

Educator Equity and Support Advisory Team

Recommendations (work in progress)

Revised from 10/20/16, additions in color from 11/17/16

New Hampshire is committed to improving student performance by building a system of integrated support across the continuum of an educator's career.

Recommendation 1:

The state and local education agencies encourage continuous high-quality and evidence-based professional learning to ensure that educators are effective and learner-responsive, based on NH's definition of Educator Effectiveness.

Areas of focus include:

Mentoring and Induction

Content and Pedagogy

Meeting the needs of diverse learners

Group 1: Areas of focus: collaborative educator practices, such as: mentoring, induction, PLCs, Critical Friends...

Group 2: Eliminate "evidence-based." Areas of focus: meet the diverse needs of all learners.

"Mentoring, Induction and On-Going Coaching"

Group 3: Clarify what is "evidence-based." Evidence-based could be based on local need.

Recommendation 2:

The state and local education agencies encourage continuous high-quality and evidence-based professional learning to ensure that leaders are effective and learner-responsive.

Areas of focus include:

Mentoring and Induction

Leadership competencies

Group 1: “based on the recommendations of the Principals’ Taskforce” (something to keep the structure parallel to the first, but about leaders)

Areas of focus: collaborative educator practices, such as: mentoring, induction, PLCs, Critical Friends...

Group 2: Eliminate “evidence-based.” Add “ongoing coaching” after mentoring and induction.

Group 3: Clarify “evidence-based.” Add pathways of leadership and distributed leadership. “leaders, broadly defined (or defined in the broadest sense)”

“Areas of focus: leadership competencies, pathways of leadership”

Recommendation 3:

The state, in collaboration with teacher preparation programs and local education agencies, will continuously improve preparation programs to graduate certified, learner-responsive educators whose skills meet the diverse needs of school communities.

Areas of focus include:

Developing strong, evidence-based clinical experiences

Strong partnerships with schools, districts, and institutes of higher education

Group 1: “preparation programs and alternative pathways” “educators and leaders whose skills meet the NH Definition...”

Evaluation of teacher certification processes of teachers and leaders that reflect the areas of need of districts.

Group 2: “in collaboration with teacher and leadership preparation programs” in order to acknowledge leader shortages. “school communities” is too vague. Merge first two recommendations? (in order to acknowledge that teachers and leaders are same but different and are all educators)

Group 3: “Areas of focus: (add) relevant content and pedagogy, data-based decision making, assessment literacy” (something that captures having the knowledge and skills to *do the job*)

FORMER RECOMMENDATIONS *emerging from themes*

1.

The state and local education agencies will provide resources and supports for schools and communities to meet the needs of diverse learners and families.

Outcome(s): Ensuring equitable access to excellent educators and improved student achievement.

2.

The state and local education agencies will encourage and support mentoring and induction for all educators across the career continuum.

Outcome: Continuous professional learning and support for all educators.

3. The state and local education agencies, in partnership with institutes of higher education, will improve educator preparation programs and clinical experiences during educator preparation.

Outcome: The state will improve educator preparation programs, which will strengthen educator performance and improve student achievement.

Action Steps:

a. Strengthen the assessment systems at the individual preparation programs

b. Provide training and selection criteria for cooperating teachers

c. Engage local education agencies in the roles/responsibilities for developing the profession.

Evaluation for success: Continual program review

4. The state and local education agencies will strengthen content preparation and provide ongoing professional learning related to content.

Outcome: The state and local education agencies will align professional learning to challenging state academic standards to improve student achievement.

5. The Department of Education will research and support the development of innovative programs and practices so local education agencies can fill critical shortage areas.

Outcome: The state will ensure equitable access to excellent educators and will certify and license high quality educators.

6. The state and local education agencies will support the development of classroom management techniques and effective pedagogy.

Outcome: Ensuring equitable access to excellent educators and improved student achievement.