

## Advisory Team: Educator Equity and Support

### MINUTES

JUNE 2, 2016

4:00 – 6:00 PM DEPARTMENT OF EDUCATION

ADVISORY TEAM LEAD	Ashley Frame, NHDOE Title II-A Education Consultant Karen Soule, NHDOE Education Consultant Virginia Clifford Nicole Heimarck
NOTE TAKER	Michelle Gauthier, NHDOE
ATTENDEES	Brendan Minnihan, SAU 1 Con-Val School District Ethel Gaides, SAU 48 Pemi-Baker School District Peter Durso, Former Principal and NHDOE Nan Parsons, Upper Valley Educators Institute Paul Yergeau, Deerfield Community School Page Tompkins, Upper Valley Educators Institute Sharon Sparks, SAU 50 / NEA-NH representing paraeducators Diane Vienneau, SAU 42 Nashua Lyn Healy, Consultant Laurie Johnson, Retired Asst. Superintendent of Milford School District and Learning Forward NH Tracy Bricchi, Gilford School District Marcia McCaffrey, Arts Education Consultant Barrett Christina, NH School Boards Association Barbara Hopkins, SAU 21 Asst. Superintendent Alana Mosely, Franklin Pierce Tara Haarlander, Learning Forward NH, Manchester School District
OBSERVERS	
PRE-READ MATERIALS	
DISCUSSION	<b><i>Given preliminary responses to deep-dive questions generated at the last meeting, the team will formulate recommendations for consideration in the State's plan.</i></b>
Handout: Learning Forward New Hampshire – Carousel Activity for NHDOE ESSA Work Group	
<p><b><u>Review Objective:</u></b> The objective of the ESSA Educator Equity and Support Advisory Team is to help develop a system that best supports educators and educational leaders in New Hampshire, focusing on Title II—Preparing, Training and Recruiting High Quality Teachers, Principals or Other School Leaders</p>	
<p><b><u>Initial Guiding Principles:</u></b> All students deserve equitable access to high quality educators. High quality preparation and continuous professional learning are essential for supporting effective educators.</p>	
<p>The Every Student Succeeds Act (ESSA) requires states to develop accountability plans that address areas such as: standards, assessments, educator support, school and district accountability and special help for struggling schools.</p>	
<p><b><u>Timeline:</u></b> Over the next year, an ESSA plan for New Hampshire will be developed outlining the state's strategies for implementing key requirements of the new law. Currently, there are <a href="#">six (6) advisory teams</a> working on key areas of this plan. In August, the NHDOE Leadership Team will start receiving recommendations from advisory teams. For more details, please go to the following link: <a href="http://www.education.nh.gov/essa/index.htm">http://www.education.nh.gov/essa/index.htm</a></p>	

## **Biggest Ideas/Themes – Identify Themes from Last Meeting on April 7, 2016**

### **(group responses to deep-dive questions)**

- Collaboration (partnerships) PreK through higher education, within schools, staff, transitions within communities
- Lifelong process – professional development (PD), selection and training of mentors
- Mentoring/Induction (includes preparation) across all educators
- Administrator PD to help teachers grow
- Consistency or lack thereof
- Institutes for Higher Learning (IHEs), alternative certification
- Flexibility (plus and minuses)
- Meaningful evaluation feedback
- Evidence
- Increase capacity
- Innovative programs and practices to fill critical shortages, short/long term balance
- Communication strategies to share model practices
- Community connections, relationships, support
- PD – what is needed for today's educators?
- Networking
- Equity of Opportunities
- Leadership development/Pipeline
- Content separation particularly middle schools
- Systems Thinking: competency-based, accountability, Assessment literacy, Universal Design for Learning (UDL), challenging home environment, capacity/needs

### **Refine Themes**

Flexible, Evidence-based, Some non-negotiable components and threshold of consistency

As we identify priorities, what evidence would we use to determine if the priority is met?

For example: criteria for high quality professional learning; developing a common language for professional practice

Is the professional learning increasing capacity? How will that be demonstrated? What might the metrics be? How

to ensure that we don't limit the opportunity for innovative practice? To what extent should the evidence be the

student outcomes? What student outcomes? Considering the whole child and outcomes in a broad way?

Tension between common measures of quality and accountability coupled with flexibility.

Themes

#### **Ensuring all students have access to excellent educators and educational leaders**

Mentoring and Induction for all educators (teachers, leaders, paraeducators, specialists) across the career continuum  
Strength of clinical experience during educator preparation

Selection and training of mentors and cooperating educators

Reciprocal responsibility of P-12 community to support educator preparation

Innovative programs and practices to fill critical shortage areas

Content preparation and ongoing professional learning (content knowledge for teaching)

Pedagogy and classroom management

Career lattice: support structures that align with the developmental level of the educators

Support and training for mentors

#### **Ensuing collaboration among PK-20, NHDOE, and statewide education stakeholders\***

Two-way communication strategies to share model practices and challenges of our work

NHDOE

In/out

#### **Ensuring all students have access to quality environments and supportive school climate**

Provide the resources and supports for schools and communities to meet the needs of diverse learners and families

### **CONCLUSIONS**

### **Next Steps**

- The NHDOE Team Leads will send out a survey monkey to team members in order to prioritize themes.

- Suggestion: Put refined themes document on Google Docs for team members to review.

**Next Meeting:**  
**Thursday, July 14, 2016 ~ 4:00 – 6:00 PM**  
**Room 15, New Hampshire Department of Education**

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE