

# Alternative 4/5 Materials Guide for Beginning of Plan (BOP) Submission

All materials necessary for a beginning of plan can be found on our website;

[www.education.nh.gov/certification](http://www.education.nh.gov/certification)

Downloadable materials can be found under;

Alternative 4 Plan Materials

<https://www.education.nh.gov/certification/alt4planmaterials.htm>

or

Alternative 5 Plan Materials

<https://www.education.nh.gov/certification/alt5planmaterials.htm>

**\*\*Prior to using checklists, please download and read the Alternative 4/5 Handbook for additional tips and information in the Alternative 4/5 Process\*\***

Included in this Materials Guide:

- 1.) Candidate checklist for submission of BOP
- 2.) Mentor checklist for submission of BOP
- 3.) SAU checklist for submission of BOP
- 4.) Completed example Professional Education Assessment sheet
- 5.) Completed example Competency Assessment sheet
- 6.) Completed example Career & Technical Assessment sheet
- 7.) Completed example Individualized Professional Development Plan (IPDP)

Revised: June 2018

You have a Statement of Eligibility (SOE) and have been hired by a school district, now what?  
Required Materials to Submit for an Alternative 4/5 BOP;

Candidate  
Checklist

#### Beginning of Plan Signature Page

- Your signature, endorsement area, and personal information
- Superintendent's signature and SAU number
- Mentor's signature, who is EEC certified in the endorsement area you're seeking certification

#### Professional Education assessment sheet

- **ONLY** if you do not hold a certification in **ANY** education area in the state of NH
- Please complete **ALL** the competency fields with activities that demonstrate how knowledge was acquired. For ideas, please see the example on **page 5**
- If any competencies are currently 'unmet' please make sure to add the activity proposed and evidence to the IPDP. A list of activity ideas to guide you are on **page 7**

#### Competency assessment sheet for your endorsement area

- This can be found on the website under Alternative 4 or Alternative 5 Plan Materials
- Please complete **ALL** the competency fields with activities that demonstrate how knowledge was acquired. For ideas, please see the example on **page 5**
- If any competencies are currently 'unmet' please make sure to add the activity proposed and evidence to the IPDP. A list of activity ideas to guide you are on **page 7**

#### Career & Technical Education assessment sheets

- Career & Technical Education Teacher assessment sheet (required for all CTE areas)
- Alt 4 General Education (required **ONLY** for CTE candidates without an associate's degree)
- Please complete **ALL** the competency fields with activities that demonstrate how knowledge was acquired. For ideas, please see the example on **page 6**
- If any competencies are currently 'unmet' please make sure to add the activity proposed and evidence to the IPDP. A list of activity ideas to guide you are on **page 7**

#### Individual Professional Development Plan (IPDP)

- Does your endorsement area require the Praxis II/Foundations of Reading? Please indicate testing date
- What competencies are 'unmet'? Please list the activities and evidence necessary to meet them (see example on **page 7**)

#### Include only the following documentation with your plan materials **IF** you've listed;

- Professional Development/Workshop – Please include certificate of attendance/completion
- Webinar – Please include certificate of attendance/completion
- Professional Reading – signed bibliography by supervisor/mentor to indicate materials were read and discussed

#### **DO NOT** include the following;

- Unofficial transcripts – Your institution needs to send official transcripts to Credentialing, they will not be reviewed/accepted via your plan materials
- Lesson Plans/unit plans/portfolio documentation – these documents are insufficient to demonstrate knowledge acquired for a competency
- Student work examples/IEPs – these documents are insufficient to demonstrate how knowledge was acquired for a competency
- College papers/dissertations/personal examples of a work component

#### Submit all documents for your plan to the SAU office to be uploaded to Credentialing for evaluation

- Please Note: Your plan period begins on your **date of hire**. Not date of submission of plan materials.

