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**Council for Teacher Education**  
**Minutes of the April 18, 2019 Meeting**

**A meeting of the Council for Teacher Education was held at 101 Pleasant Street, Concord, NH at 12:00PM on Thursday, April 18, 2019 with the following members present:**

Suzanne Canali, Co-Chair, Director of Teacher Education Master of Arts in Teaching at New Hampshire Institute of Art  
Beth Buoro, Director of Educator Preparation, Keene State College  
Pat Corbett, Associate Dean, New England College  
Kelly Moore Dunn, Director of Teacher Education, New Hampshire Technical Institute Concord  
Frank Edelblut, Commissioner of NH Department of Education  
Michael Fournier, Superintendent, Bedford School District  
Nicole Heimarck, Director of Government Relations, New Hampshire School Boards Association  
Frank Hoell, Co-Chair, Retired School Principal  
Jacqui Kelleher, Franklin Pierce University  
Nick Marks, Granite State College  
Diane Monico, Program Director of Education Programs, Rivier University  
Tom Schram (for Paula Salvio) Director of Educator Preparation, University of New Hampshire  
Laura Thomas (for Terri Young), Antioch University New England  
Brian Walker, Coordinator for Clinical Experiences at Plymouth State University  
Chris Ward, Graduate Studies Coordinator, Upper Valley Educators Institute, Lebanon  
Laura Wasielewski, Saint Anselm's College

**The following members were unable to attend:**

Nicole Canney, Pinkerton Academy  
Carolyn Cormier, Associate Dean for the School of Education, Granite State College  
Mary Ford, Dean, School of Education at Southern New Hampshire University  
Bonnie Painchaud, Loudon School District  
John Slater, Hellenic American University

**Meeting participation also included:**

Steve Appleby, Administrator, Bureau of Credentialing, Department of Education  
Dean Cascadden, Superintendent SAU 67 (Bow)

Bill Ross, Bureau of Credentialing, Department of Education  
Michael Seidel, Director, Division of Educator Support and Higher Education  
Ashlee Stetser, Administrator, Bureau of Educator Support and Higher Education

**1. Co-Chair Hoell called the meeting to order at 12:10 and welcomed members.**

**2. REVIEW AND APPROVAL OF FEBRUARY 21, 2019 MINUTES**

Jacqui K. made a motion to accept the February 21, 2019 minutes with a title change to Mike F. Seconded by Laura W. Motion passes unanimously with Frank H. abstaining.

**3. SAINT ANSELM COLLEGE – NEW PROGRAM REVIEW**

Mike F. served as Chair and circulated a memorandum from himself and Norm Messa, the reviewer, to the CTE recommending the proposed Ed 612.33/507.52 Computer Science Educator teacher education program for full approval. No responsive action required. This was a direct, easy, and “no fluff” report. Mike F. recommended that anyone coming forward with a new program request should ask Saint Anselm College for a copy of their report because it was so easy to work with.

**MOTION:**

Mike F. made a motion to recommend full approval of Saint Anselm College’s teacher education preparation program in Computer Science until their next unit review, which is in the Spring of 2021. Seconded by Kelly M.D. Motion unanimously approved with Laura W. abstaining.

Kelly suggested the report incorporate the above recommendation to the SBE (and that all program proposal reports include a recommendation). Ashlee S. will send Mike F. the appropriate wording.

**4. NEW PROGRAMS – STATUS UPDATE**

Suzanne let the group know that if anyone ever has any questions about training or review requirements to reach out to her. Ashlee to send update to the below groups with when they should send their reports to the IHEs for fact checking and when they should send to the DOE (Ashlee) for review. Ashlee will circulate a New Program Report Review Template to the CTE so everyone is working from the same format.

