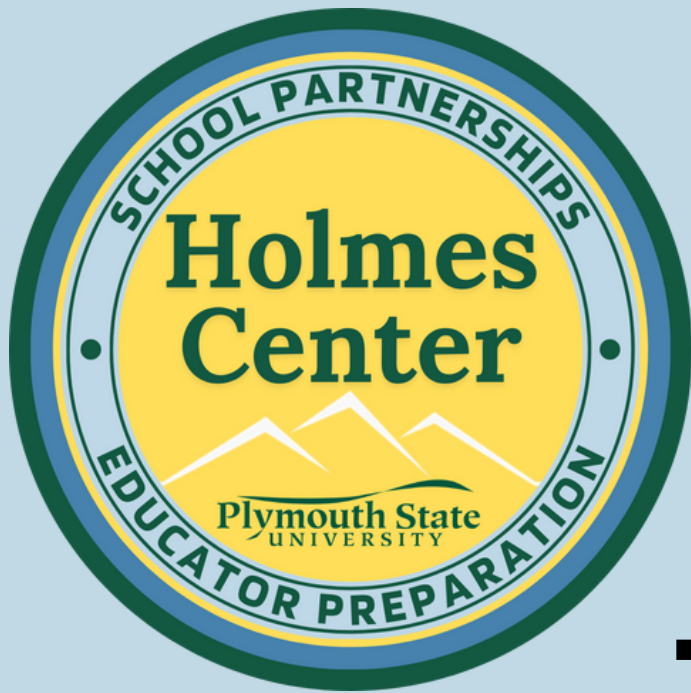




TEACHER CANDIDATE GUIDEBOOK

2025-2026

For Undergraduate Students



Use this guidebook as a workbook and reference.

Links are live in the PDF document linked on the Holmes Center website page The Road to Teacher Certification for Undergraduate Programs. Bookmark this page:

plymouth.edu/educator-preparation/road-teacher-certification-undergraduate-programs

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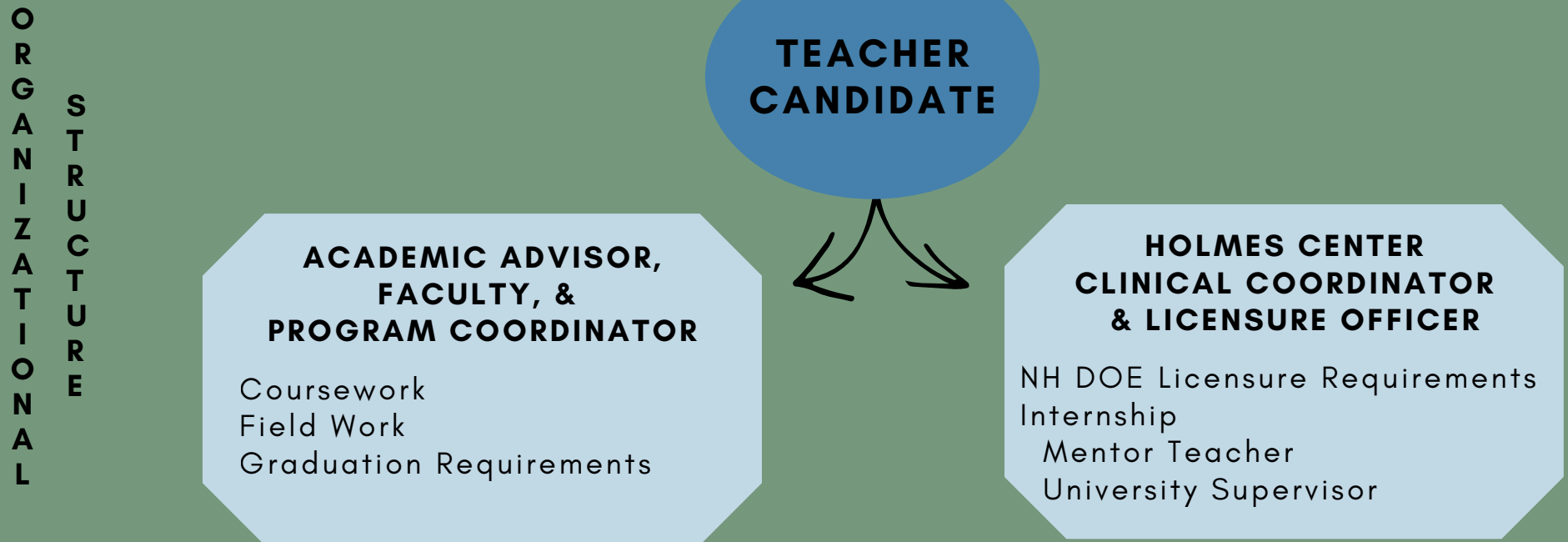
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THE HOLMES CENTER TEAM		
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SO YOU WANT TO BE A TEACHER?



Welcome!

You are curious and love learning. You are passionate about the need for and quality of the education of children. 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 from and with your students
- you are not omniscient but rather a master facilitator of your students' learning
- 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. work.)

DISPOSITIONS



The 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. The teacher candidate efficiently completes non-academic requirements, monitored by the Holmes Center, required prior to the internship.