You have been assigned mentee to help them with their Alternative 4/5 plan, now what?  
Materials to submit and a guideline of expectations for an Alternative 4/5 candidate BOP;

Mentor  
Checklist

#### Beginning of Plan Signature Page

- Candidate's signature, endorsement area, and personal information
- Superintendent's signature
- Your signature, (Please be certain you are EEC certified in the area your mentee is seeking certification)

#### Professional Education assessment sheet

- **ONLY** if your mentee does not hold a certification in **ANY** education area in the state of NH
- Please help your mentee complete **ALL** the competency fields with activities that demonstrate how knowledge was acquired. For ideas, please see the example on **page 5**
- If any competencies are currently 'unmet' please make sure to add the activity proposed and evidence to the IPDP. A list of activity ideas to guide your mentee are on **page 7**

#### Competency assessment sheet for your mentees endorsement area

- This can be found on the website under Alternative 4 or Alternative 5 Plan Materials
- Please help your mentee complete **ALL** the competency fields with activities that demonstrate how knowledge was acquired. For ideas, please see the example on **page 5**
- If any competencies are currently 'unmet' please make sure to add the activity proposed and evidence to the IPDP. A list of activity ideas to guide your mentee are on **page 7**

#### Career & Technical Education assessment sheets

- Career & Technical Education Teacher assessment sheet (required for all CTE areas)
- Alt 4 General Education (required **ONLY** for CTE candidates without an associate's degree)
- Please assist your mentee in completing **ALL** the competency fields with activities that demonstrate how knowledge was acquired. For ideas, please see the example on **page 6**
- If any competencies are currently 'unmet' please make sure to add the activity proposed and evidence to the IPDP. A list of activity ideas to guide your mentee are on **page 7**

#### Individual Professional Development Plan (IPDP)

- Does your mentees endorsement area require the Praxis II/Foundations of Reading? Please indicate testing date
- What competencies are 'unmet'? Please work with your mentee to list the activities and evidence necessary to meet them (see example on **page 7**)

Include only the following documentation with your mentees plan materials **IF** they have listed;

- Professional Development/Workshop – Please include certificate of attendance/completion
- Webinar – Please include certificate of attendance/completion
- Professional Reading – signed bibliography by supervisor/mentor to indicate materials were read and discussed.

**DO NOT** include the following;

- Unofficial transcripts – The mentees' institution needs to send official transcripts to Credentialing, they will not be reviewed/accepted via plan materials
- Lesson Plans/unit plans/portfolio documentation – these documents are insufficient to demonstrate knowledge acquired for a competency
- Student work examples/IEPs – these documents are insufficient to demonstrate how knowledge was acquired for a competency
- College papers/dissertations/personal examples of a work component

Submit all documents for your mentees plan to the SAU office to be uploaded to Credentialing for evaluation

- Please Note: Your mentees' plan period begins on their **date of hire**. Not date of submission of plan materials.

You have hired a candidate with a Statement of Eligibility (SOE), now what?  
Required Materials to Submit for an Alternative 4/5 BOP;

SAU  
Checklist

Assist the candidate with finding a mentor who is EEC certified in their SOE assignment/endorsement area  
Assist the candidate and mentor with finding the materials necessary for the beginning of plan on our website  
Receive the finalized plan materials from the candidate and mentor – we suggest within one month of date of hire or first day of school

Order of materials to upload as a PDF for the candidate in EIS;

- (1) Beginning of Plan Signature Page
  - Candidate's signature, endorsement area, and personal information
  - Superintendent's signature
  - CTE Director (if applicable)
  - Mentor's signature, who is EEC certified in the area the candidate is seeking certification
- (2) Professional Education assessment sheet
- (3) Competency assessment sheet for candidate's endorsement area
- (4) Career & Technical Education assessment sheets
- (5) Individual Professional Development Plan (IPDP)

Include only the following documentation with the candidate's plan materials **IF** they've listed;

- Professional Development/Workshop – Please include certificate of attendance/completion
- Webinar – Please include certificate of attendance/completion
- Professional Reading – signed bibliography by supervisor/mentor to indicate materials were read and discussed

