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**Council for Teacher Education
Minutes of the April 20, 2023, Meeting**

**A meeting for the Council for Teacher Education was held at 12:00 p.m. on
Thursday, April 20, 2023.**

Brian Walker, Co-Chair, Designee, Plymouth State University
Tanya Sturtz, Designee, Keene State College
Laura Wasielewski, Saint Anselm College
Kathryn McCurdy, Designee, University of New Hampshire – Zoom
Laura Stoneking, Designee, NH Department of Education
Abigail Blais, Hudson Memorial School
Susan Dreyer Leon, Antioch University New England - Zoom
Nick Marks, Granite State College
Diane Monico, Co-Chair, Rivier University College
Shawna D'Amour, Southern New Hampshire University
Joan Swanson, Franklin Pierce University
Kristine Thibault, New England College
Chris Ward, Upper Valley Educators Institute - Zoom

The following were unable to attend:

Michael Fournier, Superintendent, Bedford School District
Kelly Moore Dunn, NHTI Concord's Community

Meeting Participation also included:

Kim Wilson, NH Department of Education, Bureau of Credentialing
Bill Ross, NH Department of Education, Bureau of Credentialing
Sue Blake, NH Department of Education, Bureau of Credentialing
Cat Dorfman, NH Department of Education, Bureau of Credentialing
Julie Shea, Administrative Rules Coordinator
Chris Schmid, Southern New Hampshire University
Ken Darsney, NH Department of Education, Bureau of Credentialing
Amy Martel, NH Department of Education
Audrey Rogers, Southern New Hampshire University
Jed Donelan, Franklin Pierce University
Annie Wallace, NH Department of Education
Cynthia Lucero, PSB, NHTI – Zoom
Stowe Austin, University of New Hampshire

I. Welcome, Call to Order, and Introductions

The regular meeting of the Council for Teacher Education was convened at 12:02 p.m. Brian Walker presided as Co-Chair.

A. Approve March CTE Minutes

Motion: Brian Walker motioned, seconded by Nick Marks, to approve the minutes of the March meeting.

Vote: The motion was approved without dissent by roll call vote.

II. CTE Committees

1. CAEP Agreement
2. CTE Handbook
 - a. Kathryn McCurdy, Joan Swanson, Laura Stoneking
3. 602-606 Rules

- b. Chris Ward, Kelli Moore Dunn, Laura Wasielewski
- 4. Title XV Education 190:1-190:7 (legislative rules – 1951)
- 5. Professional Standards Board Update

Cynthia Lucero reported PSB met on April 5th. They will be opening the master teacher license. They are waiting for approval from the State Board. They are working with Cedar and there might be money for a pilot. They will be looking at the master teacher plan and the Career and Technical Education teacher and they will be presented to the PSB at the May or June meeting. Visual Arts will be discussed in June. Ongoing work includes Reading and Writing Teacher, Reading and Writing Specialist, and Elementary Math Specialist. In the approval process are English for Speakers of Other Languages Teacher, Business and Marketing Educator, all Administrator Endorsements, Reading and Writing Teacher, Transliterator, Speech and Language Specialist and School Librarian. Items opening are Elementary Education Teacher, School Counselor, School Psychologist, Physical Education Teacher, and Health Teacher. These are expiring in 2024, 2025, or 2026.

Laura Stoneking added everything is summarized on the Bureau of Ed Prep and Higher Ed updates under PSB. The link to their page is also available.

Cynthia Lucero was asked the status of the ESOL Teacher. She responded that it went to the State Board in March. Julie Shea added the public hearing for the ESOL Teacher was in March. The public commentary closed a week after that. It is currently in the stages of the next draft to be presented for the final proposal. The deadline for final proposal to be sent to Office of Legislative Services for adoption is August.

Bill Ross added the PSB subcommittee for Reading and Writing Specialist and Elementary Math Specialist intend to better align the specialist elements of the two credentials.

III. Program Reviews (Existing and New Program requests)

- A. Review the 2022-2023 Program Approval Schedule and Progress Report Schedule

Laura Stoneking requested two reactors for SNHU advanced program in the fall. Laura Wasielewski and Brian Walker volunteered.

