The New Hampshire Task Force on Effective Teaching: Phase II

November 1, 2013

New Hampshire
Department of
Education

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Thanks to the Phase II Task Force

Commissioner Virginia Barry extends her appreciation to all the Phase II Task Force members who offered so many ideas and so much effort to developing this system. Without their insight and other contributions this report would not have been possible. They have built on the groundwork developed by the Phase I Task Force to develop a model educator support and evaluation system that fits New Hampshire.

Thank you to everyone!

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Thanks to the State Coalition for Educator Effectiveness (SCEE) Team

In addition to serving as members of the Phase II Task Force, the following members also served on New Hampshire's SCEE Team. The SCEE took the fine work of the Task Force and helped shape this report. Commissioner Virginia Barry expresses her gratitude to the SCEE Team members for their dedication to improving teaching and learning in New Hampshire.

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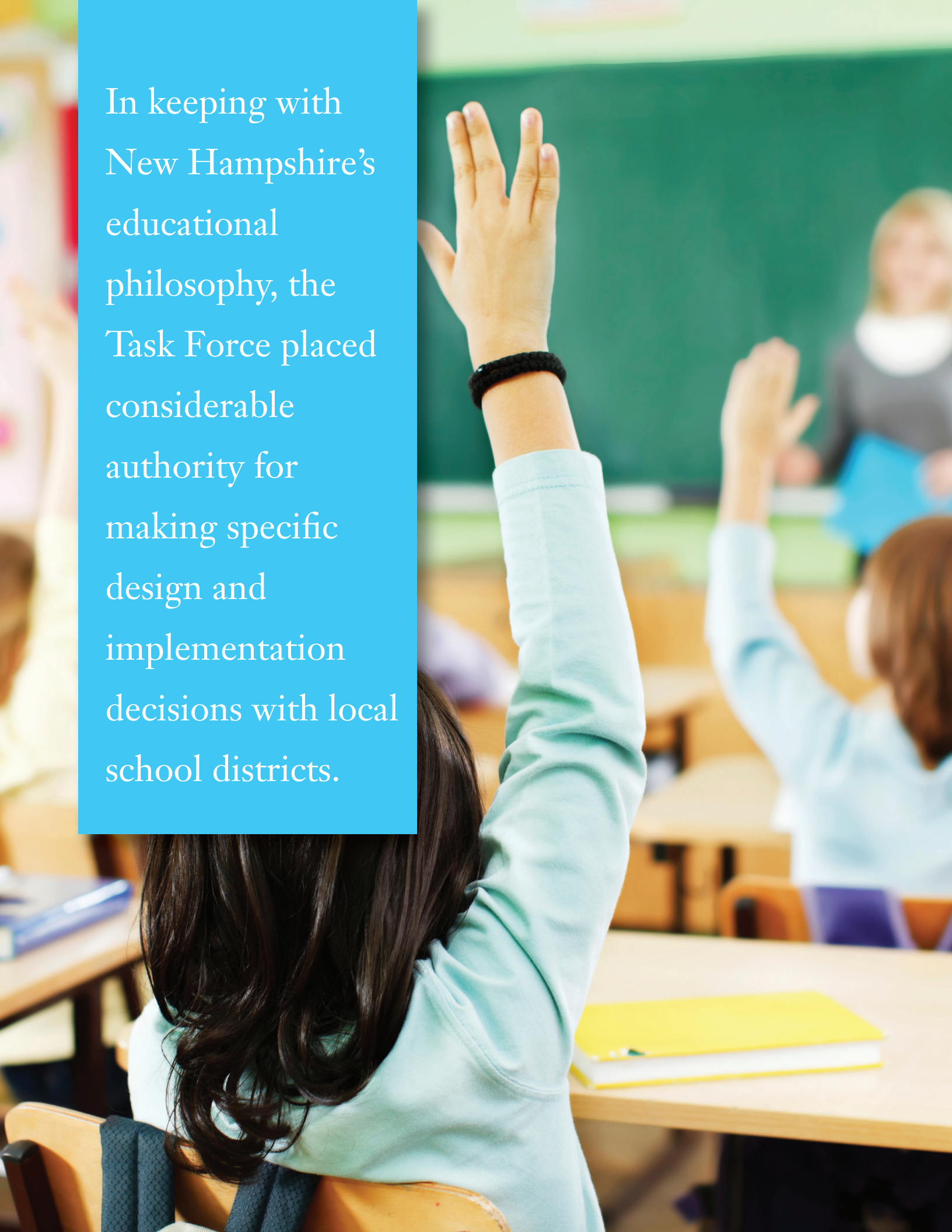
In keeping with New Hampshire's educational philosophy, the Task Force placed considerable authority for making specific design and implementation decisions with local school districts.



