



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

**STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Bureau Educator Preparation & Higher Education
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953**

**Council for Teacher Education
Minutes of the May 20, 2021 Meeting**

A meeting for the Council for Teacher Education was held at 12:00 p.m. on Thursday, May 20, 2021. Due to the COVID-19 state of emergency, the meeting was held telephonically:

Chris Ward, Co-Chair, Upper Valley Educators Institute
Laura Stoneking, Designee, NH Department of Education
Kathryn McCurdy, Designee, University of New Hampshire
Tanya Sturtz, Designee, Keene State College
Brian Walker, Designee, Plymouth State University
Laura Wasielewski, Saint Anselm College
Michael Fournier, Superintendent, Bedford School District
Bryan Belanger, Southern New Hampshire University
Pat Corbett, New England College
Kenneth Darsney, Franklin Middle School
Nick Marks, Granite State College
Diane Monico, Rivier University
Joan Swanson, Franklin Pierce University
Tom Julius, Antioch University New England

The Following were unable to attend:

Bonnie Painchaud, Merrimack, Reeds Ferry Elementary School
Kelly Moore Dunn, Co-Chair, Director of Teacher Education, NHTI Concord
Jamie Malhoit, Kearsarge Regional School District SAU 65

Meeting Participation also included:

Kim Wilson, NH Department of Education Bureau of Credentialing
Bill Ross, NH Department of Education Bureau of Credentialing
Page Thompkins, PSB Vice Chair
Melissa Lear, St Anselm College
Steve Bagaj, Keene State College
Elizabeth Arcieri, University of NH
Judy Sharkey, University of NH
Vince Connlley, University of NH

CALL TO ORDER & MEMBERSHIP

The regular meeting of the Council for Teacher Education was convened at 12:00 p.m. The meeting was held via Zoom Webinar due to the COVID-19 state of emergency. Chris Ward presided as Co-Chair.

Nicole Lemire, Pinkerton Academy, gave notice of resignation. Her resignation leaves an open spot for a K-12 representative for next year.

OPEN BUSINESS

Approve Prior CTE Minutes

Chris Ward noted corrections for the April minutes.

Motion: Nick Marks motioned, seconded by Bryan Belanger, to approve the April meeting minutes subject to noted changes.

Vote: The motion was approved without dissent, with Ken Darsney abstaining. A roll call vote was taken by Kim Wilson.

Saint Anselm PEPP Review

Mike Fournier shared that the review process was collaborative. The team is recommending full approval for all programs for seven years. The Saint Anselm teacher education program focuses on developing the whole student. There are 13 programs with about 150 students. Their last approval was in 2011. The on-site visit was virtual, with a few representatives visiting the college in small groups. There was a reviewer

training on January 19, 2021, via Zoom. The review was April 19-22. The programs were reviewed, and reports were written prior to the review. The key finding and commendations were the New Hampshire TCAP, strong commitment to diverse learners, and the Sophomore Early Field Experience. Candidates progress through a well-developed series of developmental course work and clinical experiences. The core teacher education program supports low enrolled programs. There is strong fiscal support for the program. They have their own data manager. The one recommendation requiring response of action was in the secondary mathematics program because there is a pathway through the program that would result in missing one of the standards.

Mike Fournier shared that the program assessment system is well defined. They have a system that talks about inputs, data sources, data informed decision making. They have an excel spreadsheet that shows what decisions they made, when they made them, and why they made them. The data manager provides opportunity to look at strengths in the program and where there are areas of weakness to be addressed. The program assessment system is across CAPs. The education program utilizes a highly effective assessment system, it is data driven, and it is understood across the programs.

Steve Bigaj shared that St Anselm grounded their model in professional literature and national standards. Interviews with clinical students was very positive. The sophomore experience is thoughtful and provides authentic teaching experience. This program allowed candidates to think about whether they want to be a teacher. The developmental progression from the early field experience to the Capstone. The group noted moving toward the concept of mutual benefit and the partnership development. Commendations included solid screening of incoming candidates, screening of clinical cooperating professionals, highly effective feedback model, clear articulation agreements, database tracking system, easy access to clinical experience materials, clinical advisory board to help with identifying the shared responsibility and mutual benefit piece, strong emphasis on diversity and equity. A standout in the interviews with school partners was they hire a lot of the St Anselm graduates.