Dispositions are the professional habits, values and beliefs that underly a teacher's practice. They are attitudes and modes of conduct teachers use as they interact with students, families, community members, and professional colleagues. Teachers must demonstrate the professional attitudes and conduct that facilitate student learning and convey a positive image of the education profession. Professional dispositions the expected behaviors of all educators.

- **preparedness in teaching and learning**

- knowledge of content and curricula
- repertoire of teaching strategies
- careful and complete planning and preparation
- instructional decision making informed by content, curricula, and knowledge of students and anticipation of "how the lesson will go"

- **commitment to students and their learning**

- appreciation of and value for academic diversity
- relationship building with students
- establishment of learning environment and classroom atmosphere
- student engagement
- model of curiosity, integrity, and eagerness to learn

- **professionalism**

- poise and confidence
- positive and enthusiastic attitude
- teacher presence and flexibility in the moment
- professional appearance
- punctuality and dependability
- effective oral and written communication skills
- collaboration
- receiving, seeking and acting on feedback
- confidentiality

- **reflective practice**

- collaboration with colleagues
- initiative and resourcefulness
- social and emotional intelligence to promote personal and educational goals and stability

THE ROAD TO TEACHER LICENSURE



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:

ART EDUCATION K-12
ELEMENTARY EDUCATION K-6/K-8
ENGLISH LANGUAGE ARTS EDUCATION 5-12
MUSIC EDUCATION K-12

PHYSICAL EDUCATION K-12
PHYSICAL & HEALTH EDUCATION K-12
SOCIAL STUDIES EDUCATION 5-12

DECISION POINT I

Pre-Internship Requirements

DECISION POINT III

Internship Application

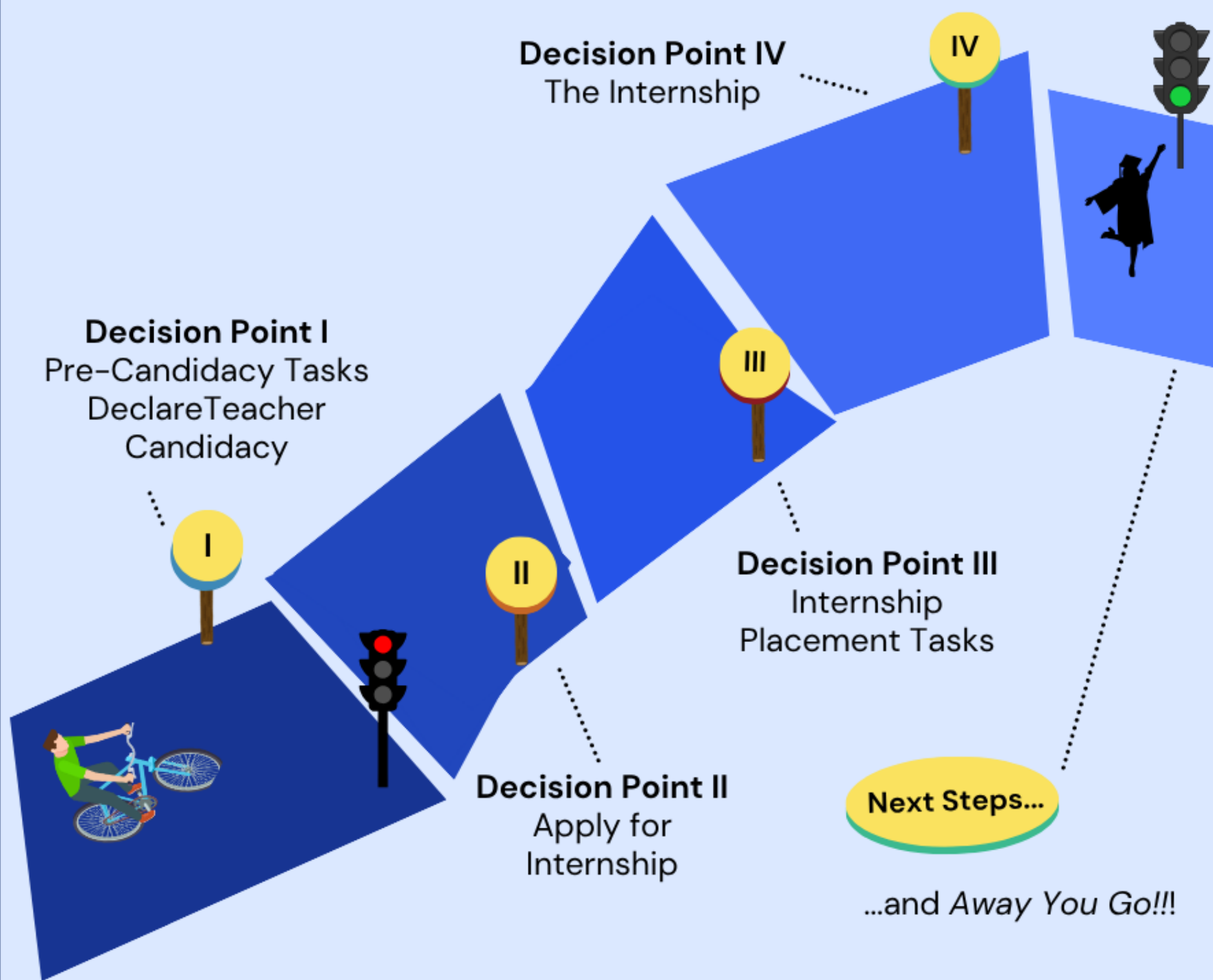
DECISION POINT III

Internship Placement Requirements

DECISION POINT IV

The Internship

THE ROAD TO TEACHER LICENSURE



THE ROAD TO TEACHER LICENSURE ***TIMELINE***

YEAR 1 - DECISION POINT I

Orientation with Clinical Coordinator
BASA Testing Requirement
NH Codes of Conduct & Ethics

Faculty Evaluations
Criminal History Record Check

YEAR 2 - DECISION POINT 1

Complete Decision Point I Requirements before the end of year 2.

