

Bill as Introduced

HB 1467 - AS INTRODUCED

2012 SESSION

12-2381
04/05

HOUSE BILL *1467*
AN ACT relative to educational requirements for teacher certification.
SPONSORS: Rep. Peterson, Hills 19; Rep. L. Jones, Straf 1
COMMITTEE: Education

ANALYSIS

This bill requires that the minimum educational requirement to apply for certification as a teacher shall be the completion of a bachelor's degree in any field of study.

Explanation: Matter added to current law appears in ***bold italics***.
 Matter removed from current law appears [~~in brackets and struckthrough.~~]
 Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twelve

AN ACT relative to educational requirements for teacher certification.

Be it Enacted by the Senate and House of Representatives in General Court convened:

- 1 1 State Board of Education; Duties. Amend RSA 186:11, X(a) to read as follows:
- 2 (a) Certification of *full-time* teachers *teaching in the core academic subjects of*
- 3 *mathematics, social studies, English/language arts, and science*, supervisors, and
- 4 administrators in the public schools, *and which shall require all full-time teachers to have at*
- 5 *least a bachelor's degree in any field of study to be eligible for certification*. The state board
- 6 shall also examine the qualifications of candidates for those positions and issue certificates to those
- 7 who meet the requirements of said rules.
- 8 2 Effective Date. This act shall take effect 60 days after its passage.

Amendments

*"not
adopted"*

Draft Amendment to HB 1467

1 Amend the title of the bill by replacing it with the following:

2

3 AN ACT establishing a committee to study the professional standards board, teacher
4 preparation program requirements, and teacher certification examinations.
5

6 Amend the bill by replacing all after the enacting clause with the following:

7

8 1 Committee Established. There is established a committee to study the membership and duties
9 of the professional standards board, teacher preparation program requirements, and teacher
10 certification examinations.

11 2 Membership and Compensation.

12 I. The members of the committee shall be as follows:

13 (a) Three members of the house of representatives, appointed by the speaker of the
14 house of representatives.

15 (b) Three members of the senate, appointed by the president of the senate.

16 II. Members of the committee shall receive mileage at the legislative rate when attending to
17 the duties of the committee.

18 3 Duties. The committee shall:

19 I. Study and recommend changes to the membership and duties of the professional
20 standards board established in RSA 186:60, including changes to the membership of the board to
21 include independent academic experts and chairpersons of academic departments at New Hampshire
22 colleges and universities that have teaching preparation programs.

23 II. Study the duties of the professional standards board and recommend changes to the
24 duties so that the board would be required to:

25 (a) Provide a written report to the house and senate education committees on the
26 optimum balance of teacher certification test program quality and feasibility of future
27 implementation.

28 (b) Instruct the state board of education to update the New Hampshire tests for teacher
29 certification and for teacher preparation program entrance exams by reviewing other states' best
30 practices.

31 (c) Issue a request for proposals to select a vendor with an open bid process to implement
32 a new teacher preparation program and a new teacher certification testing program for New

1 Hampshire, provided such programs comply with the following requirements:

2 (1) Teacher Preparation Program Requirements.

3 (A) The teacher preparation program shall assess a candidate's knowledge and
4 skills in areas relevant to a teacher's responsibilities, including in the areas of reading, writing, and
5 mathematics.

6 (B) The program shall require the establishment of an independent educator
7 committee which shall consist of acknowledged educators and leaders in their respective academic
8 fields, including college faculty in teacher preparation programs and the arts and sciences for each of
9 the test's subject areas. The educator committee shall review test content and test questions and
10 establish a rigorous test passing score that shall be recommended to the state board of education for
11 final approval.

12 (2) Teacher Certification Program Requirements. The program shall include, at a
13 minimum, the following:

14 (A) Assessment of candidates for elementary education grade levels in multiple
15 subject areas, including reading, mathematics, science, and social studies, with a separate passing
16 score for each subject area and assessment of candidates for middle school and secondary grade
17 levels in the single subject area that they will teach.

18 (B) Establishment of an independent educator committee which shall consist of
19 acknowledged educators and leaders in their respective academic fields, including college faculty
20 from teacher preparation programs and the arts and sciences, and kindergarten through grade 12
21 public school educators for each of the tests subject areas. The educator committee shall review test
22 content and test questions and establish a rigorous test passing score for certification in subject-
23 specific areas, prospective special education teachers, reading teachers, and reading specialists that
24 shall be recommended to the state board of education for final approval. Persons entering or
25 pursuing an approved program leading to certification as a reading teacher or reading specialist,
26 who have previously passed the basic exam with a score of at least 85 percent, will not be required to
27 re-take the exam. Committee members shall consist of acknowledged educators and leaders in their
28 respective academic fields, including college faculty the arts and sciences.

29 (C) Assessment of teacher candidates for special education areas using the same
30 testing instrument as required for teacher candidates for certification of elementary education grade
31 levels. In addition to any testing requirements associated with the knowledge and skills specific to
32 special education areas, teacher candidates for special education areas shall also be required to pass,
33 as appropriate, a single subject area test in the subject areas that they will teach.

34 (D) Creation of a basic reading instruction competence examination which would
35 require all candidates for an initial teacher or professional teacher licensure in early childhood
36 education (approximate ages birth through 8), early childhood through middle childhood education
37 (approximate ages birth through 11), middle childhood through early adolescent education

1 (approximate ages 6 through 12 or 13), and special education, and all persons entering or pursuing
2 an approved certification as a reading teacher, to pass a new examination covering basic knowledge
3 of the foundations of reading development, development of reading comprehension, reading
4 instruction and assessment, and integration of knowledge and understanding. The basic reading
5 instruction competence exam shall have at least 100 multiple-choice questions, worth 80 percent of
6 the total possible points, and at least 2 open response questions, worth 20 percent of the total
7 possible points, and shall have been previously administered in another state for over 5 years. If the
8 basic exam is embedded in a comprehensive, multi-subject licensure exam, there shall be at least 100
9 multiple choice and 2 open response reading questions, and there shall be a separate passing score
10 for the reading portion of the exam. The foundations of reading portion of the basic exam shall be
11 worth approximately 35 percent of the total possible points, and consist of multiple choice questions
12 covering the understanding of phonological and phonemic awareness, the understanding of concepts
13 of print and the alphabetic principle, the role of phonics in promoting reading development, and the
14 understanding of word analysis skills and strategies. The development of reading comprehension
15 portion of the basic exam shall be worth approximately 25 percent of the total possible points, and
16 consist of multiple choice questions covering the understanding of vocabulary development, the
17 understanding of how to apply reading comprehension skills and strategies to imaginative/literary
18 texts, and the understanding of how to apply reading comprehension skills and strategies to
19 informational/expository texts. The reading assessment and instruction portion of the basic exam
20 shall be worth approximately 20 percent of the total possible points, and consist of multiple choice
21 questions covering the understanding of formal and informal methods for assessing reading
22 development, and the understanding of multiple approaches to reading instruction. The integration
23 of knowledge and understanding portion of the basic exam shall be worth approximately 20 percent
24 of the total possible points, and consist of at least 2 open response questions requiring organized,
25 developed analyses on topics related to foundations of reading development, development of reading
26 comprehension, and/or reading assessment and instruction. The department of education, in
27 consultation with an oversight panel consisting of persons with demonstrated mastery of the
28 knowledge set forth, shall select the basic exam and make a practice exam available.

