



Department of Education
25 Hall Street | Concord, NH 03301

Granite State College Building | Events Center



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Thursday, February 9, 2023

AGENDA

- I. **CALL TO ORDER** ~ 10:00 AM
- II. **PLEDGE OF ALLEGIANCE**.
- III. **PUBLIC COMMENT:** *The State Board of Education welcomes public commentary. In person commentary is limited to 3 minutes per person and clarifying questions may be asked, otherwise the Board does not provide feedback. All written commentary should be submitted to Angela.Adams@doe.nh.gov. All submitted commentary is provided to the board and when possible, included and posted with the monthly meeting materials located on the State Board of Education's meeting and minutes [webpage](#).*
- IV. **HEARINGS:** *Please note that the hearings will be conducted in nonpublic session per RSA 91-A:3, II(c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.*
 - A. **Student/ Contoocook Valley Regional School Board – SB-FY-23-09-003 (Nonpublic Session)**
 - B. **Student/Northeast Woodland Charter School Board of Trustees – SB-FY-22-03-009 (Nonpublic Session)**
- V. **PRESENTATIONS/REPORTS/UPDATES**
 - A. **Children's Mental Health Awareness Week ~ JUDGE JOHN BRODERICK**
 - B. **Canvas Tutorial ~ KEN DARSNEY, NHED, Learning Management Systems Administrator**
- VI. **PUBLIC HEARINGS** ~ 11:00 AM
 - A. **Professional Education Requirements for PEPPs**  (Ed 607.04)
 - B. **Reading and Writing Teacher**  (Ed 507.52)
- VII. **LEGISLATIVE UPDATES** ~ JULIE SHEA, Administrative Rules Coordinator
 - A. **Conditional Approval ~ Innovation Schools (Ed 1500)**
 - B. **Initial Proposal ~ PEPP Fees (Ed 602.05)**
 - C. **Initial Proposal ~ PEPP Program Standards (Ed 603-Ed 606)**

- D. Initial Proposal ~ Home Education (Ed 315)
- E. Final Proposal ~ Criminal History Records Check (Ed 504.12 various)
- F. Adopt ~ Innovation Schools (Ed 1500)
- VIII. COUNCIL for TEACHER EDUCATION ~ STEVE APPLEBY, Director, Division of Educator Preparation and Higher Education
 - A. Keene State College (KSC) ~ program approval (REMOVE from TABLE)
- IX. COMMISSIONER'S UPDATE
- X. OPEN BOARD DISCUSSIONS
- XI. TABLED ITEMS
 - A. Keene State College (KSC) ~ program approval
- XII. CONSENT AGENDA
 - A. Meeting Minutes of January 12, 2022
- XIII. NONPUBLIC SESSION
- XIV. ADJOURNMENT ~ 3:00 PM



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

Conditional Approval Response: Ed 1500 Innovation Schools

Submitted to the State Board of Education, February 9, 2023:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the conditional approval response to JLCAR for Ed 1500, Innovation Schools.

B. RATIONALE FOR ACTION

On January 20, JLCAR voted to conditionally approve Ed 1500 regarding innovation schools. The Committee's approval was conditioned on amending Final Proposal 2022-138 as specified in the Board's conditional approval request filed on January 12, 2023, and as specified in the oral testimony as follows:

Change Ed 1501.05(c) so that it reads as follows:

“(c) If the department finds the innovation plan performance is not achieving the planned results, they shall notify the local board and state board, at which time the local board may respond or provide a revised innovation plan.”

C. EFFECTS OF THIS ACTION

If the Board approves this conditional approval response, it will be submitted to OLS and the rules can then be voted on to adopt later in the meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the conditional approval for Ed 1500 Innovation Schools.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

STATE HOUSE
107 NORTH MAIN STREET, ROOM 109
CONCORD, NEW HAMPSHIRE 03301-4951

January 20, 2023

State Board of Education
c/o Department of Education
25 Hall Street
Concord, NH 03301

Re: Conditional Approval of Final Proposal 2022-138

Dear Board Members:

At its meeting on January 20, 2023, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2022-138 of the State Board of Education (Board) containing Ed 1500 regarding innovation schools. The Committee's approval was conditioned on amending Final Proposal 2022-138 as specified in the Board's conditional approval request filed on January 12, 2023 and as specified in the oral testimony as follows:

- Change Ed 1501.05(c) so that it reads as follows:
 - "(c) If the department finds the innovation plan performance is not achieving the planned results, they shall notify the local board and state board, at which time the local board may respond or provide a revised innovation plan."

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the date of the next regularly scheduled meeting of the Board, which is Thursday, February 9, 2023. In this instance, the 7th day following the next regularly scheduled meeting of the Board is Thursday, February 16, 2023. The explanation shall include a letter and the text of the entire final proposed rule, annotated to show the amendments.

The explanation shall be reviewed by the Office of Legislative Services to determine whether the rules have been amended in accordance with the conditional approval and RSA 541-A:13, V(a). If it is determined that the rules have not been amended in accordance with the conditional approval and RSA 541-A:13, V(a), the conditional approval will be deemed a Committee vote to make a preliminary objection as of the date of the conditional approval, and you must respond to the preliminary objection as specified in RSA 541-A:13, V(c).

Please be advised that you may not adopt the rules until the Office of Legislative Services sends written confirmation that your amendments are in accordance with the conditional approval and RSA 541-A:13, V(a).

State Board of Education
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If you have any questions concerning the provisions of RSA 541-A relative to conditional approvals, objections, responses, or adoptions, please contact me at christina.muniz@leg.state.nh.us.

Sincerely,

A handwritten signature in black ink that reads "Christina R. Muñiz". The signature is written in a cursive style with a prominent loop at the end of the last name.

Christina R. Muñiz
Sr. Committee Attorney

cc: Julie Shea, Administrative Rules Coordinator, Department of Education
Nathaniel Greene, Bureau Administrator, Department of Education

Adopt Ed 1500 to read as follows:

CHAPTER Ed 1500 INNOVATION SCHOOLS

PART 1501 INNOVATION SCHOOLS

Ed 1501.01 Definitions.

(a) "Department" means the department of education, bureau of educational opportunities.

(b) "Innovation school" means a school in which a local school board implements an innovation plan pursuant to RSA 194-E:2 with the approval of the state board.

(c) "Innovation school zone" means a group of schools of a school district or multiple school districts that share common interests, such as geographical location or educational focus, or that sequentially serve classes of students as they progress through elementary and secondary education and in which a local school board implements a plan for creating an innovation school zone pursuant to RSA 194-E:2 with the approval of the state board.

(d) "State board" means the state board of education established in RSA 21-N:10.

Ed 1501.02 Innovation Plan.

(a) In order to be designated an innovation school, a school shall submit an innovation plan to the local school board addressing each relevant component of RSA 194-E:2, III.

(b) In order to be designated an innovation zone, a collection of schools within a single district, or a collection of schools across multiple districts, shall submit an innovation plan to each local school board, as applicable, addressing each relevant component of RSA 194-E:2, III and RSA 194-E:2, IV.

Ed 1501.03 Local Planning and Approval.

(a) Upon receipt of an innovation plan, the local school board shall hold a public hearing on the plan.

(b) Within 60 days of receipt of the plan, the local board shall either:

(1) Approve the plan and seek designation from the state board under Ed 1501.04; or

(2) Reject the plan and provide to the school(s) a written explanation for the basis of the decision as described under RSA 194-E:2, I(d), a copy of which shall be sent to the state board.

Ed 1501.04 State Approval.

(a) Upon approval of an innovation plan, the local school board(s) shall submit the innovation plan to the department for review and comment.

(b) Within 45 days, the department shall issue written feedback to the local school board(s) using the criteria identified in RSA 194-E:3, III, at which point the local school board(s) may elect to withdraw and resubmit the innovation plan.

(c) After review by the department, the local school board(s) shall submit the innovation plan to the state board for review.

(d) The state board shall hold a public hearing on the innovation plan, during which a representative from the department and a representative from the local school board shall be present.

(e) Within 60 days of receipt of the innovation plan, the state board shall either approve or reject the innovation plan based on the elements set forth in RSA 194-E:2, III-IV, and shall provide written explanation of the decision to the local board.

(f) If the state board rejects the innovation plan, the local board may resubmit an amended innovation plan to the department at any time after rejection.

Ed 1501.05 Performance Review.

(a) Two years after state board approval, and every 2 years after that, the local board shall conduct a review of the innovation plan, which shall include:

- (1) A review of the progress towards the plan objectives;
- (2) Improvements in academic performance of students attending the innovation school;
and
- (3) Any cost savings or increased efficiencies, or both.

(b) Within 30 days of completing the review of the innovation plan, the local board shall submit the review to the department, which shall analyze the results based upon data available to the department.

(c) If the department finds the innovation plan performance is not ~~satisfactory~~ **achieving the planned results**, they shall notify the local board and state board, at which time the local board may respond or provide a revised innovation plan.

(d) Upon completion of the department review, the school board chair or designee shall provide a presentation to the state board at the next regularly scheduled state board meeting.

(e) The state board may revoke the innovation status at any time with notification to the local board and department, pursuant to RSA 194-E:6, IV, if the innovation plan has:

- (1) Failed to progress toward objectives as laid out in the plan; or
- (2) Been determined to pose a risk to student health and safety.