Laura Stoneking requested reactors for NEC's proposal for visual arts: Bachelor of Arts, Master of Education, and licensure pathway will all take place within the next month. The report will be due to CTE for June and the State Board by July. Shawna D'Amour and Chris Ward volunteered.

B. UNH discussion request

1. Adding a Social Studies Education pathway at UG level

Kathryn McCurdy reported UNH's history department has developed the possibility of a pathway for students to seek social studies licensure at the bachelor's level. This would mean students would be pursuing a history degree, doing the additional licensure coursework at the bachelor's level, as well as the education coursework. They are looking for guidance on what type of change it would be: new program or substantive change. The option for the degree has been approved on the UNH side and they are looking for the Council's recommendation for paperwork.

Kathryn McCurdy introduced Stowe Austin, who is a member of both the history department and the education department. He is one of the chief architects of the proposal for the licensure option.

Laura Wasielewski asked if the licensure is offered at the advanced level. Kathryn McCurdy replied it is offered at the grad level. Stowe Austin added previously social studies licensure has only been offered through the MEd program. The coursework has been condensed for the undergrad level. The significant change is within the internship. Previously, students would take all licensure specific content coursework prior to the master's year and spend a full year working as an intern in a school setting. The change would bring the internship into the spring of senior year for undergrad students. Other coursework remains essentially the same.

Laura Wasielewski asked if the undergrad level is a double major. Stowe Austin responded that there is a major option within history to get social studies teacher. It is in collaboration with the education department. It is a history major with education components. They would have a BA in history with recommendation for licensure in social studies teaching.

Laura Wasielewski asked about the degree received at the grad level. Stowe Austin responded that at the grad level, students would either receive an MEd or MAT in addition to certification. At the undergrad level they will have a BA with certification.

Brian Walker asked if the MEd has a 5-12 or 5-8 certification and what would be offered at the undergraduate level. Stowe Austin responded they currently have the 5-12 certification.

Diane Monico stated it sounds like a new program because it is a different degree with some different courses. The assessments would also be different being condensed. The admission point would also be different.

Kathryn McCurdy confirmed the next step would be to complete the new program process and then schedule a new program review within the next year. Laura Stoneking responded that the review can be modified based upon the approved rules, which is more efficient.

IV. Program Reports (Progress Reports, Approval Reports, National Accreditation Reports)

A. Progress Report: Franklin Pierce University

1. Co-Chairs present the report: Pat Corbett and Nick Marks

Nick Marks commended Franklin Pierce on producing their progress report and their responsiveness with additional information. The findings show there was a review of documentation revealing that Franklin Pierce is well on their way to a system of data collection and analysis. The institution has provided the foundation for the work. There is a clear data cycle in place with additional information coming in spring 2023. Ultimately, they're showing that Franklin Pierce is demonstrating continuous improvement. There is a need to provide time to collect and collate data over multiple cycles. The information is there for the candidate assessment system, program assessment system. Significant changes have been made. As co-chairs, they felt that additional time and an extension of the expiration date of the current approval of Franklin Pierce would allow for additional data cycles to be evaluated.

Pat Corbett stated the assessment system is structured and in place. The progress report states after the spring semester, there will be a complete look at the data. A full

year is needed to see patterns and trends to make curriculum changes. Some curriculum changes have already been made and will be in place for the next academic year. Institutions usually do one catalog update per year.

2. Reactors: Shawna D'Amour and Michael Fournier

Shawna D'Amour stated she also has Michael Fournier's thoughts and questions since he was unable to attend the meeting. Michael Fournier is one of the most senior CTE members. He started as a teacher. Then he was a principal. He is now superintendent of schools in Bedford.

Michael asked about page 4 of the priority progress report uses the term systemic system and he wanted clarity. Laura Stoneking responded that terminology is the Department of Education. There was an assessment system in place with a recommendation to decrease the number of assessments, implementing the assessment system so that it became systemic.

Michael noted a grammar mistake on page 4. On the progress report supplement, he recommended for the gateway decisions. Gateways should be access in, not keeping access out. He suggested reframing the language to be requirements to move on rather than reasons to deny movement.