Steve Bigaj shared suggestions at the end of the report. Polish up some things around the clinical practice. There were some pieces around incorporating formal language around the mutual benefit piece. Think about ways to be systematic with the construction of materials. They need to sharpen up the rubrics for the clinical evaluation tool to help get some better validity and reliability. Also, in the secondary content areas, there's a challenge of communication with the secondary and clinical folks.

Steve Bigaj shared that the candidate assessment integrates with the program assessment system. They have a 3-gate decision system. At each gate, there are multiple measures of assessment at key junctures as the student progresses from early field experience through the end of the program. At the end of the whole system, there's a holistic assessment where the Capstone, St Anselm faculty member and site

people get together with clinical experience coordinator and Laura Wasielewski and look at a holistic review of all the data. That is how the actual determination of recommendation happens. One suggestion was to get this into a more formalized system. They have professional growth plans that are developed for candidates as they progress through the gates. Professional growth plans are also for managing difficult student issues and they have a team process for addressing these issues. They produced a professional video describing the candidate assessment system to St Anselm candidates. It creates transparency in the system. The data from the candidate assessment system is used to make decisions. Faculty across the board are looking at the data. The handbook is well laid out and easy to follow for students and staff.

Brian Walker noted that the report was thorough. He asked if the school was TEAC accredited. Laura Wasielewski responded they never had national accreditation. They applied for initial accreditation through CAEP but withdrew the application. Brian Walker noted that the school's commitment to using data and a full-time data coordinator is important.

Diane Monico asked about the candidate and program wide assessment and how they are selected. Laura Wasielewski shared that in 2011 at the last review, they structured the gates and used the state standards to guide them in their data collection. Once they applied to CAEP, they looked at their standards to help design candidate and program assessments.

Brian Walker noted the trend of math, sciences and languages with no enrollment. He asked about a plan to address the enrollment. Laura Wasielewski shared that the structure of the program is different because of the double major in secondary education. Even if there are no students in the French program, the program doesn't have to be closed because they will continue to major in French allowing students at any time to double major. The content departments partner with the education program rather than a school of education. They do want to increase enrollment in critical shortage areas in secondary education. They collaborate with content departments and look at adding graduate programs.

Laura Wasielewski shared that elementary ed students have 5 clinical experiences. 4 are different experiences in urban, suburban, and, if they choose, catholic. Each clinical experience is embedded in the context of a course to connect theory and practice. In the sophomore experience, they learn about lesson plan development and have to implement and teach that lesson plan. Canvas is the electronic handbook and is more interactive.

Chris Ward asked about the experience of doing work and reviewing before the review date. Laura Wasielewski responded that doing the training and review at the same time made sense. It was a less rushed and more thorough review. Steve Bigaj shared that he and Mike Fournier created a streamlined form, so everyone's format was the same.

Mike Fournier shared there were a lot of questions about how to fill out the report. To give a consistent message, he created a video with instructions for reviewers.

Tom Julius asked about the content reviewer reports did not comment on program and candidate assessment. Mike Fournier responded that they altered the template knowing that the candidate assessment system and program assessment system was the same across PEPPs. They didn't want 13 different interpretations of the same assessment system in the report when Mike and Steve were already reviewing those areas. They did tell each reviewer if they felt there was something they had a question about regarding candidate or program assessment, they could talk to the committee or faculty about it. Elementary Ed did include some information on program and candidate assessment. This decision by the committee was due to the same system being used across all programs.

Motion: Mike Fournier motioned, seconded by Ken Darsney, that the Council recommend full approval for 7 years for St Anselm's 13 teacher education programs, expiring August 30, 2028.

Vote: The motion was approved without dissent, with Laura Wasielewski abstaining. A roll call vote was taken by Kim Wilson.