Introduction

The New Hampshire Task Force for Effective Teaching Phase I Report (August, 2011)[1] outlined a clear vision for improving educator effectiveness in New Hampshire. House Bill 142 (http://www.gencourt.state.nh.us/legislation/2013/HB142.html) provided the statutory authority for engaging in this work, establishing a broad set of requirements that the Task Force used as a foundation for its report. The Phase I Report pointedly argued that teacher evaluation cannot sit alone as the strategy for improving educator quality in New Hampshire. Rather, teacher evaluation is one of four pillars (see Figure 1) of a comprehensive educator effectiveness strategy that also includes meaningful pre-service preparation, thoughtful induction programs, and comprehensive, research-based professional development activities. Directly related to this report, the Phase I Task Force "… deliberately made the links between student achievement and teacher effectiveness a prominent feature of the teacher evaluation process (p.6)."

The Phase II New Hampshire Task Force for Effective Teaching was charged with implementing the Phase I Report by, in part, presenting the Commissioner of Education and the State Board of Education with recommendations for the design of a New Hampshire approach to educator evaluation. In keeping with New Hampshire's educational philosophy, the Task Force placed considerable authority for making specific design and implementation decisions with local school districts. The Task Force wrestled with respecting this strong local control orientation while providing a clear vision and practical approach for implementing educator evaluation systems. This document first outlines the components school districts should consider when creating a quality teacher evaluation system. The remainder of the document describes the State Model Educator Support and Evaluation System, designed by the Phase II Task Force. The Task Force recognizes that conditions surrounding evaluation systems are statutorily based and subject to negotiated legal agreements and/or other local human resource requirements.

This is a model evaluation system that may be used in whole or in part at the discretion of the local school district. It is clearly understood that the sole authority for the content and methodology of a teacher and leader evaluation system rests with each local school board.

The State Model exemplifies what the Task Force considers "best practices" in teacher evaluation.

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[1] The link to the Phase I report and additional Phase I and Phase II information can be found at: http://www.education.nh.gov/teaching/index.htm

New Hampshire's Blueprint for Effective Teaching

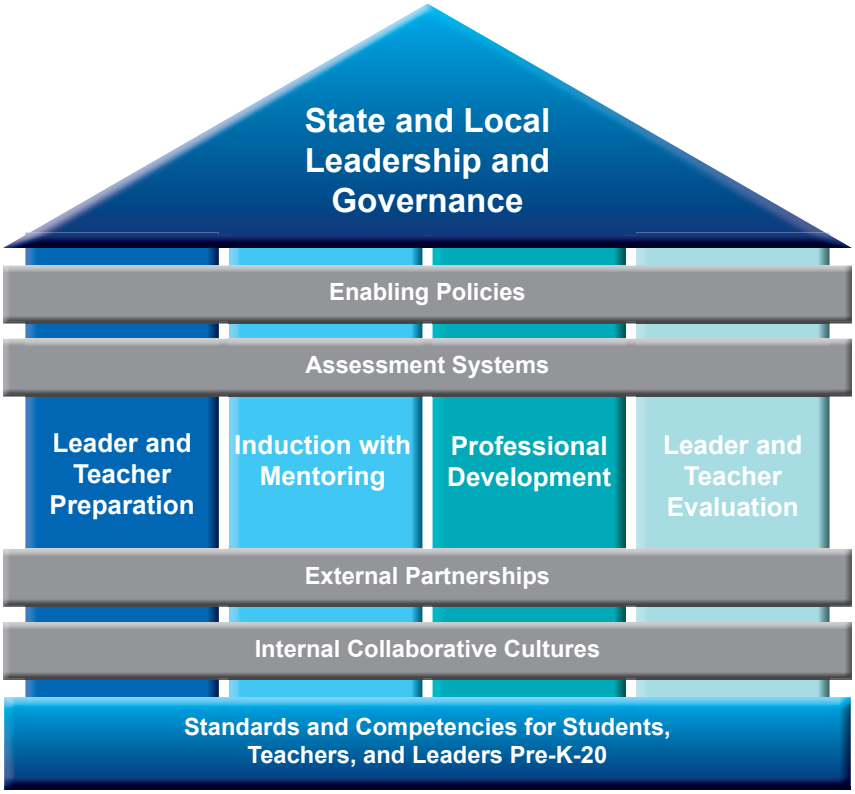

Figure 1. From the New Hampshire Task Force for Effective Teaching Phase I Report August, 2011

Section 1:

Recommended Foundations for All New Hampshire Educator Support and Evaluation Systems

The Task Force (both Phase I and Phase II) was comprised of over 60 leading New Hampshire educators and other stakeholders. These groups put a tremendous amount of thought into conceptualizing a system for supporting and enhancing educator effectiveness. This work is most concisely represented by the State Model System and the recommended foundations presented in this document. The limited set of recommended foundations presented below includes the broad features of educator evaluation systems that the Task Force believes should be included in any high quality educator evaluation system.