Michael wrote, as Franklin Pierce continues to develop and articulate their candidate and program assessment systems, he advises them to avoid data rich information. Lots of data has little meaning without a framework for interpretation. The progress report showcases the hard work and creative efforts of the department in developing a comprehensive analysis of the program. The historical synopsis provided in section E demonstrates the department's attention to detail and dedication to improving the program. While there are concerns regarding systemic issues, the department's efforts to identify and address these issues is commendable. The explanation of the system used to evaluate progress toward preparing quality candidates for professional practice is thorough and informative. As Franklin Pierce continues to develop and improve their program assessment systems, it is important to maintain balance and avoid becoming data rich and information poor. Overall, the progress report is a testament to

the department's commitment to excellence and dedication to the success of their students.

Shawna D'Amour commented on the mentor training course. Page 10 of the supplement mentions that the cooperating teachers are invited to have an individualized training session and then complete the module. She asked if there is any sort of training that includes interrelated reliability scoring or assessment of the candidates. Joan Swanson responded there is not.

Shawna D'Amour commented on the responsive action on page 8 where it mentions special education field experiences. She asked about the meaning of multiple settings. Joan Swanson responded they have a chart to track where candidates have gone. This includes grade level and situations for pull out/push in. Shawna asked how the chart is internally tracked. Joan Swanson shared a printout of a student chart. It is digital, online, and merged with the institution's student information system.

Shawna D'Amour commented on the partnership and establishing liaisons and the benefits of that.

On page 10, there is an improvement plan for students. Shawna asked who facilitates those meetings and how the plans are developed. Joan Swanson responded it depends on the issue. There is a Microsoft form that faculty members can fill out and it goes to the person who keeps track of data. They notify the director who sets up a meeting with the student and professor. The issue is discussed, and notes are taken for the improvement plan. The student is sent a digital copy of what was discussed. Shawna asked if there is a structure in place prior to the need of the form. Joan responded they have a campus-wide system called the nest. If a student is struggling, they are put into the nest and a team of individuals serve as the first layer of help. If something is persistent after the nest, the form would be the next layer.

Shawna commended the efforts of the advisory team. Joan stated the team will have their spring meeting soon.

3. Franklin Pierce Response

Joan Swanson stated Franklin Pierce University thanked the reviewers. Through the process, Franklin Pierce has had the opportunity to examine their programs and

processes. They appreciate constructive comments to help improve. They have addressed each area noted by the review team. They will continue to work to improve their programs and processes. They have expanded program assessments and have a thorough assessment system in place now that is already producing data. They are in the ongoing process of working with curriculum committee to revise course and expand field experiences. They have expanded training for supervisors and host teachers requiring a mentoring module prior to hosting students.

Jed Donelan thanked the review team. He raised a concern about the priority progress report from March 2023. In the history sections, it states FPU PEPP candidates were not completing the required criminal history records check as required by law. He does not believe this statement was included in the historical sections of either the April 2022 report or the revised June 2022 report. He asked why it was added now when they have not had a chance to respond. He also does not believe the claim is correct. The criminal background check process is outlined in the school of education handbook. The institution pays for the background checks, and they have receipts. He respectfully requested the newly inserted claim from the March 2023 report be removed and replaced by the earlier historical summary from the June 2022 report.

Laura Stoneking responded the historical section is the perspective from the Department. It will go to the State Board who will want a full picture of prior history. The practice has been used for other institutions as well. The State Board reviews history to have a full picture of not just the current review, but previous issues as well. Jed Donelan asked about institutional recourse if they do not believe the statement to be factual. Laura Stoneking responded it can be discussed outside of the CTE because that was between the Department and the institution. Joan Swanson expressed concern having a legal document stating claims the institution believes to be untrue. Laura Stoneking responded that she can provide reporting where Franklin Pierce self-reported not completing the background checks as well as the letter sent from the Department and Franklin Pierce's response letter. She can attach the documents to the report for the State Board as well as any new response from Franklin Pierce. Joan Swanson stated the reporting asks about fingerprinting at admission without specifying admission to the institution or the

licensure program. The self-reporting was due to a misunderstanding as students are not fingerprinting during initial admission to the institution.

