



HOLMES CENTER FOR SCHOOL PARTNERSHIPS
AND EDUCATOR PREPARATION

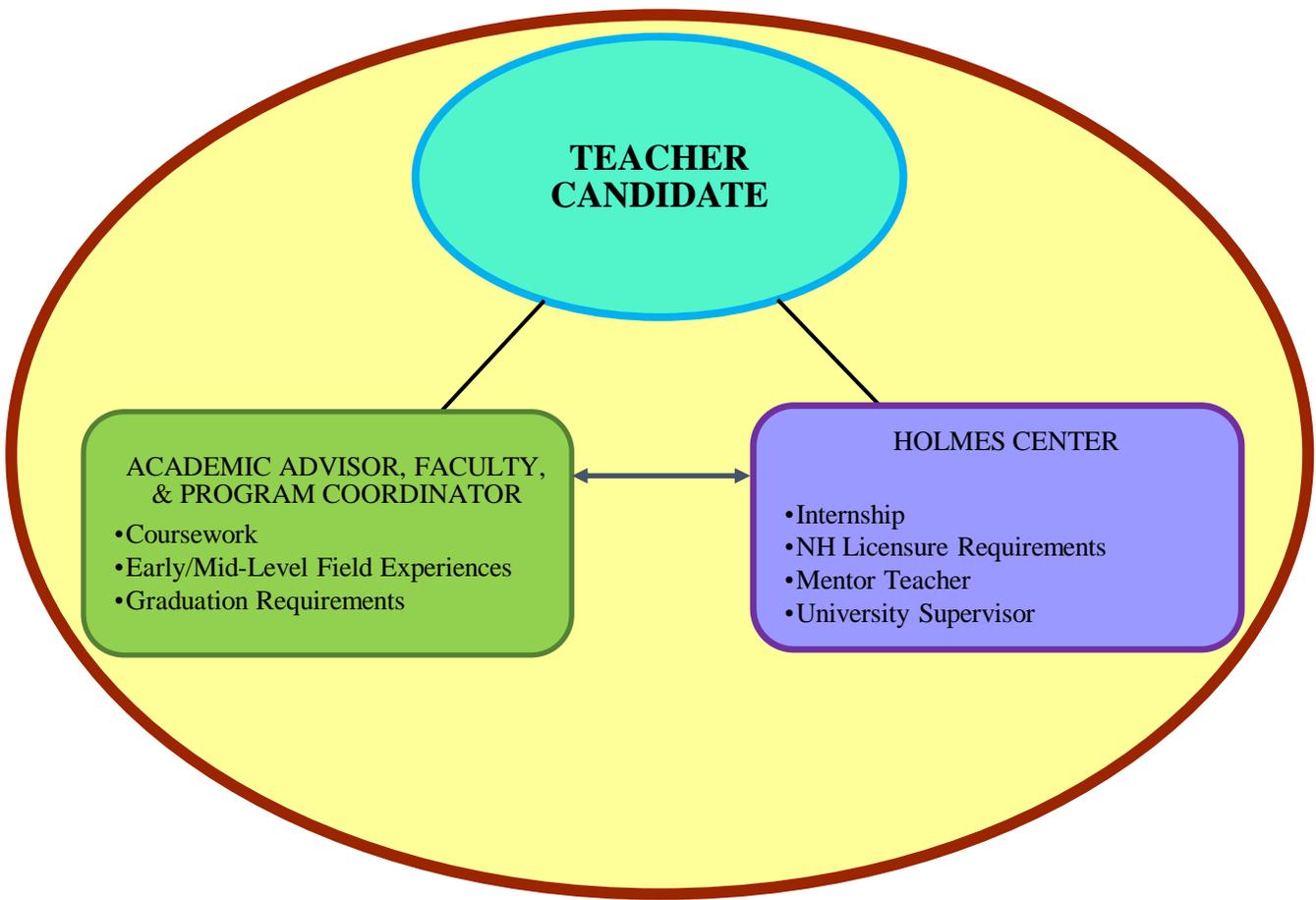
Teacher Candidate
Handbook
for
Undergraduate Students

2022-2023

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ORGANIZATIONAL STRUCTURE



Roles Defined

Teacher Candidate: has chosen to enter the career field of education and works intently with diligence and passion to that end; wholeheartedly engages in coursework and field work with curiosity, inquiry, mindfulness and collaboration, utilizing communication and problem-solving skills and a lifelong learning mindset to pursue best practice for all students.

