Bill as Introduced

HB 1157 – AS INTRODUCED

2000 SESSION

00-2374
04/01

HOUSE BILL ***1157***

AN ACT establishing a committee to study incentives to attract individuals to the teaching profession.

SPONSORS: Rep. Arndt, Rock 27; Rep. F. Davis, Merr 12

COMMITTEE: Education

ANALYSIS

This bill establishes a committee to study incentives to attract individuals to the teaching profession.

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Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

00-2374
04/01

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand

AN ACT establishing a committee to study incentives to attract individuals to the teaching profession.

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

1 Committee Established. There is established a committee to study incentives to attract individuals to the teaching profession.

2 Membership and Compensation.

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

(a) Four members of the house of representatives, appointed by the speaker of the house.

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

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

3 Duties. The committee shall study and develop recommendations for proposed legislation relative to various incentives which may be used to attract individuals to the teaching profession, including, but not limited to:

I. Reductions or offsets in student loan debts for accumulated teaching experience.

II. Sign-on bonuses for new teachers.

III. Continuing education and professional development incentives.

IV. Compensation inequities as compared with other professions requiring a 4-year college degree.

V. Issues relative to barriers to entry to the teaching profession, including requirements for credentialing, certification, recertification, and testing.

4 Chairperson; Quorum. The first-named house member shall serve as the chairperson of the committee, and shall call the first meeting of the committee no later than 45 days after the effective date of this section. Four members of the committee shall constitute a quorum.

5 Report. The committee shall report its findings and any recommendations for proposed legislation to the speaker of the house of representatives, the senate president, the house clerk, the senate clerk, the governor, and the state library on or before November 1, 2000.

6 Effective Date. This act shall take effect 60 days after its passage.

Speakers

SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # HB1157 Date 2-2-00

Committee Education

**** Please Print All Information ****

Name	Address	Phone	Representing	(check one) Pro	Con
HOWARD L. WILSON	PO BOX 1, ANDOVER	735-5427	self	X	
Chris Collier	20 Winter Plymouth	536 1884	Self	X	
JAMES P. PILLIOD	50 Y PROVINCE		BEEK 3	X	

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HB 1157

BILL TITLE: establishing a committee to study incentives to attract individuals to the teaching profession.

DATE: February 2, 2000

LOB ROOM: 207 **Time Public Hearing Called to Order:** 11:00 a.m.

Time Adjourned: 11:54 a.m.

(please circle if present)

Committee Members: Reps. O'Hearn, Durham, Searles, Dearborn, Henderson, Larrabee, Weber, Hoadley, Flint, McKinley, P. Davis, Alger, Cox, Ward, Sullivan, Guest, Riley, Yeaton, Snyder, C. Jean, A. Pelletier, Estabrook and J. White.

Bill Sponsors: Reps. Arndt and Davis

TESTIMONY

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

REP. JANET ARNDT (Sponsor): I support this bill. Due to the shortages of teachers now in math, science and world languages and retirements coming up, I really think we need to do something. The demands on teachers to keep their credentials discourage some. Such a study committee could come up with creative ways to solve this problem.

REP. WILLIAM RILEY: How about the teachers of social studies and English?

REP. GORDON FLINT: What about better salaries?

REP. ARNDT: I agree that is a problem, but perhaps some creative thinking could help.

CHAIRMAN JANE O'HEARN: All areas listed would require a fiscal note?

REP. ARNDT: Perhaps the study committee could look into partnership with businesses or others.

REP. RUSSELL COX: Could this committee study job sharing?

REP.ARNDT: I know of a district that does that for a third grade class.

REP. BRIEN WARD: Would you believe local districts could do these things?

REP. ARNDT: A study committee could come up with ideas, like linking with big companies, etc.

REP. ELIZABETH HOADLEY: Under #3, are you aware that "sign-on" bonus' are objected to by the unions? Some districts have course reimbursements?

REP. ARNDT: These are just things thrown out. The committee could come up with other items to look at.

