

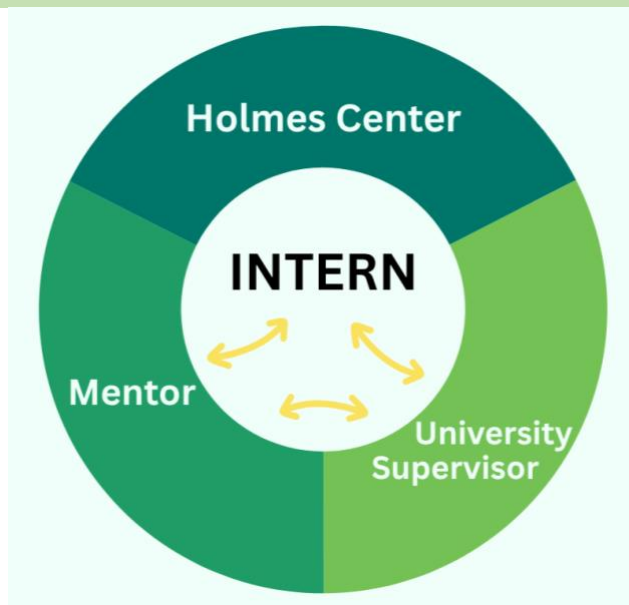


**Handbook
for
Graduate Students
in
Art, English, Health, & Special Education
Teaching Licensure Programs
2025-2026**

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Organizational Structure



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 ([NH DOE](#)), and other agencies to maximize the learning experiences of interns; recommends interns for teaching licensure in NH.

Intern: as an intern, the teacher candidate works under the direct supervision of the mentor; shares students and classroom with the mentor; asks for and listens to mentor for advice, feedback, and wisdom; plans and implements lessons utilizing a scaffolded, co-teaching relationship with the mentor; builds rapport with students and teaches responsively, using formative and summative assessments to inform practice; works reflectively on personal goals aspiring for best practice in all educator competencies; and doesn't hesitate to ask questions of the team.

Mentor (cooperating teacher): shares space and students with the intern and assumes the primary role in assisting the intern to become a competent, creative professional; provides pedagogical and content knowledge; plans and implements lessons utilizing a scaffolded, co-teaching relationship; provides feedback, support, and encouragement; completes the mid-term and end-of-term evaluations on Taskstream and shares them with the intern; and doesn't hesitate to reach out to the university supervisor and/or Holmes Center for questions and concerns. Mentoring is essential to teacher development.

University Supervisor: is the liaison between the intern and mentor as well as the Holmes Center; provides feedback, support, and encouragement as well as pedagogical and content knowledge to the intern; completes four formal observations at site visits, including previewing lesson plans and goals and then debriefing in person and in writing after the observation is completed; completes the mid-term and end-of-term evaluations on Taskstream and shares them with the intern; and doesn't hesitate to reach out to the Holmes Center for questions and concerns.

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. Graduate 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. Programs may have additional requirements.

The Road to Teacher Certification and this handbook apply to you if you are a graduate student enrolled in one of these programs:

Art Education K-12
Health Education K-12

English/Language Arts Education 5-12
Special Education K-12

Pre-Internship Requirements

Candidacy Overview

NH Basic Skills Test Requirement – Praxis Core

Criminal History Records Check

Candidacy Overview

Please contact the Holmes Center clinical coordinator and schedule an appointment to meet for an overview of the licensure requirements that are not included in your coursework.

Following this meeting, the Holmes Center will oversee your licensure requirements. We will answer your questions, including how to create a NHDOE account. 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 I) as well as the NH Codes of Conduct and Ethics (see Appendix E).

NH Basic Skills Test Requirement

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.

Further information about these tests are available as follows:

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

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:

- 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. Set up an account, 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.

GPA Requirement

A GPA of 3.0 or higher is required for all majors to be accepted into Teacher Certification Candidacy. Please view the academic catalog for program specific GPA requirements.

Criminal History Records Check*

Graduate students must complete the mandatory criminal record check **immediately upon acceptance into an educator licensure program**.

Criminal records checks are required by NH state law. **Click here** for a list of crimes which bar employment in education in New Hampshire. This five step process will take time to arrange and then for processing. Plan accordingly.

There are two major tasks to this process: fingerprinting AND submitting a clearance application. Please, carefully read the instructions below. Parts of the process are not especially intuitive, and you will avoid delay by using these instructions.

First,

Skip this part if you already have a NH DOE Educator (EIS) account.

If you do not already have one, use **this link** to open a myNHDOE account and obtain an Educator ID number (EDID).

Here are the **DOE instructions** for setting up your account.

Stuck? Submit a mynhdoe **help request ticket** (do not try to call).

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.

Task 1

Do not complete Task 1 until you are ready to complete Task 2. Fingerprinting has an expiration date.

Complete the **first step** of the Criminal History Record Check by choosing one of three fingerprinting options (fee is \$21.25).