YEAR 3 - DECISION POINT II & III

Internship Application

- *Fall and Year-long Internship* Application Due February 1
- *Spring Internship* Application Due April 1

Fall & Year-long Internships - Meet Mentor & Submit Placement Confirmation
Complete Background Check as Required by Placement School District

YEAR 4 - DECISION POINT III & IV

Spring Internships: Meet Mentor & Submit Placement Confirmation
Complete Background Check as Required by Placement School District

Review & Understand the Evaluation Rubric

INTERNSHIP!!! And Seminar with TCAP

Complete Licensure Requirements such as Subject-Area Testing

AND BEYOND...

NH Licensure Requirements

DECISION POINT I - Pre-Internship Requirements



Decision Point I requirements are completed in the first two years at PSU. They are tasks required by the NH Department of Education for undergraduate students in teacher preparation programs at PSU. These requirements will be completed before Internships in Teaching begin. Transfer and major change students, please make an appointment right away to meet with the clinical coordinator to get yourself caught up (also see **Appendix A**).

**ORIENTATION SEMINAR
CANDIDACY APPLICATION
GPA REQUIREMENT**

**NH BASIC SKILLS REQUIREMENT
CRIMINAL HISTORY RECORDS CHECK
FACULTY EVALUATIONS**

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 basic skills assessment waiver with alternative test scores. We will also introduce you to the **Holmes Center Internship in Teaching Overview** webpage and the NH Codes of Conduct and Ethics (**Appendix C**).

CANDIDACY APPLICATION

This brief form is your entrance ticket to Holmes Center Educator Preparation and results in the activation of The Road to Teacher Certification in your Taskstream. It is completed during Orientation during your first year at PSU. The Holmes Center oversees your licensure requirements after your application has been received. You will find the form on the Decision Point I webpage.

GPA REQUIREMENT

A program dependent minimum GPA is required for all teacher preparation students to begin an Internship in Teaching. Please view your academic catalog for program specific GPA requirements.

NH BASIC SKILLS REQUIREMENT (BASA)

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

In 2024, the NH DOE adopted Essential Academic Skills tests administered by **Pearson National Evaluation Series** for teacher candidates to meet the basic skills requirement.



Pearson – National Evaluation Series	Passing Score
Essential Academic Skills Subtest I Reading (005)	220
Essential Academic Skills Subtest II: Writing (006)	220
Essential Academic Skills Subtest III: Mathematics (007)	220

Further information about these tests are available as follows:

Reading: <https://www.nestest.com/test/005>

Writing: <https://www.nestest.com/test/006>

Math: <https://www.nestest.com/test/007>

PREPARE!!

There are two parts to getting ready for testing. Both are important to your success.

1. Review the content assessed on each test. You learned the reading, writing and math content in middle school and early high school. Practice timed writing responses to sample writing prompts.
2. Learn how the tests are set up (i.e., timing, format, etc.).

Preparation materials for these tests are available on the **PNES website**.

PSU Academic Services

for Everyone

The **PSU PASS Center** is located in Speare Hall. They will help students prepare for the Praxis Core Math. Stop by or visit their [website](#) to set up an appointment.

The **PSU Writing Center** is located at Lamson Library. They will help students prepare for Praxis Core Writing and Reading. For example, a study group for Praxis Core meets on Tuesdays and Thursdays at 4PM each week during the fall and spring semesters.

Stop by or visit their [website](#) for an appointment.

Eligible for Accommodations? - Do not Delay!

Pearson National Evaluation Series provides accommodations for Test takers with disabilities or health-related needs. You must first register for the tests you wish to take without scheduling test dates, then apply for and receive approval for accommodations for tests. Please visit the page for the test/s you wish to take for more information. You will find it (called Alternative Arrangements) toward the bottom of the list.



IMPORTANT: *Praxis Core is still an acceptable means of meeting the basic skills requirement. Students who have met the basic skills requirement with ETS Praxis Core assessments are exempt from taking the new Essential Skills Tests and do not need to apply for a test evaluation waiver. Students who have not yet met all or part of the basic skills requirement may choose to continue with Praxis Core assessments or to take PNES Essential Academic Skills tests to meet the remainder of their basic skills requirement.*

Other options for the Basic Skills Test Requirement are:

- ETS Praxis Core Academic Skills for Educators tests (administered by **ETS**) are still accepted by the NH DOE. More information can be found on the Holmes Center [Praxis Core](#) webpage.
 - Reading (5713) - passing score = 156
 - Writing (5723) - passing score = 162
 - Mathematics (5733) - passing score = 150
- 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 application)**, and upload a copy of your score report directly to the NHDOE.

