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PROFESSIONAL DEVELOPMENT REQUIREMENTS

All certified New Hampshire Educators who are not employed by a New Hampshire School District, or by a Private School covered by a Professional Development Master Plan, as well as individuals whose credentials have expired, are required to submit evidence of satisfactory professional development to the Bureau of Credentialing for renewal. There is a **NON-REFUNDABLE \$130.00** renewal fee. Make the check payable to the **STATE OF NEW HAMPSHIRE**.

Professional development is the acquisition of additional information or skill related to better carrying out one's role as an educator. It consists of such activities as college courses, seminars or workshops, institutes, independent study and research. Examples of acceptable activities are listed below. While we recognize the value of work experience and volunteer activities in one's personal growth, these experiences do not in themselves constitute professional development for recertification purposes.

PLEASE NOTE: If your New Hampshire credential is current and you are employed in a NH School District or in a Private School covered by a Professional Development Master Plan, you need to contact the Professional Development Committee within the School District or Private School for specifics regarding renewal.

A minimum of *seventy-five (75)* continuing education units of professional development is required during the **three years preceding the date of application for recertification**. Professional development will not be accepted if it is more than three years old at the date of application for recertification.

One continuing education unit equates to one clock hour. Details of how these units break out are listed below. **If an individual has two or more endorsements it will result in a minimum total requirement which exceeds seventy-five (75) continuing education units of professional development.** Participation in professional development activities must be documented. Complete the Renewal Form indicating the date(s) of the activity, the number of units of the activity, and the title of activity for the required category areas A & B. The form can be downloaded from the Department website. You may be contacted at a later date to provide verification of completion of these activities.

The **categories** are as follows:

- A. Knowledge of subject or field of specialization (30 units for each area of endorsement).** This area relates to the individual's command of knowledge of subject area or field of specialization, or both, including an understanding of the theory and content related to the educator's primary teaching or special service assignment.
- B. At least 45 of the remaining units aligned with Ed 505.07 (see next page).**

Ed 505.07 Professional Education Competency Requirements

The candidate shall demonstrate professional judgment based upon the following knowledge, skills, and dispositions. The candidate:

1. Believes that all students can achieve at high levels, shows respect for their varied talents and perspectives, and persists in helping all students achieve success.
2. Understands and keeps abreast of the central and tools of inquiry of the subject areas taught, appreciating the ever-changing nature of knowledge. The central concepts of a subject area include: a. information and issues relating to the subject area. b. Themes and generalizations pertaining to the subject area.
3. Creates meaningful learning experiences based upon knowledge of and enthusiasm for the subject matter, the students, the community, local curricula, and state curriculum frameworks.
4. Understands how students learn and develop and provides opportunities that support their cognitive, linguistic, creative, social, moral, emotional, and physical development.
5. Understands and identifies differences in students' approaches to learning and designs instruction that is responsive to their diverse needs.
6. Values and is fluent in a variety of instructional strategies and chooses appropriately from them to encourage and enhance students' thinking, learning, and skilled use of knowledge.
7. Creates a challenging, dynamic, and safe classroom and school community that: a) is sensitive to the full range of student diversity; b) encourages openness, tolerance, respect, caring, collaboration, and self-motivation; c) emphasizes both individual and collective responsibility; and d) fosters a concern for social justice.
8. Demonstrates proficient oral, written, and nonverbal communication and promotes the development of these skills in students.
9. Understands and uses multiple formal and informal strategies to continually assess student learning and uses that information to modify and design instruction and to communicate students' progress to parents.
10. Is a reflective practitioner who continually evaluates the effects of his or her choices and actions on students, parents, and others in the school and community.
11. Uses a variety of resources to enhance his/her professional development as a scholar, teacher, and educational leader, including: a. professional literature; b. professional organizations; c. colleagues; and d. service opportunities.
12. Understands schools as complex organizations within a larger community and collaborates effectively with school staff, parents, and others to support students' learning and well being.
13. Evaluates and uses a variety of current technologies to enhance instruction and to advance students' technological literacy.
14. Shows a commitment to train new teachers and a willingness to actively work with and supervise interns.
15. Practice is based on a clear understanding of professional ethics and the legal rights and responsibilities of educators and students.

(Effective 7/24/03)

EXAMPLES OF ACCEPTABLE PROFESSIONAL DEVELOPMENT ACTIVITIES

The following list describes acceptable professional development activities and appropriate verification of those activities:

- **ACTION RESEARCH**: Action research is a form of disciplined inquiry that involves educators in a process of selecting a focus, collecting data, analyzing and interpreting the data, and taking action. (e.g.: Demonstrate new skills in a classroom working directly with students. Identify a topic, establish research procedures, collect research and analyze it. This involves reflecting on the results of the research and taking action or making conclusions. Submit verification from Principal.)
- **COLLEGE COURSE(S)**: Submit transcript or grade report and a course description. If a course, or on-line course, is taken for credit, each awarded semester hour of credit equals fifteen (15) continuing education units. If you are auditing a course, you will need written verification from the instructor on college letterhead as to topic(s) and clock hours spent in class.
- **COMMITTEES**: Includes short-term and long-term commitments to education-related committee work. Submit verification of membership, purpose and outcomes of committee, dates and times involved.
- **CURRICULUM/PROGRAM DEVELOPMENT**: Submit a copy of the curriculum, or unit of instruction, and an estimate of hours spent in its preparation. You may include your curriculum modifications to address the varied educational needs of students. Include goals, objectives, sample activities, and evaluation strategies.
- **OBSERVATION**: Submit a log of actual hours spent observing activities germane to your certification. Observation time must be verified by staff member(s) observed. The log should be accompanied by an explanation of what was learned and how it will be used.
- **PEER COACHING/MENTORING**: Cooperative activities between educators that result in increased learning for both parties (e.g.: Implementation instructional practices learned during a professional development activity). Activities in which an experienced educator works with a beginning educator to enhance the beginner's job-related skill, knowledge, and discuss classroom practice. (e.g.: analyze classroom instruction, skills, identify strengths and weaknesses, share resources, and discuss and reflect on instructional practices.). Submit verification from Principal or Teacher Leader regarding dates and times involved and purpose.
- **PROFESSIONAL READING**: Submit a bibliography with a description of the knowledge gained through this reading and how this knowledge will be useful to you in a classroom. An estimate of hours spent must also be provided. Video courses or self-teaching activities are considered under this area.
- **RESEARCH/INDEPENDENT STUDY**: Submit topic(s) outline, a written plan of focus and objectives, bibliography, an explanation of how the information will be used in a classroom or curriculum, and evidence of learning. Estimate the hours spent in research.
- **STUDY GROUPS**: Collaborative work or discussion among a small group of educators for the purpose of professional learning. (e.g.: teachers learn new strategies or program content through professional development activities and from study groups to support implementation of the instructional strategy or technique to explore knowledge or an educational topic related to readings, research, and shared reflection).
- **TRAVEL**: Submit a description of the trip and several classroom activities resulting from your travel experience demonstrating how the activity would be used in the classroom.
- **WORKSHOPS, CONFERENCES, SEMINARS, SYMPOSIA, IN-SERVICE TRAINING, ETC.**: Submit dates, explanation of topic, and verification of participation on a certificate or letterhead of the sponsoring organization.
- **WRITING PROFESSIONAL ARTICLES**: Submit a copy of the published article or draft submitted for publication and an estimate of clock hours spent.