**DO NOT** include the following with a candidate's plan upload;

- Unofficial transcripts – Candidate's institution needs to send them to Credentialing, they will not be looked at/accepted via plan materials
- Lesson Plans/unit plans/portfolio documentation – these documents are insufficient to demonstrate knowledge acquired for a competency field
- Student work examples/IEPs – these documents are insufficient to demonstrate knowledge acquired for a competency field
- College papers/dissertations/personal examples of a work component

Submit all documents through the Uncertified Tab within EIS

- Please Note: Your candidate's plan period begins on their **date of hire**. Not date of submission of plan materials.
- If you experience issues with uploading the plan within EIS please contact [EIS.Help@doe.nh.gov](mailto:EIS.Help@doe.nh.gov) or contact 271-2409

## COMPETENCY ASSESSMENT SHEET EXAMPLES

ASSESSMENT OF CANDIDATE'S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS				
For				
Ed 505.07 Professional Education				
In addition to the requirements in Ed 505.03 for Alternative 3, Ed 505.04 for Alternative 4, and Ed 505.05 for Alternative 5, an applicant for a credential under Alternative 3, 4, or 5 who is not already credentialed shall demonstrate evidence of the following:				
COMPETENCY	HOW ACQUIRED	Met	Not Met	
(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	Columbia University – SW 850/851/952 – Human behavior and the social environment I, II & III	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;	PSU – ED 570 – Program Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
(2) Learning differences, as demonstrated by:				
a. An understanding of individual differences and diverse cultures and communities;	Granite State – EDU 717 - Students with Disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and	Granite State – EDU 717 – Students with Disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
c. The ability to employ universal design principles and assistive technology; and	See IPDP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
(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	Learners Taking Charge; Nancy Sulla, professional reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;	Learners Taking Charge; Nancy Sulla, professional reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

COMPETENCY ASSESSMENT OF CANDIDATE'S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS				
for				
Ed 507.27 Social Studies (5-12)				
Ed 507.27 Social Studies Teacher For Grades 5-12. The following requirements shall apply to the certification of a social studies teacher for grades 5-12:				
(a) To be certified as a social studies teacher for grades 5-12, the candidate shall:				
(1) Have at least a bachelor's degree; and				
(2) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05.				
(b) For candidates seeking certification under an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as educators in social studies by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.				
COMPETENCY	HOW ACQUIRED	Met	Not Met	
(c) Candidate for certification as a social studies teacher for grades 5-12 shall have skills, competencies and knowledge in the following areas:				
(1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:				
a. New Hampshire and United States civics and government;	KSC HIST161 – Topics U.S. History I KSC HIST162 – Topics U.S. History II KSC IIA MST210 – Intro AM Studies	X	<input type="checkbox"/>	
b. Economics;	See IPDP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
c. Geography;	KSC GEOG100 – Intro to Geography KSC GEOG203 – Cultural Geography KSC GEOG204 – Physical Geography KSC GEOG341 – Geography of the US KSC GEOG105 – Geography for Teachers KSC GEOG395 – Seminar I KSC GEOG495 – Seminar II	X	<input type="checkbox"/>	
d. United States and New Hampshire history; and	KSC HIST161 – Topics U.S. History I KSC HIST162 – Topics U.S. History II KSC IIA MST210 – Intro AM Studies	X	<input type="checkbox"/>	
e. World history;	KSC GEOG347 – Geography of Europe See IPDP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