4. CTE questions/comments
5. Vote/recommendation on next steps

Brain Walker stated pursuant to Ed 602.13, the CTE's role is to either accept the progress report and continue the conditional approval with specific concerns or accept the progress report and recommend full approval to the Department and State Board. The previous discussion suggested there will be an additional meeting regarding certain language in the progress report. He asked if they could move forward to accept the progress report knowing there will be a discussion of language. Laura Stoneking responded that the report is complete and will go to the State Board regardless of further discussion. Jed Donelan asked if the CTE can move forward with the two options and then have a follow-up with the DOE to discuss adjusting language. Joan Swanson stated she believes the language will go to the State Board no matter what as the CTE cannot remove language.

Nick Marks clarified the recommendation of the co-chairs is that Franklin Pierce remain a conditional approval and extend the expiration date to August 2025 to allow for additional data cycle analysis.

Laura Stoneking stated the acceptance of the current report would require the institution to meet all requirements by October. The chairs and the Department recognize they will not have the needed cycles of data by October. Therefore, they are requesting an extension from the State Board to give them time to show those cycles.

Joan Swanson questioned when the focus review would occur with the new date. Laura Stoneking responded the focus review is defined in the rules as monitoring based on Professional Educator Preparation Program progress in implanting action steps resulting from a program approval visit. They believe a focused review would allow them to look at the data and what the institution has done to improve based upon the data.

Motion: Laura Wasielewski motioned, seconded by Shawna D'Amour, to accept the recommendations by the co-chairs of the

Franklin Pierce University progress report for conditional approval and extending the expiration date through August 30, 2025, and to complete a focus review prior to expiration.

Vote: The motion was approved without dissent by roll call vote with Joan Swanson abstaining.

V. Substantive Change Requests

A. SNHU request to close Administrative Programs

Audrey Rogers presented the substantive change for SNHU. They are not seeking renewal for curriculum administrator and principal licensure. There are challenges with the administrative rules, particularly the final practicum, when you have to find that person qualified according to administrative rules in order to oversee that candidate. Oftentimes it has been difficult to make changes, but worthwhile. In the past year and a half, there have been such significant changes to the practicum. She thanked the Department of Ed for their collaboration with their current students. They are not currently able to continue the program.

Diane Monico asked about the timeline for current students in the program. Chris Schmid responded that they reviewed the scope and sequence of the remaining cohorts. They will finish by 2/18/24 and the current expiration is 3/30/24. Laura Stoneking reported guidelines are being drafted by Amy Martel for teach out, so the Division is aware as well as Bureau of Credentialing to be put in each candidate's file.

Audrey Rogers stated all candidates are on track to finish prior to the current expiration. She requested if a student had a life event that caused them to complete the program after the expiration, they be given an extension. Bill Ross asked if every student has been entered into EIS as an admitted student. That was confirmed by the institution. Bill Ross added for an institution to recommend an individual, they have to be entered in the system for the program and it must be prior to the program's expiration date. If there is a circumstance after the expiration, it will require assistance to recommend the individual.

Motion: Laura Stoneking motioned, seconded by Tanya Sturtz, to accept the substantive change with the condition that the teach out plans are submitted to the Department for the elimination of principal and curriculum administrator at SNHU.

Vote: The motion was approved without dissent by roll call vote with Shawna D'Amour abstaining.

Laura Stoneking reported there is not a need to bring the change to the State Board.

VI. Administrative Rules Update (602-606)

A. Update on next steps

Chris Ward reported the subcommittee went in front of the Board in April. They initially approved the 603-606 rules. They were going to answer questions. There was discussion around the term diversity in the rule. They had public comment on the rules the same day. The next step is discussion and final proposal.

Julie Shea reported there is a 180-day timeline once published. They are waiting for comments from OLS. Once a final proposal draft goes to the State Board, it will become public.

Chris Ward stated the subcommittee's approach was not to increase regulation or resource intensiveness. The goal was to streamline. He does not anticipate a need for radical changes for institutions.

Laura Stoneking reported there have been some legal issues for the Board when there are no rules to address a specific situation. The Department identified the state is not in compliance with the Higher Ed Act in the definition of at risk and low performing. They need to be defined and articulated in the State's portion of the annual Title II reporting.