Laura Stoneking shared that St Anselm will be allowed to present at the next state board meeting. As of June 1, meetings are being transitioned to in-person meetings with an option for joining remotely. The next State Board meeting is scheduled for June 10 from 9-2.

UNH - Substantive Change

Chris Ward reminded that at the last meeting UNH brought a substantive change request around their elementary ed program and new pathways. The question the council was deliberating was whether it's a substantive change or does it need to be fully approved as a new process. UNH was requested to provide more information about how the new pathway compared to the existing, approved pathway. That information was provided.

Elizabeth Arcieri shared that they put together what the certification requirements are in elementary education, ESOL, and general special education. Then they showed what factors remain the same and what courses need to be brought available to the undergraduates that may be currently offered just at the graduate level. Then they showed what courses are different. The main difference was under the culminating

experience, currently there is a full year internship with all these certification areas. The undergraduate program would have 2-3 days a week the first semester and then the same 5 days the second semester. There are also several courses that have been brought down to the undergraduate level so those students can access that coursework. All students completing the BA in Educational Studies also complete the Elementary Education Certification Pathway. Then students decide if they'd like to choose the ESOL pathway or the General Special Education pathway. The admission requirements for the certification pathways will be the same as they are, minus the bachelor's degree: a minimum GPA of 3.0, education coursework with a B- or better, the Praxis Core, the early field experience recommendation, and the criminal background check. Additional coursework was added for the degree to cultivate cross-cultural communication and culturally responsive practices.

Tanya Sturtz asked if the undergrad students are taking the same courses with the grad students and when are they starting the coursework. Judy Sharkey responded that the original materials contained an example curriculum map. The students that are in 700 level classes are open to juniors and seniors. They could have graduate students in it. Classes that are 400, 500, or 600 level will only have undergrads. Tanya Sturtz shared a concern of overlapping undergrad and grad courses.

Brian Walker noted that the special education program has conditional approval until 2022 and asked if that affects the CTE decision. Elizabeth Arcieri responded that the special ed program will be putting forth a progress report in October. They feel confident that will receive full approval. That would extend the approval to 2027 with the rest of the programs.

Judy Sharkey added that the majority of students complete coursework in the undergraduate level and the only piece they have to complete at the graduate level is the internship. This is due to the accelerated master's program.

Chris Ward asked about the culminating experience being 2-3 days a week and ensuring all of the clinical assignments can be completed in the shorter timeframe. Elizabeth Arcieri responded that the team spent a lot of time determining the new pathway. The undergraduate program is infused with early field experiences. 100 hours by the second year and 200 hours by the third year. They feel confident that it can be completed. They have had focus groups with their partners.

Brian Walker asked if graduates doing elementary, special ed, or dual certification during the final internship, is there the expectation of having two mentors. Judy Sharkey responded that is part of the plan, but they've had success with students doing dual certification where they're in classrooms with cooperating teachers who are also dual certified. Laura Stoneking stated that when looking at the dual, there is a huge element of special education that exceeds the elementary level. The services at middle and high school are different than what's offered at an elementary level. The intent of

the rule of having two mentors is that the assignment matches the license in which they're earning, so they know and understand the scope and role of the and the responsibilities. The current program has significant deficits with faculty. The state board will likely ask about this deficit before expanding a program. Tanya Sturtz shared that in a focus group, a principal shared that when teachers have a dual certification, those students aren't prepared to be special educators.

Judy Sharkey shared that UNH is partnering with a new program to make the university accessible to young people with intellectual disabilities. One of the classes and field work components is going to be integrated into the BA program. There is a resource and opportunity for some students to think about how they work with students with special needs at the high school and postsecondary level. Elizabeth Arcieri shared they have been given permission and have hired a new faculty member to start in January.

Brian Walker noted that getting the certification in four years is more cost effective for students. Even if it's not perfect, the initial training is valuable.

