## Individualized Professional Development Plan (IPDP)

**Pre-requisites**

**Praxis Core Academic Skills for Educators** Reading, Writing, & Math *(Praxis I Reading, Writing & Mathematics accepted if taken before 10/1/13)* Unless exempt, passing scores must be submitted prior to registering for EDU 700.

For transfer credit that does not have documented Human Growth and Development equivalency – student must document credit for Human Growth and Development through course credit or CLEP exam.

<table>
<thead>
<tr>
<th>Competency to Be Met Course &amp; Title:</th>
<th>Credits</th>
<th>Clinical/Non-Clinical</th>
<th>Met Upon Entry Credit (M/E)</th>
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</thead>
<tbody>
<tr>
<td><strong>Introductory Level</strong> – Take early in the program.</td>
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<tr>
<td>EDU 700/622: Introduction to Field Experience and Program Requirements</td>
<td>1</td>
<td>Non-Clinical</td>
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<tr>
<td>EDU 721/621: Special Education Law</td>
<td>4</td>
<td>Non-Clinical</td>
<td></td>
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<tr>
<td>EDU 761/602: Young Children with Exceptionalities (Birth to Age 8)</td>
<td>4</td>
<td>Non-Clinical</td>
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<tr>
<td>EDU 701/606: The Dynamic role of the Special Educator</td>
<td>4</td>
<td>Clinical A</td>
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<tr>
<td><strong>Intermediate Level</strong> – Taken in the middle of the program.</td>
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<tr>
<td>EDU 763/624: Assessment of Young Children in ECE &amp; ECE-SPED: Birth to Age 8</td>
<td>4</td>
<td>Clinical B</td>
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<tr>
<td>EDU 766/627: Collaboration, Consultation &amp; Teaming</td>
<td>4</td>
<td>Clinical B</td>
<td></td>
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<tr>
<td>EDU 767/628: IFSPs, IEPs &amp; Planning Transition (Birth –Age 8)</td>
<td>2</td>
<td>Clinical B</td>
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<tr>
<td>EDU 768/630: Behavior Interventions for Young Children in ECE &amp; ECE-SPED</td>
<td>4</td>
<td>Clinical A</td>
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<td><strong>Advanced Level</strong> – Taken near the end of the program.</td>
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<tr>
<td>EDU 710A/610A: Teaching Language Arts &amp; Literacy in ECE &amp; ECE-SPED</td>
<td>6</td>
<td>Clinical A</td>
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<tr>
<td>EDU 764S/625S: Science, Technology, Engineering and Mathematics in EC/ECSPED Birth to Age 5</td>
<td>4</td>
<td>Clinical A</td>
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<tr>
<td>EDU 765/626: Curriculum, Assessment &amp; Instruction in ECE &amp; ECE-SPED: Birth-Age 8</td>
<td>4</td>
<td>Clinical A</td>
<td></td>
</tr>
</tbody>
</table>

**STOP!!** Praxis II: Early Childhood Education (N-3) *INITIAL scores must be submitted before starting the Culminating Teaching Experience and passing scores must be submitted for recommendation.*

**STOP!!** Pearson Foundations of Reading *(effective July 1, 2014)* *INITIAL scores must be submitted before starting the Culminating Teaching Experience (it is recommended that students take the Foundations of Reading exam after EDU 710A) and passing scores must be submitted for recommendation.*

**Culminating Teaching Experience / Capstone Course** – Taken after all other program requirements have been met.
This is a non-traditional teacher preparation program which requires students to log a minimum of 440 supervised field-based clinical hours. Hours are completed throughout the duration of the program. Submission of Total Hours Due in EDU 750.

A 3.0 cumulative GPA is required for recommendation for certification.

| EDU 750/651 Culminating Teaching Experience & Seminar | 4 | 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:

(a) In the area of the learner and learning:
   (1) Learner development, as demonstrated by:
      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;

(b) In the area of content:
   (1) Content knowledge, as demonstrated by:
      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; and
   (2) 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:
   (1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:
      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;
   (2) 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
   (3) 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

(d) In the area of professional responsibility:
   (1) Reflection and continuous growth, as demonstrated by:
      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
   (2) 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.