In addition to the contributions of the Task Force, the 2011-2012 Title I School Improvement Grant (SIG) schools participated in the design of several aspects of the State Model System. As a condition of receiving federal SIG funds, the New Hampshire Department of Education and SIG school leaders agreed that SIG schools will align their educator evaluator systems with the State Model. The recently granted waiver by the United States Department of Education (USED) to the New Hampshire Department of Education to certain provisions of the No Child Left Behind Act (NCLB) requires that all NH Title I schools implement an educator evaluation system aligned with the State Model System. Furthermore, the New Hampshire Department of Education has revised its requirements for program approval for all certification programs, both undergraduate and graduate, adopting more rigorous standards to prepare teachers and leaders in our state (addressed more specifically in "Building a P-20 System"). Therefore, the model adopted is a comprehensive and coherent systemic approach supporting educator effectiveness. These recommendations include:

- ✓ Ensuring all educator/leader preparation programs meet the InTASC and ISLLC standards, as well as the newly approved New Hampshire rules for program approval,
- ✓ Having a comprehensive educator evaluation system in place;
- ✓ Classifying evaluation results for all educators into four categories using common definitions of performance;
- ✓ Evaluating all educators against State defined standards of professional practice as defined in Ed 505.07, the New Hampshire Professional Education Rules;
- ✓ Incorporating student performance results into the evaluations of all educators, and
- ✓ Evaluating the performance of all educators at least once every three years through a summative evaluation.

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Teacher Performance Levels

After extensive deliberation, the Task Force recommends that New Hampshire school districts classify the performance of all educators into one of the following four categories.

- ✓ Highly Effective
- ✓ Effective
- ✓ Needs Improvement
- ✓ Ineffective

The Task Force was intentional in indicating that it is the "performance of educators" and not the educators themselves that is classified into one of four levels. The four "domains" (learner and learning, content knowledge, instructional practice and professional responsibility) help to illustrate the behaviors that should be considered in educator evaluations. Moreover, the use of student learning can be used as an indicator of educator effectiveness when student growth and development is the primary objective of teaching. This builds off of the work of Courtney Bell and her colleagues in their description of the target of evaluation systems as "teaching effectiveness" and not "teacher effectiveness[2]." While this might appear to be a simple play on words, the word "teaching" or the phrase "performance of educators" recognizes that teaching occurs within a complex social, political, and economic context and is not just a latent or inherent trait of the individual teacher.

It is not simply the classification level that is important, but the evidence has been assembled to permit classification of each educator's performance according to specific and elaborated descriptions associated with each of the four levels. Therefore, the Task Force recommends that districts combine the data and indicators from their system in order to validly classify the performance of educators into one of the four levels named above.

[2] Bell, C. A., Gitomer, D. H., McCaffrey, D., Hamre, B., Pianta, R., & Qi, Y. (2012). An argument approach to observation protocol validity. Educational Assessment, 17, 1-26.

Domains of Professional Practice

New Hampshire school districts are required to implement the professional education standards as defined in Ed 505.07 Professional Education Requirements, which are based on InTASC standards. The Task Force recommends having school districts evaluate the performance of its educators against the standards for professional practice as described in Ed 505.07. These standards are grouped into four domains of professional practice as described in the Phase I Report and further described in the State Model System below. Additionally, the Task Force recommends that all local educator evaluation systems describe how educators will be evaluated against a fifth category: evidence of student learning.

- ✓ Learner and Learning
- ✓ Content Knowledge
- ✓ Learner Facilitation Practice
- ✓ Professional Responsibility

These recommended foundations do not preclude districts from using existing systems that draw upon existing tools, such as the *Framework for Effective Teaching* (Danielson, 2007)[3] or the *Art and Science of Teaching* (Marzano, 2007)[4]. The Task Force, in fact, encourages the use of existing tools to implement local evaluation systems (the NH DOE has produced a crosswalk of these tools against the standards for professional practice in Ed 505.07.)

The Task Force strongly recommends that all districts include the use of student learning results, including statewide standardized achievement results (NECAP and eventually Smarter Balanced Assessment Consortium) in applicable subjects and grades (i.e., tested grades and subjects). Additionally, the Task Force also supports alternative approaches for documenting student learning, such as the Student Learning Objectives (SLO) approach recommended as part of the State Model in subjects and grades where state achievement data are not available. Further, because of the potential educational

The Task Force strongly recommends that all districts include the use of student learning results, including statewide standardized achievement results (NECAP and eventually Smarter Balanced Assessment Consortium) in applicable subjects and grades (i.e., tested grades and subjects).

[3] Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development

[4] Marzano, R. J., (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

benefits from participating in the SLO process, the Task Force recommends having all teachers, whether in state-tested subjects and grades or not, document student learning results using SLOs.

The Task Force further recommends weighting each of the five categories of educator performance (four domains of practice plus student learning results) relatively equally in the overall evaluation and the NCLB waiver requires all Title I schools to weight 20 percent of educator evaluation determinations on evidence from student learning. For example, districts may want to focus their evaluations more on instructional practice than professional responsibility or content knowledge. While the Task Force recommends weighting each domain relatively equally it recognizes that the actual rating of any category, other than evidence from student learning for Title I schools, is a local decision.

Finally, the Task Force recognizes the exceptional challenges involved in implementing a comprehensive system of educator evaluation and is concerned that the "every teacher, every year" requirement in many states is unsustainable. On the other hand, the Task Force was not willing to leave the frequency of evaluations to chance and strongly recommends that all educators participate in summative (formal) evaluations at least once every three years. The Task Force recommends that districts evaluate beginning and/or poor performing teachers more frequently— annually or even more often.