29 (E) A procedure for granting a provisional license for up to a one-year term after
30 failure and before re-taking the basic exam if the individual candidate is actively involved in an
31 approved remedial class or approved professional development as preparation for retaking the exam.
32 No person shall be accepted into or continue in a program teaching grades Pre-K -3 grade students,
33 leading to certification as a teacher-of-reading or reading specialist without passing the basic exam.

34 (F) Postsecondary institutions shall provide free, approved remedial work as
35 specified in for their candidates who fail the basic exam.

36 (G) Districts shall provide free, approved professional development as specified
37 for new out-of-state hires who fail the basic exam. The department of education shall require

1 districts to expend a specific amount of funds annually for professional development in reading,
2 based on the number of new out-of-state hires who have not yet passed the basic exam.

3 (H) Providers of the remedial work and professional development in
4 subparagraphs (F) and (G) shall be approved by the department of education after consultation with
5 an oversight panel consisting of persons with demonstrated mastery of the knowledge set forth in
6 this legislation.

7 (I) The results of the basic exam to be reported and made public annually, with
8 first-time passage rates and overall passage rates tied to specific institutions of higher education for
9 initial and professional license candidates and to individual districts for out-of state hires.

10 (J) The tests which are used for teacher licensing shall be competitively bid at
11 least once every 5 years.

12 4 Chairperson; Quorum. The members of the study committee shall elect a chairperson from
13 among the members. The first meeting of the committee shall be called by the first-named house
14 member. The first meeting of the committee shall be held within 45 days of the effective date of this
15 section. Four members of the committee shall constitute a quorum.

16 5 Report. The committee shall report its findings and any recommendations for proposed
17 legislation to the speaker of the house of representatives, the president of the senate, the house
18 clerk, the senate clerk, the governor, and the state library on or before November 1, 2012.

19 6 Effective Date. This act shall take effect upon its passage.

2012-0776h

AMENDED ANALYSIS

This bill establishes a committee to study the membership and duties of the professional standards board.

Speakers

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE: February 14, 2012

LOB ROOM: 207 **Time Public Hearing Called to Order:** 10:05 AM

Time Adjourned: 11:15 AM

(please circle if present)

Committee Members: Reps. Balboni, Boehm, Hutchinson, Ladd, Fleck, St. Cyr, Brosseau, Greemore, Hill, Hoell, Jones, Lauer-Rago, Pitre, Gile, Shaw, Gorman and Crazer

Bill Sponsors: Rep. Peterson, Hills 19; Rep. L. Jones, Straf 1

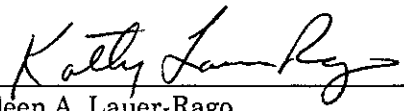
TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

Rep. Lenette Peterson – Bill result of constituents talking to her about their concerns of not being able to teach even though they make their living as an artist, for example, because they don't have a teaching degree. She worked with Rep. Hill to change the wording. **Rep. Greg Hill** - co-opted bill and wanted to turn it into a teacher preparation bill. Would recommend either an amendment to this to get it to interim study. May need to ITL as bill itself is not ready for prime time. Concerns about PRAXIS tests –no bids, no evaluations. Composite test allows someone to fail, for example, math, but pass the other tests for a passing composite score, even if they don't know their subject material, to be a math teacher. New series of 'higher bars' coming up in July. New Hampshire does not ensure the middle school teachers are adequately prepared. We seem to be cherry picking the ones we want in regard to PRAXIS tests. Passing score is at 16 percent for elementary teachers! Goal is to create a new objective at the teacher readiness. We need to create a real professional standards board for NH. Other states seem to have better qualified people on their boards than NH does. Presented the amendment for establishing a study committee. **Rep. Mary Gorman (she agrees with Rep. Hill)** – Source – most of information came from Pearson test out of Massachusetts. Half the states use Pearson – half use Praxis. Pearson is a customized test. M-tel tests are an upgrade for what NH uses now. Response to Rep. Fleck's question – Info received from Sandra Stotsky. Response to Rep. Gile's question – The amendment would replace the bill. (Agrees with Rep. Hill). Response to Rep. Ladd's question – Ninety-five percent of NH teachers come from within the state. California will not accept teachers from out of state that have taken Praxis. Response to Rep. Gorman's question – Alternative methods – not sufficient numbers. The D- is misleading as the highest state received a C+. Response to Rep. Gile's question – We are recruiting from the bottom third of our college students to go into teaching. **Gail Mears, Melinda Treadwell and Mary Ford** *submitted written testimony – oppose bill. Response to Rep. Ladd's question – Steps to ensure person being sent out to teach that not only has the knowledge, but has the

disposition to teach. As one moves into clinical practice, we evaluate student as to their disposition. Most frequent reason one is removed from teaching program is disposition, and they cannot adjust in light of how to teach children. Response to Rep. Gorman's question – Competency-based program per Mary Ford at Granite State College. Mentor work with student in the field – act as link between school district and Granite State College. They provide a safety net. Response to Rep. Fleck's question – Post-graduation data – track employers of graduates up to five years. Work closely with our regional school districts. NH offers certification not a formal license. Response to Rep. Frazer's question – Teacher prep – 48 credits – bulk in clinical mastery - total graduation – 120-124 credits. Response to Rep. Ladd's question – Women are becoming the breadwinner of most families. Are the quality of students coming in to education progress lower than in the past? No. Student passion is key – commitment. A lot of students are older and coming in for a new direction/career. **Ann Marie Banfield, Cornerstone Action** – Supports bill and it going to committee. 1) Improve curriculum program and textbooks; 2) Teacher preparation – without a teacher fully educated in math, content will not be able to fill in the gaps for holes in curriculum. Three thousand three hundred future teachers are getting weak training mathematically and are not prepared to teach it. For states, how do you determine what is acceptable? Solution – need recruitment of teachers with strong math background. Implement stronger standards. Massachusetts has set the bar for the rest of the country. Raised the bar for academic standards and teacher preparation. M-tel and not Praxis to improve quality of education. If we raise the bar, should not have any impact based on test.

Respectfully submitted


Kathleen A. Lauer-Rago

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE:

2/14/12

LOB ROOM:

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Time Public Hearing Called to Order:

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Committee Members: Reps. Balboni, Boehm, Hutchinson, Ladd, Fleck, St. Cyr, Brosseau, Greemore, Hill, Hoell, Jones, Lauer-Rago, Pitre, Gile, Shaw, Gorman and Frazer.

Bill Sponsors: Rep. Peterson, Hills 19; Rep. L. Jones, Straf 1

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

Respectfully submitted _____

Kathleen A. Lauer-Rago

HS 1447

2/14/12

Testimony Rep. Peterson -

Bill result of constituents telling to her about their concerns of ^{not} being able to teach even though they make their living as an artist, for example, because they don't have a teaching degree. She worked with Rep. Hill to change the wording.

Testimony Rep. Hill - co-opted bill & wanted to turn it into a teacher preparation bill. Would recommend either an amendment to this to get it to interim study. May need to ITR as bill itself is not ready for prime time. Concerns about PRAXIS tests - no bids, no evaluations.

Composite test allows someone to fail, for ex. math, but pass the other tests for a passing composite score even if they don't know their subject material to be a math teacher.

New series of 'higher bars' coming up in July - NH does not ensure the middle school teachers are adequately prepared. We seem to be cherry picking that ones ~~are~~ we want in regards to PRAXIS tests.

Passing score is at 1690 for Elem. teachers!

Goal is to create a new objective look at the teacher readiness. We need to create a real professional standards board for NH. Other states seem to have better qualified people on their boards than NH does.