Ed 1501.06 Reporting. By January 1 of each year, the department shall provide an annual report on innovation schools and school zones to the entities identified in RSA 194-E:7, I, which shall include each of the elements identified in RSA 194-E:7, II.

Appendix I

Rule	Statute
Ed 1501.01	RSA 194-E:1; RSA 194-E:8
Ed 1501.02	RSA 194-E:8
Ed 1501.03	RSA 194-E:2; RSA 194-E:8

Ed 1501.04	RSA 194-E:3; RSA 194-E:6; RSA 194-E:8
Ed 1501.05	RSA 194-E:5; RSA 194-E:8
Ed 1501.06	RSA 194-E:7; RSA 194-E:8

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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EXECUTIVE SUMMARY

Initial Proposal: Ed 602.05 PEPP Review and Approval Fees Expire Date: March 22, 2023

Submitted to the State Board of Education, February 9, 2023:

- A. ACTION NEEDED**
A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 602.05, relative to the fees for program reviews and approvals.
- B. RATIONALE FOR ACTION**
The proposed fee table was a joint effort between the CTE and the department. The current fees have not be changed or raised in over 20 years. Research was also done on surrounding states' fee structures and programs to determine a comparable and rational increase to accurately reflect the amount of time and resources used for this work.
- C. EFFECTS OF THIS ACTION**
If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held, with the earliest potential date being April 13, 2023.
- D. POSSIBLE MOTION**
I move that the State Board of Education approve the initial proposal for Ed 602.05.

Readopt with amendment Ed 602.05, eff 3-22-13 (Document #10295), to read as follows:

Ed 602.05 Application Fees for Program ~~Review~~Approval. The application fee, as set forth in Table 602-1 below, shall be submitted to the department along with the completed request for a review:

Table 602-1 Program Approval Fee Schedule

Type	Description	Fee Charged	Limit per application
(Option 1)	The review approval of an existing approved PEPP(s) at an institution with approved program(s)	\$2,500 for unit review and \$150 for each licensure area.	
(Option 2)	The review of a A proposed new program(s) at an institution without any approved programs	\$2,000 500. for proposed unit, and \$500 for each licensure area	
(Option 3)	The review approval of a proposed additional PEPP level at an institution with an approved PEPP(s)	\$500 100 for each proposed PEPP;	not to exceed \$500 for a single application.
(Option 4)	Review Approval of a PEPP that has achieved national accreditation	\$50 for each PEPP;	not to exceed \$250 per institution application.

(a) The procedure to request a review shall be used when requesting approval under Options 1-4 in Ed 602.06-Ed 602.09.

(b) Each institution shall provide the following information as specified below:

- (1) Institution requesting review;
- (2) Institutional program coordinator;
- (3) Coordinator's title;
- (4) Phone number and email address;
- (5) Institution mailing address;

- (6) Street address;
- (7) City;
- (8) State;
- (9) Zip code;
- (10) Type of review requested;
- (11) Requested Dates for the review;
- (12) The program or programs for which approval is sought;
- (13) Signature of applicant requesting on-site review;
- (14) Title of applicant; and
- ~~(15) Applicant telephone number; and~~
- (15) Date signed.

Appendix I

Rule	Specific Statute Rule Implements
Ed 602.05	RSA 186:11, X(r)

Frank Edelblut
Commissioner



Christine M. Brennan
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DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

Initial Proposal Ed 603-606 PEPP Standards for Curriculum, Clinical Practice, Resources and Assessment Systems Expire Date: March 23, 2023

Submitted to the State Board of Education, February 9, 2023:

- A. ACTION NEEDED**
A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 603 through Ed 606, relative to curriculum standards, clinical practice, resources and facilities, and candidate assessment systems.
- B. RATIONALE FOR ACTION**
The Council for Teacher Education (CTE) has put forward their recommended changes based on subcommittee work and feedback and collaboration with educators and experts in the field. The proposed changes have been outlined in the included table.
- C. EFFECTS OF THIS ACTION**
If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held, with the earliest potential date being April 13, 2023.
- D. POSSIBLE MOTION**
I move that the State Board of Education approve the initial proposal for Ed 603 through Ed 606.

From: Program Review Procedures and Standards Subcommittee (Members: Laura Wasielewski, Kelly Moore Dunn, Chris Ward)

Subject: Proposed Changes to Ed 603–606 Program Approval Standards

Summary of Major Proposed Changes

PROPOSED CHANGE	RATIONALE
Remove current Ed 603.01(a): <i>A PEPP at the baccalaureate or post-baccalaureate level shall systematically assess how well the program provides the curriculum necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification(s) sought by the candidate.</i>	This standard is addressed in Ed 606 Candidate and Program Assessment
Significantly amend 603.02 Requirements for Program of Study: A lot of the redlining involves moving the standards around, embedding them into 603.01. We desired to streamline the curriculum standards to essential components, such as aligned with mission, developmentally sequenced and research based.	We attempted to remove items that were redundant with 603.01, 604, and 606.
Added 603.02 Student Advising: <u>This content was moved from 606.02</u>	Rather than it being relevant to assessment systems, we thought student advising was more appropriate in the curriculum standards because it is a function of design and input. It also is more appropriate here to show commitment to the candidate’s learning and development,
Remove current Ed 604.01 Learning Facilitation: All content of 604.01 is accounted for elsewhere in the standards in our proposed revisions (including 603 and 606)	If we take “learning facilitation” to mean curriculum, opportunities, structures, then this is addressed in 603, as that already describes the expectations of the curriculum.
Remove current Ed 604.02 Quality and Evaluation of Learning Facilitation. d, e, f, and g are part of a new standard in 605 “staff and faculty resources.” 604.02 a, b, and c are removed.	We did not see a reason for the review to have items on faculty awareness of the cultural realities of school. Evaluation of faculty and learning facilitation is part of Ed 606 Program Assessment.
Current Ed 604.03 Clinical Educators: Remove requirement for experience with public school and add licensed educators in another state	It’s important to allow for clinical placements and educators in neighboring states and a range of schools, as long as they are licensed in the area the candidate is seeking.
Current Ed 604.04 (Field Experiences), remove the requirement for written agreement, replaced with “collaborate with clinical placement sites” Current Ed 604.05 (Early Field Experiences), Incorporate into new Ed 604.01 “Clinical Practice” rule Current Ed 604.06 (Culminating Field Experience), Remove this specific rule and incorporate into Ed 604.01 “Clinical Practice” rule	The specific ways in which the PEPP forms agreements should be technical guidance, not rule We did not feel it necessary to prescribe specific “early” clinical experiences. This is incorporated into the new line about varied and ongoing clinical experiences. Likewise, we did not feel it necessary to prescribe a “culminating” experience. The requirements of this experience were incorporated into new 604.01(b)
Current Ed 604.07 Field Experience Supervision: Remove line re: culminating experience (a) and specific ways in which supervision takes place (b)	(a) “Frequent supervision, including direct observation and evaluation” is sufficient for the rule (b) Other ways should go into technical guidance
Current Ed 604.08 Coordination of Field Experience and Cooperating Practitioners: Remove	These requirements are redundant in an outcomes-based review
Added 604.02 Clinical Partnerships	Added language to specify the goals of a mutually beneficial partnership.
Added 605.02 Faculty and Staff Resources	This rule is taken mostly from the current 604.02 Quality and Eval of Learning Facilitation rule
Current Ed 606.02 Removed table with specific reference to all other rules	Eliminate redundancy

Readopt with amendments Ed 603 through Ed 606, eff 3-22-13 (Document #10295), to read as follows:

PART Ed 603 CURRICULUM STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS AT THE BACCALAUREATE AND POST-BACCALAUREATE LEVELS

Ed 603.01 Curriculum at the Post-Baccalaureate and Baccalaureate Levels.

~~(a) A PEPP at the baccalaureate or post-baccalaureate level shall systematically assess how well the program provides the curriculum necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification(s) sought by the candidate.~~

~~(a)~~ ~~In order to comply with (a);~~ ~~†~~ The PEPP's curriculum shall provide a variety of meaningful learning sufficient studies and experiences to support a candidate's development of the skills and competencies in the following standards that apply to all licensurecertification area(s) for which the PEPP is designed, including:

- (1) The general education studies requirements of Ed 607.02609;
- (2) The professional education requirements of Ed 607.04640;
- (3) The area of concentration requirements of Ed 608.01644; and
- (4) The specific program preparation requirements of Ed 608.02 through Ed 608.04.642; and
- ~~(5) The graduate, specialist, or administrator preparation program requirements of Ed 614.~~

(b) The PEPP's curriculum shall be aligned with the PEPP's mission, goals, objectives, and conceptual framework for professional educator preparation.

(c) The PEPP's curriculum shall be research-based, developmentally sequenced, and designed to improve learning opportunities and achievement for pk-12 learners.

(d) A test shall not be used in place of a curriculum.

(e) The PEPP shall use institutional data and input from the professional community during curriculum development.

Ed 603.02 Requirements for Program of StudyStudent Advising.

(a) The program shall be designed to ensure that a PEPP assesses how candidates are advised and counseled throughout the program.

(b) The program shall include an advisory process that ensures each candidate:

(1) Understands the criteria for successfully meeting the requirements of his or her licensure program;

(2) Receives support in meeting the required criteria; and

(3) When necessary, is counseled out of teacher education and advised into exploration of other career options and programs of study.