REP. CHARLES YEATON: Is it true this bill doesn't require the committee to study any particular thing?

REP. ARNDT: Yes

REP. WILEY: On line 3, is it necessary to have only legislation?

REP. ARNDT: I was told this is the way I had to go.

REP. FRANK DAVIS (Co-sponsor): I support this bill. I am a retired teacher from public and private schools. I advised "Future Teachers of America". A study committee could look at the high school students helping out in lower grades. As far as salaries go, we will never be able to match what private business' offer. If there is some way we can cancel part of the debt people run up, it would be great.

MS. JUDITH FILLION (Dept. of Education): I support this bill. I am very willing to help such a study committee. (She then went through various documents provided on alternative certification of teachers.) New Hampshire is more flexible than any other state that I know of. We do have a federal student loan program forgiveness for teachers in low-income school districts.

REP. CLAUDETTE JEAN: Would this study committee be duplication?

MS. FILLION: This group would be aware of what's going on so that informed legislation would follow.

REP. YEATON: Could we get a list of schools available for federal student loan forgiveness, if available?

MS. FILLION: Yes and there is a federal web site about it.

CHAIRMAN O'HEARN: There is a study about shortages?

MS. FILLION: Yes, several groups are studying it. We're just moving into the critical shortage, which will be in two to three years.

REP. WARD: What is the status of programs in colleges in the state?

MS. FILLION: I believe they are expanding. Remember that many students go out-of-state. They prepare large numbers of elementary teachers of which there has never been a shortage.

REP. WARD: Are you concerned that by the time we go through this long process, the problem will be solved through local district initiatives?

MS. FILLION: Not necessarily because loan payback probably won't be done in local districts.

REP. ELIZABETH HOADLEY: Could you provide the sponsors with the notice of the meeting of the task force on teacher shortage?

MS. FILLION: Yes, it's going to be a very important day. The packets have gone out. It will be a working day.

REP. HOADLEY: It seems a lot of which is in the bill will be done by a task force, so HB 1157 would be a second step.

MS. FILLION: I agree.

CHAIRMAN O'HEARN: When will recommendations be out?

MS. FILLION: Around June, the Professional Standards Board will review.

REP. JOHN ALGER: Could shortage be related to discipline in the classroom?

MS. FILLION: "Burnout" could be discussed in the section on barriers to people staying in teaching.

MS. KAREN MCDONOUGH (NEA-NH): I support this bill. This study committee would show recognition of the issue. Those working in the schools are quite aware of the problem. Many bright girls have many other options than teaching. Our organization is looking for long-range solutions.

REP. WARD: Have you identified any such solutions? "I CAN DO IT" is a program by NEA, which involves mentoring new teachers to keep them in the classroom.

REP. IRIS ESTABROOK: Should we broaden this to include administrators?

MS. MCDONOUGH: Yes, and aides for special education.

CHAIRMAN O'HEARN: What is the NEA doing?

MS. MCDONOUGH: We are obviously concerned about the training programs to train for the "I CAN DO IT" program.

REP. COX: What are the retirement requirements?

MS. MCDONOUGH: Some districts allow it at age 55, but most don't, which would help the districts save money. This is changing now. There is not mandatory retirement, but a few have it in contracts at the local district.

Respectfully submitted,

Susan B Durham

Rep. Susan B. Durham, Acting Clerk

Testimony

1. HB 1157

CERTIFICATION STANDARDS FOR EDUCATIONAL PERSONNEL IN NEW HAMPSHIRE

New Hampshire State Board of Education October 5, 1996

The New Hampshire State Board of Education recognizes that persons may become qualified as educators through a variety of educational and life experiences. Therefore, the following alternatives to becoming a certified educator in New Hampshire are made available to applicants.

PART Ed 505 QUALIFYING METHODS FOR OBTAINING A TEACHING CREDENTIAL

Ed 505.01 **Alternative 1**: Approved Program in New Hampshire.