Academic Advisor, Program Coordinator & Faculty: are responsible for facilitating learning experiences that are both intellectually transformative and pragmatic; provide encouragement, constructive feedback and support reflection as teacher candidates complete licensure requirements.

Holmes Center: is responsible for the Internship in Teaching that leads to teacher licensure in New Hampshire; collaborates with program faculty, mentors, university supervisors, school district partners, the state department of education (**NHDOE**), and other agencies to maximize the learning experiences of interns; recommends interns for teaching licensure in NH.

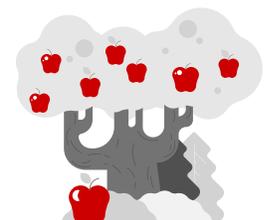
SO YOU WANT TO BE A TEACHER?!

Welcome! You are curious and love learning. You are passionate about the need for and quality of education. You want to take on the tremendous responsibility and honor of teaching young people of all ages, identities, and levels of ability how to understand and interact with our rapidly changing modern world. You want to make a difference.

Did you know?

Being a teacher means:

- you believe in your students, every single one, and you make sure they know it
- every day will be different
- you are a role model and advocate because you build relationships and learning communities with your students, their families, and your colleagues
- you never stop learning and you get to do it every day with and from your students
- you are *not* omniscient but rather a master facilitator for your students
- you meet the needs of all your students not only by covering curriculum, but by using what you learn about your students and their growth to inform your teaching; you are flexible, responsive, and take advantage of teachable moments
- much of your most effective and exciting work will be done collaboratively
- understanding that best practice is defined by current research but will always be utilized from where you are in your journey as a teacher
- you anticipate where your students might struggle because you have done what you are expecting them to do (or are doing it right along with them), and you are ready to help them succeed by breaking down barriers to their learning
- you will work so much more than school day hours
- even though everyone will tell you (and you yourself will know) not to “take it personally” – you will, because you care, and your students’ success and happiness is always your priority
- laughing; your sense of humor and the joy you bring to and get from your students will be transformative
- you might not always feel it is so, but your work is appreciated and matters more than you know (teaching. is. hard.)



THE ROAD TO TEACHER CERTIFICATION

The process of becoming a licensed teacher includes coursework, applications, licensure tests, field observations, background checks, an internship, a practicum project (TCAP), and more. It is a journey of professional development.

The Road to Teacher Certification outlines the required steps for meeting licensure requirements. Undergraduate students are expected to review the four Decision Points, ask clarifying questions, and take responsibility for completing each list. Each decision point is a list of items required in order to move on to the next list and, finally, to certification. The following requirements apply to all students. Individual programs may have additional requirements.

The Road to Teacher Certification and this handbook apply to you if you are an undergraduate student enrolled in a program leading to one of these licensure areas:

Elementary Education K-6/K-8	Physical Education K-12
English/Language Arts Education 5-12	Physical & Health Education K-12
Music Education K-12	Social Studies Education 5-12
~ Visual Arts Education K-12 ~	

Decision Point I: Applying for Teacher Candidacy Years 1 & 2

Orientation Seminar

The Holmes Center will host a meeting for you and your peers in which we will overview the Road to Teacher Certification, including this handbook.

We will answer your questions, including how to create an NHDOE account, so that you can request a Praxis Core waiver with alternative test scores.

We will also introduce you to the teacher candidate evaluation competencies which are located on the [**Holmes Center Internship in Teaching Overview**](#) webpage (with links in [**Appendix G**](#)) as well as the NH Codes of Conduct and Ethics (see [**Appendix F**](#)).