Presented the amendment for establishing a study committee

12
Resp to Gorman - (She agrees w/Rep. Hill)

Source - most of info. came from Pearson Test out of Massachusetts. ~~Most~~ ^{Half} of the states use Pearson - half use Praxis.

Pearson is a customized test, Mtal tests are an upgrade for what NH uses now.

Resp to Flick -

Info rec'd from Sandra Stotsky.

Resp to Gile - The amendment would replace The bill. (Agrees w/Rep Hill)

Resp to Ladd - 95% of NH teachers come from within the state.

California will not accept teachers from out of state that have taken Praxis 3.

Resp to Gorman - Alternative methods - not sufficient #'s.

The D-13 mistakenly as the highest state rec'd a C+.

Resp to Gile - We are recruiting from the bottom 1/3 of our college students to go into teaching.

Testimony Gail Means, Melinda Treadwell, Mary Ford -

(submitted written testimony) - opposes bill

Resp to Ladd - Steps to ensure person being sent out to teach

that's ^{not} only has the knowledge, but has the disposition to teach. As one moves into clinical practice we evaluate student

as to their disposition. Most frequent reason one is removed from teaching program is disposition & they cannot adjust w/ light of how to teach children.

Resp to Gorman - Competency based program per Mary Ford at Granite State College. Mentors work w/ student in the field - act as link between school district & CoSC. They provide a safety net.

Resp to Fleck -

Post graduation data - track employers of graduates, up to 5 years. Work closely with our regional school districts. NH offers certification not a formal license.

Resp to Frazer -

Teacher prep - 48 credits - built in clinical mastery
Total graduate - 120-124 credits

Resp to Ladd - women are becoming the breadwinners of most families. Are the quality of students coming in to education progressing lower than in the past? No - Student passion is key - committed. A lot of students are older & coming in for a new direction/purpose.

Testimony Ann Marie Bonfield - Cornerstone Action

Supports bill & it going to committee,

1. Improve curriculum program & text books
2. Teacher preparation - w/out a teacher fully educated in math content will not be able to fill in the gaps for holes in curriculum.

3300 future teachers were surveyed on content, etc. Future teachers are getting weak on math & are not prepared to teach.

For states - how do you determine what is acceptable?

Solution -

- need recruitment of teachers w/ strong math background
- Implement strong standards

Mass. has set the bar for the rest of the country - raised the bar for academic standards & teacher preparation.

Model & not Praxis to improve quality of education.
If we raise the bar should not have any impact
based on test

Sub-Committee Actions

HOUSE COMMITTEE ON EDUCATION
SUBCOMMITTEE WORK SESSION ON HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE: July 24, 2012

Subcommittee Members: Reps. Rago, Shaw, and Frazer

Comments and Recommendations: That the 2013-14 House Education Committee work with the State Board of Education and the Department of Education to review their teacher certification program for possible upgrading and improvement. That the 2013-14 House Education Committee work with the College System to ensure that the teacher preparation program is providing a strong foundation that promotes higher student achievement.

Amendments:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep. Frazer

Seconded by Rep. Rago

Vote: 3-0

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Barbara Shaw
Subcommittee Chairman/Clerk

HOUSE COMMITTEE ON EDUCATION
SUBCOMMITTEE WORK SESSION ON HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE: July 24, 2012

Subcommittee Members: Reps. Rago, Shaw, and Frazer

Comments and Recommendations:

see attached

Amendments:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep. *Frazer*

Seconded by Rep. *Rago*

Vote: *3-0*

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. *Barbara Shaw*
Subcommittee Chairman/Clerk

Recommendations:

- 1- That The 2013¹⁴ House Education Committee work with The State Board of Education ^{& Dept of Educ} to review their teacher certification program for possible upgrading and improvement.
- 2- That The 2013¹⁴ House Education Committee work with the college system to ensure that the teacher preparation program is providing a strong foundation that promotes higher student achievement.

Sub-Committee Minutes

HOUSE COMMITTEE ON EDUCATION
SUBCOMMITTEE WORK SESSION ON HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE: July 10, 2012

Subcommittee Members: Reps. Rago, Shaw and Frazer

Comments and Recommendations: Chairman Rago present rules. Review of possible amendment titled "Findings of General Court" where originated? Chair Balboni, Hill. Questions: Problems with content area not being required for core curriculum standards in New Hampshire. Possibly a study of recent grads to see what consensus were of most value and of least value. What does state require for certification more methods than core subject matter? Where do we want to go? Do states (New Hampshire specifically) "cover in depth" or "mentioned"? What is the difference? We will focus on "raising the bar of certification" rather than test. We shall individually do our research for next meeting.

Amendments:

Sponsor: Rep.	OLS Document #:
Sponsor: Rep.	OLS Document #:
Sponsor: Rep.	OLS Document #:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep. Barbara Shaw

Subcommittee Chairman/Clerk

HOUSE COMMITTEE ON EDUCATION
SUBCOMMITTEE WORK SESSION ON HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE: July 10, 2012

Subcommittee Members: Reps. Rago, Shaw, and Frazer

Comments and Recommendations:

Amendments:

Sponsor: Rep.	OLS Document #:
Sponsor: Rep.	OLS Document #:
Sponsor: Rep.	OLS Document #:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

HB 1467 9:05 Rep. Frazer Rep Rago Rep Shaw

Chairman Rago presents rules

Review of possible amendment titled "Findings of Gen. Ct."
where originated? Chair Balboni, Hill

Questions:

- problems with content area not being required for core curriculum standards in NH
- possibly a study of recent grads to see what courses were of most value and of least value
- what does state require for certification more methods than core subject matter?

Where do we want to go?

Do states (NH specifically) "cover in depth" or "mentioned"? What is the difference?

We will focus on "raising the bar of certification" rather than test.

We shall individually do our research for next meeting.

Respectfully submitted,
Barbara Shaw

HOUSE COMMITTEE ON EDUCATION
SUBCOMMITTEE WORK SESSION ON HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE: October 10, 2012

Subcommittee Members: Reps. Balboni, Boehm, Hutchinson, Ladd, Fleck, St. Cyr, Brosseau, Greemore, Hill, Hoel, Jones, Lauer-Rago, Pitre, Gile, Shaw, Gorman, and Frazer

Comments and Recommendations:

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

Respectfully submitted,

Rep.
Subcommittee Chairman/Clerk

Rego - need to keep

Shaw - worried that we were reverting or not this piece of legislation

Ladd - feels we should move forward w/ legislation for teacher certification / preparation
We should be looking at the Prof Studies Bd also.

Frayer - feels that there was too much material to cover adequately for a sub-committee.

Str.

Caemore - lot of areas we don't need certification for

Ladd - example of speech therapy - do we really need someone with a bachelors & masters?
We have upped the ante, but closed the door. It is a huge topic

Shaw - we should not be reverting future legislation of this bill -

Bulbani - some HCC members are interested in further legislation under the umbrella under HB 1467. Other members are more interested in an ~~oversight~~ oversight role -

Fleck - concerns about issues. would like to see a subcommittee that deals directly with teacher prep / certification & be involved directly w/ BOE / DOE.

Ladd - reconstitute future legislation / study committee -

Based upon shuttle run - future
study & legislation related to
educational reqs for teacher cert
B recommended —

HB1467 - Relative to educational requirements for teacher certification

The original bill dealt with a teacher having a Bachelor's degree in any field of study being eligible for certification to teach. Rep Peterson's concern was regarding e.g. an artist not being able to teach art in a public school because he/she did not have a teaching certificate.