The Task Force limited its recommendations to the components of an educator evaluation system that should be considered and incorporated by all local school districts. These components allow for some commonality across districts to both support districts and create opportunities for school districts to share resources and professional development. The Task Force understands the limited authority of the NHDOE to require all districts to meet these requirements for the non-Title I schools. However, it believes it has an ethical responsibility to provide a model for school districts in their efforts to provide a high quality education to ***all*** students.

The Task Force based its recommendations on research that decisively confirms the critical and powerful relationships between teacher quality and student achievement. In addition to the three pillars of pre-service education, induction systems, and professional development, a high quality educator evaluation system is a vital part of a comprehensive strategy for improving educator effectiveness, and thereby student achievement.

The Task Force based its recommendations on research that decisively confirms the critical and powerful relationships between teacher quality and student achievement.

Section 2:

The New Hampshire Model Educator Evaluation System

The Task Force designed a State Model System outlining methods and design decisions that correspond with its recommendations for implementing an educator evaluation system. Rooted in the most up-to-date research and best practices, the Task Force created this Model to best support New Hampshire school districts. The Model System will not be "plug and play." Local districts will still have many decisions to make to operationalize their local system, but the Model system is designed to support districts in their efforts.

Guiding Principles

The New Hampshire Model Educator Evaluation System was guided by several key principles. The primary purpose of the system is to maximize student learning. All of the following principles support this primary purpose.

1. High quality educators are critical for fostering student learning. Therefore, the system is designed to maximize educator development by providing specific information, including appropriate formative information that can be used to improve teaching quality.

2. The State Model System was designed collaboratively among teachers, leaders, and other key stakeholders. The Task Force recommends that the same process be considered by local school districts in the development of their system. Individual educators should have significant input into the development of their specific goals.

3. The Model system is based on the definition of effective teaching, including the domains that define effective teaching, as described in the August 2011 New Hampshire Task Force on Effective Teaching Phase I Report.

4. The State Model System is comprehensive and, to the maximum extent possible, research-based and aligned to clearly defined standards of performance for both students and educators.

5. The State Model System is designed to classify educator performance into one of four levels according to specific "performance level descriptors".

Guiding Principles continued

6. The effectiveness rating of each educator is based on multiple measures of teaching practice and student outcomes including using multiple years of data when available, especially for measures of student learning.

7. The Model system is designed to ensure that the framework, methods, and tools lead to a coherent system that is also aligned with the NH Leader Evaluation System.

8. The Model system is differentiated for at least beginning and experienced educators and perhaps for various classifications of educators as well (e.g., specialists).

9. The Model system should be applied by well-trained leaders/evaluators using multiple sources of evidence along with professional judgment to arrive at an overall evaluation for each educator. Therefore, the State Model System provides information for school principals to make recommendations about each educator's effectiveness determination.

10. Coherence is an important design goal for the State Model. The Task Force intends for the various components of the model to complement and be coherent with NH's Performance-Based Adequacy School Accountability System and the Leader Effectiveness Evaluation System.

11. The model system is committed to formative input, appropriate and timely feedback leading ultimately to the summative evaluation.

12. The model system is committed to professional development and support for educators as they seek to improve their effectiveness.

Dimensions of the State Model

A key aspect of the State Model System is that it contains five major components—the four domains of professional practice, and one domain, or category, that makes use of student learning data. There are several commonly used tools for measuring the knowledge and skills represented by the four practice domains. The Phase II Task Force created the State Model System to validly and reliably measure

educator performance according to the five components of the system. The Task Force does not limit options to a single tool, but recommends that all local systems utilize the InTASC Standards, the four domains, and student learning as described in the Phase I Report:

- ✓ Learner and Learning
- ✓ Content Knowledge
- ✓ Learner Facilitation Practice
- ✓ Professional Responsibility
- ✓ Student Learning

The State Model System values each domain, including student learning results, equally in the evaluation of educators. In fact, the Task Force considers student learning results as a fifth domain, so that the weight of the overall evaluation is divided among five major components except where circumstances dictate otherwise[5]. Combining the various indicators of educator effectiveness, whether weighted or un-weighted can be incredibly complex. In subsequent sections of this report, both the major components of the Model System and ways in which the multiple indicators may be combined are discussed in more detail. The graphic below provides a useful way to conceptualize a model NH system.

State Model System contains five major components.