(a) Individuals shall qualify for a credential pursuant to Ed 504 by completing a board approved educator preparation program(s) at a college, university or teacher training institution in New Hampshire in accordance with Ed 600.

(b) Upon completion of a board approved program in accordance with Ed 600, the applicant shall:

(1) Obtain confirmation of completion of the program on the application for certification described in Ed 508.02 by the designated official of the college or university; and
(2) Complete and file the application for certification pursuant to the application procedures of Ed 508.

(c) A current listing of approved programs in New Hampshire, shall be kept on file by the bureau.

Ed 505.02 **Alternative 2**: States Other Than NH. Alternative 2 shall have 2 distinct requirements known as Alternative 2A and 2B, as described below:

(a) Alternative 2A relative to the Interstate Contract Concerning Qualification of Education Personnel(ICC) shall consist of the following:

(1) Individuals shall qualify for a beginning or experienced credential by:

a. Completing an equivalent program consistent with the terms of the ICC with New Hampshire; or
b. Holding a valid credential from a state belonging to the ICC and having 3 years of educational experience in the last 7 years under a credential from a participating state;

(2) The applicant must have credentials from a signatory state which appears on the list of signatory states which shall be maintained by the bureau; and
(3) Applicants seeking to obtain certification under this part shall apply to the bureau pursuant to Ed 508.

(b) Alternative 2B relative to a state not signatory to ICC shall consist of the following:

(1) Individuals from a state not a member of the ICC shall qualify for a credential upon completion of an approved program for certification in a state not a party to the ICC provided that:

a. The program in that state has been accredited by an accreditation agency, including, but not limited to:

1. The National Council for the Accreditation of Teacher Education(NCATE); or
2. The Northeast Regional Association of Schools and Colleges(NRASC); and

b. The bureau determines that the program(s) meet the standards specified in Ed 612 or Ed 614 for a New Hampshire educator preparation program(s); and

(2) Applicants for credentials as a superintendent of schools or principal under this part shall qualify if the bureau determines that they meet the program requirements of Ed 614.04 and Ed 614.05.

Ed 505.03 **Alternative 3**: Demonstrated Competencies and Equivalent Experiences.

(a) Alternative 3A relative to demonstrated competencies and equivalent experiences shall consist of 2 parts, a written application and an oral interview process as described below:

(1) Applicants for a credential who have acquired competencies, skills and knowledge through means other than Ed 505.01 or Ed 505.02 may request a credential on that basis;

(2) To qualify, an applicant shall have at least 3 months of successful full-time continuous teaching experience in the area of specialization;

(3) Individuals seeking a credential through this part shall submit to the bureau:

a. A letter of intent requesting processing pursuant to Ed 505.03;
b. A completed application form required by Ed 508.03;
c. Official college transcript(s); and
d. A letter from the employer verifying that the applicant has completed at least 3 months full-time teaching in the area of specialization for which a credential is sought;

(4) Upon receipt of the materials listed in subparagraph (3) requesting processing pursuant to Ed 505.03, the bureau shall evaluate the materials to determine if the applicant qualifies for this application method;

(5) If the bureau determines that an individual does not qualify under this method, the bureau shall:

a. Notify the individual in writing within 15 days of its decision;
b. Provide the reasons for their determination, which shall include a written explanation stating why the materials the applicant has submitted are not acceptable and how they can be corrected; and
c. Recommend another appropriate application method if one is available;

(6) Applicants qualifying for Ed 505.03 processing shall be sent an application packet under Ed 508.03;

(7) The completed application packet shall be filed by the applicant with the bureau and the administrator shall:

a. Review the materials to determine if the packet is complete;
b. Notify the applicant if any additional information is needed to complete the application packet;

(8) Upon the determination by the administrator that the application is complete, the applicant shall attend a meeting with the review board at which time the board shall review the application and ask questions based upon the materials submitted;

(9) The review board shall be appointed by the administrator;
(10) The review board shall consist of a member of the department and 2 other members;
(11) The 2 members who are not department employees shall:

a. Hold valid credentials; and
b. Be employed on a full-time basis in the subject area in which the applicant is seeking to obtain a credential; however, one, if not employed on a full time basis, may be employed as teachers in an educator preparation program.

