Preparing and Partnering for Learner-Responsive Educators and Learners

NTEP
- Vision for integrated support system (N-1)
- Enhanced preparation (N-3, C-1) and clinical practice (N-6, C-2)
- Certification pathways (N-4, C-4)
- Assessment for improvement (N-2, N-7, C-5)

CEEDAR
- Aligned Ed 500s and 600s support all students (C-3)

CTE
Program Approval

PSB
PSB Subcommittees

IHE Network
4 Initiatives

Revisions/Updates to Rules

Recommendations to State Board
Leading to updated preparation and credentialing to better support educators and the students they serve

Vision 2.0: New Hampshire Vision for Education

Leadership  Policy  Readiness  Resources  Public Will  Data Infrastructure  Learning Agenda

DRAFT September 22, 2016
Background Information

NH’s Learner-Responsive Definition For Beginning Educators

A learner-responsive educator is one who is ready on day one of his or her career to model and develop in students the knowledge, dispositions, and skills they need to be life-long learners. This includes the ability to think critically and creatively, to apply content to solving real world problems, to foster an interdisciplinary perspective, to collaborate and work in teams, and to take ownership of their own learning.

More specifically, learner-responsive educators care deeply about the whole child and share responsibility in the development and growth of all learners. They have deep knowledge of their content and how to teach it, meeting the differing needs of their students. They hold them to high expectations, and personalize learning to ensure each learner is supported. They motivate, and actively engage students in learning; they design, interpret, and use multiple forms of student assessment and data to monitor progress and inform instruction. Learner – responsive educators reflect, continuously improve, collaboratively and individually problem solve; and they demonstrate a capacity for leadership.

Adapted from Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession (2012)

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<thead>
<tr>
<th>NTEP Goals</th>
<th>CEDAR Goals</th>
<th>NH IHE Network Goals</th>
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<tr>
<td>N-1. Foster the vision of building a system of integrated support across the continuum of a teacher’s career.</td>
<td>C-1. Utilize EBPs in the development and implementation of educator preparation programs to meet the diverse needs of all students aligned to college and career readiness.</td>
<td>I-1. Craft, calibrate, implement and analyze a common assessment of teacher efficacy (NH Teacher Candidate Assessment of Performance, or TCAP) that can be used by all EPPs, regardless of size or specialization.</td>
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<td>N-2. Design and develop a broader assessment system for teacher learning and program improvement based on multiple measures that are valid and reliable.</td>
<td>C-2. Develop effective (robust) partnerships between and collaborations within preparation programs and P-12 to demonstrate positive impact on all P-12 student learning and educator development.</td>
<td>I-2. Create a community of practice to share experiences and knowledge related to the development of school-college partnerships, (NH IHE Network Clinical Practice and Partnership Subcommittee).</td>
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<td>N-3. Define and develop collaborative system(s) for continuous improvement enhancing supports to institutions in designing such systems.</td>
<td>C-3. Review, refine, and make recommendations for any revisions in initial special education certification and advanced certifications to support all students within a multi-tiered system of support aligning Ed 500s and Ed 600s.</td>
<td>I-3. Propose and enact new approaches for supporting and providing networking opportunities to new teachers and school leaders in New Hampshire. Develop a means for IHEs to convene and support networks for new teachers within their geographical neighborhoods.</td>
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<td>N-4. Ensure all educators meet the same standards regardless of the pathway toward certification.</td>
<td>C-4. Alternative 4 and 5 routes to certification lead to the same credential as the completion of a professional education preparation program and is as rigorous.</td>
<td>I-4. Explore and develop new collective and institutional approaches for effective principal preparation, mentoring, and on-going professional learning. (NH IHE Network Leadership Preparation Program Committee).</td>
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<td>N-5. Develop a Career Lattice System</td>
<td>C-5. Design and develop valid and reliable systems of assessment of teacher effectiveness that employ multiple measures to inform teacher learning and program improvement.</td>
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<td>N-6. Develop robust models of clinical practice.</td>
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<td>N-7. Develop a system for the collection and analysis of data that is used for continuous improvement by IHEs and the NHDOE.</td>
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