## INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN (IPDP)

### Program 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 should be submitted during 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.

### Competency to Be Met

<table>
<thead>
<tr>
<th>Course &amp; Title: Black # PBTC and Blue # UG</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> - Taken 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 717/617 Students with Disabilities</td>
<td>4</td>
<td>Non-Clinical</td>
<td></td>
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<tr>
<td>EDU 721/621 Special Education Law</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>EDU 707/619 Managing Student Behavior</td>
<td>4</td>
<td>Clinical A</td>
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<td><strong>Intermediate Level</strong> - Taken in the middle of the program.</td>
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<tr>
<td>EDU 703/607 Instructional Methods/Strategies/Technologies</td>
<td>4</td>
<td>Clinical A</td>
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<tr>
<td>EDU 706/609 Transition Planning &amp; Developing IEPs</td>
<td>2</td>
<td>Clinical B</td>
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<tr>
<td>EDU 705/611 Assessment of Students with Disabilities</td>
<td>4</td>
<td>Clinical B</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 710/610 Teaching Language Arts &amp; Literacy</td>
<td>6</td>
<td>Clinical A</td>
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</tbody>
</table>

**STOP!!** *Praxis II: ELA, Math, Science or Social Studies Recommended for HQT Status*

Initial testing required prior to EDU 750 and passing scores prior to recommendation to the DOE

**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 360 supervised field-based clinical hours. Hours are completed throughout the duration of the program or thru Alt4 employment. 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 |
GRANITE STATE COLLEGE  
SCHOOL OF EDUCATION  
General Special Education

**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. **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
   4. **In the area of professional responsibility:**
      a. **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.