

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
DIVISION OF EDUCATOR SUPPORT AND HIGHER EDUCATION
101 Pleasant Street, Concord, NH 03301

PROFESSIONAL STANDARDS BOARD

November 1, 2023

12:06 p.m. to 3:03 p.m.

Members Present: Tom Laliberte (Co-Chair), Christina White, Beth McClure, Andra Hall, Stephen Appleby, Erin Cayer, Tim Broadrick (Zoom), Donna Couture, Christina O'Hara, and Cynthia Lucero

Members Absent: Kimberly Yarlott and Jeni Laliberte

Guests: Tyler Restuccia, Kim Wilson (Zoom), Susan Blake, Bill Ross, Julie Shea (Zoom), Laura Stoneking, Ann Wallace, and Amy Martel

I. CALL TO ORDER

Tom Laliberte, Co-Chair, called to order the regular meeting of the Professional Standards Board at 12:06 p.m.

II. APPROVAL OF MINUTES

A. Draft October 4, 2023, Meeting Minutes

Tom Laliberte requested a re-write of the minutes, eliminating the cross-reference on page 2 of the draft.

III. NEW PROCEDURE DISCUSSION

Tom Laliberte suggested that the upcoming in-depth discussions being broken up into two parts, i.e. over two months. The first part will be the discussion, Q&A, and voting will be in the second part, giving everyone a month to process the discussion. The Committee will have enough time to re-read the document, ask questions, etc. to assist in their vote.

Tom Laliberte and Steve Appleby will meet in January 2024, to create a procedural information booklet, which will be used by new and existing members, to ensure everyone does the same things the same way. They hope to have the relevant documentation together by the February 2024 meeting, and the Committee can then work on it and have it completed by June. The completed information will be added on to the website, so the general public has an idea of what PSB, on a whole, does.

IV. OPEN BOARD DISCUSSION AND UPDATES

A. In-depth discussion

1. Ed 507.52 – Reading and Writing Teacher (Exp. 1/2024)

Committee: Beth McClure, Erin Cayer, and Kim Yarlott

The recommended changes are:

- Reading and Writing Teacher will now be an entry-level license.