COMPETENCY ASSESSMENT OF CANDIDATE'S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS  
FOR

Ed 507.02 Career and Technical Education Teacher

Competency		How Acquired	Met	Not Met
(a)	In addition to meeting the requirements for specialty certification under Ed 507.03 or for comprehensive certification, a teacher of career and technical education shall have the qualifications listed in (b) below.		X	<input type="checkbox"/>
(b)	Qualifications for a career and technical education teacher shall include the following skills, competencies, and knowledge:			
(1)	Knowledge of: <b>Endorsement Area; Computer Systems Networking &amp; Telecommunications</b>			
	a. The global economy, including:			
	1. The changing nature of the labor market;	PSU 135-45A Introduction to Computer Systems	X	<input type="checkbox"/>
	2. Occupational analysis utilizing multiple data sources;	PSU 130-40C Networking Fundamentals UNH 210-40 Wireless Networking	X	<input type="checkbox"/>
	3. Industry needs, locally, regionally and nationally;	Transmission Control Protocols Webinar – June 2017 (See attached certificate)	X	<input type="checkbox"/>
	4. Workplace environment of business; and	PSU 135-45A Introduction to Computer Systems	X	<input type="checkbox"/>
	5. Relationships with business & industry and postsecondary education;	Statewide CTE Cluster and local Professional Development Session 1 – Summer 2017	X	<input type="checkbox"/>

Please keep in mind for the activities you may list to show how you gained/acquired the knowledge to meet the required competency. You will need to provide supporting evidence of how the competency was met (Official Transcripts, certificates, etc.)

Activities that may be used to meet required competencies could include, but are **not** limited to;

- College Course
- Professional Development/Workshop/Training Seminar
- Professional Reading
- PLC meeting specific to competency area
- Administration/Mentor meeting specific to competency area

*Please note lesson plans, curriculum work, IEPs, written summary reports will not be sufficient as an activity or evidence to demonstrate knowledge gained for a competency. Creating a portfolio of 'evidence' is also insufficient for demonstrating knowledge acquired.*

Individualized Professional Development Plan (IPDP) examples

**Examples** of what can be included for Praxis and Foundations of Reading (if applicable) on your IPDP;

COMPETENCY TO BE MET	ACTIVITY TO BE DONE	EXPECTED COMPLETION DATE	EVIDENCE
Praxis II - English	Schedule test with ETS during the first year of the beginning plan	June 2018	Official passing scores from ETS
Foundations of Reading Test (if applicable)	Work with school reading specialist to focus on remediation for second attempt of the assessment	August 2018	Official passing score from Pearson Education

**Examples** of what an IPDP could demonstrate for unmet competencies on your IPDP;

COMPETENCY TO BE MET	ACTIVITY TO BE DONE	EXPECTED COMPLETION DATE	EVIDENCE
Professional Education Standards			
(a)(1)b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;	ED 5155 Curriculum, Instruction & Assessment Course – Imaginary University	June 2018	Official Transcript
(a)(3)a. & b. 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 Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;	ED 5155 Curriculum, Instruction & Assessment Course – Imaginary University	June 2018	Official Transcript
(d)(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.	Introduction to Family Engagement in Education (edX – Professional Development Workshop)  NHSTA Membership	September 1, 2019  November 1, 2019	Certificate of Completion  Certificate of Membership

COMPETENCY TO BE MET	ACTIVITY TO BE DONE	EXPECTED COMPLETION DATE	EVIDENCE
Competency Assessment Sheet – Mathematics 7-12			
(b)(4)(i) (b)(6)j.2 (b)(6)k	Harvard Abstract Algebra Open learning course video lectures – will log study time and keep notes. Will meet with mentor and discuss outcome and professional learning for algebra standards	December 2019	Signed meeting log by mentor with reference to competencies discussed and met at each meeting
(b)(3)a., 1., 2.	Keene State Math475 – Issues and Trends in Math Education	Spring 2019	Official Transcript
(b)(1)a.1	Will do professional reading on mathematical practices and present learning to mentor and administrator with additional presentation at staff meeting.	September 1, 2019	Signed meeting log by mentor and administrator with reference to competencies discussed and met at each meeting and presentation date of materials learned.

Please keep in mind for the activities you may list to show how you’ll gain/acquire knowledge to meet the required competency. You will need to provide supporting evidence of how the competency was met. Examples may include; professional development/workshops with certificate of attendance, college class with transcript of passing grade, signed meeting log with mentor with short description of what was discussed at each meeting, professional reading bibliography (signed), etc. *Please note lesson plans, curriculum work, IEPs, written summary reports will not be sufficient as an activity or evidence* but may be created and shared with your mentor and added to a signed meeting log. Creating a portfolio of ‘evidence’ is also insufficient for demonstrating knowledge acquired.