Candidacy Application

This application is your entrance to the educator preparation program and activates your teacher candidacy account in Taskstream. Please complete the application once in your first or second year at PSU. (See [**Appendix B**](#) for a list of questions on the Candidacy Application.)

The Holmes Center oversees your licensure requirements after your application has been accepted.

NH Basic Skills Test Requirement: Praxis Core

As part of the NHDOE Licensure requirements, students enrolled in an educator preparation program leading to certification must meet the Basic Academic Skills Assessment (**BASA**) in reading, writing, and math. This requirement reflects learning typically acquired between middle school and tenth grades. Praxis Core Academic Skills for Educators is administered by **ETS** and is the assessment most commonly used by students to meet the NHDOE requirement.

Praxis Core Academic Skills for Educators	Passing Score
Reading (5713)	156
Writing (5723)	162
Mathematics (5733)	150

To take all three Core tests at the same time, select Core Academic Skills for Educators Test (5752) when registering. Scores will be reported individually.

It is strongly recommended that students complete this requirement as soon as possible while middle and high school coursework remains freshest in memory.

Other options for the Basic Skills Test Requirement are:

- Other states' basic skills testing for educators (state dependent, additional tests may be required);
- Performance at or above a predetermined score (set by the NHDOE) on a nationally recognized test in the areas of reading, writing, and/or mathematics such as, but not limited to, the SAT, GRE, or ACT. Submit the online Test Evaluation Request (waiver), and upload a copy of your score report directly to the NHDOE.
- Hold a New Hampshire Beginning Educator (BEL) or Experienced Educator (EEL) License. Please visit the NHDOE Knowledge Base for more information on this option.

More information about this requirement can be found on the Holmes Center **Praxis Core Requirement** webpage.

Faculty Evaluations (2)

Faculty Evaluations must be submitted from **two** PSU faculty members with whom you have taken classes (not necessarily education classes). Students are encouraged to ask faculty members in person and then follow-up with an email of thanks that includes the evaluation form link as well as your name, major, and student ID number.



GPA Requirement

A GPA of 2.5 or 3.0 (program dependent) is required for all majors to be accepted into Teacher Certification Candidacy.

Please view the academic catalog for program specific GPA requirements.

Criminal Records Check*

Criminal records checks are required by NH state law. Upon completion of the teacher candidacy application, students must complete this requirement. The form for the background check is found on the Holmes Center webpage **Background Check**. The form must be notarized (if not at the Holmes Center, then by another certified Notary Public, for example at your town office or bank) and submitted to the Holmes Center, in its original, hard copy form (no photocopies or scans).

Please note, that placements schools will require an additional background check (and fingerprinting) before internships can begin. Additional background checks are likely to be required by state DOEs during licensure and by future employers.

You become an official teacher candidate once your Decision Point I requirements have been completed. You will receive notification from the Holmes Center and then move on to Decision Point II.

Decision Point II: Getting Started Years 2 & 3

Internship in Teaching Application

The Internship in Teaching Application serves to notify the Holmes Center that you have completed the prerequisites for your final internship. The application must be submitted one year prior to the internship.

- Fall and Year-Long Interns – October 1st
- Spring Interns – February 1st

The application is online and will be posted under the heading of your internship semester/s on the **Internship in Teaching Overview** page on the Holmes Center website.

GPA Requirement

In order for your internship application to be accepted, your cumulative GPA must be 2.7 or higher. Elementary Education requires a 3.0 or higher.

* This requirement is subject to expected changes by the State of NH DOE in the fall of 2022.
Teacher Candidate Handbook, version 8.2022

Upon acceptance for the internship, the Holmes Center will work with program coordinators and partnership schools to confirm internship placements, set up mentor teacher matches and introductions, and provide university supervisors for each intern. You will be notified of your placement and match by either your program coordinator or the Holmes Center, and then you can proceed to Decision Point III.

