate Level Clinical A Courses:

- 630 Behavioral Interventions
- 607 Instructional Methods, Strategies and Technology
- 612 Using Technology to Teach Social Studies
- 613 Strategies for Teaching Science
- 653 Reading and Writing in the Math Content Area

Advanced Level Clinical A Courses:

- 610 Teaching Language Arts and Literacy
- 625 Science, Technology, Engineering and Mathematics in EC/ECSE
- 626 Curriculum, Assessment and Instruction in EC/ECSE
- 616 Elementary School Mathematics Methods
- 614 Middle School Mathematics Methods
- 615 Secondary School Mathematics Methods
- 651 Culminating Teaching Experience & Seminar

CONTACT US

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OUR CAMPUSES

Regional Campuses are open Monday through Friday for instruction, to answer questions, register for upcoming classes, and schedule appointments with advisors or other staff.

Academic Campuses host classes and offer academic and student support services.

CONCORD

25 Hall Street, Concord, NH 03301
603-513-1398

CONWAY

53 Technology Lane, Suite 150, Conway, NH 03818
603-447-3970

MANCHESTER

Mill West Building
195 McGregor Street, Manchester, NH 03102
603-626-7714

PORTSMOUTH

Pease International Tradeport
51 International Drive, Portsmouth, NH 03801
603-334-6061

ROCHESTER

35E Industrial Way, Rochester, NH 03867
603-332-8335

CO-LOCATIONS

Lebanon Academic Campus

Co-located at River Valley Community College
15 Hanover Street, Lebanon, NH 03766

Nashua Academic Campus

Co-located at Nashua Community College
505 Amherst Street, Nashua, NH 03063

GENERAL QUESTIONS

1-855-472-4255

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