Important: Some states outside of New England may require different basic skills assessments. Contact the Holmes Center with questions.

CRIMINAL HISTORY RECORD CHECK REQUIREMENT

By NH State Law, a Criminal History Record Check (CHRC) is required for all students who declare candidacy in an educator preparation program. This mandatory criminal history record check must be completed before the end of the second year at PSU (sooner for transfer students) and includes both **fingerprinting** (submitted to the NH Department of Safety) and an **application for clearance** (submitted to the NH Department of Education).

Individuals enrolled in PSU programs leading to educator licensure (aka teacher prep) must set up a myNHDOE - Educator Info System (EIS) account and complete a criminal history record check. The CHRC includes:

- Fingerprinting and Applying to the NH Department of Safety (with payment)
- Applying to the NH DOE for clearance (with payment).

IMPORTANT: Any other background check and/or fingerprinting previously completed (e.g., for employment, field work or volunteer work, including summer camps, after school programs, substitute teaching, childcare centers, etc.) will not be accepted or exclude you from this NH DOE requirement.



Another Background Check ?!

The NH DOE required CHRC is valid for 4 years. It will be redone at the time of licensure. In addition, students later enrolling in a graduate program may need to complete a new CHRC, regardless of expiration date of initial check.

School districts, as well as childcare centers, camps, and after school programs, require a criminal records check prior to the start of any volunteering, observation experience, field work, internship, and employment. Students must comply with local school policies and pay for all criminal record checks as required.

CHRC Instructions

Please, carefully read the instructions below. Parts of the process are not especially intuitive, and you will avoid delay and possibly extra expense by utilizing these instructions.

First,

Skip this task if you already have a NH DOE Educator account.



Note: If you have ever submitted a test evaluation form, applied for any credential, had test scores submitted from ETS or Pearson to our office, or received a recommendation for licensure from a NH approved educator preparation program, you likely already have an EIS account established. This account may or may not have sufficient profile information to associate with your mynhdoe account during the set up process.

There are two parts to this process:

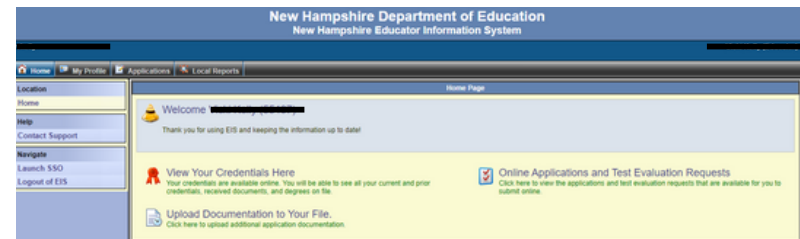
1. creating an account - general registration
2. creating your profile

Here are detailed DOE EIS Account instructions for setting up your account.

(<https://www.plymouth.edu/sites/default/files/media/2023-11/new-mynhdoe-account.pdf>)

Use **this link** to go to the myNHDOE login page to open an account and obtain an Educator ID number (EDID).

(<https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>)



myNHDOE EIS Account Dashboard

Stuck? Submit a mynhdoe help request ticket (calling is not advised).

CRIMINAL HISTORY RECORD CHECK REQUIREMENT

CHRC Instructions - Continued

DECISION POINT I



Task 1

IMPORTANT: *Do not complete Task 1 until you are ready to complete Task 2, because fingerprinting expires after 30 days and will have to be redone if Task 2 is not completed before then.*

This task begins with fingerprinting. Choose one of the two fingerprinting options below (fee is \$20.00).

A) NH DEPARTMENT OF SAFETY ONLINE PORTAL

This is the most direct and efficient way to complete Task 1. However, it requires a visit (by appointment) to one of 7 designated LiveScan sites (listed in instructions). Please use these **Option A Detailed Instructions**.

B) PLYMOUTH POLICE DEPARTMENT

This option requires a visit (by appointment) to the Plymouth Police Department, located at 334 Main Street in Plymouth, NH. There, you will meet PSU Officer, Amanda Hutchins, for fingerprinting. Then you will mail paperwork and a check to the NH Department of Safety. This option may take 2-3 weeks longer than Option A to receive results. Please use these **Option B Detailed Instructions**.

Task 2

Submit the NHDOS CHRC Clearance Application (fee \$100). Please use these detailed instructions.

Note: You will need a scan or picture of your driver's license (or other government issued ID) saved as a PDF document (15MB max) to upload when completing your application. Here are instructions for converting a picture into a PDF. Payment by credit card is due at the time of application.



Finally,

When you receive your Clearance Approval Certificate in an email from the NHDOS, forward the email to the Holmes Center. (psu-holmescenter@plymouth.edu)

Troubleshooting

- You will not be granted clearance if the NHDOS does not receive or approve your fingerprints.
- If you did not use the DOE portal to make your fingerprinting appointment, did you remember to mail the required items and payment to the NH DOS?
- If it has been four weeks or more since your fingerprints were sent to the NH DOS and you have not received your clearance certificate:
 - Did you check your inbox and spam folder in case the DOS needs more information from you?
 - Did you complete Task 2? If you don't remember paying the \$100 fee to the NH DOE, then you need to go back and do Task 2, above.
 - Finally, if all else fails, please notify the Holmes Center so that we can attempt to assist you.