Decision Point III: Internship Preparation

Years 3 & 4

Once you have received notification of your placement and mentor teacher, you will begin with the following requirements.

Confirmation Sheet

The signed Internship in Teaching Confirmation Sheet must be submitted before the internship begins. Registration for the internship course will be declined by the Registrar until your completed confirmation sheet is submitted to the Holmes Center which activates the override process.

- Fall and Year-Long Interns – May 15th
- Spring Interns – December 1st

Criminal Records Check

Placement schools require background checks before your internship can begin. This is in addition to the criminal records check you did for the state of NH requirement in Decision Point I. Requirements, including forms and deadlines, vary by school district. Typically, calling or stopping by the SAU office for your placement school is the easiest way to acquire instructions for this process.

GPA Requirement

By the end of the semester preceding your internship, your cumulative GPA must be 2.7 or higher. Elementary Education requires a 3.0 or higher.

Seminar I: Preparing for the Internship

Prior to the start of your final internship, the Holmes Center will host a meeting for you and your peers to explain the ins and outs of your internship. This includes:

- overview of your internship calendar including dates for resume workshopping, Seminar II and Seminar III
- overview of the Internship in Teaching policies and the handbook
- review of the evaluation competencies
- co-teaching training
- lesson planning expectations and guidance
- review the NH Codes of Conduct & Ethics

Registering for the Internship

Register for the internship course as listed in the Academic Catalog. The Holmes Center provides an override so that you can register for this course once the completed Confirmation Sheet has been submitted. A seminar course for TCAP projects is required in addition to the internship course.

Praxis II

For NH Licensure, most areas require **Praxis II** (as well as **Foundations of Reading** for Elementary Education). Praxis II is not required for graduation or for recommendation for licensure. However, it is strongly recommended that teacher candidates complete the tests required for licensure in their area as soon as possible, preferably *before* the internship begins, while coursework is still fresh and to make licensure as efficient as possible after graduation.

Licensure Area	Required Content Knowledge Tests	Minimum Score
Art	Content Knowledge (5134)	158
Elementary Education K-6	Multiple Subjects (5001)	
	Reading and Language Arts subtest	157
	Mathematics subtest	157
	Social Studies subtest	155
	Science subtest	159
	AND Foundations of Reading Test	240
Elementary Education K-8 w/ELA w/Math w/Science w/Social Studies	K-6 tests (see above) AND	
	Middle School ELA (5047)	164
	Middle School Mathematics (5164)	165
	Middle School Science (5442)	152
	Middle School SS (5089)	153
English	Secondary English (5039)	168
Music	Content Knowledge (5113)	161
PE & PE/HE	Content and Design (5095)	169
Social Studies	Secondary Social Studies (5086)	153

See the Holmes Center webpage **NH Licensure Requirements** for more information.



Decision Point IV: The Internship in Teaching

Year 4

Successful internships are built on a foundation of trusting relationships between interns, mentors, students, and university supervisors. Take advantage of the opportunity to get the most you can out of your internship.

Decision Point IV is outlined in detail in the [**Internship in Teaching Handbook**](#) and on the Holmes Center [**Internship in Teaching**](#) webpage. Brief descriptions follow.

TCAP

The TCAP is a common assessment of interns to evaluate preparedness for the classroom. The project entails the planning, implementation, and analysis of 3-5 lessons which teacher candidates use to demonstrate strategies they will use to make learning accessible to their students.

Resume Workshop (optional)

The Holmes Center will host an optional meeting for interns to receive workshopping support on their resumes in preparation for Seminar II.

Midterm Evaluations

The mentor teacher and university supervisor will each complete an evaluation of teacher candidate competencies at the midpoint of the internship. The intern will utilize this feedback to set professional growth goals for the remainder of the internship.

Seminar II: Preparing for Employment

The Holmes Center will host an event for interns to learn about the hiring process.