- **Saint Anselm College** – Laura W.
  - **Chair:** Mike F.
  - **Program:** 612.33 Computer Science
  - **Status:** Just voted on – DOE will present to State Board on May 8
  
- **New England College** – Pat
  - **Chair:** Jacqui K.
  - **Programs:** 614.12 Business Administrator (Graduate), Reading and Writing Specialist (Graduate), 614.15 Special Education Administrator (Graduate), 614.13 Curriculum Administrator (Graduate)
  - **Status:** Suzanne trained Jacqui and Ashlee; All the reviewers can get into the system
  - **Next steps:** The report should be circulated to the DOE (for review) and NEC (for fact checks) prior to the next CTE meeting on May 16
  
- **UVEI** – Chris Ward
  - **Chair:** Pat C.
  - **Program:** 614.13 Curriculum Administrator
  - **Status:** Going well

- **Next steps:** Vote during May CTE meeting
- **NHTI – Kelly Moore Dunn**
  - **Chair:** Beth Buoro
  - **Program:** 612.33 Computer Science
  - **Status:** Going well, meeting with reviewer
  - **Next steps:** Vote during May CTE meeting
- **Plymouth State – Brian Walker**
  - **Chair:** Tom Schram
  - **Programs:** 507.33 Chemistry 7-12, 507.32, Life Science 7-12, 507.31, Earth and Space Science 7-12, 507.53 Physics Education, 507.29 Science 5-8
  - **Status:** Ashlee is identifying reviewers
  - **Next steps:** Vote during June CTE meeting; Ashlee let the group know that because of difficulty finding reviewers this had to be pushed from May to June

**5. RIVIER UNIVERSITY SECOND PRIORITY PROGRESS REPORT – MIKE F. & SUZANNE C.**

Mike F. and Suzanne served as chairs, viewed the report together, compiled a list of questions, and sent these to Diane for an opportunity to answer them. The group met later to discuss answers and move forward together. The process was democratized. Chairs recommending conditional approval through December 2019, not full approval, because none of the programs were offered full approval in the first place. The main question Diane has is what's next?

The First Priority Progress Report was not voted on at the CTE meeting in February; none of Rivier's programs were actually reviewed in 2017; Rivier needs a full review in the fall, 2019. Ashlee will forward this information to the State Board in May simply to say the CTE acknowledges receipt of both priority reports and no action is required (Ed 602.13)

**MOTION:** Suzanne C. moved to accepted Rivier University's March 2019 Progress Report and that all required recommendations have been met until the review in the fall of 2019. Seconded by Beth B. Motion unanimously passes.

**6. PLYMOUTH STATE UNIVERSITY FIRST PROGRESS REPORT – CHRIS WARD & LAURA THOMAS**

In 2018, the DOE recommended conditional approval for five programs at PSU. Part of the conditional approval was the requirement of two progress reports: one due January 31, 2019 identifying key assessments across all DOE/CTE reviewed programs (School Counselor, Curriculum Administrator, Mathematics 5-8, Music Education, and Visual Arts), for a comprehensive candidate system as well as key assessments with corresponding rubrics for each certification program (p. 7 of DOE Report, Nov. 15, 2018).

PSU provided specific responses in the January 31, 2019 report related to clinical practice, candidate assessment, and program assessment. Chris W. and Laura T. found the report to be clear, thorough, and responsive and are satisfied with the progress PSU is making.

Suzanne C. commended Chris W. and Laura T. on the format and clarity of the report.

In terms of next steps, the CTE cannot recommend full approval because PSU has conditional approval through Spring, 2020 when PSU will have a full review. Ashlee S. will bring a summary

of Chris W. and Laura T.'s First Progress Report findings to the State Board on May 8<sup>th</sup>—no action required here, simply an update to the State Board (Ed 602.13).

The Second Progress Report is due July 31, 2019 and a full review will take place in Spring, 2020 (p. 7 DOE Institutional Report, Nov. 15, 2018).

A question came up as to why certain programs only require a paper review and other programs require an on-site review. Suzanne C. suggested that programs that did not receive full approval should undergo a full review for the purpose of treating all programs equitably. However, the group needs to keep in mind that we are bound by the MOU.

