## Requirements for certification

Teacher certification with 3 years’ teaching experience and a Master’s degree

<table>
<thead>
<tr>
<th>Competency to Be Met</th>
<th>Credits</th>
<th>Clinical/Non-Clinical</th>
<th>Met Upon Entry Credit {M/E}</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Level</strong> – Taken early in the program.</td>
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<tr>
<td>EDU 700: Introduction to Field Experience and Program Requirements</td>
<td>1</td>
<td>Non-Clinical</td>
<td></td>
</tr>
<tr>
<td>EDU 710: Teaching Language Arts and Literacy</td>
<td>6</td>
<td>Clinical A</td>
<td></td>
</tr>
<tr>
<td>EDU 730: Foundations of Language &amp; Literacy</td>
<td>4</td>
<td>Clinical B</td>
<td></td>
</tr>
</tbody>
</table>

**STOP!!** Pearson Foundations of Reading *(effective July 1, 2014)* Initial scores must be submitted before starting the Practicum. *It is recommended that students take the Foundations of Reading exam after EDU 710.*

| **Intermediate Level** – Taken in the middle of the program. |
| EDU 712: Reading Disabilities: Assessment and Instruction | 4 | Clinical A |
| EDU 713: Content Area Literacy for the Reading and Writing Teacher | 4 | Clinical A |

| **Advanced Level** – Taken near the end of the program. |
| EDU 711: Role of Reading and Writing Specialist I: Practicum | 6 | Clinical A |

**Culminating Teaching Experience / Capstone Course** – Taken after all other program requirements have been met.

This program requires students to log a minimum of 80 supervised field-based clinical hours plus practicum requirements. Submission of Total Hours Due in EDU 711A.

A **3.0** cumulative GPA is required for recommendation for certification.

| EDU 711A: Role of Reading and Writing Specialist II: Practicum | 6 | Clinical A |
**CLINICAL HOUR DEFINITION:** GSC teacher candidates are required to log clinical hours at their cooperating schools. Clinical hours must include the supervision (not necessarily presence) of an experienced, certified professional during which a teacher candidate participates in the instruction and assessment of students. It is expected that as a part of the journey to becoming certified, a candidate will engage in observation and reflection of pedagogy, of which a portion may be considered clinical hours.

**NH Ed 610.02  Professional Education Requirements.** To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following:

1. **In the area of the learner and learning:**
   a. 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
   b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

2. **Learning differences, as demonstrated by:**
   a. An understanding of individual differences and diverse cultures and communities;
   b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
   c. The ability to employ universal design principles and assistive technology; and

3. **Learning environment, as demonstrated by:**
   a. 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
   b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

4. **In the area of content:**
   a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
   b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners;

5. **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;**

6. **In the area of learning facilitation practice:**
   a. Engage learners in their own growth;
   b. Document learner progress;
   c. Provide learner feedback; and
   d. Inform the educator’s ongoing planning and instructional practices;

7. **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**

8. **Learning facilitation strategies, as demonstrated by:**
   a. 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
   b. An ability to build skills in accessing, applying, and communicating information; and

9. **In the area of professional responsibility:**
   a. 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
   b. Ability to adapt practice to meet the needs of each learner; and

10. **Collaboration, as demonstrated by:**
    a. 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.