Bill Ross asked about students pursuing two credentials, one of which requires specific testing and the other does not, will UNH withhold recommendation for special education if the student has completed the program and has not yet passed the elementary ed licensure testing. Elizabeth Arcieri responded that they would not be able to verify completion of a program if they haven't met testing requirements. Laura Stoneking added that special education is a critical shortage area. If an institution to withhold the recommendation for a special ed program even though they've completed those requirements, they are being penalized for doing two programs but not meeting the testing for the other license. They are two separate licensures. Schools have the option of hiring someone on an emergency authorization over a qualified educator. Bill Ross suggested that the university catalog should clearly state if they pursue dual certification whether or not they will be recommended for special ed licensure without the elementary ed required testing. Elizabeth Arcieri responded that currently candidates would have to complete the elementary testing and the special ed Praxis requirement to be recommended as dually certified. Laura Stoneking asked why UNH is holding the special ed candidate to elementary ed testing when the special ed license is age 5-21. Elizabeth Arcieri responded that the program is put together as elementary and ESOL or elementary and special ed so that is the way the viewed the candidate completing the program. The new suggestions will be discussed with their team. Laura Stoneking clarified that there is no dual certification or licensure. There are licensure requirements for each license. They are issued two separate licenses. Elizabeth Arcieri responded that it's helpful to think about them as separate.

Joan Swanson asked for clarification regarding a dual program and the students complete all coursework, but only passed examination for one. Is it ok for the institution to recommend the student for certification of both area because there's a three-year window to complete testing? Laura Stoneking shared that the three years is an

application deadline. They have three years after recommendation to complete the application or the application automatically closes. They are encouraging institutions to recommend students who have completed coursework due to shortages. Bill Ross recommends that institutions remove state testing from their program requirements in the event testing requirements are changed at the state level. Chris Ward noted that removing it conflicts with other aspects.

Chris Ward summarized things the council needs to consider. At any point, anyone can make a motion to accept the substantive change request without affecting the terms of approval. Additional information can be requested.

Motion: Nick Marks motioned, seconded by Laura Wasielewski, to accept the substantive change, retaining approval through the existing expiration dates for special ed, ESOL and elementary ed.

Vote: The motion was approved without dissent, with Laura Stoneking, Kathryn McCurdy, and Tanya Sturtz abstaining. A roll call vote was taken by Kim Wilson.

Laura Stoneking shared that the substantive change will now go to the State Board for approval at the June 10 meeting. UNH is welcome to attend to answer any questions. Final approval will be made by the State Board.

Tom Julius mentioned a question that came up from the registrar about what goes on the transcript. He instructed his registrar that the language for the transcript needs to say that the degree program is approved as a NH teacher preparation program for whatever the licensure area is. It does not have to speak to a specific student. He asked for confirmation. Chris Ward asked if this was instead of stating the specific student completed the program. Bill Ross responded that it usually states this student has completed the program and is recommended for licensure in and the area being recommended. Tom Julius shared that sometimes there are students who have completed the program but are not recommended for licensure. Bill Ross stated that if a student has completed an ed prep program, they should be qualified for licensure. The distinction is the degree versus the program for licensure. Brian Walker shared that Plymouth State separates the program prior to the internship so students can graduate with a degree. Laura Stoneking shared that there is a rule stating that when a student completes an ed prep program, they shall be recommended for licensure. The rule separates the completion of a degree and completion of the program for licensure.

State Board of Education Updates

Laura Stoneking shared that both of Granite State's approval requests went through. The first was the extension and elimination of two programs with teach out plans. The second was the full approval of their recent review for a full 7 years.

SNHU had 3 substantive changes, 2 of which required board approval. Both were approved. They reinstated the bachelor's level program for the secondary ed programs as well as readjusted the expiration date to align with the CAEP review.

NEC had several programs that required extensions for teach out and elimination. 2 did not require board approval. The remaining were approved.

There will be language added to notifications that the approval is contingent upon continuing to meet and maintain all administrative rules in the program.

NEW BUSINESS

FPU - Full Review

Laura Stoneking shared that they were waiting on an experienced co-chair. Chris Ward shared that Brian Walker has agreed to co-chair with Pat Corbett. Laura Stoneking shared that she drafted and MOU for the co-chairs. An MOU discussion has been scheduled.

