

**POST BACCALAUREATE TEACHER CERTIFICATION PROGRAM**  
**INITIAL CERTIFICATION – EARLY CHILDHOOD DEVELOPMENT (birth to age 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		_____	_____	_____
ESEC 150	Development, Exceptionality and Learning I	3		_____	_____	_____
ESEC 250	Development, Exceptionality and Learning II	3		_____	_____	_____
ENG 286	Children's Literature	4		_____	_____	_____
ESEC 281	Emerging/Evolving Literacy	3		_____	_____	_____
ESEC 320	Education Environments/Practices	3		_____	_____	_____

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 381	Early Childhood Methods (Birth to Age 8)	6				_____
ESEC 386	Methods: Field Experience	3				_____
ESEC 387	Creating Social Contexts for Learning	3				_____
ESEC 450	Seminar: Educational Principles	3	Spring			_____
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**

Applied Computer Science	(grades K-12)	General Special Education	(grades K-12)
Biology	(grades 7-12)	Middle/Junior High Mathematics	(grades 5-8)
Chemistry	(grades 7-12)	Music Education	(grades K-12)
<b>Early Childhood Development</b>	<b>(Nursery - 3)</b>	Physical 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)	<sup>1</sup> Social Studies	(grades 5-12)
French	(grades K-12)	Spanish	(grades K-12)
General Science	(grades 5-9)		

<sup>1</sup>Certification 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.

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**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: \_\_\_\_\_