- Learner and Learning
- Content Knowledge
- Learner Facilitation Practice
- Professional Responsibility
- Student Learning

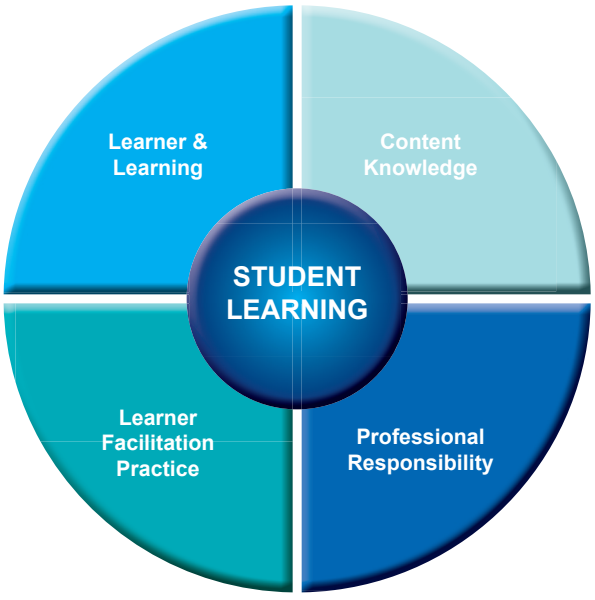

Figure 2. A graphical representation of the New Hampshire Educator Evaluation System.

[5] There is a very important difference between nominal (intended) and effective (actual) weights and the Task Force **recommends** that as each district pilots its system, it analyzes the data to determine the actual weight of the various dimensions. This actual weighting will depend on the true variability in the responses to the specific instruments used in each district.

InTASC Standards of Professional Practice

The State Model System relies on the professional standards articulated in the New Hampshire professional education rules (Ed 505.07)— which, in turn, are based on the InTASC (Interstate Teacher Assessment and Support Consortium) Standards[6] —as the measurement framework for evaluating teachers against the four professional practice domains.

InTASC Standards	
Standard #1	Learner Development
Standard #2	Learning Differences
Standard #3	Learning Environments
Standard #4	Content Knowledge
Standard #5	Application of Content
Standard #6	Assessment
Standard #7	Planning for Instruction
Standard #8	Instructional Strategies
Standard #9	Reflection and Continuous Growth
Standard #10	Collaboration

These professional education rules provided the framework used to define effective teaching in the Phase I Report. The Phase II Task Force strongly supported the use of this framework. Further, there is a strong research base supporting the framework, and extensive materials are now available to support its use (including professional development resources). The framework also serves as the foundation for many tools used to document teacher practices. Finally, the Task Force based the State Model on a non-commercial, independent set of

[6] Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author. http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html

standards as opposed to tying the state to a single commercial enterprise. The specific Ed 505.07 Standards, grouped by domain, are presented in the specific measurement framework. For a more complete explanation of the standards, please refer to the InTASC document referenced in the footnote or to Ed 505.07.

Overall Levels of Performance

As noted earlier, the State Model System classifies the performance of all licensed personnel as **highly effective, effective, needs improvement, and ineffective** based on data from: (1) measures of the various standards for professional practice drawn from the four domains; and (2) measures of student learning. The final rating for each teacher's performance represents a synthesis of all factors considered in any given year. Accordingly the system includes an overall description of performance that characterizes the types of knowledge, skills, dispositions, and behaviors of an "effective" teacher (as well as other levels being described). Performance levels describe the overall knowledge skills and dispositions of the educator using the performance level descriptor (PLD). The "performance level descriptor" (PLD) is the narrative component of the performance standard that summarizes the key qualities that differentiate educator performances at each of the various levels.

The State Model System provides PLDs for each of the four levels of attainment. These descriptors connect the professional practice standards with the data produced by the measurement instruments used in the system. This overall description is necessary, because an effective teacher is not necessarily a simple sum of the scores on the various components/indicators in the system. Further, defining an effective teacher simply as one who is effective on each component presents a danger of creating a "conjunctive" system[7]. The domains are intended to identify both strengths and weaknesses of educators with the intent of providing appropriate professional development and support when necessary and recognizing high quality teaching. As noted above, the Task Force recommends that each district combine its various indicators in ways that allows the district to judge overall effectiveness of teaching according to the state performance standards.

State Model System classifies the performance of all licensed personnel as highly effective, effective, needs improvement, and ineffective.

[7] A conjunctive system is one where the candidate needs to meet the requirements on each of multiple indicators in order to meet the overall standard. NCLB was considered a conjunctive system, because missing any indicator caused a school to fail AYP (Adequate Yearly Progress).

The PLDs for each of the three highest levels of performance are summarized below. Each PLD describes the final evaluation of a teacher's performance in any given year based on all factors considered. The Task Force believes that in order to validly classify the performance of educators into one of the four levels named above, a profile or decision matrix should be established so that the educator can never receive an unexpected overall rating.

Highly Effective

Teachers performing at the highly effective level consistently advance student growth and achievement. They set and maintain high expectations for learning and achievement for all students and create an environment of mutual respect, inquisitiveness, and caring.

Highly effective teachers demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues. These teachers model and encourage innovation, creativity, critical thinking, and engagement on the part of their students, and use their expertise and skills to engage their students in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies.

Highly effective educators facilitate personalized learning[8] *through intentional, flexible, and research-based strategies. They are literate in multiple forms of assessment and incorporate these multiple assessment strategies to evaluate student learning and adjust instruction accordingly. Highly effective educators integrate technology into their instructional and assessment approaches in ways that advance student learning opportunities.*

Finally highly effective educators consistently demonstrate leadership in their contributions to their school's academic progress and culture of growth. They engage productively in learning communities and continuously strive to maximize their own self-directed professional growth. These educators consistently uphold high standards of professional practice.

