



Frequently Asked Questions

New Hampshire: Ensuring Equitable Access to Excellent Educators

1. Why did NH write the Ensuring Equitable Access to Excellent Educators Plan?

The plan responds to The US Department of Education's letter and request to all State Education Agencies on July 7, 2014 to revise and resubmit state equity plans using data to address equity gaps relative to beginning educators educating students in poverty and/ or students of color. New Hampshire's Ensuring Equitable Access to Excellent Educators plan communicates the state's ongoing efforts to address the long-term needs for improving equitable access to great teachers and leaders.

2. What are components of the plan that the USED required?
 - a. Introduction
 - b. Stakeholder Engagement
 - c. Equity Gap Exploration and Analysis
 - d. Strategies for Eliminating Equity Gaps
 - e. Ongoing Monitoring of Plan and Support for Districts
 - f. Public Reporting of Progress

3. How are beginning educators defined in the state?

Aggregate data at a national level suggest that first year teachers do not impact student performance as positively as more experienced teachers. .

“Beginning Educator” is defined as an educator with three years or fewer of teaching experience.

Knowing that these data are high-level and large-scale, and also knowing that NH does not have a data system that captures information on first year teachers, the plan begins an analysis of equity gaps with the teachers in the “beginning educator” category.

4. How will the plan impact local school districts?

The NH Ensuring Equitable Access to Excellent Educators plan seeks to offer supports and resources to local school districts to further identify , collect and analyze their data, identify resources and other supports, and build systems to help them close achievement gaps.

Across the state, districts are working tirelessly to train, recruit, and retain high quality educators and to make sure that the most vulnerable children in the system have access to these high quality teachers.

5. How will the plan align with other initiatives?

Improving student performance, supporting educators to continuously improve practice, and meeting the needs of diverse learners are goals to which all districts aspire. The work of curriculum and instructional improvement, multi-tiered systems of support, building relationships to teacher preparation programs, and Universal Design for Learning are already “initiatives” that are embraced and encouraged at a local and state-wide level.

6. What is the state’s role in ensuring equitable access to excellent educators? What resources are available to local schools and districts?

New Hampshire relies on local governance for many decisions about education. In addition to laws and policies in place at a local level, New Hampshire has policies and initiatives that have been promoted at a state-wide level. The Task Force reviewed the rules and initiatives that NH has updated, revised and implemented over the last several years.

Tools that can support the districts in moving forward in the development of effective systems to ensure continued support is available from the DOE for all districts throughout the state.

These include, but are not limited to:

- Updated Educator Information System (EIS)
- New Hampshire Network
- Professional Development Master Plan Rules (ED 512)
- Teacher/Leader Preparation Program Approval Rules (ED 600s)
- New Hampshire Task Force on Effective Teaching Phase I Report, which defines Effective Educators
- The New Hampshire Task Force on Effective Teaching, Phase II
- Relevant data from the State Longitudinal Data System (SLD)
- English Speakers of Other Languages data collection (ESOL database)