~~(a) A PEPP shall provide a candidate with a program of study that is developmental and sequenced, and incorporates 21st century practices which meet the requirements under Ed 500 and Ed 600.~~

~~—— (b) A program of study shall:~~

~~(1) Allow a candidate multiple and varied opportunities to develop the knowledge, skills, and dispositions encompassed in the New Hampshire educator certification standards in Ed 500 that apply to each of the certification areas for which a program is designed; and~~

~~(2) Be designed to enable a candidate to demonstrate the competencies required under Ed 609, Ed 610, Ed 612 and Ed 614 relevant to the certification area for which the program is designed.~~

~~—— (c) A test shall not be considered a course of study.~~

~~—— (d) Experiences shall include multiple and varied early and culminating field experiences that are substantive and prolonged, as indicated in Ed 604.04 through 604.08.~~

~~Source. (See Revision Note at part heading for Ed 603) #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #8194, eff 10-26-04; ss by #10295, eff 3-22-13~~

~~Ed 603.03 Development of Curriculum.~~

~~—— (a) The PEPP shall develop a research-based, responsive, and timely curriculum to improve learning opportunities and achievement for pk-12 learners.~~

~~—— (b) A PEPP's curriculum shall be aligned with the PEPP's mission, goals, objectives, and conceptual framework for professional educator preparation.~~

~~—— (c) The curriculum builds upon the candidates' cognitive development, reflective judgment, and functioning at higher conceptual levels.~~

~~—— (d) A curriculum shall be developed through review of institutional data and current research on best practices.~~

~~—— (e) An institution shall systematically seek input from the professional community during curriculum development.~~

~~Source. (See Revision Note at part heading for Ed 603) #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #8194,~~

PART Ed 604 LEARNING FACILITATION, CLINICAL PRACTICE AND PARTNERSHIP
STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS
AT THE BACCALAUREATE AND POST-BACCALAUREATE LEVELS

Ed 604.01 Learning Facilitation at the Post-Baccalaureate and Baccalaureate Levels.

~~— (a) A PEPP at the baccalaureate or post-baccalaureate level shall systematically assess how well the program provides the facilitation necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification(s) sought by the candidate.~~

~~— (b) In order to accomplish this, the facilitation shall provide each candidate with multiple opportunities to engage in a variety of meaningful learning experiences, effective practices, and guided reflection that support his or her intellectual, professional, and personal development, so the candidate can demonstrate mastery of the following standards that apply to the certification area(s) for which the PEPP is designed:~~

- ~~(1) The general education requirements of Ed 609;~~
- ~~(2) The professional education requirements of Ed 610; and~~
- ~~(3) The specific program preparation requirements of:~~
 - ~~a. Ed 612; or~~
 - ~~b. Ed 614.~~

Ed 604.02 Clinical Partnerships Quality and Evaluation of Learning Facilitation. ~~An institution and PEPP that prepares educators shall systematically assess and analyze their needs and provide or adjust for adequate personnel, including administration, faculty, and staff necessary to ensure:~~

~~(a) A PEPP shall develop clinical partnerships with pk-12 schools that are mutually beneficial and share responsibility for candidate development. Institution faculty and cooperating practitioners can communicate about and model high quality learning facilitation that is current, effective, research-based, and learner centered;~~

~~(b) A PEPP shall designate one or more persons to develop partnerships with school districts. Faculty associated with PEPP's are aware of the cultural reality of schools;~~

~~— (c) The learning facilitation of all faculty members who work with candidates as part of a PEPP is evaluated systematically using clearly articulated, written criteria;~~

~~— (d) Recruitment of diverse faculty to teach pedagogical methods or supervise candidates who:~~

~~(1) Possess academic credentials and have experiences appropriate for his or her role in preparing educators;~~

~~(2) Model pedagogical, specialist area, or administrator practices shown to be effective in pk-12 schools; and~~

~~(3) Provide learning opportunities that enable the candidate to acquire and reflect on the relevant knowledge, skills, and dispositions required by the PEPP in which the candidate is enrolled; and~~

~~(e) Workload assignments take into consideration all of his or her required duties and responsibilities;~~

~~(f) Appropriate counsel, advice, and support for candidates in a PEPP(s) with regard to academics and employment; and~~

~~(g) Sufficient support to all faculty, staff, and cooperating practitioners for professional development related to their roles in preparing and mentoring candidates, including the granting of promotional credit and or tenure for collaboration with pk-12 schools.~~

Ed. 604.03 Clinical Educators Requirements for Cooperating Practitioner. Each PEPP shall have an explicit process and work collaboratively with each partner school to ensure that school-based clinical educators shall have the following:~~assess and ensure that cooperating practitioners:~~

(a) ~~Have a credential under Ed 507~~ in the content, specialist, or administrator area in which the practitioner mentors the candidate;

(1) A license as outlined in Ed 507; or

(2) A comparable license from a state other than NH;

(b) ~~Have experience with a~~ At least 3 years of experience as a certificate holder under Ed 507, or as a certified professional in another state, with experience in public schools, in the content, specialist, or administrator area in which the practitioner mentors the candidate;

~~(c) Demonstrate the skill to mentor candidates;~~

~~(d) Model high quality learning facilitation that results in student learning; and~~

~~(e) Are r~~Recommendationsed by their peers, administrators, or institution faculty and staff; ~~and~~

(d) Current employment in the role in which the practitioner mentors the candidate.

Ed 604.014 Field ExperiencesClinical Practice.

(a) The PEPP shall design a sequence of varied, early and ongoing fieldclinical experiences of sufficient depth, breadth, diversity, coherence, and duration that require candidates to interact with diverse

~~learners, in diverse settings, and that are designed to~~ help candidates integrate the requirements of Ed ~~607~~~~609~~ and Ed 610 as well as the skills, knowledge and dispositions related to their area of endorsement.

(b) ~~The PEPP shall ensure that candidates, in their clinical practice, have sufficient opportunities to: There shall be written agreements between field placement sites that are committed to simultaneous review and reform of education and which:~~

- ~~(1) Practice and assume the range of teaching, specialist, or administrative area activities, roles, and responsibilities. Make explicit the roles and responsibilities of the PEPP and the field placement sites;~~
- ~~(2) Demonstrate the knowledge, skills and dispositions of a beginning educator as described in Ed 607 and Ed 608. Include the expectations for the PEPP and the field placement site; and~~
- ~~(3) Have an immersive, culminating experience in the licensure area(s) for which they are seeking. Articulate methods for solving problems which might arise; and~~
- ~~(4) Prescribe a procedure for modifying the agreement itself.~~

(c) ~~The PEPP shall collaborate with clinical practice sites to ensure shared responsibilities are understood, agreed upon, and fulfilled.~~

(d) ~~The PEPP shall designate one or more persons to be responsible for coordinating and managing clinical practice, including the orientation and professional development of clinical educators as mentors following clearly articulated, written criteria for mentoring practices.~~

~~—Ed 604.05 Early Field Experiences.~~

~~—(a) Early field experience(s) shall require candidates to engage in a variety of experiences related to their content, specialist, or administrator area(s) for which the PEPP is designed.~~

~~—(b) Each PEPP designed to lead to certification in a particular Ed 612 content area(s) shall require each candidate to participate in guided early field experience(s) before participating in a culminating field experience.~~

~~—(c) Each PEPP designed to lead to certification in a particular Ed 614 specialist or administrator area(s) shall require each candidate to account for an early field experience before participating in a culminating field experience.~~

~~Source. #10295, eff 3-22-13~~

~~—Ed 604.06 Requirements for the Culminating Field Experience.~~

~~(a) The PEPP shall require that each candidate successfully complete a sustained, and cohesive culminating field experience with sufficient opportunities to demonstrate the ability to acceptably perform the competencies described in Ed 610 and either Ed 612 or Ed 614.~~

~~— (b) The culminating field experience shall require the candidate to assume the range of teaching or specialist or administrator area activities, roles, and responsibilities that demonstrate the candidate has the knowledge, skills and dispositions of a beginning educator.~~

~~— (c) The PEPP shall work with the field experience supervisor supervising the candidate's culminating field experience to document a demonstration of competency in the depth and range of knowledge, skills, and dispositions detailed in Ed 610 and either Ed 612 or Ed 614 for the certification area(s) for which the program is designed.~~

~~If the certification requirements for a specialist or administrator area specify a timeframe for the culminating field experience, the PEPP shall ensure that such timeframes are completed.~~

~~Source: #10295, eff 3-22-13~~

Ed 604.047 Field Experience Clinical Supervision.

~~(a) The culminating field experience supervisory system shall follow clearly articulated, written criteria for supervising candidates in the culminating field experience(s). The criteria shall include supervision of each candidate by institutional personnel or designee(s) and cooperating practitioner(s). During appropriate clinical experiences with institutional personnel and clinical educators, A PEPP shall ensure the following for each candidate:~~

~~(1) Frequent supervision;~~

~~(2) Direct observation;~~

~~(3) Evaluation; and~~

~~(4) Ongoing support.~~

~~— (b) The supervision shall include, but not be limited to, direct observation, evaluation of candidates, and follow-up conferences for providing timely, on-going and meaningful feedback.~~

~~(be) The clinical field experience supervisor, clinical educator ~~cooperating practitioner~~, and candidate shall all ~~have knowledge and understanding of~~ understand the requirements in Ed ~~607 and Ed 608~~ 610, ~~Ed 612~~ and the supervisory criteria. Both clinical field experience supervisors and clinical educator ~~cooperating practitioners~~ shall collaborate in the evaluation of candidates.~~

~~(c) The clinical supervisor shall document a demonstration of a candidate's competency in the depth and range of knowledge, skills, and dispositions detailed in Ed 607 and Ed 608 for the endorsement area(s) for which the program is designed.~~

~~(d) Clinical Field experience supervisors are selected based on their ability to:~~

~~(1) Recognize effective learning facilitation;~~

~~(2) Help candidates integrate academic content and pedagogy;~~

- (3) Mentor and support candidates, including appropriate feedback; and
- (4) Evaluate a candidate’s performance as it relates to learning facilitation and student learning.