[8] The United States Department of Education (ED) 2010 National Education Technology Plan: "Transforming American Education: Learning Powered by Technology." Personalized Learning: Personalized learning refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).

Effective

Educators performing at the effective level generally advance student growth and achievement. They set and maintain high expectations for learning and achievement for all students, create an environment of mutual respect and caring, and engage students in appropriate learning opportunities.

Effective educators demonstrate sound knowledge of content, standards, and competencies, and connect them to relevant real world issues. These teachers model and encourage innovation, creativity, critical thinking, and student engagement, and use their expertise and skills to engage their students in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies.

Effective educators facilitate personalized learning through research-based strategies. They use multiple forms of assessment to evaluate student learning and adjust instruction accordingly. Effective educators appropriately integrate technology into their instructional and assessment approaches.

Finally effective educators contribute collaboratively to their school's academic progress and culture of growth by engaging in learning communities, fostering their own self-directed professional growth, and frequently providing leadership to support improvements in their colleagues' performance. These educators consistently uphold professional standards of practice.

Needs Improvement

Educators performing at the needs improvement level inconsistently advance student growth and achievement. They establish expectations for learning and achievement for most students and engage students in appropriate learning opportunities.

Educators performing at the needs improvement level demonstrate knowledge of content, standards, and competencies. These educators use their knowledge and skills to engage their students in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies.

Educators performing at the needs improvement level attempt to facilitate personalized learning using a mix of research-based and other strategies. They use multiple forms of assessment to evaluate student learning, but do not consistently use the results to adjust instruction accordingly. Educators performing at the needs improvement level may use technology in their instruction and assessment approaches.

Finally educators performing at the needs improvement level participate in learning communities, but do not consistently attend to their own self-directed professional growth. These educators uphold professional standards of practice.

Note: The Task Force recognizes that this definition may be seen as describing emerging growth, as opposed to traits solely noted as deficiencies, particularly for beginning educators or those experienced educators undertaking a new assignment. Local school districts should make clear in their narrative which situation applies.

Ineffective

Educators performing at the ineffective level may advance some student growth and achievement, but frequently fail to improve most students' growth. They are unable to establish ambitious and reasonable expectations for student learning for most students and may be unable to engage students in appropriate learning opportunities.

Educators performing at the ineffective level may have a limited knowledge of content, standards, and competencies, but these teachers do not use their knowledge and skills to engage their students in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies.

Educators performing at the ineffective level may attempt to facilitate personalized learning using a mix of research-based and other strategies but cannot prove consistent improvement in instruction.

Finally educators performing at the ineffective level participate in learning communities, but do not attend to their own self-directed professional growth and/or support the growth of their colleagues. These educators generally uphold professional standards of practice.

Section 3:

General Evaluation Framework

The general measurement framework describes the overall process for how those following the State's Model System would approach the collection of data needed to evaluate an educator's performance. The measurement framework, sketched below, grows out of the Guiding Principles delineated earlier.

The State Model System includes the following components for evidence of educator effectiveness:

- ✓ Yearly self-reflection and goal setting
- ✓ A collection or portfolio of artifacts documenting key aspects of teacher practice
- ✓ Observations of practice by educational leaders
- ✓ Measures of student performance linked to an individual or group of educators to document an educators' influence on student learning; these measures may include:
  - Student Learning Objectives, and/or
  - Student Growth Percentiles for educators in "tested" grades

Further, since this system is designed to maximize educator performance, teachers must receive regular and meaningful formative feedback in order to improve their performance.

As part of the general measurement framework, the State Model System includes the use of multiple measures of each domain whenever such use improves the validity of the evaluation decision. To the extent possible, yearly evaluations based on the State Model will include multiple years of student learning results. In addition to multiple measures, the Task Force recognizes the challenge of any one individual having enough expertise and time to conduct all required evaluations and/or provide necessary support.

The intent of the New Hampshire network strategy for technical assistance is to address critical issues while at the same time helping districts avoid additional costs and better utilize district resources (http://nh.eduplanet21.com). The comprehensive model developed by the Task Force is a "shared responsibility" model beginning with preparation programs taking more responsibility for closing the gap for entry level teachers; further attention to induction and mentoring; aligned professional development focused on student learning; and an

The comprehensive model developed by the Task Force is a "shared responsibility" model that provides feedback and support to educators.

evaluation system that provides feedback and support to educators.

The State Model uses a "shared attribution" approach for at least part of the SLO and/or SGP results. In other words, the student learning results derived from either or both SLO and SGP analyses will be shared among multiple educators depending upon local theories of action around school improvement.

While not required, the Task Force recommends including measures of student voice and parent opinions in the evaluation of educator performance. A district may to utilize surveys of student opinions as an un-weighted, additional source of information for principals to use in making evaluation decisions. Nonetheless, the Task Force members understand the considerable risk of unintended negative consequences with including student and parent opinions in the evaluations of teachers. They want to limit the use, at least initially, of survey data as an additional source of information that principals can use to make evaluation decisions and provide information for teachers to consider as try to improve their practices.

