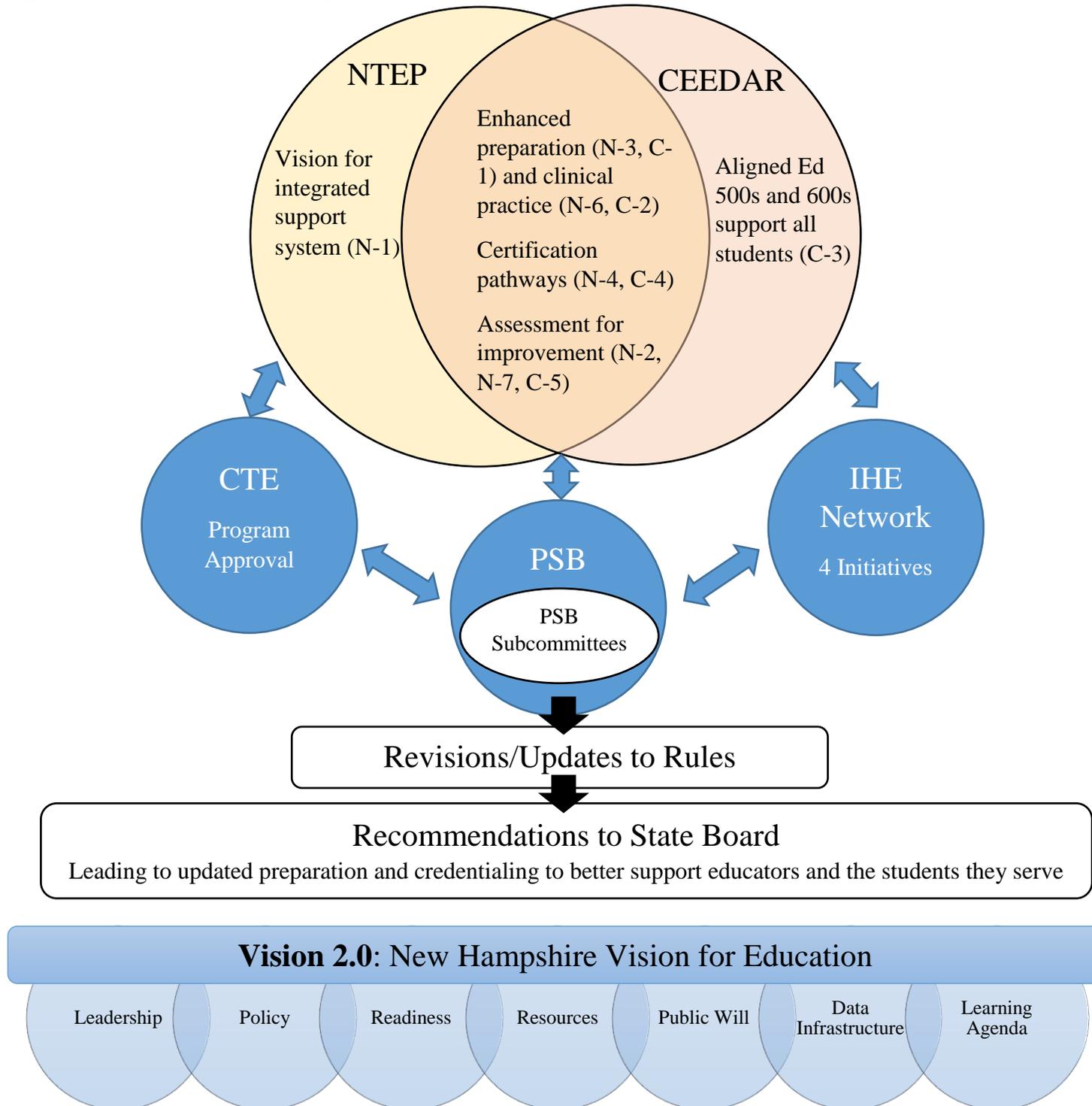


# Preparing and Partnering for Learner-Responsive Educators and Learners



## 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)*

### Acronyms

CEEDAR	Collaboration for Educator Effectiveness Development, Accountability and Reform
CTE	Council for Teacher Education
EBP	Evidence-based practice
IHE	Institution of higher education
NHDOE	New Hampshire Department of Education
NTEP	Networks for Transforming Educator Preparation
P-12	Preschool through grade 12
PSB	Professional Standards Board

#### NTEP Goals

#### CEEDAR Goals

#### NH IHE Network Goals

N-1. Foster the vision of building a system of integrated support across the continuum of a teacher’s career.	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.	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.
N-2. Design and develop a broader assessment system for teacher learning and program improvement based on multiple measures that are valid and reliable.	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.	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).
N-3. Define and develop collaborative system(s) for continuous improvement enhancing supports to institutions in designing such systems.	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.	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.
N-4. Ensure all educators meet the same standards regardless of the pathway toward certification.	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.	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).
N-5. Develop a Career Lattice System	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.	
N-6. Develop robust models of clinical practice.		
N-7. Develop a system for the collection and analysis of data that is used for continuous improvement by IHEs and the NHDOE.		