Request Two (2) Faculty Evaluations

Faculty Evaluations must be submitted from two PSU faculty members with whom you have taken classes. They do not have to be education professors.

Review the evaluation items (see button below - this is not a letter of recommendation), then thoughtfully choose which of your professors you will ask. Make requests in person, then follow-up with a thank-you email that includes the link to the evaluation (below), your student ID#, and certification program/major.

Your professors will rate how often they have observed you displaying the following behaviors in their courses.

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

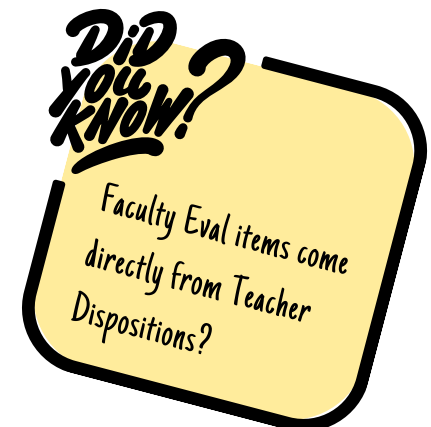
- Able to apply theoretical knowledge to examples
- Takes initiative to expand own knowledge base

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





DECISION POINT II - The Internship Application

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

- Fall and Year-long Interns - January 30th
- Spring Interns - April 15th

The application is online and will be posted under the heading of your internship semester/s on the **Internship in Teaching Overview page** as well as the **Decision Point II page** on the Holmes Center website (plymouth.edu/educator-preparation).

GPA Requirement

In order for your internship application to be accepted, your cumulative GPA, including all pre-internship licensure required courses, must meet the minimum required by your program.

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

- needs of K-12 partner schools
- needs of individual programs and/or accreditation requirements
- university-school partnerships are prioritized first
- location of intern's residence during internship
- prior field experience of intern
- NH DOE rules for mentor teacher qualifications
- intern requests

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

- school(s) where candidate attended
- where immediate relative(s) work
- where child/children or other immediate relative(s) currently attend

Partnership Schools

Fortunately, many local schools are eager to host and support teacher candidates. Mentors are outstanding teachers who graciously share their wisdom, time, space, and students. Feel free to make requests and ask questions regarding your placement assignment, but understand with gratitude, that determining your placement requires thoughtful, experienced consideration for you, your mentor, their students, and even your peers, program, and University. Following are some of the local schools where interns are often placed.

Campton Elementary
Concord Schools
Elm Street Elementary
Gilford Schools
Hill Elementary
Inter-lakes Middle/High School
Laconia Middle & High Schools
Lin-Wood Schools
Merrimack Valley Schools
Moultonborough Schools

Paul Smith Elementary
Pleasant Street Elementary
Plymouth Elementary
Plymouth Regional High School
Newfound Middle & High Schools
Russell Elementary
Sanbornton Central
Thornton Central
Winnisquam High School
Woodland Heights Elementary

Upon approval 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 clinical coordinator, and then you can proceed to Decision Point III **Things are about to get very exciting!!!**

DECISION POINT III - Internship Placement Requirements



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

CONFIRMATION SHEET

GPA REQUIREMENT

REGISTER FOR THE INTERNSHIP

SEMINAR I

Meet Your Mentor

Arrange to meet your mentor in-person. Prepare by looking at the school's website and thinking about questions you have to ask your mentor. When you meet, you'll want to introduce each other and talk about the internship. You may want to learn about professional development and/or work day opportunities happening before your internship begins. Exchange contact information. Dress professionally for this meeting.

CONFIRMATION SHEET

The Internship in Teaching Confirmation Sheet must be submitted before the internship begins. There are sections for the intern, the mentor, and an administrator from the placement school. 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. The confirmation sheet also provides the Holmes Center with information necessary to begin the remuneration process for your mentor. Submission of the completed confirmation sheet is the responsibility of the intern and can be done simply by emailing a scan or picture of the completed form to the Holmes Center.

Additional Background 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 meet the minimum required by your program.

REGISTER 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.

DECISION POINT III - Internship Placement Requirements



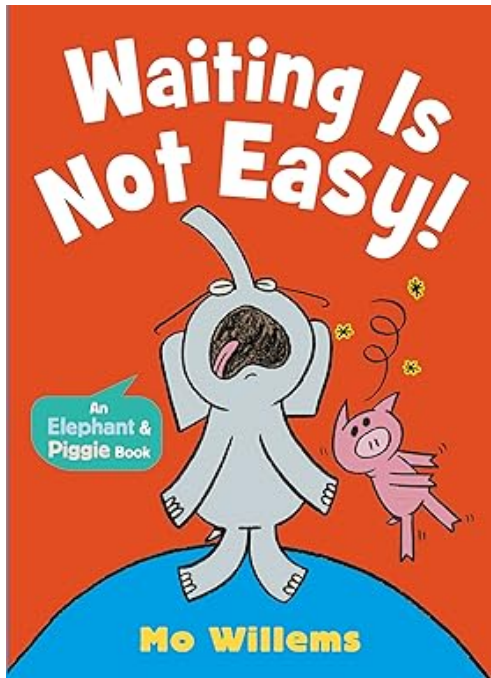
SEMINAR I: PREPARING FOR THE INTERNSHIP

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
- Overview of the internship in teaching policies and handbook
- Introduction to co-teaching
- attendance, dress code, and lesson planning expectations
- review of the NH Codes of Conduct and Ethics