Artifact Collections and Portfolios

The New Hampshire Standards for professional practice (Ed 505.07) represent a set of complex behaviors and thinking processes that are impossible to capture simply through the use of classroom observations. The artifacts collection—which can include goal statements, unit plans, class assignments, examples of student work, personal reflections and more—is a critical component of NH's State Model System. Artifacts and portfolios contribute data to and help document the multiple domains of teacher practice. To this end, all educators need to:

- ✓ establish yearly professional goals in consultation with their supervisor or designee;
- ✓ document the processes followed and products associated with these goals through a strategic collection of artifacts; and
- ✓ review and reflect upon these goals and artifacts formatively each year and summatively during the year of the educator's evaluation.

To every extent practical, these objectives should link not only to school and district goals, but should also reflect the results of prior evaluations of the teacher's performance. In addition to other goals, the collection may include:

- ✓ evidence related to relevant domains of effective teaching;
- ✓ evidence of improved assessment practices;
- ✓ materials used to implement the Common Core State Standards; and/or
- ✓ improvements in competency education strategies.

The NHDOE will develop guidance outlining how the artifacts collection can be used as a starting point for local requirements based on Ed 512 Professional Development Master Plan and Recertification.

Section 4:

Specific Measurement Framework

The specific measurement framework, described below, adds details to further guide data collection and evaluation. The specific measurement framework describes the type and frequency of data collection approaches for each of the major domains. The following section includes a brief review of the relevant New Hampshire rules based on the InTASC Standards, organized by major domain, and then provides recommendations for how the performance of educators related to each domain will be evaluated as part of the State Model. Subsequent work will be needed to fully describe the specific measurement procedures and policies to be enacted for the various educators in the system.

The specific measurement framework adds details to further guide data collection and evaluation.

Domain 1: Learner and Learning

Standard #1: **Learner Development.** The educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the, personal, physical, social and academic dimensions, and facilitates developmentally appropriate

and challenging learning experiences based on the unique needs of each learner

Standard #2: **Learning Differences.** The educator uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to reach his/her full potential and has the ability to employ universal design principles and assistive technology

Standard #3: **Learning Environments.** The educator works with learners to create and access learning environments that support self-directed and individual and collaborative learning, based on each learners' interests and passions, and uses learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences

Highly structured, multiple classroom observations are useful ways to gather data for evaluating educators in relationship to standards 2 and 3. However, such observations would be unlikely to reveal enough information about teachers' understanding of learner development (standard 1) to enable evaluators to make valid judgments. For example, planning documents that describe how the educator includes an understanding of learning theory and individual differences would be a source of information for judging educators. Similarly, evidence of reading and understanding relevant literature could provide documentation for educators' consideration of learner development as part of the teaching process. Of course, a thoughtful evaluator would want to ensure that the educator could apply such theoretical and/or

empirical reading to actual classroom practice. Some of this understanding could be revealed through reflection and planning documents, but also through pre- and post-observation conferences. Given the variety of information necessary to support decisions related to this domain, the State Model System includes the types of evidence and methods, similar to the examples described here, in the evaluation of educators' according to Domain 1.

Domain 2: Content Knowledge

Standard #4: **Content Knowledge.** The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for all learners.

Standard #5: **Application of Content.** The educator makes innovative application of content as demonstrated by an understanding of how to connect concepts and uses differing perspectives to engage learners in critical and creative thinking, and collaborative problem solving related to authentic local and global issues.

Domain 2 requires a teacher to demonstrate deep knowledge of disciplinary content and how to connect that content knowledge with appropriate instructional strategies— what has been termed pedagogical content knowledge. Similar to Domain 1, it is unlikely that evaluators could collect information about content and pedagogical content knowledge simply through observations of practice. Content knowledge (standard 4) will be evaluated in the State Model through collection of artifacts such as successful completion of programs of study and/or in-depth discussions with experts in the relevant content area. Once high levels of content knowledge have been established, the State Model requires educators to include his/her plans to stay current and improve her/his understanding of the discipline as part of the educator's self-reflection, goal setting, and artifact collection. This also includes the requirement for educators to document and reflect on their new understandings of the discipline as part their artifact collections.

Pedagogical content knowledge or the application of content to instructional practice (standard 5) will also be evaluated as part of the State Model by examining planning and reflection documents. However, evaluators may gather critical information related to standard 5 through structured observations of practice that include pre- and post-observation conference to allow for reflections on evidence related to this standard.

Domain 3: Learning Facilitation Practice (Instructional Practice)

Standard #6: **Assessment.** The educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, to document learner progress, provide learner feedback and to inform the educator's on-going planning and instructional practice.

Standard #7: **Planning for Instruction** (facilitation of learning). The educator plans learning facilitation as an active member of a learning community that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, learners, the community and pedagogy, as well as knowledge of learners and the community context.

Standard #8: **Instructional Strategies** (strategies to facilitate learning). The educator understands and uses a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections, and to build skills in accessing, applying and communicating information.

