



**Overview of Current Initiatives**  
**Presented to New Hampshire State Board of Education**  
**November 21, 2012**

Through the following initiatives, the NH IHE Network seeks to expand the focus of accountability and program improvement from simply responding to external state or federal reporting requirements to sustained internal and cross-institutional practice that can generate knowledge and disseminate best practices for use in local and statewide programs. In contrast to mere compliance with external standards, we believe proactive engagement with data within a framework of cross-institutional collaboration can lead to finding workable solutions to wider programmatic challenges (Peck, Gallucci, & Sloan, 2010; Plecki, Elfers, & Nakamura, 2012).

Toward these ends, we are working together to establish consistent and calibrated high standards for all our graduates. This includes working together to gather data on not only how well prepared our new educators are to enter the profession, but how well their students perform at the school level. We realize this may take some time, but we anticipate a productive congruence between our efforts, the teacher effectiveness task force, the rollout of the new 600s, implementation of the CCSS, and other joint initiatives within the state.

In pursuing the following initiatives, we are establishing the precedent of coordinating *all* higher education educator preparation institutions within the state toward the shared aim of embracing program accountability and ensuring that all K-12 students have access to high-quality teaching.

Through systematic and rigorous attention to factors along the continuum of the educator's career, we aim to strengthen and sustain the relationship between educator preparation, educator evaluation, and P-12 student learning. Our goal is to achieve a high level of effectiveness and consistency in all aspects of preparing, developing, and evaluating teachers and school leaders. What we seek from the Department of Education and the State Board is the steady increase in trust and mutual confidence that we are working toward the same goals.

## **New Hampshire IHE Network Initiatives and Action Steps**

We share the concern regarding the clarity and consistency tied to EPP accreditation review and decision-making structures for the CTE. The IHEs clearly have a stake in ensuring that there is integrity to the program review and accreditation process and consistency across the 15 educator preparation institutions in the state.

Toward this end, we have proactively taken the following steps:

- 1) On September 13, 2012, we submitted a letter to Commissioner Barry, unanimously endorsed by the 15 educator preparation programs in the state, proposing the reconfiguration of the CTE to extend and enhance the informed and balanced participation of all the IHEs. This position statement received the unanimous support and approval of all 15 higher education educator preparation programs in the state.
- 2) On October 25, 2012, we initiated plans for a series of meetings, webinars, and information sessions focused on the rollout of the new 600s, with particular emphasis on the development of tools and matrices that enable a more precise crosswalk between the 610s and 612s. A planning subgroup comprised of representatives from the IHE Network and the NH DOE met on November 2nd and November 16<sup>th</sup> frame the content and sequence of these sessions.
- 3) We are exploring the implications and potential benefits of some sort of partnership agreement between the state and the Council for the Accreditation of Educator Preparation (CAEP).
- 4) We are exploring how IHE/K-12 school partnerships might deliberately link to accreditation processes at all levels in ways that create mutual incentives and benefits across the P-20 spectrum.
- 5) We continue to identify the benefits of “crosswalking” initiatives tied to the 600s implementation with the IHE Network’s series of initiatives, as described below.

### **Initiative #1: Share best practices and data among all 15 IHE Educator Preparation Programs (EPPs), focused on the common goal of educator improvement.**

*IHE Network Leadership Team for Initiative 1:*

Audrey Rogers (SNHU), Dianna Terrell (St. Anselm), Mark McQuillan (SNHU)

*Rationale and Guiding Premises:*

Many educator preparation programs routinely gather information on aspects of their program; however, measures are typically not consistent across institutions (Cochran-Smith & The Boston College Evidence Team, 2009; Wineburg, 2006). Our aim is to collectively identify and develop data systems that better reflect unique program features while building capacity for reliable data collection tied to educator improvement across institutions. This requires the cooperation and agreement among institutions about what elements matter, and which can and should be consistently obtained across settings.

The sharing and use of evidence from multiple sources serve to enhance *transparency* and *joint accountability* by increasing public understanding of the complexities of preparing and supporting the next generation of teachers, and by helping policy makers engage in

debates that are informed by evidence. Moreover, the development of a consistent base of evidence can help specify the ways in which state, regional, and local institutions share accountability for ensuring that all students have access to high-quality teaching (Cibulka, 2011; Darling-Hammond, 2012; Plecki, Elfers, & Nakamura, 2012).

*Action Steps:*

- Examine and draw upon existing data base systems that research has demonstrated to be valid and reliable for the collection, analysis, and sharing of data on EPP graduates' mastery of the subjects they teach and their performance as teachers, as well as on the academic achievement of the students of their graduates (e.g., Cochran-Smith & The Boston College Evidence Team, 2009).
- Develop a common and continuous system to collect, analyze and share data on program effectiveness, in the interest of identifying and disseminating effective practices among Network members.

