

New Hampshire State Department of Education  
Bureau of Credentialing  
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### Alternative 4 or 5 Handbook

- Alternative 4 (Ed 505.04)** - Critical Shortage Areas, Business Administrator and Career and Technical Specialty Areas.
- Alternative 5 (Ed 505.05)** - This is a site-based certification plan available in elementary and secondary content teaching areas, excluding career and technical specialty areas under (Ed 507.03) and special education.

Revised June 2018

**The Alternative 4 route to certification**

**The Alternative 4 route to certification** has been established under the New Hampshire Code of Administrative Rules to address the critical shortage in areas that are identified on an annual basis. This route supports school districts in their need to hire competent and qualified candidates for those areas. This route provides the candidate the opportunity to earn certification while teaching. It is a 3 year process which leads to full certification status through completion of a series of activities, course work, and other sources of professional development, while employed as an educator. Please see the current year's Critical Shortage List on the NHDOE website ([www.education.nh.gov/certification](http://www.education.nh.gov/certification)) for a list of the endorsements that are currently identified as critical shortage areas.

**The Alternative 5 route to certification** has been established under the New Hampshire Code of Administrative Rules to address content certifications. This route supports school districts in their need to hire competent and qualified candidates for content areas. This route provides candidates with content majors the opportunity to earn certification while teaching. It is a 2 year process which leads to full certification status through completion of a series of activities, course work, and other sources of professional development, while employed as an educator.

This handbook explains the alternative route process and the important steps to follow.

**Please read all parts carefully.**

Under rules Ed 505.04 and 505.05,  
Superintendents or Agency Heads may hire candidates holding a  
**Statement Of Eligibility (SOE)**

For information on obtaining an SOE see the application instructions on the credentialing webpage.  
Once a person holding a SOE has been hired by a New Hampshire School District, the Superintendent **will instruct his/her staff to input the new candidate's employment into the Educator Information System (EIS).**

This action initiates the Alternative 4 or 5 Route to Certification process

**The candidate or HR personnel download the plan materials from the Department of Education's website:** <http://www.education.nh.gov/certification/index.htm>. The following pages outline the expectations of the Department of Education for the candidate to complete the Alternative 4/5 process. This is a comprehensive process that should prepare a candidate to join the ranks of other highly competent, qualified educators. These routes to certification replace a formal teacher preparation program at the baccalaureate or post-baccalaureate level. It is expected that the preparation activities outlined in the candidate's Individual Professional Development Plan (IPDP) will be vigorous, thorough, and detailed, providing the Department of Education with the assurances that all competencies for teacher certification will be met by the end of this process.

If you have any questions at any time during the alternative 4 or 5 processes, do not hesitate to call Credentialing for assistance. (603-271-2409)

### **NH Educator Testing Information:**

Please make arrangements to complete the Praxis CORE Academic skills test or the equivalent, through ETS, the Educational Testing Service. ([www.ets.org/praxis/nh](http://www.ets.org/praxis/nh)). Passing the CORE is required in order to obtain a SOE. Passing score for Praxis CORE are required before an Intern License will be issued.

### **Testing information:**

Effective January 1, 2015 – A Master's degree will no longer waive the Praxis Core Academic Skills for Educators **OR** the Praxis II for content specific areas.

### **Basic Skills:**

- (1) Praxis Core Academic Skills for Educators (Reading, Mathematics, and Writing); **OR**
- (2) Other states' basic skills testing for educators; **OR**
- (3) Performance at or above the fiftieth percentile on a nationally recognized test in the areas of reading, writing and mathematics such as, but not limited to, the SAT, GRE, or ACT;

### **Content Specific:**

- (1) Praxis II subject assessment; **OR**
- (2) Other states subject area test for educators **AND**

### **If Applicable:**

Foundations of Reading test for Elementary Education, Early Childhood Education, Reading and Writing Teacher, and Reading and Writing Specialist;

For information about the Foundations of Reading test: [www.nh.nesinc.com](http://www.nh.nesinc.com)

The plan materials **are downloaded from the NHDOE website and** give the school district and the candidate the framework to guide the steps of the alternative 4 or 5 process of certification and the development of a vigorous Individualized Professional Development Plan (IPDP). This is a most important step.

