

POST BACCALAUREATE TEACHER CERTIFICATION PROGRAM
INITIAL CERTIFICATION – ELEMENTARY EDUCATION (grades K-8)

Last Name	First Name	M. I.	Student ID Number
Institution(s) attended			

SPECIFIC COMPETENCIES for TEACHER CERTIFICATION

Phase 1 INTRODUCTION to TEACHING

Course Number	Title	Credit	Semester	Days	Hours	Grade
ESEC 100	Introduction to Teaching	1	Fall	_____	_____	_____
ESEC 150	Development, Exceptionality and Learning I	3	Fall	_____	_____	_____
ESEC 250	Development, Exceptionality and Learning II	3	Spring	_____	_____	_____
ESEC 281	Emerging/Evolving Literacy	3	Spring	_____	_____	_____
ESEC 320	Education Environments/Practices	3	Summer I	_____	_____	_____

In order to progress to **Phase 2** a student must have earned a “C” or better for each of the above courses. A cumulative GPA of 2.5 or greater is also required for these courses.

Phase 2

Course Number	Title	Credit	Semester	Days	Hours	Grade
ESEC 383	Elementary Methods (K-8)	6	Fall			_____
ESEC 386	Methods: Field Experience	3	Fall			_____
ESEC 387	Creating Social Contexts for Learning	3	Fall			_____
ESEC 450	Seminar: Educational Principles	3	Spring			_____
ESEC 460	Student Teaching	12	Spring			_____
<u>OR</u>						
ESEC 465	Student Teaching (2 sections @ 6 cr. ea.)	12	Spring			_____

In order to complete **Phase 2** a student must earn a “P” in Student Teaching and a “C” or better for each of the other courses. A cumulative GPA of 2.5 or greater is also required for these courses.

OPTIONS AVAILABLE for INITIAL CERTIFICATION

Biology	(grades 7-12)	General Special Education	(grades K-12)
Chemistry	(grades 7-12)	Middle/Junior High Mathematics	(grades 5-8)
Early Childhood Development	(Nursery-3)	Music Education	(grades K-12)
Earth Science	(grades 7-12)	Physical Science	(grades 7-12)
Elementary Education	(grades K-8)	Secondary Mathematics	(grades 7-12)
English	(grades 5-12)	¹ Social Studies	(grades 5-12)
French	(grades K-12)	Spanish	(grades K-12)
General Science	(grades 5-9)		

¹Certification covers subject areas: Behavioral Sciences, Economics, Geography, History and Political Science

MAJOR AREA of CONCENTRATION **FOR: Early Childhood Development or Elementary Education**

Prospective teachers shall complete a major area of concentration; that portion of an individual's baccalaureate degree consisting of at least ten courses above the institution's introductory level providing in-depth study of a particular field in the: (1) humanities (2) fine arts (3) social sciences (4) mathematics (5) sciences **or** an interdisciplinary major comprised of no fewer than ten courses with at least five from the same field and the majority of the courses above the institution's introductory level in a field listed in (1) through (5) above.

IF NECESSARY: LIST COURSES USED for an INTERDISCIPLINARY MAJOR

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

GENERAL COMPETENCIES for NH TEACHER CERTIFICATION

Prior to the completion of the fall semester, students must present a portfolio, which provides clear evidence through artifacts and narrative, of their general knowledge, to meet the standards of the New Hampshire Department of Education: PART Ed 609(a) 1 to 10 GENERAL EDUCATION STUDIES, listed below.

- (a) Each institution that provides an educator preparation program shall provide a program of general studies designated to give prospective teachers the following competencies, which will enable them to:
 - (1) Have a command of language, including languages of words, mathematics, and other symbols, and use these languages accurately, authentically, and ethically;
 - (2) Discover literature and the arts as media for self-expression and be sensitive and responsive to the universality of the arts;
 - (3) Place themselves in time and space so as to be aware of their history and culture, be sensitive to the histories and cultures of others, and understand how this knowledge of history and culture can shape the present and future;
 - (4) Understand and be sensitive to the human life cycle of birth, growth, and death, and the importance of choice in health and wellness;
 - (5) Understand:
 - a. The social web of our existence, which includes:
 - 1. Family life;
 - 2. Government; and
 - 3. The political process;
 - b. Other formal and informal structures that surround us; and
 - c. The privileges, rights, and responsibilities that belong to each of us;
 - (6) Have a sense of connection to and responsibility for the natural environment;
 - (7) Understand science and technology and the ethical application of each within the natural and social worlds;
 - (8) Understand the nature of work and be prepared for work, knowing what it means to produce as well as consume;
 - (9) Understand the interdependence of community and the individual, and the importance of service to the community; and
 - (10) Demonstrate an understanding of democratic principles, beliefs, and practices and how these principles can be used to achieve the goal of social justice.

Students will demonstrate their achievement of the NH Department of Education Professional Education Competencies outlined in PART ED 610.02 a-o through their final portfolio, which uses the Danielson model as the assessment framework.

COMPLETED BY:

NAME: _____

DATE: _____