~~Ed 604.08 Coordination of Field Experience and Cooperating Practitioners. For each PEPP, an institution shall:~~

~~— (a) Designate one or more persons to be responsible for coordinating and managing the field experiences, including the orientation and professional development of cooperating practitioners as mentors following clearly articulated, written criteria for mentoring practices;~~

~~— (b) Provide for the supervision of each candidate by one or more field experience supervisors;~~

~~— (c) Provide each cooperating practitioner with clearly articulated written criteria for mentoring practices and the requirements of the PEPP relating to field experiences;~~

~~— (d) Provide each cooperating practitioner with any information concerning the candidate that may be helpful to the cooperating practitioner in mentoring the candidate, provided that provision of the information does not violate any confidentiality or privacy laws; and~~

~~— (e) Designate one or more persons to develop partnerships with school districts.~~

PART Ed 605 RESOURCE STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS AT THE BACCALUAREATE AND POST-BACCALAUREATE LEVELS

Ed 605.01 Resources at the Post-Baccalaureate and Baccalaureate Level. An institution shall have a system in place for ~~determining~~calculating the resources necessary to: satisfy the requirements enumerated in Ed 602 through Ed 608.

~~— (a) Ensure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification(s) sought by the candidate; and~~

~~— (b) Provide the studies and experiences to effectively prepare educators to meet the following standards that apply to the certification area(s) for which the PEPP is designed:~~

~~(1) The general education studies requirements of Ed 609;~~

~~(2) The professional education requirements of Ed 610;~~

~~(3) The major concentration area requirements of Ed 611;~~

~~(4) The specific program preparation requirements of Ed 612; and~~

~~(5) The graduate, specialist, or administrator preparation program requirements of Ed 614.~~

Ed 605.02 Faculty and Staff Resources. An institution and PEPP that prepares educators shall provide or adjust for adequate personnel including administration, faculty, and staff, necessary to ensure:

(a) Recruitment of diverse faculty who possess academic credentials and have experiences appropriate for:

(1) Teaching pedagogical methods;

(2) Preparing educators; and

(3) Supervising candidates;

(b) Workload assignments are commensurate with faculty and staff job descriptions and are reasonable in order to fulfill the requirements of the PEPP;

(c) Appropriate academic advising for candidates in a PEPP;

(d) Appropriate support for employment; and

(e) Sufficient support to all faculty, staff, and clinical educators for professional development related to their roles in preparing and mentoring candidates, including the granting of promotional credit and or tenure for collaboration with pk-12 schools.

Ed 605.032 Funding and Financial Accountability. For each PEPP, an institution shall:

~~— (a) Operate on a budget prepared in accordance with generally accepted accounting principles;~~

~~— (b) Keep its financial records in such form that analysis is possible at any time to determine the economic status of the institution and its PEPP(s); or~~

~~— (c) Have demonstrated financial responsibility to a regional or national accrediting agency.~~

Ed 605.043 Facilities. An institution shall have a system in place to:

(a) Identify and provide for the facilities, technology, and curricular materials necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the licensure certification standards for the certification license(s) sought by the candidate; ~~and~~

(b) Ensure that all facilities, materials, and equipment of an institution that prepares educators shall conform to applicable state and federal health and safety regulations; ~~and~~

(c) Ensure that the PEPP is following school district best practices regarding the technology, facilities, and curricular materials being used in the classroom, and making these resources available to all enrolled candidates.

PART Ed 606 ASSESSMENT SYSTEM STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION ~~PROGRAMS AT THE BACCALAUREATE AND POST-BACCALAUREATE LEVELS~~

Ed 606.01 Candidate Assessment System ~~Standards Requirements~~.

(a) A PEPP shall have a candidate assessment system necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the licensure standards for the license sought by the candidate.

(b) The PEPP's candidate assessment system shall ensure that:

(1) Prior to full admission into the program:

a. ~~a~~ candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved ~~basic test of~~ academic ~~skills assessment~~ proficiency;

b. A candidate in a post-baccalaureate program has a bachelor's degree; and

c. There shall be a process in place to demonstrate the candidate has passed a criminal records check;

(2) The program identifies key assessment points and defines ~~acceptable~~ levels of performance, indicating a candidate's sufficient progress through the program towards demonstration of licensure standards outlined in Ed 607 and Ed 608 ~~that are based on beginning educator program standards; and~~

(3) Assessment of candidate performance consists of multiple measures, ~~including but not limited to observations and candidate work samples, using various methodologies~~ with clearly articulated written performance criteria, ~~and~~

~~(4) The assessment of candidate performance informs on-going program improvement.~~

(b) In addition to the standards outlined in (a) above, ~~P~~post-baccalaureate PEPP's shall have a data collection system that includes:

(1) A determination of the extent to which each candidate can demonstrate licensure standards as outlined in Ed 607 and Ed 608; ~~knowledge, skills, and dispositions required under the general education studies requirements in Ed 609 and the professional educational requirements of Ed 610, Ed 611 and Ed 612; and~~

(2) A process to evaluate~~review~~ each candidate's transcript and other evidence of degrees, including a bachelor's degree.

Ed 606.02 Program Assessment System ~~at the Post-Baccalaureate and Baccalaureate Level~~.

(a) A PEPP ~~at the baccalaureate or post baccalaureate level~~ shall ~~provide~~have ~~an a program~~ assessment system ~~that necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification(s) sought by the candidate.~~

~~(b) The assessment system shall:~~

(1) Continuously and systematically gathers data to monitor and improve the:

a. the Curriculum; program of study;

b. teClinical experience;he facilitation of learning

c. the aAssessment of candidates; and

d. the eOverall qualityperformance of programs;

(2) Demonstrates a process to make judgments based on the data collected;

(3) Uses the process for continuous program improvement to ensure the quality of individual candidate preparation;

(4) Includes data on program completers~~from reports that indicate the number and percentage of program graduates still working in the profession; and~~

(5) Includes information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation,~~;- and~~

~~(6) Include an analysis of state and national data relative to oversupply and critical shortage areas to ensure that programs are aligned with supply and demand.~~

~~(c) The assessment system shall be designed to ensure that a PEPP provides evidence of assessing the competencies in the following standards that apply to the certification area(s) for which the PEPP is designed as set forth in Table 606-1 below:~~

Table 606-1 Assessment System

<u>Ed 603.01</u>	<u>Curriculum at the post baccalaureate and baccalaureate levels</u>
<u>Ed 603.02</u>	<u>Requirements for program of study</u>
<u>Ed 603.04</u>	<u>Development of curriculum</u>
<u>Ed 604.01</u>	<u>Learning facilitation at the baccalaureate and post baccalaureate level</u>
<u>Ed 604.02</u>	<u>Quality and evaluation of learning facilitation</u>
<u>Ed 604.03-08</u>	<u>Standards pertaining to field experiences</u>
<u>Ed 605.01</u>	<u>Resources at the post baccalaureate and baccalaureate level</u>
<u>Ed 605.02</u>	<u>Funding and financial accountability</u>
<u>Ed 605.03</u>	<u>Facilities</u>

~~— (d) Certification programs at the post baccalaureate level may lead to a post baccalaureate degree, provided that a candidate in a post baccalaureate program shall already have a bachelor's degree.~~

~~— (e) The assessment system shall be designed to ensure that a PEPP assesses how candidates are advised and counseled throughout the program.~~

~~— (f) The assessment system shall include an advisory process that ensures each candidate:~~

~~(1) Understands the criteria for successfully meeting the requirements of his or her certification program;~~

~~(2) Receives support in meeting the required criteria; and~~

~~(3) When necessary, is counseled out of teacher education and advised into exploration of other career options and programs of study.~~

~~— (g) The assessment system shall be designed to utilize data regarding learning indicators of pk-12 students served by the PEPP's program completers, including but not limited to data provided to the institution by the department, for purposes of program assessment and continuous program improvement.~~

~~— Ed 606.03 Verification of a Candidate's Completion of a PEPP.~~

~~— (a) The system for verification by the certification officer or a designee of each candidate's successful completion of a PEPP shall include a body of evidence that includes the successful:~~

~~(1) Demonstration on a nationally approved test of proficiency in reading, writing, and mathematical skills;~~

~~(2) Completion of the appropriate degree required by the certification standard(s);~~

~~(3) Completion of a culminating field experience, involving both the field experience supervisor(s) and the cooperating practitioner(s) in the evaluation of each candidate's satisfactory demonstration of Ed 610;~~

~~(4) Documentation of each candidate's acquisition of the knowledge, skills, and dispositions articulated in Ed 609, Ed 610, Ed 611, and Ed 612 content area or Ed 614 specialist or administrator area for which the program is designed; and~~