This IPDP must be developed and submitted to the Superintendent for approval prior to being forwarded to Credentialing **4 weeks or sooner** following the hire date but **no later than September 30<sup>th</sup>**. The materials are downloadable Word documents. Once the forms are filled out and the documentation for "MET" competencies gathered, all are saved into a single pdf file. This packet must include both sets of assessment sheets (if the Professional Education assessments are needed), the IPDP sheet, the Beginning Signature Sheet and all documentation for any assessment indicated as being "MET". This pdf file is then sent to the Superintendent via email.

**Once a candidate is offered a position under alternative 4 or 5, with verification of employment from the superintendent, candidates are strongly encouraged to develop their Beginning Plan (IPDP) as soon as possible. This includes, when required, a specific testing plan and date to take the Praxis II within the first year of the Beginning Plan.**

<b>Steps to Developing the IPDP:</b>	
1.	The Superintendent appoints one person to act as a <b>mentor</b> to the candidate. <b>Required:</b> the mentor must hold a NH experienced educator credential (EEC) in the same subject area that the candidate is pursuing. It is expected that the district will appoint an appropriate mentor who is willing to participate for the duration of the process.
2.	<p>Once the mentor is identified, the candidate and the mentor download the forms and complete the <b>Assessment of Candidate’s Strengths and Professional Development Needs – for the Professional Education Competencies and the Content Area.</b></p> <p>This should be a comprehensive review of the listed competencies that determine certification. The mentor and the candidate document those competencies that the candidate believes have already been met and which competencies need to be addressed through the IPDP.</p> <p>This review assesses the candidate’s strengths and professional development needs using the candidate’s transcripts, resume, and any documented observations completed by a local supervisor. <b>Observation can only be used sparingly. The plan cannot be solely based on observations.</b> The basis for this analysis is: The competencies required by the State Board of Education (outlined in the NH Code of Administrative Rules, ED 500s) for</p> <p style="padding-left: 40px;"><b>a. all professional educators (pedagogy, methods of instruction, etc.)</b> <b>b. specific competencies relating to the content in an endorsement area</b></p> <p>Using the alternative plan forms (downloaded from the website) for the intended endorsement area, competencies should be checked as met or not met.</p> <p>For any competency that is indicated as being “MET” there <b>MUST</b> be <b>documentation</b> submitted with the original plan. That documentation can be transcripts of coursework, descriptions of conferences attended, professional activities completed, etc. The burden is on the candidate to furnish proof that the activity has successfully been completed.</p> <p><b>Please Note:</b> A simple check off without submitted documentation is <b>not</b> acceptable.</p> <p><b>This includes, when required, a specific testing plan and date to take the Praxis II within the first year of the Beginning Plan.</b></p>
3.	<p>Using the plan sheets, the IPDP identifies the activities by which the candidate will achieve competence in those areas that are required to be met. Activities may include coursework, workshops, projects, or independent study. <b>The plan must be very specific</b> and detailed. For the competencies that are to be MET through college coursework, the university name, course numbers and a brief explanation of how it will meet the competency must be given. Any professional learning activities used to meet competencies must be outlined in detail, citing resources.</p> <p>Passing the Praxis II test <b>cannot</b> be used to meet competencies.</p>
<b>Please Note:</b>	<b>CANDIDATES ARE ENCOURAGED TO COMPLETE COLLEGE COURSEWORK AS PART OF THEIR IPDP.</b>
3a.	<p><b>1. Beginning of Plan packet should be organized in this order:</b></p> <ol style="list-style-type: none"> <li>a. Beginning Plan Signature Sheet with all appropriate signatures.</li> <li>b. The Assessments of Candidates Strengths and Professional Development Needs sheets for Professional Education Assessment (if applicable)</li> <li>c. The Assessments of Candidates Strengths and Professional Development Needs sheets for the subject area they are pursuing.</li> <li>d. The Individual Professional Development Plan (IPDP)</li> <li>e. The documentation for all assessments indicated as being “MET” at the beginning of the plan.</li> </ol>