Rep Hill then co-opted the bill and wanted to turn it in to a teacher preparation bill. The HEC recommended interim study. The subcommittee (Reps Frazer, Shaw and Lauer-Rago) met on July 10, 2012 to discuss teacher preparation in NH. There were many issues raised at this time:

- 1 – PRAXIS which is more of a middle school assessment and not a college level test vs. Pearson (Massachusetts uses this test-raised their standards for certification)
- 2 – How to ensure a competent educator within the 120 credit hours.
- 3 – Could subcommittee study teacher requirements for an elementary teacher?
- 4 – If we raise the bar on certification e.g. teacher has to pass all four parts to be certified.
- 5 – Elementary teachers are not being adequately prepared; being set up to fail.

Subcommittee met again on 7/24/12. We had so much information going back and forth We looked at the 2011 State Teacher Policy Yearbook for NH. On pg 18 the question was "Do states expect elementary teachers to have in-depth knowledge of core content?" For NH the majority of categories were blank and the few that were not were listed as "subject only mentioned" category.

The subcommittee noted that on pg 26 of same report that the DOE had adopted effective 7/1/12 the following:

For elementary teachers – Praxis II test will have a subtest for math.
The Professional Standards Board will establish a subcommittee to develop certification standards for a new math specialist endorsement.

Based on all the above the subcommittee does not recommend that HB1467 be the vehicle for further legislation. However, we do recommend that the 2013-14 House Education Committee work with the BOE and the DOE to review their teacher certification program for possible upgrading and improvement. And that the HEC work with the College System to ensure that the teacher preparation program is providing a strong foundation that promotes higher student achievement.

*Kathy read this before the committee
10/10/12*

Testimony

HB 1447
rec'd from Gray Hill

1. Findings. The general court hereby finds that:

- I. An educated citizenry is our best hope for the future of this great state.
- II. A quality education advances good citizenship, knowledge, and self worth and enables informed participation in public and governmental affairs.
- III. The state of New Hampshire believes the primary focus of education should be on academic achievement; with every grade K-12 child attaining the highest possible understanding and mastery of core curriculum subject matter.
- IV. We recognize that there is no assumption that licensure tests will, by themselves, raise the performance of New Hampshire public school students. However, such tests are an essential component of the total reform effort. In our opinion, the New Hampshire teacher licensure testing program should be a strong, sustainable, psychometrically sound, and essential component of that reform effort.
- V. The State of New Hampshire has recognized a high percentage of incoming students requiring post-secondary remedial courses in the community college arena.
- VI. The State of New Hampshire believes evidence of a high percentage of remedial classes in mathamatics is problematic given that experts believe the jobs of the future in this country demand top-flight mathematics skills.
- VII. The state of New Hampshire believes that without high quality, well prepared K-12 teachers, said academic achievement for every child is not possible and the NH State Board of Education has not provided or required use of "academically adequate standards" or provided adequate guidelines leading to academically demanding standards.
- VIII. The NH State Board of Education has not sufficiently improved certification standards for educational personnel including teachers, as authorized by RSA 186:11, X. and Section 21-N:9
- IX. The NH State Board of Education has essentially created a continuous, no-bid situation (with no re-evaluation process in place) in its selection of Praxis for evaluating and certification testing materials and these materials have been scaled by independent examiners to be set below high school standards when there are certification and testing materials in the marketplace judged to be set at college level standards.
- X. The NH State Board has not required prospective special education teachers to take the same subject matter tests that prospective elementary teachers take in

seeming contradiction of the mandate that students with special needs learn the same materials that all elementary students do for purposes of national assessments under NCLB.

XI. The passing score set on credentialing assessments for teachers graduated from NH colleges and universities when judged against other states in the United States indicates that other states require much higher standards to achieve certification. The goal should be that a teacher with passing credentials from NH are recognized world-wide for teaching excellence.

The statement of purpose: This amendment is to provide guidelines to ensure that New Hampshire educators possess the strong, nationally-recognized knowledge and skills that will support student success in a competitive global economy.

The NH State Board of Education shall be responsible for implementation of a rigorous testing instrument that educator candidates will be required to pass for the following areas:

I. Admission into educator preparation programs

a) Test shall assess educator candidates knowledge and skills in areas relevant to educators' responsibilities, including in the areas of reading, writing, and mathematics.

b) Educator committees shall be convened to review test content and test questions. Committee members shall consist of acknowledged educators and leaders in their respective academic fields, including college faculty in educator preparation programs and the arts and sciences for each of the test's subject areas.

c) Educator committees shall be convened to set a rigorous test passing score that shall be recommended to the state board of education for final approval. Committee members shall consist of acknowledged educators and leaders in their respective academic fields, including college faculty in educator preparation programs and the arts and sciences for each of the test's subject areas.

II. Certification in subject-specific endorsement areas

a) Educator candidates for elementary education grade levels shall be assessed separately in multiple subject areas, including reading, mathematics, science, and social studies, with a separate passing score for each subject area.

b) Educator candidates for middle school and secondary grade levels shall be assessed in a single subject areas that they will teach.

c) Educator committees shall be convened to review test content and test questions. Committee members shall consist of acknowledged educators and leaders in their respective academic fields, including college faculty in educator preparation programs and the arts and sciences for each of the test's subject areas.

d) Educator committees shall be convened to set a rigorous test passing score that shall be recommended to the state board of education for final approval. Committee members shall consist of acknowledged educators and leaders in their respective academic fields, including college faculty the arts and sciences, college faculty from educator preparation programs and kindergarten through twelfth grade public school educators, for each of the tests subject areas.

III. Certification in special education areas

a) In addition to any testing requirements associated with the knowledge and skills specific to special education areas, educator candidates for special education areas shall be assessed using the same testing instrument as required for educator candidates for certification of elementary education grade levels.

b) In addition to any testing requirements associated with the knowledge and skills specific to special education areas, educator candidates for special education areas shall also be required to pass, as appropriate, a single subject area test in the subject areas that they will teach.

IV. Basic Reading Instruction Competence Examination.

Beginning July 1st 2012 all candidates for initial educator or professional educator licensure in Early Childhood Level Education (approximate ages birth through 8), Early Childhood through Middle Childhood Level Education (approximate ages birth through 11), Middle Childhood through Early Adolescent Level Education (approximate ages 6 through 12 or 13), and special education, and all persons entering or pursuing an approved certification as a teacher-of-reading as defined earlier shall pass a new exam covering basic knowledge of the foundations of reading development, development of reading comprehension, reading instruction and assessment, and integration of knowledge and understanding.

A. The Basic Reading Instruction Competence Exam must have at least 100 multiple-choice questions, worth 80% of the total possible points, and at least two open response questions, worth 20% of the total possible points, and must have been previously administered in another state for over five years.

B. If this basic exam is embedded in a comprehensive, multi-subject licensure exam, there must be at least 100 multiple choice and two open response reading questions, and there shall be a separate passing score for the reading portion of the exam.

C. The foundations of reading portion of the basic exam shall be worth approximately 35% of the total possible points, and consist of multiple choice questions covering the understanding of phonological and phonemic awareness, the understanding of concepts of print and the alphabetic principle, the role of phonics in promoting reading development, and the understanding of word analysis skills and strategies.

D. The development of reading comprehension portion of the basic exam shall be worth approximately 25% of the total possible points, and consist of multiple choice questions covering the understanding of vocabulary development, the understanding of how to apply reading comprehension skills and strategies to imaginative/literary texts, and the understanding of how to apply reading comprehension skills and strategies to informational/expository texts.