~~(5) Process in place to demonstrate each candidate has passed a criminal records check based on statute.~~

~~— (b) If a PEPP at the post baccalaureate level accepts knowledge gained through life experiences to satisfy PEPP requirements, the PEPP shall have a system to ensure that:~~

~~(1) No more than 1/3 of the total studies and experiences required for the PEPP shall be satisfied by life experience;~~

~~(2) The candidate provides documentation for any knowledge gained through life experience which is used to satisfy PEPP requirements; and~~

~~(3) All documentation of life experience shall be:~~

-
- a. ~~Related to specific standards, as specified in Ed 609, Ed 610, Ed 611, Ed 612 or Ed 614; and~~
-
- b. ~~Based upon clearly articulated, written criteria.~~
-

Appendix I

Rule	Specific Statute Rules Implement
Ed 603	RSA 186:11, X(c)
Ed 604	RSA 186:11, X(c)
Ed 605	RSA 186:11, X(r)
Ed 606	RSA 186:11, X(c)



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
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EXECUTIVE SUMMARY

Adoption: Ed 1500 Innovation Schools

Submitted to the State Board of Education, February 9, 2023:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to adopt Ed 1500, Innovation Schools.
- B. **RATIONALE FOR ACTION**
At its meeting on January 20, 2023, the Joint Legislative Committee on Administrative Rules (JLCAR) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2022-138, Ed 1500 Innovation Schools. After the Office of Legislative Services (OLS) confirmed the conditional approval response, the Board may adopt the rules.
- C. **EFFECTS OF THIS ACTION**
If the Board votes to adopt this rule, it will become effective at midnight on the day after it is submitted to OLS.
- D. **POSSIBLE MOTION**
I move that the State Board of Education adopt Ed 1500 Innovation Schools.

Adopt Ed 1500 to read as follows:

CHAPTER Ed 1500 INNOVATION SCHOOLS

PART 1501 INNOVATION SCHOOLS

Ed 1501.01 Definitions.

(a) "Department" means the department of education, bureau of educational opportunities.

(b) "Innovation school" means a school in which a local school board implements an innovation plan pursuant to RSA 194-E:2 with the approval of the state board.

(c) "Innovation school zone" means a group of schools of a school district or multiple school districts that share common interests, such as geographical location or educational focus, or that sequentially serve classes of students as they progress through elementary and secondary education and in which a local school board implements a plan for creating an innovation school zone pursuant to RSA 194-E:2 with the approval of the state board.

(d) "State board" means the state board of education established in RSA 21-N:10.

Ed 1501.02 Innovation Plan.

(a) In order to be designated an innovation school, a school shall submit an innovation plan to the local school board addressing each relevant component of RSA 194-E:2, III.

(b) In order to be designated an innovation zone, a collection of schools within a single district, or a collection of schools across multiple districts, shall submit an innovation plan to each local school board, as applicable, addressing each relevant component of RSA 194-E:2, III and RSA 194-E:2, IV.

Ed 1501.03 Local Planning and Approval.

(a) Upon receipt of an innovation plan, the local school board shall hold a public hearing on the plan.

(b) Within 60 days of receipt of the plan, the local board shall either:

(1) Approve the plan and seek designation from the state board under Ed 1501.04; or

(2) Reject the plan and provide to the school(s) a written explanation for the basis of the decision as described under RSA 194-E:2, I(d), a copy of which shall be sent to the state board.

Ed 1501.04 State Approval.

(a) Upon approval of an innovation plan, the local school board(s) shall submit the innovation plan to the department for review and comment.

(b) Within 45 days, the department shall issue written feedback to the local school board(s) using the criteria identified in RSA 194-E:3, III, at which point the local school board(s) may elect to withdraw and resubmit the innovation plan.

(c) After review by the department, the local school board(s) shall submit the innovation plan to the state board for review.

(d) The state board shall hold a public hearing on the innovation plan, during which a representative from the department and a representative from the local school board shall be present.

(e) Within 60 days of receipt of the innovation plan, the state board shall either approve or reject the innovation plan based on the elements set forth in RSA 194-E:2, III-IV, and shall provide written explanation of the decision to the local board.

(f) If the state board rejects the innovation plan, the local board may resubmit an amended innovation plan to the department at any time after rejection.

Ed 1501.05 Performance Review.

(a) Two years after state board approval, and every 2 years after that, the local board shall conduct a review of the innovation plan, which shall include:

- (1) A review of the progress towards the plan objectives;
- (2) Improvements in academic performance of students attending the innovation school; and
- (3) Any cost savings or increased efficiencies, or both.

(b) Within 30 days of completing the review of the innovation plan, the local board shall submit the review to the department, which shall analyze the results based upon data available to the department.

(c) If the department finds the innovation plan performance is not achieving the planned results, they shall notify the local board and state board, at which time the local board may respond or provide a revised innovation plan.

(d) Upon completion of the department review, the school board chair or designee shall provide a presentation to the state board at the next regularly scheduled state board meeting.

(e) The state board may revoke the innovation status at any time with notification to the local board and department, pursuant to RSA 194-E:6, IV, if the innovation plan has:

- (1) Failed to progress toward objectives as laid out in the plan; or
- (2) Been determined to pose a risk to student health and safety.

Ed 1501.06 Reporting. By January 1 of each year, the department shall provide an annual report on innovation schools and school zones to the entities identified in RSA 194-E:7, I, which shall include each of the elements identified in RSA 194-E:7, II.

Appendix I

Rule	Statute
Ed 1501.01	RSA 194-E:1; RSA 194-E:8
Ed 1501.02	RSA 194-E:8
Ed 1501.03	RSA 194-E:2; RSA 194-E:8

Ed 1501.04	RSA 194-E:3; RSA 194-E:6; RSA 194-E:8
Ed 1501.05	RSA 194-E:5; RSA 194-E:8
Ed 1501.06	RSA 194-E:7; RSA 194-E:8

DRAFT

From: Tanya Sturtz <tsturtz@keene.edu>
Sent: Wednesday, February 1, 2023 2:44 PM
To: Cline, Andrew <Andrew.C.Cline@affiliate.doe.nh.gov>; Stoneking, Laura <Laura.A.Stoneking@doe.nh.gov>
Cc: Appleby, Stephen <Stephen.M.Appleby@doe.nh.gov>; James Beeby <James.Beeby@keene.edu>; Melinda Treadwell <Melinda.Treadwell@keene.edu>
Subject: Re: NHED re: January SBE

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Drew,

It was nice to talking to you today and to provide an overview of the PDF I sent for the State Board of Education. As I shared with you, 399 courses, listed as one of the courses options, are experimental courses that not listed in our course catalog and will not have a link. Below are the course descriptions for the two experimental courses.

IIEDUC/IIHGS 399: Education in Divided Societies

This course explores the relationship between political systems and education reform in societies emerging from violent identity-based conflicts. Students will explore the role that education systems can play in promoting social integration or perpetuating social division. Through an interdisciplinary approach, students will pay particular attention to selected case studies from societies around the world.

HGS/EDUC 399: Education in Emergencies

The office of the United Nations High Commissioner for Refugees (UNHCR), the UN Refugee Agency, reports that there are over sixty-five million displaced people worldwide, and nearly half of them are children. One in six of all children worldwide lives in a conflict zone. These children live immersed in violence and trauma. Furthermore, the United Nations has committed to ensuring access to primary education for every child globally. Increased educational access represents an opportunity to decrease the risk of violent conflicts. How can the international community ensure access to quality education for children in conflict-affected or post-conflict settings? In addition, how can stakeholders leverage education to help prevent future conflicts? This course will be an interdisciplinary examination of education in emergencies and will provide a comprehensive introduction to the field of education in emergencies.

Please let me know if you have any additional questions. Have a wonderful day.

Tanya

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Chair, Education Department
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From: Tanya Sturtz <tsturtz@keene.edu>

Date: Wednesday, February 1, 2023 at 1:20 PM

To: Cline, Andrew <Andrew.C.Cline@affiliate.doe.nh.gov>, Stoneking, Laura <Laura.A.Stoneking@doe.nh.gov>

Cc: Appleby, Stephen <Stephen.M.Appleby@doe.nh.gov>, James Beeby <James.Beeby@keene.edu>, Melinda Treadwell <Melinda.Treadwell@keene.edu>

Subject: Re: NHED re: January SBE

Good afternoon Laura and Drew,

Attached is a PDF of the Education program catalog information that includes links to course descriptions. We look forward to the opportunity to appear before the Board to restate our commitment to excellence, reflective practice, and to reinforcing our nearly 70-year commitment to preparing exceptionally qualified initial and advanced educators and leaders for the state and region.

Tanya

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Education

Bachelor of Science

The Education major has three options:

- Early Childhood Development
- Elementary Education
- Secondary Education

Additionally, students in two specialized programs that lead to K-12 certification – Physical Education Teacher Certification and Music Education – take courses offered in the program.

- [Music Education](#)
- [Physical Education](#)

Building on the historical legacy of teacher preparation at Keene State College, the Education program's mission is to prepare competent, reflective classroom teachers and other professional school personnel who utilize effective teaching practices and who create developmentally appropriate educational environments for diverse learners. We integrate liberal arts knowledge and professional preparation for each program we offer and incorporate state and national standards for each specialty area. Keene State College has been an NCATE accredited institution since 1954; each education program option meets state and national standards and prepares teacher candidates who demonstrate appropriate content knowledge, pedagogical knowledge and skills, ability to impact student learning, and professionalism.