(12) The review board shall make a recommendation to the administrator;
(13) The administrator shall either agree with or deny the recommendation and issue a decision in writing stating the reasons for the administrators decision;
(14) An applicant may ask the division director for a reconsideration of the administrator's decision to deny credentialing; and
(15) An applicant may appeal a decision to deny an application for a credential under this part pursuant to Ed 200.

(b) Alternative 3B relative to demonstrated competencies and equivalent experiences, national or regional examination, shall consist of the following:

(1) Applicants for a credential who possess a national or regional certification achieved by passing either the Northeast Regional Examination or the National Association of School Psychologists examination shall be eligible for a New Hampshire credential based upon their passing grade; and

(2) Applicants under this paragraph shall apply for a credential by submitting the scores along with an application for certification pursuant to Ed 508.03 to the bureau with the appropriate filing fees and accompanying documentation as required by Ed 508.

Ed 505.04 **Alternative 4**: Individualized Professional Development Plan (Restricted).

(a) Alternative 4 shall be a qualifying method limited to the following:
(1) Applicants recommended for employment under a critical staffing shortage pursuant to Ed 503.02;
(2) Applicants recommended for employment in the vocational specialties pursuant to Ed 507; and
(3) Applicants recommended for employment as business administrators who have not completed the requirements of Ed 506.03

(b) Applicants may be employed as an educator after obtaining a statement of eligibility from the bureau while completing an individualized professional development plan.

(c) The entry requirements for an educator seeking a credential under this section shall be:
(1) A recommendation for employment under the critical staffing provision in Ed 503.02; or
(2) A bachelor's degree from a college or university approved by its regional accreditation authority.

(d) The process for establishing an individualized professional development plan shall be as follows:
(1) The individualized professional development plan shall be based on an assessment of the particular strength and weaknesses of the applicant;
(2) Each plan shall include:
a. A description of the competencies the applicant shall acquire; and
b. The means by which these shall be attained, demonstrated and evaluated;

(3) The plan shall be developed and agreed to by:
a. The applicant;
b. A local educator mentor certified in the same subject area that the applicant will be teaching who shall:
1. Be appointed by the superintendent of schools;
2. Hold a valid experienced educator credential with the appropriate endorsements in the same subject area in which the applicant is seeking to obtain a credential; and
3. Be employed at the same educational facility as the applicant; and
c. The superintendent of schools;
(4) The superintendent of schools shall submit the plan and identify the local educator mentor to the bureau for approval;
(5) The bureau shall review the plan to ensure all of the following are included:
a. Subject matter and pedagogical content;
b. Performance objectives of educators;
c. Evaluation of resources to be utilized such as, but not limited to, additional coursework, on the job training, and staff development; and
d. The quality of the needs assessment for the applicant.

(e) The superintendent and the applicant shall be notified in writing of the bureau's approval or non-approval of the plan.

(f) An individualized professional development plan shall be canceled if the applicant fails to attain the skills and knowledge agreed to by the applicant within the time frame specified by the plan.

(g) The superintendent of schools shall notify the bureau in writing of the applicant educator's failure to meet the goals which the applicant agreed to as specified in the plan.

(h) Annual progress reports or a final report when an individualized professional development plan is completed, shall be filed by the superintendent of schools, in consultation with the local educator mentor, by the end of the school year for which the plan is scheduled to expire, with the bureau attesting to the applicant's:
(1) Acquisition and demonstration of skills;
(2) Competencies; and
(3) Knowledge of the plan.

(i) The bureau shall grant an intern license for one year upon initial approval of the plan. The intern license may be renewed twice on an annual basis.