THINGS YOU CAN (AND REALLY SHOULD) DO BEFORE YOUR INTERNSHIP BEGINS:

- TAKE YOUR SUBJECT-AREA ASSESSMENT/S!
- Google yourself! Avoid uncomfortable conversations with administrators by cleaning up or silencing your socials.
- Make sure you are ready to follow the NH Codes of Ethics & Conduct.
- Self-evaluate with the evaluation rubric for your program. Think about goals with which you might start and what you might do to achieve them.
- Familiarize yourself with the Internship in Teaching Handbook and its resources.
- Make sure you have the Holmes Center Internship in Teaching page bookmarked and the curriculum coordinator's email address saved.
- Inspect your wardrobe for teacher-professional attire. Thrift stores and relatives' hand-me-downs are inexpensive ways to acquire enough for a week between washings.
- Ask your mentor for curriculum and teaching materials to review.



just
BREATHE



YOU'VE
GOT THIS!

SUBJECT-AREA ASSESSMENTS

DECISION POINT III



Subject-Area Assessments

Subject-Area Testing is not required for graduation or for recommendation for licensure. It is, however, required by the NH DOE for most licensure endorsements. Teacher candidates should plan and study for their licensure required subject-area testing (e.g., Pearson, MTEL, Praxis II, Foundations of Reading, etc.), preferably before the internship semester, while coursework learning will be freshest and so that the licensure process will be optimally efficient after the internship, making employment available as soon as possible.

Required Subject Area Assessments for NH Licensure following Undergraduate Educator Preparation Programs at Plymouth State University

For NH Licensure, The Ed 500 Administrative Rule (currently Ed 505.01/Ed 514.01 formerly) requires each candidate to pass a subject area content knowledge test when seeking teacher licensure in any one of the major areas of concentration in which the NH State Board of Education has established a passing score. In 2024, the NH DOE adopted tests administered by Pearson National Evaluation Series for teacher candidates to meet the basic skills and subject-area requirements. At this time, both the ETS Praxis assessments and the Pearson National Evaluation Series assessments are accepted for licensure in NH. As of July 1, 2025, some licensure areas that did not previously require assessments will do so.

For more information, please see the table in **Appendix E**, visit the Holmes Center website **Subject-Area Assessment pages**, and for the latest updates regarding subject-area assessment changes, visit the **NH DOE testing requirements page**.

Licensure Area	Pearson National Evaluation Series Tests	Passing Score
Art K-12	Visual Art (803)	240
Elementary Education K-6	General Curriculum Tests	
	Subtest 1: Language Arts and History/Social Studies (827)	240
	Subtest 2: Mathematics, Science, and Technology/Engineering (828)	240
	AND Foundations of Reading (890)	240
Elementary Education K-8	K-6 tests (see above) AND <u>one</u> of:	
	w/ELA Middle Grades English Language Arts (201)	220
	w/Math Middle Grades Mathematics (203)	220
	w/Science Middle Grades General Science (205)	220
	w/Social Studies Middle Grades Social Science (202)	220
English 5-12	English Language Arts (817)	240
Health Education K-12	Health (509)	220
Music K-12	Music (820)	240
Physical Education K-12	Physical Education (804)	240
Social Studies 5-12	History/Social Science (826)	240

Important: If you plan to seek licensure outside of NH, please arrange to meet with the clinical coordinator to explore your assessment requirement options.



In addition:

You must **apply for Degree Conferral**, even if you do not plan to participate in the graduation ceremony. If not, the Holmes Center will not be notified that you have graduated because the Registrar's office won't know that you want to do so. You will find the information you need to complete your application on the Registrar's **Degree Completion, Transcripts, and Diplomas** page.

DECISION POINT IV - The Internship



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

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.

Educators' Career Fair

The Academic & Career Advising Center and the Holmes Center present a job fair for all students. Opportunities will include faculty and staff positions of interest to interns as well as teacher candidates. This is an excellent opportunity to network with administrators from all over the state. Even those intending to license outside of New Hampshire benefit from this event. Teacher candidates anywhere along the Road to Certification are welcome and encouraged to attend. Experience working with children is vital to future educators.

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.



The NH licensure process will be explained for you at Seminar III.

- If you will be seeking licensure outside of NH, make an appointment to meet with the Holmes Center Clinical Coordinator to explore the requirements there and work on a plan for licensure.



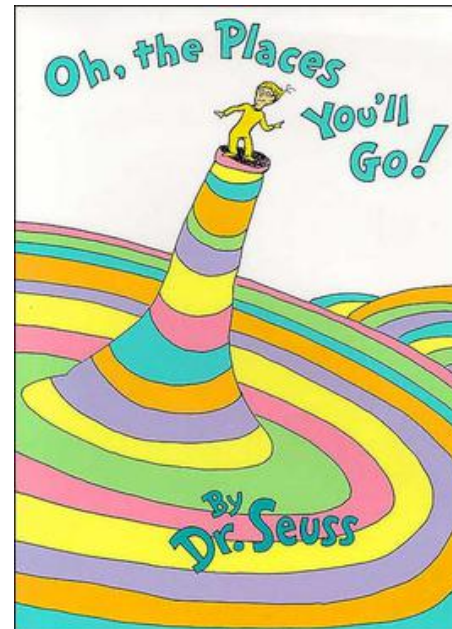
NH DOE Licensure Requirements

Applying for NH Licensure, the application process and requirements

 Holmes Center for School Partnerships and Edu...