Final Evaluations

The mentor teacher and university supervisor will each complete an evaluation of teacher candidate competencies at the completion of the internship.

Seminar III: Internship Wrap-Up

The Holmes Center will host an event to debrief and celebrate the completion of internships as well as presenting an overview of next steps.

Recommendation for Licensure

Once eligible, you will complete your licensure following the DOE application process.



Appendices

Appendix A

Decision Points Checklist

Decision Point I

- Orientation Seminar attendance
- Candidacy Application
- Basic Skills Test Requirement scores submitted to Holmes Center
- Faculty Evaluations (not required for graduate students)
 - 1 requested _____
 - 1 completed _____
 - 2 requested _____
 - 2 completed _____
- GPA requirement
- Criminal Records Check with Holmes Center (NH State requirement)

Decision Point II

- Internship in Teaching Application
- GPA requirement

Decision Point III

- Introductory Meeting with Mentor & Placement Confirmation Sheet submitted to Holmes Center
- Criminal Records Check (as required by placement district)
- GPA requirement
- Seminar I attendance
- Register for the Internship Course and Seminar
- Praxis II (and other test/s as required, program depending) scores submitted to Holmes Center (NH State requirement)

Decision Point IV

- TCAP
- Midterm Evaluations - debrief with mentor and university supervisor
- Seminar II attendance
- Graduation application
- Final Evaluations – debrief with mentor and university supervisor
- Seminar III attendance
 - NH EDID# submitted to Holmes Center _____

Appendix B

Candidacy Application

Following are the items on the *candidacy application* which will be completed online.

Name _____
Date _____
Student ID number _____
Phone _____
Major _____
Degree level _____
Anticipated graduation date _____
Name of advisor _____
Signature _____

Your signature indicates that you have reviewed the Road to Teacher Certification Decision Points and understand the prerequisites for the internship experience.

Appendix C

Faculty Evaluation

Following are the items on the *faculty evaluation* which will be completed online. For your *two* evaluations, ask faculty members in person and then follow-up with an email of thanks that includes the evaluation form link as well as your name, major, and student ID number.

Name of teacher candidate _____

Email of teacher candidate _____

Major of teacher candidate _____

Student ID number _____

Name of faculty member _____

Course or how you know candidate _____

Faculty member email _____

Please rate how often you have observed the candidate display these behaviors with regard to your class.

N/A rarely sometimes usually always

Commitment

Accepts responsibility for own academic performance

Work and/or performance reflect high standards of achievement for self

Persists when faced with academic challenges

Completes coursework on time

Is punctual for class

Is prepared for class

Holism

Demonstrates understanding of specific course content in relation to broader subject area

Finds personal connection and meaning to course content

Experience

Able to apply theoretical knowledge to examples

Takes initiative to expand own knowledge base

Collaboration

Engages effectively in collaborative efforts

Communicates ideas effectively

Communicates respectfully

Seeks clarification and assistance as necessary

Receptive to new ideas and diverse perspectives

Seeks to resolve conflict respectfully and effectively

Knowledge

Demonstrates understanding of course content

Communicates effectively in writing

Communicates effectively in speaking

Appendix D

Internship Application

The following items are on the internship application which will be completed on the Holmes Center website.

Individual Information

First name _____

Last name _____

Student ID _____

Preferred phone number _____

PSU email _____

Advisor _____

Semester and year of internship _____

Anticipated graduation (semester and year) _____

Area of Licensure.

- | | |
|---|---|
| <input type="radio"/> Art Education | <input type="radio"/> English Education |
| <input type="radio"/> Educational Technology Integrator | <input type="radio"/> Health Education |
| <input type="radio"/> Educational Technology Integrator AND
Library Media Specialist | <input type="radio"/> Music Education |
| <input type="radio"/> Elementary Education K-6 | <input type="radio"/> Physical Education |
| <input type="radio"/> Elementary Education K-8 | <input type="radio"/> Physical Education AND Health Education |
| <input type="radio"/> w/Math Education | <input type="radio"/> Social Studies Education |
| <input type="radio"/> w/English Education | <input type="radio"/> Special Education |
| <input type="radio"/> w/Social Studies Education | <input type="radio"/> TESOL |
| <input type="radio"/> w/Science Education | |

Degree Level

What degree level are you seeking?