Integrative Studies Requirements

40 credits minimum

All students in an educator preparation program must meet the New Hampshire General Education Studies standard (Ed 609.01). This standard is met by successful completion of Keene State College Integrative Studies program. Some Education options require specific courses outside of the Education major; these courses may be included in the student's Integrative Studies program (if appropriate courses are available).

1. Early Childhood Development Option

52 credits, plus academic minor. Students must select an academic minor, other than the Early Childhood minor, to complement their Early Childhood Development Option.

Students will gain a multidisciplinary understanding of early childhood development from Birth to Age 5. The program integrates theory and practice with children and families in inclusive settings from infancy through preschool and provides pre-professional field experiences. This major provides students with experiences with children from Birth through Age 5 in inclusive early childhood environments. Students will gain knowledge and experience with diverse learners, child development, family involvement, curriculum and assessment, and leadership.

Students who successfully complete the requirements for the Birth to Age 5 major will be eligible to apply for the New Hampshire Early Childhood Teacher Credential (Level 5) via the

Department of Health and Human Services. For more information, please see <https://www.dhhs.nh.gov/dcyf/cdb/profdev.htm>

Option Requirements:

- [EDUC 111](#) Issues in Early Childhood
- [MATH 171](#) Structure of Number Systems
- [EDSP 202](#) Development, Exceptionality, and Learning
- [EDUC 205](#) Literacy in Diverse Classrooms
- [EDUC 211](#) Infants, Toddlers, Families
- [EDUC 314](#) EC Practicum 1: Curriculum (8 credits)
- [EDUC 315](#) EC Practicum 2: Observation, Assessment, & Intervention (8 credits)
- [EDUC 412](#) Early Childhood Administration & Leadership
- [EDUC 414](#) Early Childhood Classroom Teaching (B-5) (12 Credits)

Select Specialization 1 or 2

2. Elementary Education Option

54 credits, plus liberal arts major

This option provides students with a multidisciplinary understanding of teaching and learning in the elementary grades and the skills and dispositions that will prepare them to teach in today's elementary schools. The program includes theory and practice with children from kindergarten to grade 6 and fulfills requirements for NH Elementary Education (K-6) teacher certification. A liberal arts major is required in addition to the Education, Elementary option, major.

Our Department's conceptual framework states that we strive to prepare professionals who:

- Explore the dynamic nature of the teaching and learning process,
- Demonstrate professional and ethical behaviors that meet high expectations and standards,
- Understand the world from multiple perspectives, and
- Contribute to a just and equitable world.

Option Requirements:

- [EDUC 121](#) Issues in Elementary Education
- [EDSP 202](#) Development, Exceptionality, and Learning
- [EDUC 205](#) Literacy in Diverse Classrooms
- [EDUC 321](#) Elementary Methods I: Integrating Literacy and Social Studies (8 credits)
- [EDUC 322](#) Elementary Methods II: Integrating Math, Science, and Literacy (8 credits)
- [EDUC 400](#) Student Teaching (12 credits)
- [EDUC 420](#) Elementary Student Teaching Seminar (2 credits)
- [MATH 171](#) Structure of Number Systems
- [MATH 172](#) Application of Number Systems

Select **one** "understanding equity" course:

- ~~[II 330](#) Toward a Just and Equitable World~~ (NOT offered since FA19)
- ~~[II EDUC 306](#) Women and Education~~ (NOT offered since FA20)

- [PSYC 321](#) Culture and Psychology
- [IIWGS 300](#) Critical Ethnic Studies
- [ISSOC 310](#) Social Problems
- [ISSOC 357](#) Global Ethnic Relations
- HGS 399/EDUC 399 Education in Emergencies
- [SOC 375](#) Sociology and Social Justice
- [HIST/HGS 373](#) Race Disability and Eugenics
- IIEDUC/IIHGS 399 Education in Divided Societies
- [IHCOMM 450](#): The Rhetoric of Race

K-8 Recommendation

For a K-8 recommendation:

- Complete all requirements for K-6 recommendation
- Have a content concentration in:
 - English/language arts
 - Mathematics
 - Social Studies
 - General Science
- Have a passing middle school content Praxis II score in the given content area

Liberal Arts Major

The New Hampshire State Department of Education requires students completing Education majors to also demonstrate depth of knowledge in a content area. Therefore, Education, Elementary option, majors must also fulfill requirements of a liberal arts major.

3. Secondary Education Option

36 credits, plus liberal arts major

This option prepares students to teach middle and high school students in the following disciplines:

- Biology (Grades 7-12) **
- Chemistry (Grades 7-12) **
- English - Literature option (Grades 5-12)
- Mathematics - Secondary Education option (Grades 5-8 and Grades 7-12)
- Modern Languages (Spanish - all grades) **
- Physics (Grades 7-12) **
- Social Studies - see the multiple programs that offer Social Studies certification (Grades 5-12)

**Effective fall 2021, there will be no admission to the teacher certification program for Biology, Chemistry, Modern languages, & Physics for both current and prospective students as these programs are on administrative hold.

Option Requirements:

[EDUC 131](#) Issues in Secondary Education

[EDUC 231](#) Curriculum for a Diverse World

[EDUC 331](#) Secondary Methods I

[EDSP 333](#) Secondary Special Education and Management

[EDUC 431](#) Secondary Methods II

[EDUC 432](#) Educational Theories/Trends

[EDUC 400](#) Student Teaching (12 credits)

Degree Requirements

120 credits

40 credits at the upper-level

Degree requirements may exceed 120 credits, depending on the choice of liberal arts major.

New Hampshire
State Board of Education
Minutes of the January 12, 2023, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:05 a.m. Drew Cline presided as Chair.

Members present: Ryan Terrell, Phil Nazzaro, Ann Lane, Sally Griffin (remote) and Drew Cline (chair). Richard Sala and Kate Cassady were not in attendance due to prior commitments. Also in attendance were Commissioner of Education, Frank Edelblut and Deputy Commissioner, Christine Brennan.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Bill Furbush, Superintendent of Epping School District, shared concern over a collective bargaining agreement in Epping that failed by 25 votes. The vote was due to an inability by community members to pay their taxes. Education continues to get more expensive. He shared concern that the system is not sustainable. He lost 21 teachers due to the loss of funding.

Michael Tursi, Superintendent of Shaker Regional School District, highlighted student leadership opportunities and achievements. At Belmont High School, a student leadership group was created with the goal to incorporate student voices into decision making and designing the future of the school. The group analyzed the school mascot image and whether it met the two general goals

January 12, 2023

of having a mascot: representing and unifying the school and community. The group decided the profile view of a native American did not represent these goals. They presented a new mascot to the Shaker Regional School Board. The new mascot is a red fox. Students at Canterbury Elementary School engaged in learning about the U.S. Constitution. Teachers and students shared hopes and dreams for the new school year. They collaborated to generate rules that would allow all class members to achieve these hopes and dreams. They created a classroom constitution and developed a student delegate group representing grades K-5. The team of delegates created a schoolwide constitution.

Lillian (Lilly) Oncoro, a junior at Franklin High School, stated she won the title of Outstanding Teen. She was required to come up with a social impact initiative. She came up with the initiative, Music Education and Unity (ME&U). She shared a brochure with board members.

Reuben Duncan, Superintendent of Jaffrey-Rindge Cooperative School District, provided handouts to board members. The district's mission is to inspire, engage, and empower all learners to thrive in their lives and community. The district has shifted to an innovative ecosystem model which focuses on empowering the teachers and schools to make decisions. The goal is to build together rather than creating buy in. A leadership academy was created for teachers giving all teachers the opportunity to grow and lead in their own way. They have a partnership with Franklin Pierce University and are working on an additional MOU on graduate level learners and internships.

AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES

A. Canterbury Withdrawal Feasibility Initial Study Report

Canterbury has requested an extension for one year. The Board previously not sure if they were able to grant a one-year extension or multiple 180-day

extensions. After review of the law, there is no allowance for granting multiple extensions.

Canterbury representative stated two warrant articles were prepared. One for if the Board granted the extension and one for if they did not.

AGENDA ITEM V. COUNCIL FOR TEACHER EDUCATION (CTE)

A. Keene State College (KSC) – program approval

Laura Stoneking, NHED, Administrator, Bureau of Educator Preparation and Higher Education, introduced Dr. Tanya Sturtz, Director of Educator Preparation (KSC), Dr. Steve Bigaj, Coordinator for Graduate Education (KSC), and Kathryn McCurdy, representing Council for Teacher Education (CTE).

Laura Stoneking stated KSC went through an Option 4 Council for the Accreditation of Educator Preparation (CAEP) review. KSC's programs are currently all CAEP accredited.

Ann Lane stated in July 2022, the State Board approved the elimination of a series of programs at University of New Hampshire (UNH). Some of those same programs are being approved for KSC. She asked why KSC is more successful in getting enrollment for these programs or if the needs of the state have changed in 6 months. Tanya Sturtz responded the enrollment numbers are included in the report. KSC is known for its teacher prep programs, which results in a large population of education students. Education is the largest major at KSC.