(j) The applicant shall qualify for a beginning educator credential upon:
(1) Successful completion of the plan during the period of an interim license; and

(2) Completion of at least 3 years of full-time experience while maintaining a valid New Hampshire intern license for the 3-year period allowed under paragraph(i) above which includes one year initial license and 2 annual renewals within an intern license period.

(k) Once a plan is filed with the bureau, the educator may obtain employment in a similar position in another school district provided that:
(1) The bureau is notified in writing of the change; and
(2) The new school district agrees to maintain the plan as approved by the bureau.

Ed 505.05 **Alternative 5**: Site Based Certification Plan.

(a) The terms used in this section shall be defined as follows:

(1) "In-service component" means that portion of the plan which is completed after the educator has assumed full responsibility for a classroom;
(2) "Pre-service component" means that part of the education plan which is completed prior to the educator's assuming full responsibility for a classroom;
(3) "Site based certification plan" means the method described in this section for obtaining an educational intern license.

(b) The site based certification plan shall be available in elementary and secondary teaching areas, excluding vocational education and special education, for those individuals who qualify under the following specific conditions:

(1) The applicant shall possess a bachelor's degree from an institution approved by the New Hampshire Post Secondary Education Commission or equivalent regional accrediting agency such as but not limited to the Northeast Regional Association of Schools and Colleges; and

(2) The applicant shall meet one of the following criteria:

a. For secondary education, the applicant shall possess the equivalent of a 30 hour collegiate major in the subject to be taught and an overall grade point average of 2.5, or equivalent.
b. For elementary education, applicants shall possess a 4 year arts and science background and an overall grade point average of 2.5, or equivalent.

(3) An individual who fails to meet the grade point average requirement shall still qualify for the site based certification plan provided that:

a. All other requirements are met;
b. Collegiate graduation occurred more than 5 years prior to application for the site based plan; and
c. Occupational experience totaling 5 years directly related to the area to be taught is documented.

(4) Applicants who meet the requirements of this section shall be issued a statement of eligibility by the bureau.

(c) Equivalence of credits shall be determined through analysis of:

(1) Such information as:

a. Numbers of contact hours;
b. Course titles;
c. Course syllabi;
d. Required projects; and
e. Data on official transcripts.

(2) The required level of academic performance, at least equivalent to a 2.5 in a 4.0 system and to be determined by mathematical computation or by analysis of documents such as, but not limited to, academic recommendations.

(d) Documentation of experience shall consist of, but not be limited to:

(1) Letters from previous employers;
(2) Employment contracts; or
(3) Letters of commendation and recommendations from parties knowledgeable about the applicant's background and experience.

(e) Superintendents or their designees may hire those individuals who possess a letter of eligibility.

(f) Educators with a statement of eligibility shall not be authorized to begin active teaching duties until:
(1) The superintendent or his/her designee appoints a mentor or a mentoring team who shall work with the educator for at least one school year; and
(2) A mentoring plan is developed and implemented.

(g) The mentor shall receive a minimum of 12 hours training in the mentoring process which shall include, but not be limited to:
(1) Theories of adult development and learning models and tools for classroom observation;
(2) Techniques for providing feedback to the applicant; and
(3) Ways of providing emotional support to the applicant.

(h) Mentor training shall be provided by the department or other persons or institutions under contract to the department.

(i) The mentor, principal, applicant and others who might be designated by the superintendent to be responsible for the work of the applicant shall develop the applicant's education plan.

(j) The plan shall be comprised of a pre-service and an in-service component.

(k) The pre-service component of the plan shall contain study of the following:
(1) Processes of human growth development and learning;
(2) Techniques to determine the learning needs of students;
(3) Techniques for using available resources to meet those needs; and
(4) Techniques for establishing orderly classroom routines.

(l) If an assessment of the applicant's background determines that some or all of this study has been completed prior to employment the applicant shall not be required to repeat any requirement already completed.