CREDENTIALING HELP DESK
KNOWLEDGE BASE



Click the image for Holmes Center professional development offerings.



PLEASE,
Keep in Touch!

APPENDIX A

Find the live document at:

<https://www.plymouth.edu/sites/default/files/media/2025-02/acceleration-for-transfer-and-major-change-students.pdf>

Accelerated Decision Points I & II

FOR UNDERGRADUATE TRANSFER & MAJOR CHANGE STUDENTS

The following requirements are most urgent to ensure your internship will happen when you plan for it.

Meet with Holmes Center Clinical Coordinator (Rounds 317) ASAP.

Basic Skills Tests - Praxis Core

**EIS Account & Criminal Records
Check for NHDOE**

2 Faculty Evaluations

**Read and Understand the NH Codes
of Conduct & Ethics.**

**Internship in Teaching Application
& GPA Requirement**

The above requirements
must be met before your
internship application
deadline.

Learn more at:

[HTTPS://WWW.PLYMOUTH.EDU/EDUCATOR-
PREPARATION/ROAD-TEACHER-CERTIFICATION](https://www.plymouth.edu/educator-preparation/road-teacher-certification)

CHECKLISTS

Make your way through each section, and tick the checkbox for each statement once the task has been completed.

DECISION POINT I

- ☐ CANDIDACY APPLICATION
- ☐ BASA TESTING REQUIREMENT
 - ☐ READING
 - ☐ MATHEMATICS
 - ☐ WRITING
- ☐
 - ☐ FACULTY EVAL 1
 - ☐ FACULTY EVAL S
- ☐ CRIMINAL HISTORY RECORD CHECK
 - ☐ FINGERPRINTING
 - ☐ CLEARANCE APPLICATION
- ☐ DOE EIS ACCOUNT

DECISION POINT II

- ☐ INTERNSHIP APPLICATION
- ☐ GPA CHECK

DECISION POINT III

- ☐ PLACEMENT CONFIRMATION AGREEMENT
- ☐ GPA CHECK
- ☐ REGISTER FOR THE INTERNSHIP
- ☐ SEMINAR I
- ☐ SCHOOL DISTRICT BACKGROUND CHECK REQUIREMENT

DECISION POINT IV

- ☐ TCAP
- ☐ MIDTERM EVALUATIONS
- ☐ SEMINAR II
- ☐ EDUCATORS' CAREER FAIR
- ☐ FINAL EVALUATIONS
- ☐ SEMINAR III
- ☐ RECOMMENDATION FOR LICENSURE

APPENDIX B.2

DECISION POINT I CHECKLIST



Pre-Internship Decision Point I Requirements Checklist Undergraduate Teacher Licensure Programs

- ☐ orientation
- ☐ candidacy application
- ☐ basic academic skills tests
 - ☐ reading
 - ☐ writing
 - ☐ math
- ☐ faculty eval 1
- ☐ faculty eval 2
- ☐ DOE EIS account

- ☐ criminal history record check
- ☐ fingerprinting
- ☐ clearance application
- ☐ send clearance to Holmes Center



Road to Certification

Familiarize yourself with the NH Codes of Conduct and Ethics
for Educators AND keep your GPA up (see academic catalog).

name _____ date _____

APPENDIX C



NH CODES OF ETHICS AND CONDUCT FOR EDUCATORS

The New Hampshire State Board of Education on Nov. 8, 2018, approved the Educator Code of Conduct, following the approval of an educator Code of Ethics in June 2018. This combined set of rules and procedures is not in response to any one circumstance or incident, but are designed to build on the high standards of the state's educators, elevate the education profession, and provide guidance to educators. The NH Codes of Conduct and Ethics apply to all educators in NH, including college students in field work and internships. Read and familiarize yourself with these documents.

It is important that you read, understand, and follow the codes of ethics and conduct as both a teacher candidate and an intern. The full documents are located on each Decision Point page, and **Internship in Teaching page** (within each internship semester) as well as on the **Educators page of the NH DOE website**.



From 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.

Contents of the Code of Ethics for New Hampshire Educators

- Principal I – Responsibility and Commitment to the Education Profession and Colleagues
- Principal II – Responsibility and Commitment to the Student
- Principal III – Responsibility to the School Community
- Principal IV – Responsible and ethical use of technology as it relates to students, schools, and other educational professionals

Final Version – State Board Adoption, June 13, 2018

Contents of the Code of Conduct for New Hampshire Educators

- Ed 510.01 Principle 1 – Responsibility to the Education Profession and Educational Professionals
- Ed 510.02 Principle 2 – Responsibility to Students
- Ed 510.03 Principle 3 – Responsibility to the School Community
- Ed 510.04 Principle 4 – Responsible and Ethical Use of Technology
- ED 510.05 Duty to Report

Final Version – State Board Adoption, November 8, 2018

APPENDIX D



Required Subject Area Assessments for NH Licensure following Educator Preparation Programs at Plymouth State University