E. The reading assessment and instruction portion of the basic exam shall be worth approximately 20% of the total possible points, and consist of multiple choice questions covering the understanding of formal and informal methods for assessing reading development, and the understanding of multiple approaches to reading instruction.

F. The integration of knowledge and understanding portion of the basic exam shall be worth approximately 20% of the total possible points, and consist of at least two open response questions requiring organized, developed analyses on topics related to

foundations of reading development, development of reading comprehension, and/or reading assessment and instruction.

G. The Department of Education, in consultation with an oversight panel consisting of persons with demonstrated mastery of the knowledge set forth, shall select the basic exam and make a practice exam available by September 1st 2012.

H. Educator committees shall be convened to set a rigorous test passing score for prospective special education teachers, reading teachers, and reading specialists that shall be recommended to the state board of education for final approval. Committee members shall consist of acknowledged educators and leaders in their respective academic fields, including college faculty in educator preparation programs and the arts and sciences for each of the test's subject areas. Persons entering or pursuing an approved program leading to certification as a reading teacher or reading specialist, who have previously passed the basic exam with a score of at least 85%, will not be required to re-take the exam.

I. The Department of Education may grant a provisional license for up to a 1-year term after failure and before re-taking the basic exam if the individual candidate is actively involved in an approved remedial class or approved professional development as preparation for retaking the exam. No person shall be accepted into or continue in a program teaching grades Pre-K -3 grade students, leading to certification as a teacher-of-reading or reading specialist without passing the basic exam.

J. Institutions of higher education are to provide free, approved remedial work as specified in for their candidates who fail the basic exam.

K. Districts are to provide free, approved professional development as specified for new out-of-state hires who fail the basic exam. The Department of Education shall require districts to earmark a specific amount of funds annually for professional development in reading, based on the number of new out-of-state hires who have not yet passed the basic exam.

L. Providers of the remedial work and professional development in subsections J. and K must be approved by the Department of Education after consultation with an oversight panel consisting of persons with demonstrated mastery of the knowledge set forth in this legislation.

M. Results of the basic exam are to be reported and made public annually, with first-time passage rates and overall passage rates tied to specific institutions of higher education for initial and professional license candidates and to individual districts for out-of state hires.

N. Individuals who are certified in reading remediation or language therapy by a nationally-recognized professional organization, have demonstrated success for at least two years in teaching SEEDS, and who pass the basic exam, plus the advanced exam in Section 2.3.2 below with scores of at least 85%, may be hired by districts to provide professional development to teachers or administrators, or to work individually with SEEDS, or may be hired by parents to work with their own children in schools during school hours.

V. The tests which are used for teacher licensing must be competitively bid not less frequently than every five years.

HB 1467--relative to educational requirements for teacher certification
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Tuesday, 2/14/2012, 10:00 AM
Room 207 Legislative Office Building

Dr. Melinda D. Treadwell
Dean, School of Professional and Graduate Studies
Keene State College

Good morning Chairman Balboni and members of the Education Committee, my name is Melinda Treadwell and I am the Dean of Professional and Graduate Studies at Keene State College. I am joined today by my colleagues Dr. Gail Mears and Dr. Mary Ford from Plymouth State University and Granite State College. We thank you for the opportunity to offer testimony this morning regarding the committee's proposed bill supporting eligibility for full-time teaching certification for individuals who have completed a bachelor's degree in any field of study. As Deans of the Schools of Education for three of the largest teacher candidate preparation programs in the state of New Hampshire, we come before you today to speak in opposition to this significant weakening of the teacher candidate certification requirements in our state.

My colleagues and I represent our respective institutions and we will introduce ourselves in turn and provide a brief summary of the scope of our teacher candidate preparation programs in the state. In addition, we have prepared collaborative testimony and will limit our comments, and provide evidence to support, three specific statements that underscore our collective opposition to the proposed bill: 1) our state's teacher candidate preparation programs are rigorously evaluated and demonstrate that our graduates meet or exceed appropriate learning expectations and outcome measures; 2) our teacher candidate preparation programs serve an essential role in the competent preparation of skilled, effective educators for our PreK-12 classrooms in the state and region; and 3) the proposed bill is inconsistent with our understanding of necessary elements for the successful preparation of a full time, professional educator.

Keene State College's origin in 1909 was as a normal school charged with preparing professionally skilled teachers for the region. Like our sister institution, Plymouth State University, Keene State has long tradition of meeting the evolving educational needs of the New Hampshire and New England community. As the state's premier public liberal arts college, with enrollments approaching 5,800 Keene State College currently offers 19 teacher preparation programs at the undergraduate and graduate levels with an average of 180 students graduating annually from these programs.

I will address our first statement that **our state's teacher candidate preparation programs are rigorously evaluated and demonstrate that our graduates meet or exceed appropriate learning expectations and outcome measures.**

Granite State College, Keene State College and Plymouth State University teacher certification programs are accredited by the New Hampshire Board of Education. Our programs are exhaustively reviewed by professionals from the state Department of Education in accordance with established statutory requirements. During these review processes, visiting assessment teams including subject matter experts, in-service preK-12 educators and administrators, and collegiate faculty are enlisted to review stated outcomes, course syllabi, and assessment evidence of outcomes achievement. Programs are expected to demonstrate student candidate success and achievement of knowledge, skills and dispositional expectations.

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In addition to state teacher candidate preparation effectiveness expectations, Keene State College and Plymouth State University have held national recognition by the National Council for Accreditation of Teacher Education (NCATE) since 1954. NCATE review and accreditation compels institutions to identify and demonstrate that teacher education candidates have the requisite knowledge, skills and dispositions to be effective educators. Review occurs on a 5, 7, or 10 year cycle and includes program review by national subject matter experts in accordance with established learning outcomes and professional standards. Accreditation cannot be held unless an institution effectively demonstrates, with measureable evidence, that candidates are meeting rigorous expectations for the profession. Programs must provide evidence demonstrating candidate's content knowledge and ability to develop and deliver instructional material; the quality and supervision of candidates' clinical experiences; and evidence that candidates can positively affect student learning.

Our accreditation processes require that we carefully monitor the selection and progress of candidates throughout their teacher preparation programs. Our established "decision point" or "gate" systems at each of our institutions establish minimum criteria that candidates must meet in order to be admitted to a teacher candidate preparation program, maintain status as a candidate during their collegiate career, and in order to be recommended for certification to the State of New Hampshire Department of Education. Examples of our criteria include designated minimum GPA requirements to enter teacher certification candidacy or to enroll in required coursework, dispositional monitoring throughout the program, passing of Praxis I and II (as required by state certification standards), achievement of ongoing academic performance standards, and successful completion of required clinical experiences as evaluated by mentoring teachers and university supervisors during their candidacy.

Keene State College and Plymouth State University were recognized in 2009, 2010, and 2011 respectively by both the State of New Hampshire Department of Education and NCATE. Granite State College was recognized with continuing accreditation by the State of New Hampshire Department of Education in 2011. Copies of our review materials, outcomes demonstration and recognition by these accrediting bodies are introduced here as evidence for the committee. I believe these data demonstrate the scope, competency expectations and success of our programs in preparing effective teachers for today and tomorrow's classrooms.

Because the proposed bill would remove the expectation to pair content mastery with rigorous teacher candidate preparation I respectfully request this Education Committee to vote HB 1467 inexpedient to legislate. Thank you.

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Dr. Gail F. Mears, Dean
College of Education, Health, and Human Services
Plymouth State University

Good morning, I am Gail F. Mears, Dean of the College of Education, Health, and Human Services at Plymouth State University. Plymouth State University has a long tradition of meeting the evolving educational needs of the New Hampshire and New England community. As a comprehensive university of approximately 7500 students, we currently have 18 initial teacher preparation programs at the undergraduate and graduate levels with 140 students per year graduating from these programs.