(m) The superintendent shall file with the bureau:
(1) A copy of the completed pre-service education program;
(2) A description of the applicant's teaching assignment; and
(3) A statement in which she/he testifies to the fact that the pre-service training has been completed.

(n) The bureau shall issue an intern license upon receipt of verification that the pre-service component of the plan has been met.

(o) The in-service component of the plan shall be completed during the first year of service and address those sections of Ed 610.01 - Ed 610.05 as deemed necessary by an assessment of the applicant's previous training and experience.

(p) The in-service education plan shall be developed and filed with the bureau prior to the teaching assignment. The in-service plan may be modified by those responsible for the work of the applicant, but any modifications shall be filed with the bureau.

(q) The pre-service and in-service components of the applicant's education program shall provide for performance evaluation, which may be the same as that used for other staff, and performance evaluations shall be filed with the bureau.

(r) The intern license shall be issued for the length of the plan, however, the superintendent may request an extension of time for the completion of the education plan from the director citing the reasons for such a request.

(s) Extensions pursuant to (g) above shall:
(1) Be granted for no longer than one year; and
(2) Be granted for reasons out of the control of the licensee, such as, but not limited to, ill health or unavailability of coursework.

(t) Upon completion of the in-service component of the plan, the superintendent shall submit a statement to the director verifying that all portions of the in-service plan have been implemented by the district and satisfactorily completed by the applicant. This statement shall include a recommendation for certification.

(u) A positive recommendation shall not obligate a school district to continue the employment of an applicant.

(v) Failure by a candidate to complete the in-service component shall result in a negative certification recommendation by the superintendent.

(w) Upon receipt of the completed plan and the superintendent's positive recommendation, the director or his/her designee, according to the requirements of RSA 21-N:7, I, shall issue a beginning educator credential.

(x) An incomplete plan for which an extension has not been granted for good cause shall be terminated along with the employment of the applicant.

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT (FAX: 603-271-3454)
101 Pleasant Street, Concord, NH 03301-3860

PROFESSIONAL STANDARDS BOARD

Membership 1999-2000 School Year

I. Teachers and Education Specialists

Rhonda Jenness	Elementary Teacher	Littleton	1997-2000
Barbara Keirstead	English Teacher & Media Generalist	Nashua	1999-2002
Jeffrey Kent	Coordinator Library Services	Concord	1998-2001
Anne Kirby	Elementary Teacher	Gilmanton	1997-2000
Diane Lieberman Share	Elementary Teacher	New Castle	1999-2002
Marsha Pelletier	Middle School Teacher	Dover	1998-2001
Michael Reardon	Secondary Teacher (Coord., Curriculum & Instruction)	Pembroke	1999-2002*
Anne Rogers	Elementary Teacher	Bedford	1999-2002*
Stephen Zanni	Middle School Teacher (Chairman, Science Dept.)	Hudson	1999-2002*

II. Higher Education and Education Administration

Barry Albert	Principal, McLaughlin Middle School	Manchester	1998-2001
Dr. Michael D. Andrew	University of New Hampshire (Education Department)	Durham	1997-2000
Dr. Dennise M. Bartelo	Plymouth State College (Graduate Studies in Education)	Plymouth	1999-2002*
Dr. Burton Kaliski	New Hampshire College (Business Education Dept.)	Greenfield	1997-2000
Bernard Keenan	Director, College for Lifelong Learning	Berlin	1999-2002*
Peggy McAllister	Executive Director, NH Association of School Principals	Concord	1998-2001
Dr. Phillip McCormack	Superintendent SAU #29	Keene	1997-2000*
Dr. Charles Mitsakos	Chairman, Education Dept., Rivier College	Nashua	1997-2000*
Karen Soule	Superintendent SAU #68	Lincoln	1999-2002

III. Qualified Lay Persons

Doreen Stern-Gordon	Layperson	Hopkinton	1998-2001
Dr. Paul Krohne	Layperson	Gilford	1999-2002*

IV. Director, Division of Program Support

Dr. Judith D. Fillion — Executive Secretary

CHAIRMAN:
ASS'T. CHAIRMAN:

*Serving second 3 year term

September 21, 1999 revision

PROFESSIONAL STANDARDS BOARD

RSA 186:60 Professional Standards Board.