Chair Cline stated there has been declines in enrollment in teacher prep programs across the state. The report shows similar trends in that elementary education has the largest enrollment. He asked how KSC sees the connection between where students are enrolling, and the critical shortage area needs of

school districts. Tanya Sturtz responded the biggest form of recruitment into education is based upon former teachers. The decrease in interest in secondary education could be a result of the stress in schools at the secondary level. KSC are increasing recruitment efforts focusing on science and math. Chair Cline asked if there are any conversations to encourage applicants to go to the shortage areas in terms of ease of finding positions in those fields. Tanya Sturtz stated all options are discussed with applicants. Most students can get jobs in all areas, but options are still encouraged. Steve Bigaj added they have a lot of discussion at the graduate level for career shifters.

Chair Cline asked about the programs with limited enrollment and how KSC makes decisions about when to end a program. Tanya Sturtz responded science education is currently on hold, but she is constantly asking to bring it back. Modern language is also being taught out.

Ryan Terrell asked about the four tenants and the mission statement goals in terms of the learning needs of diverse populations. Tanya Sturtz responded diversity includes ethnicity, race, social economic, disabilities, etc. In the methods and field experiences, students get to know the population and needs of multiple schools to understand how meeting the needs differs between schools. Steve Bigaj added special ed curriculum is being integrated into general education programs.

Ryan Terrell asked about reference in the tenants to the political nature of education. Tanya Sturtz responded all 100 level courses are aimed to prepare students for the realities of what is happening in schools. The courses touch on the laws, funding, and how to meet student needs. Elementary education students are required to take a social justice course to challenge the views they grew up with and to think critically.

Ryan Terrell stated that the vision statement says, the vision of the educator preparation program is to graduate professionals in the field of education who are advocates for social justice and equity. Tanya Sturtz stated some of the language may need to be reviewed and updated. Ann Lane stated the language suggests the focus is on creating advocates for social justice and equity, there may be a failure to create individuals who can effectively reach every child.

Chair Cline asked for the definition of social justice. Tanya Sturtz responded there are multiple classes that can be used to meet the social justice requirement. Classes include education in emergencies, sociology, critical ethnic studies, women, and gender studies. Tanya Sturtz's personal definition of social justice is understanding everything happening around us and being open to understanding both perspectives before making a choice or moving forward. Steve Bagaj added the overall purpose is to meet the needs of all students.

Sally Griffin asked where future science and math teachers are coming from. Tanya Sturtz responded there are more site-based licensing in those areas for people who are changing careers. Solving the problem requires advocating the areas in high schools.

Phil Nazzaro stated there is a political nature to some of the language in the mission statement. There is a shortage of people who want to be teachers. He asked if there is a possibility of potential candidates being alienated who do not want to be part of the ongoing political division in the country. Tanya Sturtz stated the language was put together years ago and is on the website. However, when representatives go into the classrooms, language being used is different and there are larger conversations. She is noting the comments being made by the Board surrounding the language. The mission statement has not been reviewed and Tanya Sturtz will investigate the language. Steve Bagaj stated the CAEP accreditation language has a strong theme around diversity, equity, and inclusion.

The site visit assessed the institution critically on how well they meet those areas. That is a driving force of how to frame their mission and work.

Chair Cline suggested tabling the discussion to get more information including course descriptions. Laura Stoneking stated if there is not an approval at the February meeting, the programs will expire. Chair Cline stated conditional approval can be given in February to extend the deadline if there are still concerns. The Board has concerns over certain courses.

Phil Nazzaro suggested a conditional approval now rather than waiting for February. Laura Stoneking stated conditional approval is typically based upon unmet standards and asked what standards are currently unmet that the institution needs to correct. Tanya Sturtz stated some of the courses have been discontinued, but there is a lag in updating course descriptions, getting the course catalog updated, and then updating the website.

Ryan Terrell stated that he is unhappy with a lot of the language. However, he understands that there is a critical need for teachers. He stated he would be very disappointed if the programs were approved, and changes were not made by KSC in terms of language and requirements. Laura Stoneking questioned what administrative rule under the ed prep rules, does KSC not have.

Chair Cline responded a rule does not have to be stated to give conditional approval. A request for more information is also a valid reason to grant conditional approval. Tanya Sturtz stated a 6-month approval would give KSC time to update their language and report back to the Board. Sally Griffin would also like to see efforts to increase recruitment for math and science.

Chair Cline requested a vote to table while the Board seeks information from counsel.

After obtaining advice from counsel, Chair Cline shared based upon the State Board of Education rules, there are four possible approvals. This approval is under the national accreditation approval, which only gives the option to approve or not approve the programs. There is no option for a short-term approval or extension. The only option is to table it until February or approve the program. A decision will be made prior to the program expiration.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education table the discussion.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Rivier University – substantive change

Laura Stoneking introduced Dr. Diane Monico, Director of Ed Prep at Rivier, and Dr. John Gleason, Dean. Over the past 2-3 years, work has been done to collate documentation in educator preparation (PEPP) at the Department and streamline processes. In 2013/2014, there was shift in how PEPP approvals were documented and reported to the public. When that shift occurred, something went awry with Rivier. The licensure only option for their programs had been inadvertently taken off their roster and the accompanying document is missing. The Council for Teacher Education (CTE) asked Rivier to provide the process used to analyze transcript analysis and requirements for licensure for post-graduate, licensure only pathways.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accept and approve the substantive change to reinstate the licensure only pathway for all 14 PEPPs with alignment of December 30, 2026, expiration date.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VI. PUBLIC HEARINGS

Public hearings opened at 11:01 a.m. and closed at 11:41 a.m. with no public comment.

A. Undergrad Prep Program Standards (Ed 612.03, Ed 612.15, Ed 612.20, Ed 612.30)

B. Comprehensive Agriculture Educator (Ed 507.04)

C. Administrator Prep Programs (Ed 614.04, Ed 614.05)

Public hearings opened at 11:41 a.m. and closed at 12:13 p.m. with no public comment.

D. Interpreter/Transliterater (Ed 504.11)

E. Speech Language Specialist & Business Administrator Preparation Programs (Ed 614.09, Ed 614.12)

F. Comprehensive Business Educator (Ed 507.49)

AGENDA ITEM VII. BUREAU OF CREDENTIALING OPPORTUNITIES

A. Office of Charter Schools

1. Academy of Science and Design Public Charter School – charter amendment

January 12, 2023

Jen Cava, Director, stated the Academy of Science and Design (ASD) is in its 16th year of operation. She has been director for 12 years. Also in attendance was Melissa Merhalski, Development Coordinator and Admissions, Kym Harmon, Business Manager, Rick Bartle, Chairman of the Board, Ken Johnson, Board, and Ryan Hale, Board of Trustees.

Jen Cava shared ASD is a STEM focused, chartered public school located in Nashua. They serve students grades 6-12. When the school opened, there were 30 students. They have expanded to 550 students. They secured their own building. They are requesting to add 5th grade to the program and expand enrollment cap from 600 students to 800 students.

The primary reason for adding 5th grade is the enhancement of the program. Early exposure to STEM has advantages and gives them a strong foundation to be successful. They will start with a small pilot program to ensure mindful, intentional growth. Many students who enroll in 6th grade come during the natural change from elementary to middle school. Some elementary schools end after 4th grade. Students who want to attend ASD must then go to a middle school for one year before transferring. Offering 5th grade would allow a smooth transition for more students. The increase in maximum enrollment will allow the school flexibility as they expand. A cap of 800 allows the absorption of 5th grade and growing as driven by enrollment.

Rick Bartle stated the board looks to be able to serve a larger community. There are 34 towns represented in the school's population, but they want to serve more. Space was previously a restriction, which was solved when they bought a building that doubles space. The board then considered how to create a logical approach to growing. The amendments are part of a larger strategy to meet the needs of the most students possible. The addition of 5th grade is mapped out over 5 years to see how it is integrated into population of the school.

Ann Lane asked the success of students who come at higher grade levels compared to a student who starts in 6th grade. Jen Cava responded a large entry point is 9th grade from schools all over the state with very different levels of preparation. Staff meet with new families prior to starting at the school to help them understand how students will progress through the program based upon their needs. Information is reinforced throughout the middle school years. Summer school programs are offered to help students transitioning into the school.

Chair Cline asked why they did not ask for 1200 students now that the space has doubled. Rick Bartle responded there are ideas on how to use the extra space other than with classrooms. For example, they might have a robotics lab or something similar. A lecture space may allow guest lecturers or larger populations.

Chair Cline asked if they have considered opening additional locations based on their success over the past 16 years. The program would be beneficial to NH students. Rick Bartle responded there have been conversations in the strategic planning committees about the future. One challenge is access to funding. Purchasing the new building has empowered the board to consider the possibility of a second location in the future.

Ryan Terrell asked for a best practice that families can utilize to support STEM learning at home. Jen Cava responded a strength for their school is the teachers are very passionate and think outside of the box to create learning experiences for students. The passion of the teachers and the excitement it passes onto students build their confidence.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the amendments of the Academy of Science and Designs Chartered Public School charter.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Learn Everywhere Programs

1. Izzit.org - renewal

Tim Carney, NHED, stated Izzit.org is requesting a 5-year renewal. Dean Graziano, Vice President, shared the student page is ready to go and applications are open. Three parents have requested information. As students apply, they receive an email offering orientation for families. The class is high in rigor. He plans to be personally available to support students twice a week in the afternoon and evening. The program will include feedback from students at the end of the semester to constantly keep improving.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the Izzit.org Learn Everywhere renewal application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

2. XR Terra – new application

Tim Carney requested the Board consider the 1-year approval of the XR Terra Learn Everywhere application. Marc Dean Millot, Advisory Director, stated XR Terra is an online training company in virtual and augmented reality. It started in 2019 around bootcamps to train individuals who were interested in entering the field, which lacked educational roots. Dean has experience in public school reform, school improvement, and education technology. They have been

interested in high school to give students a learning setting they could never go to on their own.