A) NH DOE Online Portal

This is the most direct and efficient way to complete the criminal record check. However, it requires a visit (by appointment) to one of 7 designated Live Scan sites (see list). Please read 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 Plymouth University Officer, Amanda Hutchins, to complete your criminal record check fingerprinting. This option is available, by appointment on Tuesdays from 9-11 AM and 1-3 PM. This option may take 2-3 weeks longer to receive results than option A and requires you to **mail** items to the NH Department of Safety. Please read these **option b detailed instructions**.

C) Other Site of Your Choice

This option can be completed at any police department. This option may take 2-3 weeks longer to receive results than option A and requires you to **mail** items to the New Hampshire Department of Safety. There may be an additional fee required by the police department. Please read these **option c detailed instructions**.

Task 2

Submit the NH DOE Criminal History Record Check Clearance application (fee \$100). Please read these ***detailed instructions***.

*You will need a scan or copy of your driver's license (or other government issued picture ID) saved as a pdf file (15MB max) when applying. Here are **instructions for converting a picture into a PDF**. Payment by credit card is due at the time of application.*

Finally,

Notify the PSU Holmes Center for School Partnerships & Educator Preparation that you have completed Tasks 1 and 2. An ***email*** will do.

In addition, when you receive your Clearance Approval certificate from the NH Department of Safety, ***forward the email*** to the Holmes Center.

Remember, you will not be granted clearance if the NH Department of Safety 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 with your payment (\$21.25) to the NH Department of Safety?*
- *If it has been four weeks or more since your fingerprints were sent to the NH Department of Safety and you have not received your clearance certificate:*
 - *Did you check your inbox and spam folder in case the Department of Safety 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 to Task 2, above.*
 - *Finally, if all else fails, please notify the Holmes Center so that we can attempt to assist you.*

The NH DOE required criminal record check is valid for 4 years. It will be redone at the time of licensure.

Please note, that this is the first, not only, criminal records check. More information can be found on the Holmes Center webpage **Criminal Records Checks. Placement schools will require an additional criminal records check before internships can begin (see **Criminal Records Check #2** in Decision Point III). Additional background checks will be required by state DOEs during licensure, by future employers, and periodically throughout your career as a licensed educator.*

Internship Preparation

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 a 3.0 or higher.

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.

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 3.0 or higher for all graduate programs.

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

You must register for the internship course as listed in the Academic Catalog. The Holmes Center provides an override so that you can register once the completed Mentor Confirmation Sheet has been submitted.

Subject-Area Assessments

Subject-area assessments are 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.

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.

Licensure Area	Pearson National Evaluation Series Tests	Passing Score
Art K-12	Visual Art (803) *	240
English 5-12	English Language Arts (817) *	240
Health Education K-12	Health (509)	220
Special Education K-12	Special Education (602)	220
	AND Foundations of Reading (890)	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.

See the Holmes Center webpage [NH Licensure Requirements](#) for more information.

The Internship in Teaching

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.

Interns will be immersed in classroom experiences with the support, first and foremost, from the mentor teacher using a co-teaching model. Interns also have the support of their university team including a university supervisor, their program coordinator and faculty, and the Holmes Center.

TCAP

The TCAP is a common assessment of interns to evaluate preparedness for the classroom that 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.

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.



Appendix A

Requirements Checklist

Pre-Internship Requirements

- ☐ Candidacy Overview
- ☐ NH Basic Academic Skills Requirement
- ☐ Criminal History Records Check

Internship Preparation Requirements

- ☐ Internship in Teaching Application
- ☐ GPA requirement Introductory Meeting with Mentor & Placement Confirmation Sheet submitted to Holmes Center
- ☐ Criminal Records Check (as required by placement district)
- ☐ Seminar I attendance
- ☐ Register for the Internship Course
- ☐ Subject-Area Assessment/s (as required, program depending)

Internship Requirements

- ☐ 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

Appendix B

Co-Teaching Infographic

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.



intern
aka: teacher candidate



mentor
aka: cooperating teacher

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.



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



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



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.

Appendix D

University Contacts and Evaluation Links

Name/Title	Email	Phone	Link	Endorsement
Holmes Center Director, Brian Walker Center Coordinator, Valerie Comeau-Palmer Clinical Coordinator, Vicki Kelly	bfwalker@plymouth.edu vacomeaupalmer@plymouth.edu vicki.kelly@plymouth.edu	603-535-2807 603-535-2220 604-535-2179	internship overview page	Brian Walker is the PSU NH Teacher Licensure Officer. Vicki Kelly oversees internships.
English Education Kenneth Logan, program coordinator	kenneth.logan@plymouth.edu	603-535-2746	evaluation rubric	English Education 5-12
Health Education Irene Cucina, program coordinator	icucina@plymouth.edu	603-535-2517	evaluation rubric	Health Education K-12
Special Education Sara Scribner, program coordinator	sara.scribner@plymouth.edu		evaluation rubric	Special Education Teacher K--12
Arts Education Erin Sweeney, program coordinator	erin.sweeney@plymouth.edu	603-535-2933	evaluation rubric	Visual Arts Education K-12