I. There is hereby established a professional standards board to advise the state board of education regarding professional growth, certification and governance of the education profession in this state. The board shall consist of the following 21 members:

(a) The director of the division of program support, or designee, who shall be the executive secretary of the board;

(b) Nine members representing classroom teachers or education specialists, or both;

(c) Nine members representing higher education and education administration;
and

(d) Two members representing qualified lay persons.

II. The state board of education shall appoint the 20 members of the board specified in paragraph I(b), (c) and (d) from nominations submitted by the education profession and interested persons.

III. The appointed members of the board shall serve for 3-year terms and may not serve for more than 2 full terms.

IV. The appointed members of the board shall serve without compensation and shall be entitled to reimbursement by the state board of education for mileage and expenses incurred in performing required duties. The state board of education shall furnish the board with materials, secretarial assistance and meeting facilities.

V. The members of the board shall annually elect a chairman from among their membership. The chairman shall present budget requests to the state board of education.

VI. The board shall have the following powers and duties:

(a) The board shall recommend policies to the state board of education including, but not limited to, pre-service education, continuing education, professional growth, initial certification, recertification, para-professional training and certification, revocation of credentials, performance evaluation and staffing patterns. In making policy recommendations on the certification process, the board shall consider complaints it receives from persons who feel aggrieved by the process.

(b) The board shall meet at least five times annually.

(c) The board shall annually submit two reports to the state board of education concerning its activities and containing policy recommendations.

(d) The board shall maintain records and minutes of its meetings and shall file them in the office of teacher education and professional standards.



Elizabeth M. Twomey
COMMISSIONER
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State Office Park South
101 Pleasant Street
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TO: Task Force on Critical Shortage of Teachers

FROM: Dr. Phillip G. McCormack, Chair
Professional Standards Board

Dr. Judith D. Fillion
New Hampshire Department of Education

RE: Task Force Meeting

Thank you for agreeing to serve on the Task Force on Critical Shortage of Teachers. The work of this group has been authorized by the New Hampshire State Board of Education. Last summer the State Board charged the Professional Standards Board (PSB) to, "in cooperation with representatives of the New Hampshire School Administrators Association, establish a task force to identify strategies for addressing increasing teacher shortages." In response to this charge, an initial meeting of representatives from NHSAA, NHASP, PSB, and the Department of Education was convened to discuss a strategy that would allow us to move ahead. It was agreed that a small group of informed participants, whose organization/agency is impacted by the anticipated shortage or who might have a stake in this issue, needed to meet.

February 9, 2000, at The Holiday Inn in Concord was selected as a meeting date for this group to meet to address the issues and make strategy recommendations to deal with the anticipated shortages. Issues include, but are not limited to, recruitment, retention, abrogation of contract, and certification alternatives. At this meeting, a facilitator will lead the group through a variety of activities that will, hopefully, help us arrive at recommendations that will eventually be brought to the PSB and State Board for approval and action.

Research materials germane to this topic have been compiled and forwarded to you for your review prior to the meeting. Coming to the meeting with a common understanding of some of the issues should aid our discussion and work; therefore, we ask that you take an opportunity to read these materials prior to the meeting.

We look forward to seeing you on the 9th. Please contact either Judy (271-3855) or me (357-9002) if you have any questions or thoughts.

TASK FORCE ON CRITICAL SHORTAGE OF TEACHERS

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Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 1157

BILL TITLE: **establishing a committee to study incentives to attract individuals to the teaching profession.**

DATE: February 22, 2000

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

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

Moved by Rep. Susan Durham

Seconded by Rep. Arthur Pelletier

Vote: 13-0 (Please attach record of roll call vote.)