- Julie Shea will be looking into the language used in Ed 507.52 (a). She'll be reviewing other rules to get an overall view of the language used and will report back to the Committee at the December meeting about this.
- In **Ed 507.52 (b)** they recommend replacing "field-based" with "clinical". It will then read: "The candidate shall have the following skills, competencies, and knowledge gained through a combination of academic and supervised clinical experience."
- **Ed 507.52 (b) (1) a.**, which reads: "Social and cognitive development of children and adolescents," be omitted entirely.
- **Ed 507.52 (b) (1) f. 2.** will move down to 3., and 2. will now read: "Apply explicit, systematic, sequential, and multisensory evidence-based practices in phonological awareness and phonemic awareness."
- **Ed 507.52 (b) (1) f. 3.**, now subsection f. 4., will read: "Describe how reading and writing are embedded in curricular areas, including science, English, social studies, mathematics."
- **Ed 507.52 (b) (1) g. 3.** have "and spelling conventions" added to the end of the sentence.
- **Ed 507.52 (b) (1) g. 7.** be added, which reads: "Know and apply in practice considerations for the appropriate uses of assistive technology in the writing process."
- **Ed 507.52 (b) (1) h.**, which reads: "Electronic and technology-based literacies" be omitted entirely.
- **Ed 507.52 (2) (c) 1.** be changed to read: "Identify appropriate reading materials for the purpose of instruction, assessment, accommodations, and students' interest."
- Omit **Ed 507.52 (b) (2) c. 2.** in its entirety.
- **Ed 507.52 (b) (2) c. 3.** be changed to read: "Engage students in reading and writing for a variety of purposes, including personal, academic, and career interests."
- Change **Ed 507.52 (b) (2) c. 4.** to read: "Develop students' writing from planning through drafting, editing, revising, and sharing with peers, teachers, and others."
- Omit **Ed 507.52 (b) (2) c. 5.** in its entirety.
- **Ed 507.52 (b) (2) c. 6.** should be amended to read: "Design focused reading and writing lessons to."
- **Ed 507.52 (b) (3) a.** be changed to read: "Understand the terminology, processes, and procedures used in screening, progress monitoring, and diagnostic and outcome assessments for all learners, including English language learners' proficiency levels."
- **Ed 507.52 (b) (3) b.** should read: "Compare, contrast, use, and interpret a wide range of assessment tools and practices."
- Omit **Ed 507.52 (b) (3) b. 1.** in its entirety.
- **Ed 507.52 (b) (3) b. 2.** should be renumbered to Ed 507.52 (b)(3)(c) and should read: "Understand and apply principles of evidence-based tiered intervention."
- **Ed 507.52 (b) (3) c. 2.** should be changed to read: "Selecting and administering developmentally appropriate formative and summative assessments."
- **Ed 507.52 (b) (4) a. 1.** be amended to read: "Periodically inventory and assess students' interests, reading, decoding, and comprehension levels, and background knowledge."
- **Ed 507.52 (b) (4) a. 2.** be changed to read: "Select literature, materials, and activities that match the reading, decoding, and comprehension levels, writing development, and cultural and linguistic backgrounds of students."
- **Ed 507.52 (b) (4) a. 3.** be amended to read: "Use instructional practices that allow for explicit instruction, provide authentic purposes for reading and writing, and incorporate peer discussion and collaboration."
- **Ed 507.52 (b) (4) b.** be omitted in its entirety.
- **Ed 507.52 (b) (4) d. 1.** be changed to read: "Providing students with the opportunities to use reading to explore areas of interest and intellectual curiosity."
- **Ed 507.52 (b) (4) d. 2.** be changed to read: "Developing students' abilities to write for a variety of purposes."
- **Ed 507.52 (b) (5) a.** be omitted entirely and change the numbering.
- **Ed 507.52 (b) (5) b.** becomes **Ed 507.52 (b) (5) a.** and should be changed to read: "Broaden and extend an understanding of teaching reading and writing, including the ability to."
- **Ed 507.52 (b) (5) b. 1.** be changed to read: "Research and remain current regarding specific aspects of reading and writing instruction."

- **Ed 507.52 (b) (5) b. 1. (i), (ii), (iii), and (iv)** be omitted entirely.
- **Ed 507.52 (b) (5) c. 1.** be changed to read: "Engage in collaboration and dialogue with educators to review and enhance instructional practices and ideas."
- **Ed 507.52 (b) (5) c. 2.** amended to read: "Articulate current research to support best practices."
- **Ed 507.52 (b) (5) c. 3.** changed to read: "Conduct action research as a means to improve instructional practices."

2. Ed 508.09 – Reading and Writing Specialist (Exp. 10/2030)

Committee: Tom Laliberte, Andra Hall, and Christina O'Hara

The recommended changes are:

- At **Ed 508.09 (a)**: add a fifth point, being, "Hold a valid experienced educator endorsement."
- That **Ed 508.09 (b) (1) c.** changes by adding "by leveraging multilingual learners" to the end of the original paragraph.
- **Ed 508.09 (b) (1) d.** is changed to read: "Demonstrate knowledge of the major components of reading and writing instruction and curriculum, including the ability to:"
- Added "and writing" to **Ed 508.09 (b) (1) d.** to keep the focus on reading and writing.
- In **Ed 508.09 (b) (1) d. 1.**, we recommend replacing "other word identification strategies" with "sight recognition," which is more specific language.
- **Ed 508.09 (b) (1) d. 2.** be changed to read: "Apply explicit, systemic, and sequential evidence-based practices in phonological awareness and phonemic awareness." The original 2. becomes 3., etc.
- New language in **Ed 508.09 (b) (1) d. 3.**, to have it read: "Explain how background knowledge, vocabulary knowledge, text comprehension strategies, verbal reasoning, and language structures are integrated into reading."
- New language in **Ed 508.09 (b) (1) d. 4.** to have it read: "Describe how reading and writing are embedded in all content areas, including but not limited to English, ESOL, mathematics, science, and social studies."
- Add **Ed 508.09 (b) (1) e. 5.**, which reads: "Know and apply in practice considerations for the appropriate uses of assistive technology in the writing process."
- New language for **Ed 508.09 (b) (2) a.**, which reads: "Understanding and applying practices of structured language and literacy teaching including explicit, systematic, cumulative teacher-directed instruction."
- Amend **Ed 508.09 (b) (3) a.** to read: "Understand the terminology, processes, and procedures used in screening, progress monitoring, diagnostic and outcome assessments, including English language learners' proficiency levels."
- Omit "by" at the end of **Ed 508.09 (b) (3) b.**, as well as 1. and 2.
- Amend **Ed 508.09 (b) (3) c. 1.** to read: "Assisting teaching in using assessments to plan and implement evidence-based instruction for all students."
- New language added to **Ed 508.09 (b) (3) c. 2.**, so that it reads: "Engaging students and adults in using assistive technology to address their needs in learning and communicating."
- Omit **Ed 508.09 (b) (4) b.** entirely.
- Amend **Ed 508.09 (b) (4) c.** to now read: "Create social learning contexts that engage learners in discussions and literacy explorations among peers to motivate and extend learning opportunities."
- Change **Ed 508.09 (b) (4) d.** to now read: "Apply literacy content and pedagogical knowledge in the selection and use of instructional tools and promote and make sound decisions about when such tools enhance teaching and learning. Recognizing both the insights to be gained and possible limitations of such tools."
- Change the entire **Ed 508.09 (b) (5)** and its subsections to now read:
 "In the area of professional knowledge and skills, have the ability to:
 a. Demonstrate reading and writing-focused instructional leadership through actions such as coaching, mentoring, analyzing, and evaluating educational structures and policies that affect students' equitable access to high-quality mathematics instruction.

- b.** Plan, develop, implement, and evaluate reading- and writing-focused professional development programs.
- c.** Evaluate the alignment of state English arts standards, district curricula, and state and local assessments and recommended appropriate adjustments.
- d.** Support teachers in systemically reflecting on and learning from their reading and writing practice.
- e.** Collaborate with school-based professionals to develop evidence-based interventions for high and low achieving students; and
- f.** Analyze and interpret reading and writing assessment data and communicate results to appropriate and varied audiences."

Further recommended changes are:

- Omit "in literacy" in **Ed 508.09 (a) (1)**.
- Omit **Ed 508.09 (a) (2)** in its entirety.
- Omit "if applicable" in **Ed 508.09 (a) (3)**.
- It was recommended to not add **Ed 508.09 (a) (4)**, "Hold a valid experienced educator endorsement, and."
- In the original **Ed 508.09 (a) (4)**, omit "classroom", so it will read: "Completed at least 3 years of teaching."

2a. Ed 508.10 – Elementary Mathematics Specialist (Exp. 10/2030)

Committee: Tom Laliberte, Andra Hall, and Christina O'Hara

These are the recommended changes:

- The title be changed to "Specialist in Elementary Mathematics K - Pre-algebra.
- **Ed 508.10 (a)** wording change to read: "A candidate for licensure as a specialist in elementary mathematics (K - pre-algebra) shall meet the following entry level requirements."
- **Ed 508.10 (a) (1)** amended to read: "At least a master's degree in mathematics, education, or a related field."
- **Ed 508.10 (a) (5)** omit "successful" and "pre" to read: "Completed at least 3 years of classroom teaching of mathematics within grades K - 6.
- **Ed 508.10 (b)** to read: "A candidate for licensure as specialist in elementary mathematics (K - pre-algebra) shall have skills, competencies, and knowledge that includes:"
- Eliminate the entire **Ed 508.10 (b) (1)** with all the subsections, and replace it with the recommended new language, which will read: "All of the requirements as outlined in Ed 507.11 for an Elementary Teacher."
- Eliminate Ed 508.10 (b) (2) its entirety and replace it with: "All of the requirements as outlined in Ed 507.26 for a Middle School Math Teacher."
- New language added to **Ed 508.10 (b) (3) a.**, which read: "Make sense of problems and persevere in solving them."
- Add language to **Ed 508.10 (b) (4)**, so it reads: "In the area of mathematical pedagogy and assessment, in their role as specialist, have the ability to:"
- **Ed 508.10 (b) (4) a.** through **k.** be changed to new language, which will read:
 - a.** Apply knowledge of curriculum standards for elementary mathematics and their relationship to student learning within and across mathematical domains in teaching students and coaching/mentoring classroom teachers.
 - b.** Coach and mentor teachers in planning instruction incorporating developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.
 - c.** Analyze and consider research in planning for mathematics instruction.
 - d.** Implement and promote techniques related to student engagement and communication, including selecting high quality tasks, guiding mathematical discussions, identifying and addressing student misconceptions, and employing a range of questioning strategies.

- e. Use mathematical content and pedagogical knowledge to select, use, adapt, and determine the suitability of mathematics curricula and teaching materials for particular learning goals.
 - f. Understand students' development in mathematics using holistic, analytical, and diagnostic tools.
 - g. Demonstrate the ability to select and implement developmentally appropriate formative and summative assessments in their practice and train classroom teachers to administer and interpret assessment results to inform instruction by reflecting on mathematical proficiencies essential for all students.
 - h. Provide students and teachers with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.
 - i. Monitor students' progress and assist others, including teachers, family members, and administrators in making instructional decisions and in measuring and interpreting student assessment results.
 - j. Recognize, evaluate, and respond to multiple, often non-standard solutions to problems; and
 - k. Use questions to effectively probe students' mathematical understanding and make productive use of responses."
- Add a new rule, **Ed 508.10 (b) (5) a.** through **g.**, which will read:
 "In the area of mathematical learning environments and its impact on students:
 - a. Exhibit knowledge of learning and demonstrate a positive disposition toward mathematical processes and learning.
 - b. Recognize cultural differences among learners and utilize this knowledge to motivate and extend learning opportunities for individuals and groups of learners.
 - c. Create social learning contexts that engage learners in discussions and mathematical explorations among peers to motivate and extend learning opportunities.
 - d. Plan, create, and coach/mentor teachers in creating developmentally appropriate, sequential, and challenging learning opportunities in which students are actively engaged in building new knowledge from prior knowledge and experiences.
 - e. Apply mathematical content and pedagogical knowledge in the selection and use of instructional tools and promote and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.
 - f. Verify that students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection of that reasoning; productive disposition towards mathematics; and the application of mathematics in a variety of contexts.
 - g. Collect, organize, analyse, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction or their efforts in coaching/mentoring teachers."
 - Edit the current **Ed 508.10 (b) (4) a.** rule so that it will be **Ed 508.10 (b) (6) a.**, which will read:
 "Demonstrate mathematics-focused instructional leadership through actions such as coaching, mentoring, and analyzing and evaluating educational structures and policies that affect students' equitable access to high quality mathematics instruction."

Voting for the above recommendations will take place in the December PSB meeting.

B. Current Committee Updates

1. **Ed 507.11 – Elementary Education Teacher (Exp. 3/27/2024)**
Committee: Jeni Laliberte, Beth McClure, and Andra Hall
Contributor: Kate McCaffrey

Steve Appleby suggested that practitioners are recruited to assist the committees and contributors with the task.

2. **Ed 507.02 – Career and Technical Education Teacher (Exp. 1/2024)**
Ed 507.03 - Career and Technical Specialty Certification
Tim Broadrick, Steve Appleby, and Donna Couture

Steve Appleby will email out to the PSB, by the Monday after Thanksgiving, the proposal, and then the Board will have an in-depth and discussion both in December.

