

Ed 505.07 Professional Education Requirements; Alternatives 3, 4, and 5

In addition to the requirements in Ed 505.03 for Alternative 3, Ed 505.04 for Alternative 4, and Ed 505.05 for Alternative 5, an applicant for a credential under Alternative 3, 4, or 5 who is not already credentialed shall 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:

- a. An understanding and ability to use multiple methods of assessment to:
- b. Engage learners in their own growth;
- c. Document learner progress;
- d. Provide learner feedback; and
- e. 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 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.

(3) Adhere to ethical principles and professional norms of the profession as outlined in the Model Code of Educator Ethics, NASDTEC, 2015. See appendix II.

Source. #7923, eff 7-24-03, EXPIRED: 7-23-11

New. #10046, eff 12-17-11

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.
- (3) *Adhere to ethical principles and professional norms of the profession as outlined in the Model Code of Educator Ethics, NASDTEC, 2015. See appendix II.*

Source. (See Revision Note at part heading for Ed 610)
 #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by
 #7923, eff 7-24-03; ss by #8229, eff 12-17-04; ss by
 #10046, eff 12-17-11

Rule	Statute
Ed 505.07	RSA 186:11, X(a)
Ed 610.02	RSA 21-N:9, II(r)