- Baccalaureate, this is my first college degree
- Certification only, post-baccalaureate
- Master's

Post-bacs:

Do you plan to complete your internship in a school where you are currently employed?

Yes (please list your position at the school) No

Are you already a certified teacher?

Yes (please list certification) No, this is my first certification

Internship Preferences

Policies considered when placing interns:

To ensure candidates have diverse and broad school-based experiences during their programs, candidates may not complete an internship in a school which meets one of the following:

- school(s) where candidates attended
- where their immediate relative(s) work

- where their child/children or other immediate relative(s) currently attend

Based on the above policies, which schools should you not be placed? _____

Multiple factors are taken into consideration when placing interns, including:

- needs of K-12 schools
- needs of individual programs and/or accreditation requirements
- placements in university/school partnerships are given top priority
- location of intern residence during internship
- prior field experience of interns
- intern requests

The Holmes Center uses the information in this application to find a matching K-12 school for your internship. This information is a guide and does not guarantee a placement in a specific school or grade level.

Where do you plan to live during your internship? (town, state) _____

While enrolled at PSU, list up to 3 schools that you have completed field work (observation and/or teaching hours) within the past 2 years. Please choose the 3 school locations that you have spent the most time.

For each school, give the school name, grade, and cooperating teacher.

Please list previous paid work experiences at NH schools. This can include substitute teaching, summer camps, after-school programs, and/or work as a para-educator. Please list the following information for up to 3 paid work experiences.

For each school, give the school name, your role at the school, and your supervisor's name.

Are there any special circumstances in regards to your internship about which we should know? _____

By submitting this form, I understand and agree to the following:

1. Basic Skills Test Requirement
2. All program course prerequisites by end of semester before internship.

If the above requirements are not met, my internship will be delayed to the following academic year (or semester for single semester internships).

I am responsible for obtaining my own transportation for the internship.

I must abide by the school policies at my internship placement.

I understand that I am responsible for paying for and submitting fingerprints and a criminal background check to my host school.

Signature _____

Appendix E

What Is Co-Teaching?

Co-Teaching is defined as two teachers working together: sharing the planning, organization, delivery, and assessment of instruction as well as the physical space.



Why Co-Teaching?

- reduced student/teacher ratio
- enhanced ability to meet students' needs
- full use of mentor's experience and expertise
- consistent classroom management
- greater student participation and engagement
- enhanced collaboration skills
- increased instructional options for students

7 Co-Teaching Strategies

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative or Differentiated Teaching
- Team Teaching

Sharing Roles:

Planning

- Consistently plan together.
- Discuss and write lesson goals together.
- Discuss methods of teaching to use.
- Think and talk through lesson ideas then plan in detail on your own time.

Teaching

- Be actively engaged in activities and work with all students.
- Exchange the lead, switch roles, communicate and adjust.
- Students will see two teachers prepared and respectful of each other.

Assessment

- Use both informal and formal assessments and provide "mini-assessments" to help monitor and adjust instruction.
- Provide daily feedback to students and each other.
- Model self-reflection for the students and your co-teacher.