## 7. UPCOMING FULL PROGRAM REVIEWS – ASHLEE STETSER

- **Rivier University** – A full review of fourteen (14) programs is required in September, 2019 prior to their December, 2019 expiration dates (see page of DOE report entitled *1\_29\_18\_Final\_Rivier\_PA\_report-corrected.docx*). A review occurred at a systems level, but individual programs were not reviewed because of the availability of information during the 2017 visit. Diane M., Suzanne C., Mike F., and Ashlee S. will meet to discuss expectations and draft a new MOU to ensure targets are met and expectations are clearly defined. Ashlee S. needs to identify fourteen (14) reviewers immediately.
- **Antioch** – Antioch originally requested a six-month extension for their August 2020 expiration date of eight programs to manage the difficult issue of Teri Young stepping down immediately as director of the Integrated Learning program in the Education Department as she has entered hospice and is on medical leave

The group recommended Antioch request a one-year approval extension of their eight programs such that it is better positioned to meet all requirements of a full review and to ensure they can hire and train a suitable replacement in time for a full review in August 2021.

**MOTION:** Laura W. made the motion to accept the request from Antioch to extend the approval of eight (8) of their educator preparation programs for one year: from August 2020 to August 2021 per Ed 602.12(g)(1) and (4). Seconded by Nick Marks. Motion unanimously passes.

Ashlee S. to bring this recommendation to the State Board on May 8, 2019.

- **Granite State** – A meeting was scheduled today after the CTE to draft the Granite State MOU with Diane M., Jacqui K., Nick M. and Ashlee S.; however, Jacqui K. has since stepped down as chair. Laura T. agreed to replace Jacqui K. Ashlee S. will coordinate.
- **Granite State** – Jacqui K. and Diane M. serving as co-chairs. Ashlee S. will aim to establish a meeting at the beginning of March with Jacqui K., Diane M. and Nick M. to develop an MOU for 11 paper reviews and 3 full reviews in February, 2020.

## 8. OTHER BUSINESS – ASHLEE STETSER & BILL ROSS

- **Website and Program Book Update** – Ashlee S. needs to update the website and program book with terms, titles, and programs. She circulated a sheet for individuals to review and edit and provide feedback/corrections at the end of the meeting

- **Program Book – Designation of Courses: Post-baccalaureate, Conversion Courses, Certificates**

Bill R. let the group know that the Program Book is used on a day-to-date basis from people interested in becoming certified as a teacher, specialist, or administrator. It's confusing to prospective candidates because according to Ed 601.01, Post- baccalaureate is defined and Conversion is defined, but Certificates are not defined. Some folks on the CTE interpret these definitions as IHE-specific.

Definitions should be provided in the Program Book for consistency purposes. This will be added to the agenda for next meeting.

- **Term dates** – The rules don't define how term dates should be captured and documented; because term dates haven't been captured in the past it's unclear how to move forward when we don't know when people started. CTE is out of compliance and we need to start capturing this information moving forward. Add this to May agenda so that a nominating committee can gather all this information and forward to Ashlee S.

Every IHE should speak with the person who designates at their institution and provide Ashlee S. with a letter recommending that they serve a three-year term in June.

The group of seven outlined in the statute should form a subcommittee to formulate a plan and then executed this way the statutory group is following-through on their mandate

- **Background check update** – DOE Counsel is working to potentially re-write the statute over the summer
- **Legislative update** – Nicole H. noted that the Bill that proposed the DOE run criminal records for beginner educators was retained for study; the legislature also talked about re-writing the statute; also talk about going down to Congress

Nicole H. noted that there were 11 or 12 criminal record bills in the legislature—one is in the house and one is in the senate; these are called “Ban the Box” which would prevent employers from asking about criminal records—this comes from a civil liberties perspective—i.e. folks with low-level convictions

Nicole H. noted that there is a bill that proposes a database on homeland security website that any member of the public can access and pull the state criminal record on any other person in New Hampshire (this is limited to state criminal records and not the FBI)

- **UNH Decision not to renew their agreement with CAEP in 2021**– Tom S. shared with the group UNH's explanation for its decision to not renew their CAEP agreement in May 2021. Ashlee S. shared this document labeled *CAEP and UNH Statement.pdf* during the meeting

The visit this fall does not include the CAEP-approved programs; Laura W. and Nick M. will only be reviewing the 13 state-approved programs

