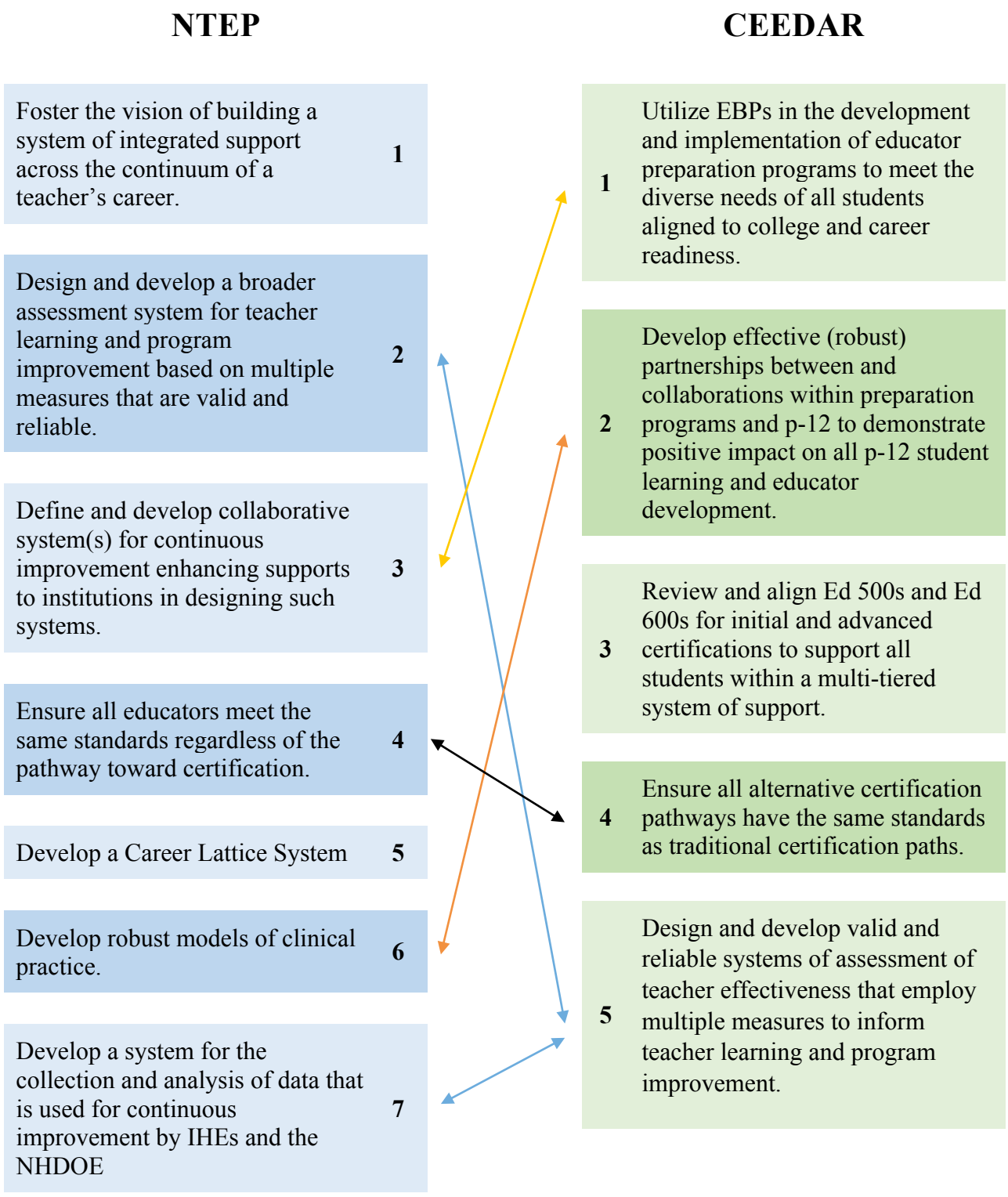
Partnering for On-going Educator Development (Overarching)
Alignment between NTEP and CEEDAR Goals



DRAFT May 20, 2016

Background Information

Acronyms

CEEDAR	Collaboration for Educator Effectiveness Development, Accountability and Reform
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

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. Leaner – 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)*