	<p>2. That document is then emailed to the Superintendent for review.</p> <p>3. The Superintendent then opens and reviews the plan.</p> <p>4. If the plan is approved by the Superintendent the next step is for the Superintendent to go through the “Uncertified” tab in EIS and recommend the candidate for an intern license. During this process the pdf file is uploaded directly into the database. Plans should be scanned in black and white and at a 300dpi resolution.</p> <p>5. This opens a work order in the evaluator’s queue to review the plan.</p> <p style="text-align: center;"><b>This replaces the paper documents formerly submitted.</b></p>				
4.	Once the plan is approved, the candidate will then receive an email from Credentialing instructing them to log on and apply for the intern license.				
5.	<p>The candidate logs into their Single Sign On account, enters into their EIS account. On their welcome page there will be a link indicating to “Apply here for your intern license”. The candidate pays the \$130 fee with a credit card (VISA or MasterCard) and the file is reopened for an evaluator to issue the intern license.</p> <p>For those candidates not completing the Praxis CORE Academic skills test before obtaining a SOE, <b><u>(prior to January 1, 2013) the Praxis CORE test or its equivalent must be successfully completed in order for the Intern License to be issued. The recorded score must be on file with the BOC.</u></b></p>				
6.	If any part of the assessment and/or the plan does not meet the intent of the alternative process, the plan will be returned in EIS to Superintendent of Schools. <b>The Superintendent and candidate will be informed by email contact.</b> At such time, the deficient areas will be identified.				
7.	The Superintendent of Schools/designee works with the mentor and the candidate to amend the IPDP until it satisfies the requirements (they may wish to consult with the BOC evaluator to insure that the proposed changes will be accepted).				
8.	Once the plan is submitted and accepted the BOC evaluator approves the plan. <i>This becomes the Official Agreement Between the State, the Local School District and the Candidate. (See step 5.)</i> <b>The revised plan can be re-uploaded into EIS by the Superintendent’s office.</b>				
9.	<p>When a Praxis II is part of the plan, if the candidate does not receive a passing score, the IPDP must be revised to include additional college coursework in the content area and be resubmitted to the BOC for approval. The date to retake the Praxis II must be identified in the revised plan.</p> <p><b>Please Note:</b> Educators pursuing a Career and Technology Specialty area need to submit scores for the Praxis Core assessments to obtain the Intern License. If one or more of the sub-tests are not passed, the intern license will be issued but activities must be added to the plan that will assist in passing the test(s) before completing the plan.</p>				
10.	From the <b><u>Date of Employment</u></b> , the candidate has up to <b>THREE</b> years to complete the IPDP for alternative 4 and <b>TWO</b> years for alternate 5.				
11.	<p>The intern license remains valid for the duration of the plan provided that;</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">a.</td> <td>The candidate remains employed in that SAU, in the subject area for which the intern license has been issued;</td> </tr> <tr> <td>b.</td> <td>The Superintendent of Schools <b>tracks the progress, making sure the candidate is completing what is included in the IPDP.</b></td> </tr> </table>	a.	The candidate remains employed in that SAU, in the subject area for which the intern license has been issued;	b.	The Superintendent of Schools <b>tracks the progress, making sure the candidate is completing what is included in the IPDP.</b>
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b.	The Superintendent of Schools <b>tracks the progress, making sure the candidate is completing what is included in the IPDP.</b>				
<b>Please Note:</b>	<b>Changes may not be made in the plan without prior approval from the Bureau of Credentialing.</b> A candidate who substitutes one activity for another without prior approval risks expending time and energy for which the candidate may not receive credit.				