VII. NHED Updates

A. Bureau of Educator Preparation and Higher Education

1. Activity/discussion regarding some definitions of terms in the ED 600 rules

Laura Stoneking requested input from CTE on eight definitions. She asked for their definition of clinical experience, level for a PEPP, approval with distinction, unit for PEPPS, at risk, low performing, probation, or non-approval. There are currently definitions missing and some are unclear. Getting an idea of understanding will help create the definitions. Responses will be collated and brought back to CTE in May.

- i. Adjusting some current definitions
- ii. Adding new definitions

B. Bureau of Credentialing

Laura Stoneking provided a draft with the goal of providing consistent guidelines about teach out plans. It will continue to be edited to make it usable. It will be an addendum to a substantive change involving elimination of a program or a close out where there are currently candidates involved.

Laura Stoneking attended the Council for the Accreditation of Educator Preparation State Quarterly Meeting. They were informed that CAEP is taking on the responsibility of creating a crosswalk between the CAEP standards and the state standards and will provide it. Once completed, it will be brought to CTE for input/feedback. For institutions with CAEP approval, the CAEP annual approval is due April 30.

Laura Stoneking reported that three institutions have completed their Title II report. The deadline is May 19.

Bill Ross stated there has been an issue of adding students to EIS if they previously had the endorsement on emergency authorization. The programmers have accounted for that, and it is now updated. The process for noting a student who left a program is easy.

C. NH State Board of Education Updates

D. Criminal Records Check Discussion

Laura Wasielewski asked for clarification based upon the previous minutes. There was a discussion about what happens when students change programs, but there was no cost decision. Laura Stoneking responded originally, it was said if they changed

PEPPs, they were starting over and would need a new criminal history records check. After learning the system, they have found if a student is enrolled in a PEPP and leave one for another at the same institution, they would not need a new criminal history records check.

Bill Ross added the system was built predicated on the understanding that if students are changing programs, they are changing PEPPs. After discussion with Sue Blake and Laura Stoneking, the conclusion was reached that a PEPP is an institution. The system is being rebuilt to allow a person to leave one program and enter another program without an additional criminal history records check. This adjustment will take time. Changes must be entered in Educator Information System.

Chris Ward asked about candidates adding a second endorsement at the same institution. Bill Ross responded that if they are already in a program, they will not need a second criminal history records check.

Laura Wasielewski asked about commencement procedures. When students apply for initial licensure, post commencement, they do a criminal history record check with the application. She has a student with a job offer. That student will have a record check for the application and again the next day for the job offer. Sue Blake stated for employment purposes, a separate criminal history record check will be done. The one done by the state is for the credential only. The school may have other criteria they are looking for outside of Section 5 violations.

Sue Blake stated if a student has received a criminal history record check in the PEPP program within six months, they do not have to apply for a criminal history record check when they get their licensure. The employment piece is in place outside of the Department of Ed process.

There was a discussion regarding candidates who complete an undergraduate program, apply for licensure, and begin a graduate program immediately following. There were questions about when the six-month rule applies for being able to use the same criminal history record check. At least half of the programs offer a four plus one program where this would be applicable. Institutions would prefer candidates do not have to obtain a criminal history record check twice within a small span of time as it may discourage

candidates from the master's programs. Laura Stoneking proposed a process where candidates are given a card for the check that could be transferable between the Department, Ed Preps, and the school districts. Sue Blake will discuss options with Steve Appleby, Laura Stoneking, and Bill Ross.

Brian Walker summarized if a student at the undergrad level switches programs or pursues dual licensure, they do not need to have an additional criminal record check. At the graduate level, if a student decides to add a second licensure do not have to do an additional criminal record check. Bill Ross will advocate that if an undergraduate student who is entering into a graduate program at the same institution, they do not have to complete an additional criminal record check.

E. Other Business

Nick Marks shared he will no longer be the Dean of the School of Education at Granite State College. He is moving to the Department of Education to work with the Bureau of Ed Prep and Higher Ed. Someone from Granite State College will be taking his place on CTE. Ken Darsney will add her to Canvas. Nick Marks offered to stay on as a co-chair for Franklin Pierce.

Laura Stoneking stated the next meeting will include recommendations for CTE chairs.

ADJOURNMENT

Motion: Laura Stoneking motioned, seconded by Brian Walker, to adjourn the meeting at 3:00 p.m.