Adapted from: Bacharach, N. & Heck, T. (2014). *The Co-Teaching Foundational Workshop*. St. Cloud University School of Education and the Academy for Co-Teaching and Collaboration. <https://campus.plymouth.edu/educator-preparation/training-video/>

For more information, watch the Academy for Co-Teaching and Collaboration [workshop video](#). (password: 2018PSUPoP)

Appendix F



Ed 510: Code of Conduct for New Hampshire Educators

Principles

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals

- (a) In fulfilling responsibilities to the education profession and educational professionals, a credential holder shall exemplify honesty and integrity in the course of professional practice.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a fellow professional as specified in RSA 354-A:1;
 - (2) Failure to self-report within 5 business days if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;
 - (3) Falsifying, fraudulently altering, or deliberately misrepresenting professional qualifications, including, but not limited to, degrees, academic awards, and related employment history when applying for a credential;
 - (4) Unlawful possession of a drug;
 - (5) Possessing, using, or being under the influence of alcohol or drugs not prescribed for the use of the credential holder when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present;
 - (6) Failure to notify the state at the time of application for credential of past criminal convictions, or of revocations or suspensions of a credential or license by New Hampshire or any other jurisdiction; and
 - (7) Falsifying or deliberately misrepresenting information submitted to the department in the course of an official inquiry, investigation, or both.

Ed 510.02 Principle 2—Responsibility to Students

- (a) In fulfilling responsibilities to students a credential holder shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a student as specified in RSA 354-A:1;
 - (2) Failure to provide appropriate supervision of students, pursuant to local school district policy adopted as specified in Ed 306.04, at school or school-sponsored activities or the failure to ensure the safety and well-being of students;
 - (3) Furnishing alcohol or illegal or unauthorized drugs to any students, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs;
 - (4) Committing any of the following acts to any minor, or any student or prior student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:
 - a. Abuse, including, but not limited to physical and emotional abuse;
 - b. Cruelty or any act of endangerment;
 - c. Any sexual act with or from any student; and
 - d. Harassment as defined by state or federal law or regulations;
 - (5) Soliciting or encouraging participation in a romantic or sexual relationship, whether written, verbal, or physical, with a student the credential holder knows or should know is a student or prior student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and
 - (6) Soliciting a student, or a former student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), to engage in any illegal activity.

Ed 510.03 Principle 3—Responsibility to the School Community

- (a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a parent or guardian of a student or other member of the community who is on the school property as specified in RSA 354-A:1;

- (2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;
- (3) Misuse of funds intended for use by the school, to include funds which are collected from parents and students; and
- (4) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

- (a) In fulfilling the responsibilities and ethical use of technology a credential holder shall consider the impact of consuming, creating, distributing, and communicating information through the use of any and all types of technology.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Engaging in any activities as specified in Ed 510.02(b)(4)-(7) via electronic media with a student or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1); and
 - (2) Engaging in inappropriate communication with a student, or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1) via electronic media.
- (c) For the purposes of this section, inappropriate communication shall be determined by considering:
 - (1) The intent, timing, subject matter, and amount of communication; and
 - (2) Whether:
 - a. The communication made was covert in nature;
 - b. The communication could reasonably be interpreted as solicitous, sexually explicit, or romantic in nature; and
 - c. The communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the credential holder or the student.

Ed 510.05 Duty to Report

- (a) Any credential holder shall report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.
- (b) Each principal shall report to the superintendent of the school district or SAU where the principal is employed, the chief executive officer of a chartered public school or public academy, or the headmaster of a nonpublic school, if the principal has been notified of, or is personally aware that a credential holder has violated any of the rules of professional conduct as enumerated in Ed 510, which occurred on or off duty.
- (c) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:
 - (1) When a superintendent has knowledge that an credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and
 - (2) When a superintendent has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.
- (d) If a credential holder suspects that a superintendent has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.
- (e) Credential holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to:
 - (1) His or her immediate supervisor, superintendent, or both; and
 - (2) The department of health and human services, pursuant to RSA 169-C:29.
- (f) If the department has reason to suspect that any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported, the department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by Ed 510.05(a), (b), or (c).
- (g) The office of credentialing shall open a case, as enumerated in Ed 511.01, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.

Final Version –State Board Adoption, November 8, 2018



Guiding Principles: The Code of Ethics for New Hampshire Educators

Statement of Purpose

A New Hampshire educator is entrusted by the state and the public with a responsibility to teach New Hampshire's children the skills and model the values that will make each child a knowledgeable, capable, and engaged member of a democratic society. The educator accepts the responsibility to practice within the educational profession according to the highest ethical standards and aspires to continuously and consistently make decisions which are, first and foremost, within the best interests of the student.