12.	<p>If the candidate leaves the employment of the supporting SAU, the intern license will be rescinded. A letter of notification is sent to the candidate and the former SAU.</p> <p>If the candidate becomes re-employed as an educator in the same subject area with another New Hampshire school district, the candidate should contact the BOC (603-271-2409) for instructions on how to have the intern license reinstated.</p>
13.	When the candidate has completed the IPDP, all final documentation will be scanned into a final pdf file including a copy of the original IPDP sheet, documentation of completed activities, and the <b>End of Plan</b> Signature sheet.
14.	The final pdf file is then sent to the superintendent for approval. During the final approval process the superintendent may upload the pdf file directly into the EIS and recommend the candidate for upgrade from the intern license to certification.
15.	The BOC evaluator reviews the final submittal. Once the end plan is approved by the BOC, the candidate will receive email notification to log into EIS via the Single Sign On system to "Apply for your Alternative certification" and pay the fee with a credit card (VISA / MasterCard).
16.	Upon completion of all activities in the IPDP, the candidate will be eligible for a 3 year Beginning Educator Credential or an additional endorsement to a current credential. This will be issued when the candidate submits the appropriate fee and official PRAXIS II scores when applicable.

### Assigned Mentor and Proposed Responsibilities

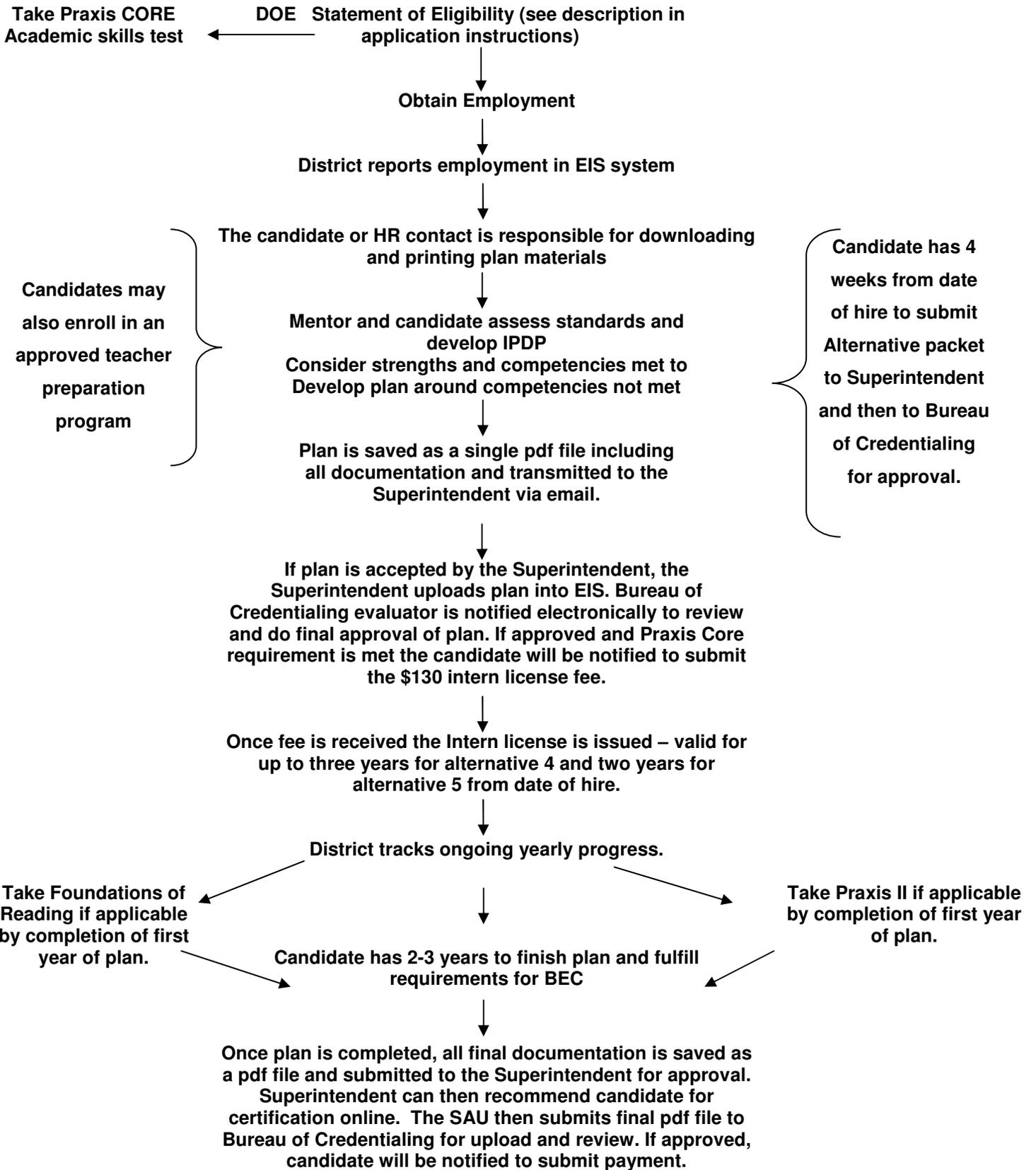
The Superintendent of Schools/Agency Head **is responsible for assigning an appropriate mentor.** The mentor must be a New Hampshire certified educator who holds a current Experienced Educator Credential (EEC) in the same area that the candidate is pursuing. It is a long term commitment for the person who agrees to be the mentor. The time and effort that will be needed to effectively assist the candidate to plan completion is appreciated. It can be part of an experienced teacher's professional development plan for recertification.