## 9. PROFESSIONAL STANDARDS BOARD AND BUREAU OF CREDENTIALING – STEVE APPLEBY

- **Praxis Core** – Steve A. asked the group when their institutions require students to take the Praxis Core exams

- i. **SAINT ANSELM COLLEGE** – candidates must have passed the Praxis Core or could have substituted the SAT or ACT (per DOE rules) prior to admittance into the program
- ii. **FRANKLIN PIERCE** – Follow-up email: “I looked at FPU Academic Catalogues as far back as 2002-03 and Praxis I is listed as a requirement to be fully admitted into the Education program. We don’t administer the Praxis Core ourselves, but we have our undergrads take it by the end of Fall Semester sophomore year, although we urge students at Open Houses and Outreach Events to take it as soon as possible - even the summer after high school and before matriculation with FPU.

For our graduate students, Full acceptance into all Education programs (M.Ed and/or certification) carries the following requirements: • Complete ED501, ED505, and ED506 with a grade of B- or higher • Pass a fingerprinting criminal records check through the State of New Hampshire and Federal agency with a clean record • Demonstrate basic reading, writing, and mathematic competencies through Praxis Core exams or with SAT, ACT, or GRE scores above the national 50th percentile • Complete and submit an Education Application form

Candidates are unable to get a placement for student teaching unless the Praxis Core is passed/full admittance into the Education program.”

- iii. **RIVIER UNIVERSITY** – Required before finishing the fall semester of their sophomore year and after 12 credits if they are graduate candidates; SAT-optional except for the nursing program; because they’re such a small school they really need to look at enrollment. This policy has been in place since at least 2011.
- iv. **PLYMOUTH STATE UNIVERSITY** – First or second year
- v. **GRANITE STATE** – Follow-up email: “At GSC we require students to show proof of passing Praxis CORE scores upon entry to the School of Education, as a requirement for full admission.”
- vi. **UNH** – Follow-up email: “Applicants to the program(s) at UNH must pass the Praxis CORE before they can be admitted. This policy was instituted starting in 2016.”
- vii. **NHIA** – For post-back program Praxis Core is required to be fully admitted; In a follow-up email: “Students cannot be considered fully accepted into the NHIA Dual Degree (BFA + MAT) program until praxis core is taken and passed.\* This can happen at the time of their application to NHIA or anytime during the year. For MAT students, Praxis Core and Praxis II must be taken and passed.

\*This does not mean Dual Degree students cannot take a certain number of classes that count as electives should they decide not to apply.

NHIA changed its requirement in 2013-2014 after the governing rules were changed in 2013 requiring a national standardized test in core areas for acceptance.”

- viii. **KEENE STATE** – In a follow-up email: “The Praxis Core is required for admission to our Educator Preparation Program. The timeline for when a student is admitted varies from program to program; however, most students apply in their sophomore year. Historically, students have always been required to pass the Praxis Core prior to admission to Educator Preparation (based on the knowledge of current staff).

For program progression while at KSC, our Elementary Education program requires students to pass the Praxis II content assessment prior to student teaching. This was phased in during AY16-17. For all programs, students are not considered program completers until they pass the corresponding Praxis II assessment.”

- ix. **ANTIOCH** – In a follow-up email: “We don't define the moment when students take the test. Since we're graduate only and our students are all adults who have already completed a Bachelor's Degree, we simply suggest that our students take it right away so it's done. We offer information, coaching, and resources related to the testing, and they follow through on taking it individually. I've reached out to the appropriate person to get the specifics on our pass rate, but our collective memory is that our students don't have trouble with it.”
- x. **UVEI** – In a follow-up email: “Praxis Core is an admissions requirement and must be passed prior to enrollment. It has been an admissions requirement since the class of 2016-2017.

Praxis Core has been a program requirement since the inception of that test, however the specific timing of when the test needed to be completed has undergone several adjustments over time.”

- xi. **NHTI** – In a follow-up email: “For students to be fully accepted into the NHTI Conversion Program they must pass Praxis Core. They are allowed to take up to two courses before they are accepted into the program. We implemented this when the NH DOE rules changed, but we had a few students that began the program before this change.”
- xii. **NEC** – In a follow-up email: “We currently ask students to complete the Praxis during their freshman year when they take our their first Education course. We just voted to change this to after they complete their gen ed requirements in writing and math. This means they will take it in the sophomore year (as long as it is before they are completely admitted into the program which will be sometime in their junior year).”