**Initiative #2: Craft, calibrate, implement and analyze a common assessment of teacher efficacy that can be used by all EPPs, regardless of size or specialization.**

*IHE Network Leadership Team for Initiative 2:*

Rebecca Holcombe (Dartmouth), Mary Ford (Granite State), Debra Nitschke-Shaw (NEC)

*Rationale and Guiding Premises:*

We take seriously the challenge of using evidence tied to student learning, among other multiple measures, to assess and improve teacher preparation and teacher effectiveness. We believe a quality system of teacher evaluation is built on rigorous, research-based preparation and is evaluated authentically through performance assessments that develop and measure beginning teacher effectiveness (Darling-Hammond, 2012).

Research has established that a singular focus on the unique contribution of individual teachers is insufficient to fully inform the improvement of teacher preparation and the development of high-quality teaching (Cibulka, 2011; Hargreaves & Fullan, 2012; Plecki, Elfers, & Nakamura, 2012). Accordingly, we support the conception of teacher evaluation as part of a teaching and learning system that supports continuous improvement for individual teachers and the profession. Such a system should enhance teacher learning and skill, while also ensuring that teachers can effectively support student learning throughout their careers.

*Action Steps:*

- We are committed to providing the DOE and other stakeholders with evidence of the effectiveness of our graduates in promoting student learning. Accordingly, we are putting the full collaborative weight of the 15 IHEs behind the emerging work at the state level on teacher evaluation and effectiveness. Toward this end, we have scheduled a meeting with Karen Soule from the DOE on November 29, 2012 to seek her ideas and feedback on ways that we can build a strong and well-informed collaborative effort with respect to the teacher evaluation system tied to the 610s.

- Develop, norm, and calibrate an assessment across educator preparation programs in the state.
- Develop a system for sharing data from this common assessment, along with associated evidence of K-12 student learning collected by our students during their student teaching or internship experience, in order to improve EPPs; and
- Provide the DOE with evidence of the effectiveness of EPP graduates in promoting student learning.

**Initiative #3: Propose and enact new approaches for supporting and providing networking opportunities to new teachers and school leaders in New Hampshire.**

*IHE Network Leadership Team for Initiative 3:*

Tom Schram (UNH), Rob Fried (UVEI), Susan Dreyer-Leon (Antioch), Cynthia Lucero (NHTI)

*Rationale and Guiding Premises:*

Research has established that teacher learning, evaluation and development should be part of an integrated whole that ensures that educator evaluation and development is connected to—not isolated from—preparation and induction programs, daily professional practice, and a productive instructional context (Darling-Hammond, 2012). Studies have found, for example, that more effective first-year teachers are produced when educator preparation is directly linked to the classroom work of first-year teachers (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009).

More broadly, the improvement of educator preparation and induction demands systematic attention to factors along the continuum of an educator’s career (Crowe, 2010; Feiman-Nemser, 2001). This involves the work of multiple stakeholders, including state agencies and public school partners, who share responsibility for preparing educators in ways that are responsive to local school needs and characteristics (Floden, 2012).

*Action Steps:*

- Convene a meeting of IHE representatives and public school superintendents to share perspectives on the connections we seek to build between teacher preparation and induction and the collaborative support systems we seek to provide for new teachers.
- Develop a means for IHEs to convene and support networks for new teachers within their geographical neighborhoods and to invite recent graduates of all NH IHEs within that region to participate, regardless of which certification program they have pursued.
- Create virtual networks among teachers and principals new to the field, so that educators can connect—on their own time and at their discretion—with others who share their grade-level, subject-area, or school-leadership challenges and perspectives.

**Initiative #4: Create a community of practice to share experiences and knowledge related to the development of school-college partnerships.**

*IHE Network Leadership Team for Initiative 4:*

Steve Bigaj (KSC), Gail Mears (PSU), Tom Schram (UNH)

*Rationale and Guiding Premises:*

Three kinds of challenges that educator preparation programs face when making decisions about program improvement are:

- a) designing program content and related field experiences that produce candidates who are well prepared to begin their teaching career;
- b) helping to place candidates in subject areas, grade levels, and schools where they are most needed, and helping to provide induction support; and
- c) engaging in partnerships with districts and schools in the design and delivery of high-quality professional learning throughout a teacher's career.

In each of these areas—all of which rely on effective school-college partnerships—characteristics and practices of candidates and their preparation programs can be identified as forms of evidence for program improvement and accountability (NCATE, 2010; Plecki, Elfers, & Nakamura, 2012).

We believe that effective and sustained partnerships between the public schools and educator preparation programs are crucial to our stated aim of ensuring that educator evaluation and development is connected to—not isolated from—preparation and induction programs, daily professional practice, and a productive instructional context (Darling-Hammond, 2012).

*Action Steps:*

- Take inventory of current partnership practices at NH IHEs and develop a resource list of IHE faculty contacts with expertise in school-college partnerships;
- Review and share various state and national approaches to school-college partnership development including the Professional Development Schools framework, NCATE Blue Ribbon Panel recommendations, NH Teacher Effectiveness Task Force Recommendations, information from other colleges and state education agencies.
- Develop general guidelines for what constitutes a high quality school-college partnership in NH.

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