3. **Ed 507.07 – School Counselor (Exp. 2/20/2025)**
Committee: Cynthia Lucero, Tim Broadrick, and Christine O'Hara
Contributors: Bill Ross, Donna Couture, and Pam Comeau

First meeting is scheduled for December 6th, 2023.

4. **Ed 507.08 – School Psychologist (Exp. 2/20/2025)**
Committee: Andra Hall, Donna Couture, and Erin Cayer
Contributor: Steve Appleby

Andra Hall reached out to the NH School Psychologists Association to see if they can elicit a member to contribute.

Steve Appleby has a meeting scheduled with the Board of Psychology at PLC to discuss the school psychologist license because of Medicaid.

5. **Ed 507.16 – Physical Education Teacher (Exp. 10/25/2025)**
Committee: Christina White, Tom Laliberte, and Kimberly Yarlott
Contributor: Laura Stoneking

No update.

6. **Ed 507.15 – Health Teacher (Exp. 5/2/2026)**
Committee: Christina White and Tom Laliberte
Contributor: Bill Ross

No update.

V. **DEPARTMENT REPORT**

- A. **Update on Rulemaking** – Julie Shea, Steve Appleby
<https://www.education.nh.gov/who-we-are/state-board-of-education>

1. **Ed 507.09 – Visual Arts Teacher (Exp. 1/17/2024)**
 - a. Recommended changes voted on in June being submitted at November SBE meeting.
2. **Ed 507.21 – School Librarian/Library Media Specialist**
 - a. Holding pattern; was voted at April 2022 SBE meeting to form a subcommittee to investigate further.

- B. **Council for Teacher Education (CTE)** – Laura Stoneking
All the Ed 600's have been revised and can be found here <https://www.education.nh.gov/who-we-are/council-for-teacher-education>

VI. **OLD BUSINESS**

- A. **Ken – Canvas**

Tabled until the December meeting.

VII. NEW BUSINESS

A. New quorum legislation discussion

The new legislation says, "The State Board covered in this paragraph may vote to allow one or more members to participate in a meeting remotely only when physical attendance at the meeting site is not reasonably practical. Any reason that such attendees is not reasonably practical shall be stated in the minutes of the meeting. And this authority granted under the paragraph, may be revoked, renewed, or modified in the same manner in which it is approved. At least one-third of the total membership of the State Board shall be present at the physical location of the meeting." If anyone participates electronically, you have to do roll call vote. "A member participating in the meeting remotely as described in this paragraph is deemed to be present for all purposes, including for the determination of quorum and voting. Each member participating remotely shall identify the persons present at the location from which the member is participating, and all votes taken in such a meeting shall be by roll call vote. No meeting shall be conducted by electronic mail or by other form of communication that does not permit the public to hear, read, and otherwise discern meeting discussion contemporaneously at the meeting location specified in the meeting notes.

Motion: Beth McClure made the motion, seconded by Tom Laliberte, that the PSB adopt the new quorum legislation.

Vote: The motion was approved without dissent by unanimous vote by the Professional Standards Board.

VIII. TABLED ITEMS

1. Master Teacher License Update

No update.

2. Ed 513.01, Ed 513.03, Ed 513.04, Ed 513.05, and Ed 513.06 – Basic Requirement, Criteria for State Approval of Local Professional Development Master Plan, Individual Professional Development Plan, Criteria for License Renewal of Educators Under the Professional Development Master Plan, Criteria for License Renewal of Educators Not Under the Local Professional Development Master Plan, Licensed Paraeducators and Educational Interpreter/Translitterators – Co-Chair: Kim Yarlott, Beth McClure

Scheduled for in-depth in February 2024, and vote in March 2024.

IX. ADJOURNMENT

Tom Laliberte adjourned the meeting at 3:03 p.m.