I want to thank the committee for the opportunity to address our second statement that **our teacher candidate preparation programs serve an essential role in the competent preparation of skilled, effective educators for our preK-12 classrooms in the state and region.**

The depth, breadth and rigor of our teacher preparation programs are vital to developing well-educated New Hampshire citizens and to ensuring that the next generation has the requisite knowledge, skills and abilities to engage in the world.

As mandated by our accreditation standards, teacher candidates, at all levels, must demonstrate not only the content area knowledge required by the NH Department of Education, but also the skills to successfully:

- address students special needs—ensuring that each child is effectively educated
- manage classrooms and engage students through dynamic teaching and learning strategies
- integrate an understanding of child social, emotional and physical development into their instructional methods and
- deliver instructional materials using current and effective methods of instruction using 21st Century techniques.

Teacher candidates are monitored for academic achievement, dispositions promoting effective engagement with children, ability to develop and deliver instructional materials, and ability to promote student learning in each of our programs. As demonstrated in the attached tables, teacher candidates are among the best, most engaged students at our institution when compared with students who major in content areas without teacher certification.

Most critically, candidates in our programs are mentored and supported during their candidacy to ensure they demonstrate aspects of effective teaching that go beyond content knowledge. Our candidates must demonstrate the ability to enhance student learning and content knowledge through effective teaching techniques. Our extensive clinical (school-based) experiences and the immersion of our teacher candidates with successful professional educators who help to mentor their development are critical components of professional preparation.

Dispositional monitoring and development, clinical mentorship, immersion and support provide essential additional elements of training, specific to teaching. These critical elements of teacher candidate preparation program curricula help to ensure that candidates who successfully complete our programs demonstrate the professionalism and teaching skills necessary to effectively manage classroom environments and to promote student learning

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We continue to work aggressively on our respective campuses, in collaboration with one another, and with the State of New Hampshire Department of Education to ensure that our programs are meeting learning expectations and the challenges of 21st Century teaching. We regularly review our assessment data, work with employers of our candidates and respond to emerging evidence and state/national requirements to enhance our programs. We believe that talented educators are developed with careful academic preparation, mentorship and clinical apprenticeship.

For these reasons I respectfully request this Education Committee to vote HB 1467 inexpedient to legislate. Thank you

**Plymouth State University Praxis II
Student results summary**

Total Students taking Praxis II at Plymouth State University for ALL Pertinent Programs		
	2009-2010	2010-2011
Total Candidates taking test	77	58
Total Candidates passing test	68	48
Institutional Pass Rate	88.31%	82.76%
National Pass Rate	64.7%	64.5%

Chemistry Praxis II Data		
	2009-2010	2010-2011
Total Candidates taking test	0	1
Total Candidates passing test	0	1
% Passing		100%

Childhood Studies Praxis II Data		
	2009-2010	2010-2011
Total Candidates taking test	42	31
Total Candidates passing test	35	28
% Passing	83.3%	90.3%

Early Childhood Studies Praxis II Data		
	2009-2010	2010-2011
Total Candidates taking test	9	12
Total Candidates passing test	9	12
% Passing	100%	100%

**Plymouth State University Praxis II
Student results summary**

English Education Praxis II Data		
	2009-2010	2010-2011
Total Candidates taking test	8	4
Total Candidates passing test	7	3
% Passing	87.5%	75%

Mathematics Education 5-8 Praxis II Data		
	2009-2010	2010-2011
Total Candidates taking test	6	1
Total Candidates passing test	6	1
% Passing	100%	100%

Mathematics Education 7-12 Praxis II Data		
	2009-2010	2010-2011
Total Candidates taking test	2	4
Total Candidates passing test	2	3
% Passing	100%	75%

Social Studies Praxis II Data		
	2009-2010	2010-2011
Total Candidates taking test	11	5
Total Candidates passing test	9	3
% Passing	82%	60%

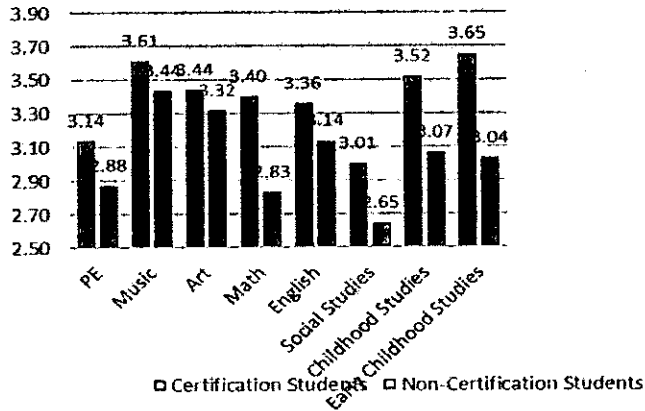
Keene State College PRAXIS II PASS RATE TABLE (by program)

<u>Program</u>	<u>Number of students taking test</u>	<u>Number of students passing</u>	<u>Percentage passing</u>
<u>Life Science (Biology)</u>			
Content Knowledge	1	1	100
Essays	1	1	100
<u>Chemistry</u>			
Content Knowledge	2	2	100
Essays	2	2	100
<u>Early Childhood</u>	23	23	100
<u>Earth Science (Geology)</u>	1	1	100
<u>Elementary Education</u>	85	81	94.1
<u>English</u>			
Content Knowledge	12	9	75
Essays	13	9	69.2

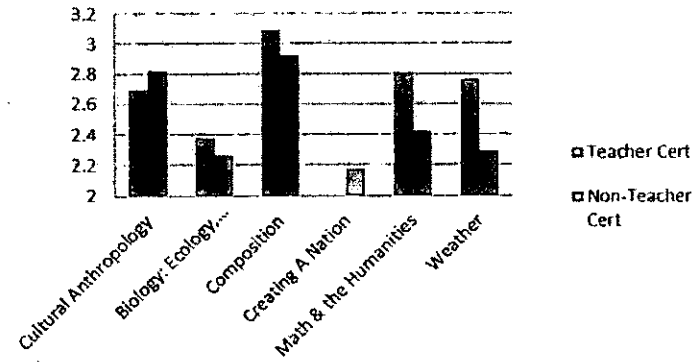
<u>Program</u>	<u>Number of students taking test</u>	<u>Number of students passing</u>	<u>Percentage passing</u>
<u>French</u>	1	1	100
<u>General Science (Middle School)</u>			
Content Knowledge	1	1	100
Essays	1	1	100
<u>Mathematics (Middle School)</u>	1	1	100
<u>Mathematics</u>			
Content Knowledge	2	2	100
Proofs	3	3	100
<u>Social Studies</u>			
Content Knowledge	16	14	87.5
Essays	17	16	94.1
<u>Spanish</u>	2	1	50

Plymouth State University
Student academic performance comparison

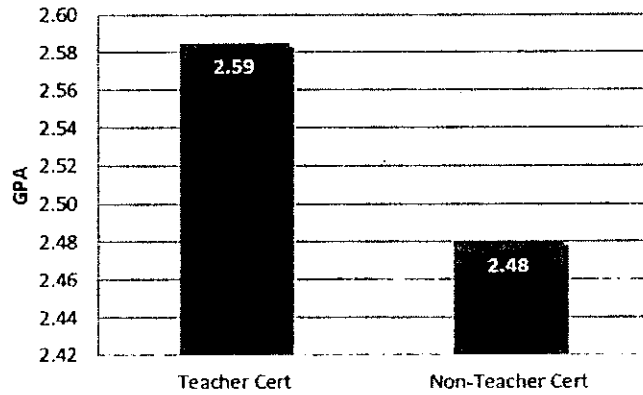
GPA in Teacher Cert vs. Others by Major



Fall 2012 Average Course GPA's



GPA in Six Common General Education Courses



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Dr. Mary Ford
Dean, School of Education
Granite State College