The company received a grant from the 3M foundation in Minneapolis to start a high school course teaching students how to create and experience augmented reality environments. Another grant was received from The Verizon Foundation for training K-12 teachers to use XR in the classroom. They have been working on getting grant for a high school summer grant. They have a relationship with World Academy because they have experience bringing education topics down to a lower level. They offer a free high school teacher course, which has not been as popular.

Ryan Terrell asked which sectors of the economy where AR could be adopted. Dean responded the largest AR driven games Roblox and Minecraft each have roughly 100 million users a month. Half of each of those users are 16 and under. This shows a culture changing trend as kids are becoming literate in XR. AR developing jobs are increasing. The fastest growing area is in manufacturing, manufacturing design, and maintenance/repair of manufacturing. In medical, training could take place virtually.

The trainings do not incorporate headsets or visual devices into the training because when creating the experience, the added value of the headset is minimal. The headset technology may also become obsolete.

Motion: Ann Lane made the motion, seconded by Sally Griffin, that the State Board of Education approve the XR Terra LLC Learn Everywhere application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VIII. LEGISLATIVE UPDATES**A. Initial Proposal – ESOL Teacher (Ed 507.17)**

Julie Shea, NHED, Administrative Rules Coordinator, introduced Beth McClure, Professional Standards Board (PSB) subcommittee chair, and NHED colleague Wendy Perron. Steve Appleby, NHED, Division Director was also in attendance.

Ann Lane asked about language on page 6 of the initial proposal to make it easier to understand. Beth McClure responded the idea is allowing students to meet competencies, but their language does not have to be perfect. Julie Shea added from a rule's perspective, technical language can be used if it will be understood by someone who is teaching ESOL. Chair Cline suggested the subcommittee try to simplify the language prior to the final proposal.

Julie Shea stated there was previous discussion about language in C1(e). Chair Cline specified the language is not clear considering they are the requirements a teacher must demonstrate. He asked if applicants will be expected to demonstrate the requirements and if so, how they would be able to do that. Beth McClure responded the goal is to set out the competencies for the licensure. It is up to the intuitions of higher education (IHE) or mentor to assess. The candidate could create a paper to describe the characteristics.

Phil Nazzaro noted language in paragraph 2. Some of the language reads like activities rather than objectives. Beth McClure responded they varied language to keep from being repetitive but agreed examine is not a measurable objective. The Board and guests discussed measurable language in the initial proposal.

Chair Cline asked about the use of the word advocacy on page 3 of the initial proposal. Beth McClure responded it could apply to a situation where a student in high school has an international transcript and placement when English is not their first language.

Julie Shea stated previously the Board asked how the new language is an improvement from the old language. Beth McClure stated new language was added to bring standards into alignment with the new English language development standards the Board adopted a year ago.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 507.17.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Initial Proposal – Charter School Lease Aid (Ed 323)

Julie Shea stated the proposal has changes to ensure the information collected on the application was reflected in the rules. The date of when they are accepting applications is also being changed.

Chair Cline suggested taking away the words “to allow” on page 2.

Ann Lane noted under lease aid application, Ed 323.06, she suggested adding language, “zoning that permits a school.” Chair Cline suggested the language may not be needed because there is some flexibility in zoning. The rule has to do with lease aid and if the school has a lease, they have gained access to operate the space as a school. Julie Shea made a note to investigate the issue prior to the final proposal.

Chair Cline asked about requiring the exact square footage of the school on the application. Julie Shea responded it should be in the lease, which is required in the application. The language could be changed to approximate square footage or taken out altogether.

Chair Cline asked about language on page 4, requiring the lease to only include cost for space that is required for the operation of a charter school. The lease can include cost for space that is not used for the charter school. Some schools lease a building and rent a portion out. The lease aid will only include cost for space of the charter school.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 323 as amended.

Vote: The motion was approved by unanimous vote by the State Board of Education.

C. Initial Proposal – PEPP Program Approvals (Ed 601-602)

Chris Ward, Upper Valley Educator’s Institute, is a CTE member who worked on the subcommittee for the 602 procedures. They expire in March. The changes were provided.

Chair Cline asked on page 7, why classes and field placement sites to be visited was struck out. Chris Ward responded that has not been included in the MOUs requirement. More information is gained from interviews over the site visit.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 601 and Ed 602.

Vote: The motion was approved by unanimous vote by the State Board of Education.

D. Initial Proposal – PEPP Program Standards (607-608)

Julie Shea stated the 600s are being condensed when possible. For Ed 607 and 608, they refer to the corresponding 500 rules to decrease the need to update both 500 and 600. This aligns the licensure standards.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 607 and Ed 608.

Vote: The motion was approved by unanimous vote by the State Board of Education.

E. Initial Proposal – Manifest Educational Hardship (Ed 320)

Julie Shea stated there was a change in legislation in 2021 that put in language to include approved private schools. The rule is being aligned to include the language to match the statute. No other content changes were made. There were a few edits to add the definition of approved private school referencing the statute.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the initial proposal for Ed 307.01.

Vote: The motion was approved by unanimous vote by the State Board of Education.

F. Initial Proposal – Daily Physical Activity Program (Ed 310)

Julie Shea stated this rule will expire in June. It is mandated by statute. One change was made to take out a narrative piece from the beginning. No content changes were made. It is being moved to Ed 307.

Motion: Ann Lane made the motion, seconded by Sally Griffin, that the State Board of Education approve the initial proposal for Ed 310.

Vote: The motion was approved by unanimous vote by the State Board of Education.

G. Final Proposal – Speech Language Specialist (Ed 508.05)

Julie Shea stated this is a repeal and nothing has changed from the initial proposal. This is based upon a statutory change. The Office of Legislative Services (OLS) has provided consent. Steve Appleby added 15 individuals are currently licensed who hold this license. 8 hold other licenses and are assigned in other areas. 7 are in the role; 5 of which hold other endorsements. 2 individuals do not hold another endorsement. Once the final repeal is done, their current license is valid until it expires. They have been encouraged to renew now to give them three years to become a speech language pathologist. The Speech language pathologist association is working with UNH on what classes would be needed based on their experiences from doing the job.

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education approve the final proposal to repeal Ed 508.05.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM IX. COMMISSIONER'S UPDATE

Commissioner Edelblut stated the tutor.com program is continuing to be rolled out. The contract is between NHED and tutor.com making tutoring available in all districts. Some districts have not begun using the program because the vendor has not completed their data privacy agreement. However, the vendor has signed the privacy agreement for the state, which has all the same coverage. This issue is being worked through.

Graduation Alliance mentoring program is also being pushed out. The same issue of the data privacy agreement has come up but should be resolved in the same way as with tutor.com.

A press release provided infographics showing cost per pupil across the state.

There have been news stories regarding teacher misconduct incidents. They are taken seriously and are being handled. Failing to report is a violation of the code of conduct and staff are being disciplined for failing to report misconduct.

ChatGPT is an AI platform which interacts in a conversational way. It will become part of education. One concern from educators is students using the platform to create essays for them. There is also questions about intellectual property.

Christine Brennan, Deputy Commissioner, stated she went to a press conference with the governor, Commissioner of Safety, and Youth Advisory Council before today's meeting. There is no safe experience using substances. There are a lot of fake pills that look like prescriptions. Parents need to be educated. Resources will be provided to superintendents. Teenagers try things and do not always make decisions that are in their best interest. Fentanyl is being discovered daily and can be deadly in one dose.

AGENDA ITEM X. OPEN BOARD DISCUSSIONS

Ann Lane brought up a discussion from the Keene State College conversation when Sally Griffin asked why students are not choosing to be educators in math and science. Ann Lane asked if there is a scholarship program for those interested in becoming math and science educators. Commissioner Edelblut responded there is a scholarship program with UNH Manchester offering an accelerated program for individuals who have STEM backgrounds in a professional field who want to go into education. The program is designed so it can be accessed when they are not working. There has been an increase in educators coming from other areas rather than traditional teacher prep programs.

Ann Lane asked if the New Hampshire standards are gone now that there is a focus on CAEP. Chair Cline responded they are not gone. There are four options to approval. Institutions can go through the Board approval process. If they go through national accreditation, the process is no longer overseen. There was a discussion about the possibility of reviewing the rules. Sally Griffin suggested reviewing the process being used by national accreditation entities, like CAEP.

AGENDA ITEM XI. TABLED ITEMS

A. Canterbury Withdrawal Feasibility Initial Study Report

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education remove this item from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Initial Proposal – ESOL Teacher (Ed 507.17)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education remove this item from the table.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM XII. CONSENT AGENDA

A. Meeting Minutes of December 8, 2022

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education accept the meeting minutes as amended.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM XIII. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XIV. ADJOURNMENT

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adjourn at 2:39 p.m.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Secretary