*The mentor can be from any school district, public or private in New Hampshire.*

The responsibilities of the mentor will include all of those assigned by the Superintendent of Schools and should include:

1.	Assisting the candidate in the completion of the Assessment of Candidate's Strengths and Professional Development Needs.
2.	Evaluating the validity and strength of the candidate's documentation when a competency is indicated as "met".
3.	Assisting the candidate in finding appropriate "activities" to be listed on the plan for certification.
4.	Insuring that the Individualized Professional Development Plan (IPDP) is clearly presented, complete, and represents a workable plan.
5.	Signing the signature sheet and recommending approval of the documentation, assessments, and sending the beginning plan to the Superintendent of Schools for submission to the Bureau of Credentialing.
6.	<p>Time Frame and Monitoring:</p> <p>Once the professional development needs have been established and the beginning plan is approved by the Bureau of Credentialing, the activities, time frames, and evaluation mechanisms should be developed. When Praxis II is required for an endorsement, the test should be scheduled before the end of the first year of the beginning plan. The schedule for testing should be included in the IPDP. These competencies may be mastered through activities such as coursework, workshops, research, curriculum projects and microteaching. For each competency include both theory and application. Periodic deadlines should be established throughout the plan. The plan may extend through, but no longer than a three-year period for alternative 4 and two years for alternative 5.</p>

**ALTERNATIVE 4/5 CERTIFICATION PROCESS**



**Final Plan Completion: Necessary Submissions (This should not be submitted with the Beginning Plan Materials)**

1. Copy of original Individual Professional Development Plan Sheet (IPDP) and evidence to document completion of all activities listed. (Can be uploaded) by the superintendent using the Upgrades tab in EIS.
  - Official Transcripts for completed coursework showing **B** or better. Candidate needs to contact their institution and request official transcripts be sent to the DOE.
  - Copy of professional development activities' certificates
  - Sampling of evidence that documents completion of all other listed activities. Activities may have included workshops, projects, or independent study. Any professional learning activities used to meet competencies must be outlined in detail, citing resources.
  
2. End of Plan Completion Signature Sheet signed by the following which verifies that all requirements for plan completion have been met.
  - Superintendent of Schools
  - Mentor
  - Candidate
  
3. Fees: Candidate will be notified by email when the final plan is approved. They will then be instructed to log into their myNHDOE account to pay online using a credit card (MasterCard or VISA)

One of the following fees will apply;

- |  |          |
|--|----------|
| • Initial certification                        | \$130.00 |
| • Additional endorsement on current credential | \$20.00  |