Licensure Area	ETS Praxis Tests	Passing Score	Pearson National Evaluation Series Tests	Passing Score
Art K-12	Content Knowledge (5134)	158	Visual Art (803)*	240
Elementary Education K-6	Multiple Subjects (5001)		General Curriculum Tests	
	Reading and Language Arts subtest	157	Subtest 1: Language Arts and History/Social Studies (827)	240
	Mathematics subtest	157		
	Science subtest	159	Subtest 2: Mathematics, Science, and Technology/Engineering (828)*	240
	Social Studies subtest	155		
	AND -----→	-→	AND Foundations of Reading (890)	240
Elementary Education K-8	K-6 tests (see above) AND		K-6 tests (see above) AND <u>one</u> of:	
w/ELA	Middle School ELA (5047)	164	Middle Grades English Language Arts (201)	220
w/Math	Middle School Mathematics (5164)	165	Middle Grades Mathematics (203)	220
w/Science	Middle School Science (5442)	152	Middle Grades General Science (205)	220
w/Social Studies	Middle School SS (5089)	153	Middle Grades Social Science (202)	220
English 5-12	Secondary English (5039)	168	English Language Arts (817)*	240
Health Education K-12	<i>no ETS Praxis option</i>	---	Health (509)	220
Library Media Specialist K-12	<i>no ETS Praxis option</i>	---	Library Media Specialist (508)	220
Music K-12	Content Knowledge (5113)	161	Music (820)*	240
Physical Education K-12	Content and Design (5095)	169	Physical Education (804)*	240
School Counselor K-12	<i>no ETS Praxis option</i>	---	School Counselor (510)	220
Social Studies 5-12	Secondary Social Studies (5086)	153	History/Social Science (826)*	240
Special Education K-12	<i>no ETS Praxis option</i>	---	Special Education (602)	220
			AND Foundations of Reading (890)	240

*Pearson National Evaluation Series Tests not available until 7/2025
subject to change; updated 5.1.2025

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

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.



intern
aka: teacher candidate



mentor
aka: cooperating teacher

8 CO-TEACHING STRATEGIES

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative of Differentiated Teaching
- Team Teaching
- Content Integration Teaching

*For more information read **this article** that summarizes six models of co-teaching. Watch **the video** (about 1 hr) for a comprehensive introduction to co-teaching. Source: Academy of Co-Teaching and Collaboration: The Co-Teaching Foundational Workshop.*

APPENDIX F HOLMES CENTER TERMINOLOGY



Here are a few terms that may not be clearly explained in the previous pages.

<i>Clinical Coordinator</i>	The clinical coordinator, Vicki Kelly, oversees the Road to Teacher Certification and the Internship in Teaching for all teacher candidates. Besides Orientation and Seminar I presentations, she holds Q&A sessions and office hours for teacher candidates working on Decision Points. Appointments can be made at https://calendly.com/vickikelly/office-hours .
<i>Faculty Coordinator</i>	Each teacher licensure program is led by a faculty coordinator who leads the program's faculty team and oversees program requirements Appendix D lists faculty coordinators.
<i>Licensure Officer</i>	The Holmes Center's director, Brian Walker, is the person who recommends interns for licensure upon completion of graduation and all requirements.
<i>PEPP</i>	Professional Educator Preparation Program (at an institute of higher education such as PSU)

Please contact the clinical coordinator for suggested additions to the next Teacher Candidate Workbook edition.



APPENDIX G

CONTACT LIST & EVALUATION RUBRIC PDF LINKS

HOLMES CENTER

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Vicki Kelly, Clinical Coordinator

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Simply click on the program name to access the competency Evaluation Rubric

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- BACKGROUND CHECKS
- BASA
- BASIC SKILLS ASSESSMENTS
- CANDIDACY APPLICATION
- CHRC
- CLINICAL COORDINATOR
- COMPETENCY RUBRIC FOR INTERNSHIP EVALUATIONS
- CRIMINAL HISTORY RECORD CHECK
- CRIMINAL HISTORY CLEARANCE APPLICATION
- DECISION POINT I
- DECISION POINT II
- DECISION POINT III
- DECISION POINT IV
- DEGREE CONFERRAL
- DISPOSITIONS
- EDUCATION CAREER FAIR
- EVALUATIONS
- FACULTY EVALUATIONS
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- HOLMES CENTER
- INTERNSHIP
- INTERNSHIP APPLICATION
- INTERNSHIP PLACEMENT
- INTERNSHIP PLACEMENT PREP
- INTRODUCTION
- LICENSURE OFFICER
- MENTOR

- NH DOE EIS ACCOUNT
- NH BASIC SKILLS ASSESSMENT
- NH SUBJECT AREA ASSESSMENTS
- NH LICENSURE
- ORIENTATION
- PASS OFFICE
- PEARSON NATIONAL EVALUATION SERIES ESSENTIAL ACADEMIC SKILLS
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- SEMINAR II
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- TCAP
- TIMELINE

- TRANSFER & MAJOR/OPTION CHANGE STUDENTS
- UNIVERSITY SUPERVISOR
- WRITING CENTER

BONUS MATERIAL

- CAREER GOALS
- MY DREAM JOB
- MY TEACHING EXPERIENCES
- SKILLS DEVELOPMENT
- SWOT ANALYSIS