- xiii. **SNHU** –

- Concern that folks are having a difficult time passing the Math Praxis; over the last three years, candidates are taking this three, four times and even then around 73% are passing—this is concerning
  - i. Dean Cascadden, Superintendent SAU 67 (Bow) provided an example of a person in his district; she is a person with art degree and cannot pass the math part of the praxis; Dean’s question is what does Math have to do with Art? The

- kids love her, she's great at her job, the school board loves her; however, she's so discouraged now that she doesn't want to teach anymore
- ii. Obviously we want folks who are minimally qualified, but there is a limited relationship between what is required and this person's job functions on a regular basis
  - iii. Another person has come within two points of passing; however, at this point her test anxiety is so high she might not sit again for the Praxis. This person wants to be a Special Education teacher...again wondering what the Math Praxis has to do with being able to teach Special Education
  - iv. Dean would like to see these two folk certified and to consider alternative pathways since this is such a high-stakes test
  - v. Mike F. respectfully disagreed and expressed interested in wanting his special educators to be able to pass some basic competencies in Math Praxis Core exam
    1. In addition, some teachers in his district are asked to provide extra skill work to students in reading, writing, and math
    2. This is why some IHEs must agree with this because passage is required to enter their programs
  - vi. Suzanne C. said this exam can be somewhat oppressive as the research shows—and if we want diverse teachers we are not going to get them this way
  - vii. Steve A. asked if anyone has taken the Praxis Core in Math recently—he gave a personal example that he failed calculus as undergrad but was able to pass the Math Praxis Core years later in the 93rd percentile—this gives us pause on how we are addressing gaps in knowledge—summer prep classes? Remediation classes? If we just look at grades is this an accurate reflection of a candidate's knowledge?
  - viii. Laura T. rejects the idea of Praxis or nothing because if there is a gap between assessment data and the candidate, we dig into that gap; there's a social justice issue around the test for students who cannot afford to take this test over and over; we need to be careful not to close the door on an exemplary teacher just because they don't perform well on this exam
  - ix. Steve A. commented that the issue with administering the test sophomore year is that only gives the IHE two years to prepare the student for the Praxis Core—and if you divert the student to a subject they *can* pass, isn't that educational malpractice?
  - x. Diane M. noted that another issue when a student has a 4.0 and perfect Praxis score, but they're horrible in the classroom
  - xi. Nicole H. commented that this is a societal and cultural issue; we speak in ways about mathematics like it's a badge of honor to not know math; we would never speak like this about literacy
  - xii. Dean C. said the most important element at his school is emotional intelligence, the ability to take feedback—we have no test for that
  - xiii. Suzanne C. said that we need different standards of measure
  - xiv. Pat C. noted the cost of the test is often cost-prohibitive and therefore, in some ways, discriminatory
  - xv. Brian W. commented that his institution counsels out students often; so when we're looking at data we should look at program completers; this is why we want them to take the Praxis Core earlier
- Praxis Core questions
    - i. With the new version of the Praxis core, it is a different test code. The qualifying scores won't be changing at the DOE for Reading and Writing, but they will change for Math

- ii. The change will take effect in September, 2019
  - iii. The DOE will continue to honor both tests so long as the old test is available
- **Critical Shortage List** – NHDOE is in the process of submitting data to the US Department of Education; This summer the DOE will publish the 51 programs that will be on the critical shortage list. Historically, the list of programs was 36 (2017), 40 (2018), and now 51 (2019)
    - Some IHEs have student teachers that are being paid; the school district pays
  - **PSB and CTE Meetings Back-to-Back** – PSB is requesting that their meeting stay 12:30-3 and the CTE could meet in the morning and both groups would share a common lunch; CTE members need a years’ notice because some teach in the morning; need to discuss this further

Brian W. made a motion to end the meeting, seconded by Kelly. Meeting adjourned at 3:12PM.