Good morning I am Mary Ford, Dean of the School of Education for Granite State College. At Granite State College, our School of Education features undergraduate degrees, para-educator programs, certificates, advanced endorsements, and Post-Baccalaureate Teacher Certification. We share a long and collaborative commitment to teacher candidate development with our colleagues from Keene State College and Plymouth State University. I will address our final statement, that **the proposed bill is inconsistent with our understanding of necessary elements for the successful preparation of a full time, professional educator.**

We have long relied upon our successful demonstration of effectiveness through state and national accreditation. State recognition for all campuses and national recognition of a teacher preparation program by NCATE at Keene and Plymouth have long been considered hallmarks of high-quality programs that meets rigorous standards, including demonstration that students have strong content knowledge. Our testimony today must extend beyond our demonstrated success in accreditation review however. In the final element of our collaborative testimony I will seek to share Granite State College's experience that underscores our collective assertion that content mastery alone is insufficient to prepare a professional educator to enter the classroom and be successful.

The Post-Baccalaureate Teacher Certification Program at Granite State College serves as the bridge that connects an educator's content area: math, science, social studies, or English/language arts; with actual teaching in the classroom. As with our colleagues at Keene and Plymouth, our certifications address teacher preparation in New Hampshire's critical shortage areas—where there aren't enough teachers and where students need the most support. Our programs are practical, are relevant, and are precisely focused on the true needs of the State.

Our students have rich backgrounds: engineering, business, sciences, military, child and family agencies. These rich backgrounds make for engaging and vibrant teachers that can truly connect with their students. These individuals need the support of a Teacher Certification Program to bottle these life experiences into relevant skills they can use as effective educators in the classroom.

The GSC program is a competency-based program directly tied to K-12 student outcomes. The program ensures that teachers understand the goals of his or her future students and understand the best approach to get to the desired outcomes.

The students in this program already know their content area. What they learn and benefit from at GSC --consistent with their experiences in the teacher candidate preparation programs of our sister institutions---are the skills and competencies dealing with learning theory, assessment, technology, classroom management, curriculum mapping/sequencing, differentiation of instruction, common/core standards, and their reaction to State-wide assessments.

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Across our programs all our teacher candidates examine student learning with teacher effectiveness and what that means in the context of their specific content area. They learn how to make instructional decisions that will yield the desired student outcome. These are concepts teachers need to firmly understand in order to be effective and this is *exactly* what teacher certification programs provide.

Outside of the accreditation review and test scores for candidates completing our programs, we measure our success by the individuals who graduate from our programs and become successful educators. Our programs follow our alumni, reach out to employers, and seek feedback to understand how to improve our effectiveness.

I would like to conclude our testimony with a personal story of a post-baccalaureate candidate educated through Granite State. I believe Kate Donovan's story underscores the importance of the work of programs like those at Keene, Plymouth and Granite State. As is the case with most Granite State College students, Kate Donovan is tenacious. It would have been easy for Kate, 42, to remain in her position as a business analyst at Liberty Mutual, be a wife and mom to her 3 daughters and live a relatively happy life. It just wasn't easy for Kate to ignore her passion.

Kate comes from a family of teachers and she always had that nagging feeling that she too would find her place in the classroom as an educator. Determined to turn her passion into her profession, Kate set out to identify the best route to take her from business' cubicle-clad world to teaching's vibrant classrooms.

In her own words: "I wanted to find an educational path that would allow me to continue working, be a mother and juggle my life's responsibilities. Ultimately, I found Granite State College and it was precisely the right fit. I love how focused on special education GSC and its staff are. These days, you significantly increase your chances of being hired if you come with special education certification. GSC understands this and ensures students are prepared."

Armed with a bachelor's degree she'd earned in her twenties, Kate went to Exeter High School and was hired as a computer lab assistant simply to get her "foot in the door" while she gained her alternative certification in Special Education. She was thrilled when she was later hired to fill an empty Special Education position at the high school. Kate's experience in GSC's unique field-based program, which immerses student teachers in classrooms and other learning environments, had paid off.

Firmly committed to her passion, Kate took on a caseload of students, each with unique, individual learning styles. And she set her sights on a Master's degree.

"I knew that GSC had wonderful pathways to other institutions, including Keene State College, and so I decided that as I finished up my post-baccalaureate program, I'd immediately begin classes for my Master's in Education at Keene," said Kate.

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Kate has completed her post-certification process at GSC and continues to work toward her Master's degree, while serving dozens of special education students at Exeter High School. "I'm thrilled and so grateful that I've found what I love to do," said Kate. "And I'm particularly grateful that, at 42 years old, with the support of my husband Mark and our family, I was able to make my passion my professional reality. I have Granite State College to thank for that."

Kate's story could be shared in hundreds of variations, hundreds upon thousands of educators prepared with careful practice by our state's teacher candidate preparation programs. We are proud of our programs and proud of our students. They are some of the best and brightest teachers in the State. They come to Keene State College, Plymouth State University and Granite State College with a high level of intelligence and skill, but the need to develop as educators through professional preparation and mentorship prior to certification and the responsibility to lead a classroom.

We all agree that mastery of disciplinary content knowledge is a necessary ingredient in promoting student learning in a preK-12 classroom. However, our experience and published research evidence would argue that content knowledge mastery is not sufficient to prepare an effective teacher. Clinical training, experiential immersion in classrooms, candidate dispositional monitoring and development, and skills for effective classroom management and response to instructional needs for each student are essential elements. Research has concluded that teachers who come from accredited teacher preparation programs are more effective in promoting student learning than teachers who lack this training (Darling-Hammond, Holtzman, Su Jin Gatlin, Vasquez-Heilig, 2005).

Removing requirements for teacher candidate effectiveness education for those seeking teaching certification as HB 1467 proposes would undermine what experience and research evidence would suggest is essential in preparing effective educators. We welcome any questions you may have and respectfully request this Education Committee to vote HB 1467 inexpedient to legislate.

References

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- Dickinson, D.K. & Neuman, S.E. (Eds.) (2006). *Handbook of early literacy research*. New York: Guilford.
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- Routman, R. (2003). *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann.
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- Donaldsen, Morgaen and Johnson, Susan Moore *Teach for America Teachers, how long do they teach? Why do they leave?* Kappan, 2011, pp. 47-52.
- Wilson, Suzanne M., *How can we improve teacher quality?* Kappan, October, 2011, pp 64-67.
- A Bachelors degree with specialized preparation in early childhood education leads to more positive outcomes than a bachelors degree alone (a BS or BA in any subject area). Teachers with a sound preparation in early childhood education:
- Are prepared to apply knowledge of child development and teaching strategies that match young children's ways of learning (Isenberg, 2000; Sadowski, 2006).
 - Understand that young children's thinking is qualitatively different from that of older children and that young children are making the transition from sensory learning to more abstract learning. (Bogard & Takanishi, 2005)
 - Know how to effectively scaffold children's learning in order to help them be successful in meeting school expectations (Sadowski, 2006).
 - Understand the language and literacy development of young children and how best to support it (Dickinson & Neuman, 2006; Routman, 2003).

Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE: February 16, 2012

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. Rago

Seconded by Rep. Gile

Vote: 16-0 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE: 16-0

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Kathleen A. Lauer-Rago, Clerk

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE:

2/16/12

LOB ROOM: 207

Amendments:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep. *Rago*

Seconded by Rep. *G. Ie*

Vote: (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

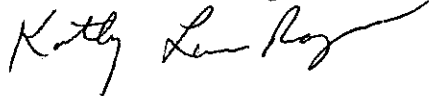
CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Kathleen A. Lauer-Rago, Clerk



EDUCATION

Bill #: HB 1467 Title: relative to educational requirements for teacher certification.

PH Date: 2/14/12

Exec Session Date: 2/16/12

Motion: Interim Study

Amendment #: _____

MEMBER	YEAS	NAYS
Balboni, Michael A, Chairman <i>absent</i>	—	—
Boehm, Ralph G, V Chairman	✓	
Hutchinson, Karen K <i>Kappler</i>	✓	
Ladd, Rick M	✓	
Fleck, Joseph W	✓	
St. Cyr, Jeffrey L	✓	
Brosseau, Charles J	✓	
Greemore, Robert H	✓	
Hill, Gregory	✓	
Hoell, J.R. <i>Coverford</i>	✓	
Jones, Laura M	✓	
Lauer-Rago, Kathleen A, Clerk	✓	
Pitre, Joseph A	✓	
Gile, Mary Stuart	✓	
Shaw, Barbara E. <i>Porter</i>	✓	
Gorman, Mary J	✓	
Frazer, June M	✓	

TOTAL VOTE:
Printed: 1/5/2012

16

0

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE: October 10, 2012

LOB ROOM: 207

Amendments:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep. Lauer-Rago

Seconded by Rep. Shaw

Vote: 11-0 (Please attach record of roll call vote.)

Motions: Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Rick Ladd, Clerk

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 1467

BILL TITLE: relative to educational requirements for teacher certification.

DATE:

10/10/12

LOB ROOM: 207

Amendments:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Sponsor: Rep.

OLS Document #:

Motions:

Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Lauer-Rago

Seconded by Rep.

Shum

Vote:

(Please attach record of roll call vote.)

Motions:

Recommended or Not Recommended for Future Legislation (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote:

(Please attach record of roll call vote.)

CONSENT CALENDAR VOTE:

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent:

Refer to Committee Report

Respectfully submitted,

Rep. Rick Ladd, Clerk

EDUCATION

Bill #: 1467 Title: _____

PH Date: 1/1/

Exec Session Date: 10/10/12

Motion: Recommended

Amendment #: _____

MEMBER	YEAS	NAYS
Balboni, Michael A, Chairman	✓	
Boehm, Ralph G, V Chairman	—	—
Hutchinson, Karen K	—	—
Ladd, Rick M	✓	
Fleck, Joseph W	✓	
St. Cyr, Jeffrey L	—	—
Brosseau, Charles J	✓	
Greemore, Robert H	✓	
Hill, Gregory	✓	
Hoell, J.R.	—	—
Jones, Laura M	✓	
Lauer-Rago, Kathleen A, Clerk	✓	
Pitre, Joseph A	✓	
Gile, Mary Stuart	—	—
Shaw, Barbara E	✓	
Gorman, Mary J	—	—
Frazer, June M	✓	

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Committee Report

CONSENT CALENDAR

February 16, 2012

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Committee on EDUCATION to which was referred
HB1467,**

**AN ACT relative to educational requirements for
teacher certification. Having considered the same,
report the same with the recommendation that the bill
be REFERRED FOR INTERIM STUDY.**

Rep. Kathleen A Lauer-Rago

FOR THE COMMITTEE

COMMITTEE REPORT

Committee:	EDUCATION
Bill Number:	HB1467
Title:	relative to educational requirements for teacher certification.
Date:	February 16, 2012
Consent Calendar:	YES
Recommendation:	REFER TO COMMITTEE FOR INTERIM STUDY

STATEMENT OF INTENT

The issue of teacher preparation is one that the committee feels deserves more attention than the committee has time to devote to it. A couple of concerns, for example, are that the State of NH has no-bid teacher preparation assessments and said assessments do not appear to be reflective of best practices in the country.

Vote 16-0.

Rep. Kathleen A Lauer-Rago
FOR THE COMMITTEE

Original: House Clerk
Cc: Committee Bill File

CONSENT CALENDAR

EDUCATION

HB1467, relative to educational requirements for teacher certification. **REFER TO COMMITTEE FOR INTERIM STUDY.**

Rep. Kathleen A Lauer-Rago for EDUCATION. The issue of teacher preparation is one that the committee feels deserves more attention than the committee has time to devote to it. A couple of concerns, for example, are that the State of NH has no-bid teacher preparation assessments and said assessments do no appear to be reflective of best practices in the country. **Vote 16-0.**

Original: House Clerk
Cc: Committee Bill File

COMMITTEE REPORT

COMMITTEE: Education
BILL NUMBER: HB 1447
TITLE: Relative to educational requirements for teacher certification
DATE: 2/16/12 CONSENT CALENDAR: YES NO

- OUGHT TO PASS
- OUGHT TO PASS W/ AMENDMENT
- INEXPEDIENT TO LEGISLATE
- INTERIM STUDY (Available only 2nd year of biennium)

Amendment No.

STATEMENT OF INTENT:

The issue of teacher preparation is one that the committee feel deserves more attention than the committee has time to devote to it. A couple of concerns, for example, are that the state of OH has no-bid teacher preparation assessments and ~~the~~ said assessments do not appear to be reflective of best practices in the country.

COMMITTEE VOTE: 16-0

RESPECTFULLY SUBMITTED,

- Copy to Committee Bill File
- Use Another Report for Minority Report

Rep. Kathy Lerner Rogo
For the Committee

HB 1467 relative to educational requirements for teacher certification.

INTERIM STUDY 16-0 CONSENT CALENDAR

The issue of teacher preparation is one that the committee feels deserves more attention than the committee has time to devote to it. A couple of concerns, for example, are that the State of NH has no-bid teacher preparation assessments and said assessments do not appear to be reflective of best practices in the country.

Rep. Kathleen Lauer-Rago for the committee

Rep. Rago
for
Michael Barbow

**INTERIM STUDY
COMMITTEE REPORT**

COMMITTEE: EDUCATION
BILL NUMBER: HB 1467
TITLE: Relative to educational requirements for teacher certification.
DATE: October 10, 2012

RECOMMENDED FOR FUTURE LEGISLATION

NOT RECOMMENDED FOR FUTURE LEGISLATION

STATEMENT OF INTENT: (May be handwritten)

Based upon subcommittee review, future study and legislation relative to educational requirements for teacher certification is recommended.

COMMITTEE VOTE: 11-0 (Attach Committee Voting Sheet)

Rep. Kathleen A. Lauer-Rago

INTERIM STUDY
COMMITTEE REPORT.

COMMITTEE: HEC
BILL NUMBER: HB 1467
TITLE: _____
DATE: 10/10/12

RECOMMENDED FOR FUTURE LEGISLATION

NOT RECOMMENDED FOR FUTURE LEGISLATION

STATEMENT OF INTENT: (May be handwritten)

Based upon subcommittee review,
future study and legislation relative
to educational requirements for
teacher certification is recommended

COMMITTEE VOTE: 11-0 (Attach Committee Voting Sheet)

Rep. Kelly Lam-Roy
For the Committee