This *Code of Ethics for New Hampshire Educators* is created as a set of guiding principles which articulate the responsibilities common to all members of the education profession. The *Code of Ethics for New Hampshire Educators* is designed to provide guidance to educators in the decision making process involving their interactions with students, the school community, colleagues, parents, and the public. The principles set forth in the *Code of Ethics for New Hampshire Educators* should be interpreted with reference to the context of the classroom, the learning community, and the educational profession.

This *Code of Ethics for New Hampshire Educators* is created upon the recognition that teaching is a profession. As such, there is an acknowledgement within the educational field that The *Code of Ethics for New Hampshire Educators* is applicable to all aspects of an educator's life.

The *Code of Ethics for New Hampshire Educators* establishes guidance for all school personnel and is not intended to be a basis for civil liability nor is it designed to be a basis for employment action. The *Code of Ethics for New Hampshire Educators* establishes guidance for educators.

Definitions

The term "student" as used in The *Code of Ethics for New Hampshire Educators* means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution. "Student" includes individuals through nine months after graduation. Final Version- State Board Adoption, June 13, 2018

Principles

Principle I—Responsibility and Commitment to the Education Profession and Colleagues

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment.

In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters.

In fulfillment of this principle, the educator:

- Values honesty and established commitments;
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks;
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications;
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner;
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence ones' professional decisions; and
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle II—Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator's obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student.

- In fulfillment of this principle, the educator:
- Interacts with students within appropriate settings;
- Communicates with students in a clear, respectful, and culturally sensitive manner;
- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student;
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career;
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

Principle III—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice.

In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences.
- Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community;
- Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community;
- Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and
- Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle IV - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals.

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology.

In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning;
- Considers the ramifications and public perception of using social media;
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students

Appendix G

Licensure Areas & University Contacts

Name/Title	Email	Phone	Link	Endorsement
Holmes Center Director, Brian Walker Center Coordinator, Valerie Comeau-Palmer Clinical Coordinator, Vicki Kelly	<u>bfwalker@plymouth.edu</u> <u>vacomeaupalmer@plymouth.edu</u> <u>vicki.kelly@plymouth.edu</u>	603-535-2807 603-535-2220 604-535-2179	<u>internship overview page</u>	Brian Walker is the PSU NH Teacher Licensure Officer. Vicki Kelly oversees internships.
<u>Elementary Education</u> Alison Buchholz, program coordinator Joseph Rino, T-CAP facilitator	<u>adbuchholz@plymouth.edu</u> <u>jsrino@plymouth.edu</u>	603-535-2865 603-535-2176	<u>evaluation rubric</u>	Elementary Education K-6 Elementary Education K-8 w/minor
<u>English Education</u> Kenneth Logan, program coordinator	<u>kenneth.logan@plymouth.edu</u>	603-535-2746	<u>evaluation rubric</u>	English 5-12
<u>Music Education</u> Harmony Markey, program coordinator	<u>hqmarkey1@plymouth.edu</u>	603-535-2312	<u>evaluation rubric</u>	Music Education K-12
<u>Physical Education</u> <u>Physical Education & Health Education</u> Irene Cucina, program coordinator	<u>icucina@plymouth.edu</u>	603-535-2517	<u>PE evaluation rubric</u> <u>Health evaluation rubric</u>	Physical Education K-12 Health Education K-12
<u>Social Studies Education</u> Kelsie Eckert, program coordinator	<u>kelsie.eckert@plymouth.edu</u>	603-535-3072	<u>evaluation rubric</u>	Social Studies 5-12
<u>Arts Education</u> Erin Sweeney, program coordinator	<u>erin.sweeney@plymouth.edu</u>	603-535-2933	<u>evaluation rubric</u>	Visual Arts Education K-12

