DOE EDUCATOR RENEWAL MEMO
Renewal directly with the NH Department of Education

Who needs to complete a DOE Educator Renewal?

1. Employed as a Superintendent
2. Not Employed in a NH public school system
3. Employed in a Non-public or Charter School without a Professional Development Master Plan
4. Expired Certification

Please contact your School Administration to find out if your school has a Professional Development Master Plan and will be recommending you for renewal or if you should continue with this DOE Educator Renewal. If you will be recommended for renewal under a local Professional Development Master Plan, visit http://www.education.nh.gov/certification/index.htm to find out more information on how to complete a Recommended Educator Renewal and do not apply for a DOE Educator Renewal.

DOE Educator Renewal Instructions:

Professional development hours can be entered in your Educator Information System (EIS) account https://my.doe.nh.gov/myNHDOE/Login/Login.aspx and the renewal can be paid for by credit card (Visa/MasterCard). Assistance for any technical issues that may arise during your online application can be directed to EIS.Help@doe.nh.gov

You may also complete and mail the DOE Educator Renewal paper application available at https://www.education.nh.gov/certification/prof_dev_master.htm to pay by check/money order or pay in cash at the office. If you have already entered your professional development hours online in EIS, you do not need to complete Section A of the paper form, but do need to complete sections B and C.

State mail is not forwarded and your certificate will be “returned to sender” if mailed with outdated information. Please be sure to update your name and mailing address before applying for a DOE Educator Renewal.

To change your address: Online in EIS via https://my.doe.nh.gov or via the paper DOE Educator Renewal application.

To change your name: Online applicants please use the form http://education.nh.gov/certification/cred_forms.htm and either scan/email the form to EIS.Help@doe.nh.gov or mail to the address on the form - after Credentialing has changed your name in EIS, you may proceed with your online application. Applicants using the paper DOE Educator Renewal application can use this form to include a name change.

For assistance with the DOE Educator Renewal process: please contact (603) 271-2409 or cert.info@doe.nh.gov
Professional Development Requirements

30 hours for each specific endorsement area held, and
45 hours aligned with the Professional Education Requirements (Ed 505.07)

Ed 505.07 Professional Education Requirements

(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;
   (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.

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
Do not submit evidence unless you receive written notification that your application for renewal has been selected for an audit. Examples of acceptable professional development activities can include, but are not limited to, the activities listed below:

**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. **Evidence to provide if audited:** Letter from Principal or Mentor; research report.

**Classroom Observation**: Observing other educators in the classroom. **Evidence to provide if audited:** Log with dates, class name, hours attended and signature of observed educator. Include description of knowledge gained.

**College Course(s):** Credit course – 1 credit is equal to 15 hours of PD. **Evidence to provide if audited:** Official transcript.

**Committee**: Education-related committee work. **Evidence to provide if audited:** verification of membership and copies of agendas with description of outcomes, and dates/times of meetings.

**Curriculum/Assessment/Program Development**: Estimate continuing education hours spent in preparation. **Evidence to provide if audited:** a copy of the curriculum, or unit of instruction. You may include your curriculum modifications to address the varied educational needs of students. Include goals, objectives, sample activities, and evaluation strategies.

**Peer Coaching/Mentoring**: Cooperative activities between educators that result in increased learning for both parties (e.g.: Implementation of 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.). **Evidence to provide if audited:** verification from Principal or Mentor, with dates/times involved and purpose.

**Research/Independent Study**: Includes professional reading, webinars, podcasts, lectures, blogs, online workshops, non-credit/audited courses, etc. **Evidence to provide if audited:** Certificate of Completion, bibliography with description of knowledge gained and how the information would be used in the classroom, or log with dates, title, hours attended.

**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). **Evidence to provide if audited:** verification from Principal or Group Leader regarding dates/times involved along with objectives, purpose and outcomes of study group.

**Travel**: Locations visited that enhance knowledge for educational purposes. **Evidence to provide if audited:** a description of the trip with samples of classroom activities.

**Workshops, Conferences, Seminars, Symposia, In-Service Training, etc.**: **Evidence to provide if audited:** dates, explanation of topic, and verification of participation on a certificate or letterhead of the sponsoring organization.

**Writing Professional Articles**: **Evidence to provide if audited:** a copy of the published article or draft submitted for publication.

The following activities cannot be used for renewal hours/CEU’s: workshop presentation time and instruction time (as teacher, paraeducator, tutor or volunteer) unless part of action research. Preparation/research time for these activities can be used for renewal hours/CEU’s.