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

Moved by Rep.

Seconded by Rep.

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

CONSENT CALENDAR VOTE: Yes

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

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Bruce L Dearborn

Rep. Bruce L. Dearborn, Clerk

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 1157

BILL TITLE: **establishing a committee to study incentives to attract individuals to the teaching profession.**

DATE: 2-22-2000

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

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

Moved by Rep. Dearborn

Seconded by Rep. Gallagher

Vote: 20 (Please attach record of roll call vote.)

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

Moved by Rep.

Seconded by Rep.

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

CONSENT CALENDAR VOTE: Joan Dearborn

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

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Bruce L. Dearborn

Rep. Bruce L. Dearborn, Clerk

OFFICE OF THE HOUSE CLERK 2000 SESSION

EDUCATION

Bill #: 1157 **Title:** _____

PH Date: ___/___/___ **Exec Session Date:** 2/22/2000

Motion: ITL **Amendment #:** _____

MEMBER		YEAS	NAYS
O'Hearn, Jane E, Chairman	✓	✓	
Durham, Susan B, V Chairman	✓	✓	
Searles, Stanley N			
Dearborn, Bruce L, Clerk	✓	✓	
Henderson, Warren C			
Larrabee, David E			
Weber, Phil A			
Hoadley, Elizabeth K			
Flint, Gordon B	✓	✓	
McKinley, Robert E			
Davis, Perley E			
Alger, John R M	✓	✓	
Cox, Russell N			
Ward, Brien L			
Sullivan, P Judith	✓	✓	
Guest, Robert H	✓	✓	
Riley, William A			
Yeaton, Charles B	✓	✓	
Snyder, Clair A	✓	✓	
Jean, Claudette R	✓	✓	
Pelletier, Arthur J	✓	✓	
Estabrook, Iris W	✓	✓	
White, John M	✓	✓	
		13-0	
TOTAL VOTE:			

Printed: 12/30/1999

Committee Report

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **HB 1157**

TITLE: establishing a committee to study incentives to attract individuals to the teaching profession.

DATE: February 22, 2000 CONSENT CALENDAR YES ☒ NO ☐

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☒ INEXPEDIENT TO LEGISLATE

☐ RE-REFER

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

This bill, though well intended, is now unnecessary. Early in February the Professional Standards Board of the Department of Education assembled a task force to review the many issues around educator (both teacher and administrator) scarcities. The findings and recommendations of the task force will cover a broad range of related topics and will include addressing possible incentives to attract individuals to teaching. The entire report will be presented to the State Board of Education and the House Education Committee will carefully watch this important issue.

Vote 13-0.

Rep. Susan B. Durham
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

CONSENT CALENDAR

Education

HB 1157, establishing a committee to study incentives to attract individuals to the teaching profession. INEXPEDIENT TO LEGISLATE

Rep. Susan B. Durham for Education: This bill, though well intended, is now unnecessary. Early in February the Professional Standards Board of the Department of Education assembled a task force to review the many issues around educator (both teacher and administrator) scarcities. The findings and recommendations of the task force will cover a broad range of related topics and will include addressing possible incentives to attract individuals to teaching. The entire report will be presented to the State Board of Education and the House Education Committee will carefully watch this important issue. Vote 13-0.

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **HB 1157**

TITLE: establishing a committee to study incentives to attract individuals to the teaching profession.

DATE: Feb. 22, 2000 CONSENT CALENDAR YES ☒ NO ☐

☐ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☒ INEXPEDIENT TO LEGISLATE

☐ RE-REFER

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

Vote 13 - 0

Rep. Susan B Duncan
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

This bill, though well intended, is now unnecessary. Early in February the professional Standards Board of the Department of Education assembled a task force to review the many issues around educator (both teacher and administrator) scarcities. The findings and recommendations of the task force will cover a broad range of related topics and will include addressing possible incentives to attract individuals to teaching. The entire report will be presented to the State Education Committee will

carefully watch. this important issue.