UVEI - PEPP Review

Chris Ward shared the Kathryn McCurdy and Nick Marks have agreed to be co-chairs. The dates are March 21-22. Laura Stoneking shared that Kathryn McCurdy has already received email correspondence to Upper Valley to help get them prepared. It will be forwarded to Nick Marks. She will share a draft of the MOU.

KSC - CAEP Review

Laura Wasielewski joined the review team. The review will be April 3-4.

UDL

Ken Darsney shared that he's been working with a group discussing UDL in higher education. They want to include UDL in the education programs for the students and also encourage higher education institutions to use UDL in their classrooms. UDL is mentioned in 610.02. Bill Ross shared that the term has been removed and it is instead embedded throughout.

Officers of the CTE

Chris Ward shared that the statute states a chair and secretary. It is a one-year position. He and Kelly Moore Dunn are not seeking another term. Nominations can come from anyone on the Council. Members can also self-nominate. The vote will take place in June. Nominations should be sent in writing to Laura Stoneking.

Laura Wasielewski shared that historically there was a nomination form that members submitted before leaving. Due to the pandemic, that didn't happen. Nominations can be submitted via email. Chris Ward will send an email asking for nominations.

Laura Wasielewski asked when the annual report is due. Chris Ward shared that the Council discussed adding questions about changes to rules that would affect the program. The team will discuss changes and send out at the end of June.

NHDOE UPDATES

Laura Stoneking shared that she and Steve Appleby have met with Chris Bond to fine tune the partnership agreement between the NH DOE on behalf of the Council of Teacher Ed and the CAEP accreditation agency. There's a difference in processes in how the partnership agreement has to move through the system. Laura Stoneking will share the draft once it comes back from Chris Bond.

Bureau of Credentialing

Bill Ross shared that he asked Steve Appleby to get clarification from Chris Bond on an issue. The Department collects employment records from the districts. That data is stored in the electronic system. He wants clarification on if teacher prep program approval is a function of the department in order to be able to use the data. This would allow tracking educators are retained after completing NH programs.

The Foundations of Reading test has undergone a revision. Beginning in August, test 090 Foundations of Reading will be replaced with test 190 Foundations of Reading. It is a Massachusetts test that Mass has allowed Pearson to share with other states. It will be the same fee. There's no increase in test time. There's no significant change in the structure of the test other than that the open response portion is going to focus more on basic reading instruction and pedagogy. Reading instruction science has increased and the test will reflect that. It utilizes the International Reading Association Standards and the International Dyslexia Association Standards. This test was designed explicitly for entry level beginning classroom teachers at the elementary school level and the early childhood education level. A crosswalk will be shared with council members.

COMMITTEE REPORTS

Professional Standards Board (PSB) Chair Update

Page Thompkins, vice chair of PSB, shared that they haven't passed many recommendations for new rule recently. No new actions to report at this time, but there are changes coming. The early childhood education teacher licensure rules, the elementary education teacher rules (K-8), education interpreter transliterator rules, and all administrator/leadership rules are all being looked at. The master teacher license is being worked on and it's complicated. Comprehensive marketing, theater teacher and music, classical language teacher, and ESOL teachers are all in varying stages of the committee process.

CTE Handbook

No updates were provided.

Program Review 602 Rules

No updates were provided.

603-606 Admin Rules (standards)

Chris Ward shared that these are the program review standards. Chris Ward, Tom Julius, and Ken Darsney have been going through these rule by rule. The goal is to have a draft of proposed changes for the June meeting. Chris Ward asked if proposed changes to 600s need to go to PSB or directly to the Board. Bill Ross replied that they can go directly to the Board unless CTE wants PSB input.

PSB Representative

Chris Ward asked about having a joint meeting with PSB. Kim Wilson shared that PSB has a heavy meeting. There will possibly be a joint start to the meeting and then separate. It will be in person with an option for June.

ADJOURNMENT

Motion: Bryan Belanger made the motion, seconded by Brian Walker to adjourn the meeting at 3:01 p.m.