

# New Hampshire Department of Education Council for Teacher Education

## Memorandum of Understanding

### 1. The purpose of this memorandum:

The Memorandum of Understanding is a contract developed between the NH Department of Education (NHDOE) and the Institution of Higher Education (IHE) that is making the request for program review and approval and specifies expectations for the provisional approval process for the proposed professional educator preparation programs. The timeline for the completion of this memorandum is determined by the program option being requested (see Section 1 of the PEPP Handbook). This review will be conducted under the guidelines of the specific option as specified in this memorandum.

### 2. Benchmark dates:

The on-site review date will be specified in this memorandum. In addition, due date for the self-study report and date for reviewer training sessions will be specified in this memorandum.

### 3. Programs to be reviewed:

The specific programs to be reviewed will be specified in this memorandum. The institution will utilize the existing content standards for each proposed program and will provide evidence of how the standards will be met for each content reviewer for the content areas.

The review will examine the preparedness of the institution to offer the proposed programs. The review team will also discuss the changes being made by the institution to move to the new Ed 600 standards and the review process to examine progress and offer technical assistance for the future.

### 4. Specifications outlined in this memorandum:

#### a. Composition of the review team:

The review team will be comprised of two co-chairs from the NH Council for Teacher Education (CTE), an NHDOE representative and a reviewer for each of the proposed programs. If one reviewer is qualified to review more than one area, only two reviewers are possible since these are proposed programs and the curriculum is closely related. The NHDOE is responsible for identifying appropriate reviewers.

#### b. Evidence:

The institution, in advance of the visit, provides evidence electronically. The following evidence is to be submitted on a flash drive for each team member:

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- Request to Conduct a Program Review (see Section 2 of the PEPP Handbook), as approved by the CTE.
- Most recent on-site review report, with a description of how new programs will integrate with existing policies and procedures.
- Matrix for the proposed programs, with curriculum alignment and sources of evidence.
- Syllabi for all courses.
- Curriculum vitae of faculty members involved in the proposed programs.
- Plans of study.
- The institution's Academic Catalog (electronic or print versions).
- The institution's Educator Preparation Handbook and all program guidelines.
- The institution's Admissions criteria and enrollment procedures for the proposed programs.
- Candidate assessment plans (program and institution).
- Program assessment plans (program and institution).

c. Additional evidence to be scheduled for the day of the visit:

- Interviews with appropriate faculty and administrators.
- Virtual tour to demonstrate library/media resources needed for new programs.
- Other interviews as appropriate.

d. Pre-Visit Activities to be determined:

- NHDOE and CTE reviewer training.
- Final draft of the program request submitted by email to the DOE.
- Online training and orientation to review program approval materials.

e. Details of the program approval visit to be determined:

- The visiting team arrival time and orientation of a designated workroom.
- Representatives of the institution who will orient the team to the institution approach and philosophy.
- Team meeting and planning times.
- Interview schedule with the following:
  - Provost/Chief Academic Officer.
  - Dean of School of Education and appropriate faculty members for each program being reviewed.
  - Coordinator of Clinical Placements.
  - Librarian.
  - Others who are agreed upon by the institution, team co-chairs and DOE liaison.

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- The exit interview prior to the team's departure when the co-chairs will provide a general overview of the visit.

f. The following questions will be addressed during the review:

- How does the institution operationally define indicators of candidate preparedness in the program?
- What is the source and quality of the multiple measures the PEPP uses to generate data regarding candidates?
- Is the rationale offered reasonable and appropriate given the unique characteristics of the IHE?
- What does the evidence say about the quality of the candidates?
- Do candidates appear to meet the highly effective or effective level on the Ed 610 standards?
- Does there appear to be consistency across the multiple measures? In other words, does the IHE apply sufficiently rigorous criteria to ensure that candidates recommended for certification meet or exceed all state certification standards?
- How robustly does the institution utilize data-informed decision making to continuously improve the PEPP?
- Does the evidence collected result in recommended improvements to factors affecting the curriculum, field experiences, faculty, data collection processes and resources?
- Among others.