Information about the way in which an educator plans for instruction (standard 7) and uses assessment information (standard 6) may be revealed through pre- and post-observation conferences, but examining artifacts such as unit plans, syllabi, and assessment tools can also reveal important information about these standards. These should include expectations that educators use technology to support teaching and learning. The Task Force is convinced that evaluators cannot validly judge how well educators understand and use assessment to improve learning (standard 6) without hearing or reading how educators use student work to reflect on what was revealed in the

assessment process and what instructional decisions should be made based on these results.

Therefore, the State Model System requires the collection of designated unit (instruction and assessment) plans and pre and post reflections on the unit. Further, this unit reflection requires each educator to document what they have learned from the examination of assessment results tied to the unit and how they will use this knowledge to adjust and/or improve instruction for students.

Capturing information about educators' use of appropriate instructional strategies (standard 8) would be very difficult without direct classroom observations. The Task Force recognizes that any manageable schedule of observations will be necessarily "thin" when the system becomes operational. In the years that the teacher is evaluated, the State Model System requires observing teachers formally on at least three different occasions. Specifically, the State Model System summatively evaluates the performance of each educator each year for their first three years in the profession. The general time frame/plan of instruction for the observations will occur in consultation with the educator, but the specific lessons observed may be unannounced. At least one of the observations, but preferably most of them, will be tied to aspects of the curriculum that are the focus of the SLOs (see below) in order to use data about what students have learned to triangulate the information. Further, the observations will include an analysis and discussion of relevant documents associated with the unit of study being observed. These documents may include lesson plans, assessments, assignments, student work, and other relevant documents associated with the teaching, learning, and assessment of the unit.

Domain 4: Professional Responsibility

Standard #9: **Reflection and Continuous Growth.** The educator is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: **Collaboration.** The educator collaborates as a member of the larger learning community, with learners, families, colleagues, other professionals and community members to leverage resources that contribute to student growth and development, learning and well-being.

Professional responsibility typically cannot be evaluated through formal classroom observations. Professional responsibility may, however, be observed informally by seeing how the educator interacts with colleagues, parents, or others. The State Model System requires yearly self-reflection and goal setting activities to specifically address aspects of professional responsibility and establish the focus of professional responsibility for the given year. The State Model expects all educators to demonstrate—by actions, words and behaviors— their responsibilities as professionals. One potential difference between beginning and experienced educators is that beginning educators may focus more on personal or "inward-facing" aspects of this domain, as discussed in standard 9, while experienced educators are also expected to become more "outward-facing" leaders in their schools, the district, or the profession at large. The specific focus of the professional responsibility will guide the required data collection and reflection.

Domain 5: A Three-part Approach: Measures of Student Performance

As stated in the Guiding Principles, the primary purpose of New Hampshire's educator evaluation system is to support and promote increases in student learning. Therefore, it is critical that the results of student achievement be incorporated in the evaluations of all educators. While this sounds straightforward, it is one of the most complex aspects of new forms of educator evaluation. New Hampshire's State Model uses a three-part approach to incorporating student achievement and growth when evaluating personnel.

It is critical that student achievement results are incorporated into the evaluations of all educators.

Student Learning Objectives form the foundation of New Hampshire's approach for documenting changes in student learning associated with a teacher or group of educators; as such, all educators will have the results of SLOs incorporated into their evaluations. For educators in "tested" subjects and grades— those grades and subjects for which there is a state, standardized test as well as a state test in the same subject in the previous year— student learning will be evaluated using Student Growth Percentiles (SGP). The results of SGP analyses, along with SLO results, will be used in the evaluations of educators in tested subjects and grades.

Both SGP and SLO approaches can be used to attribute the academic achievement and growth of students to individual educators or to appropriate aggregations of educators such as grade or content-level teams or even the whole school. Distributing student learning results to multiple educators is referred to as "shared attribution." The tradeoffs associated with shared attribution are also discussed below.

The State Model System requires all educators, at least during the initial years of implementation, to collect student learning data using at least two approved SLOs, one of which must be tied to each individual educator, while the second SLO may be shared among multiple educators or tied to an individual educator. The State Model System uses a shared attribution model to incorporate the results of median SGP into educator evaluations. The results of the SGP analyses of reading and mathematics NECAP scores will be shared among educators at each of the grade levels for which SGP results are calculated. In other words, all of the fifth grade teachers in the school will have the results of the fifth grade reading and mathematics SGP analyses incorporated into their evaluations. While the Task Force strongly supports incorporating SGP results into educator evaluations, the members caution that the small numbers of students associated with many New Hampshire classrooms has the potential to cause reliability concerns. They argue that sharing the results across multiple classrooms can alleviate some of these reliability issues. More importantly, sharing results among teachers can promote collaboration within schools. Further, many schools engage in practices where students receive instruction from multiple teachers at a grade level or within a school in mathematics and reading and trying to disentangle the contributions of individual educators to student learning is almost impossible and perhaps nonsensical. Additional details about SLO, SGP, and shared attribution follow.

New Hampshire's State Model uses a three-part approach to incorporating student achievement and growth when evaluating personnel.

Student Learning Objectives (SLOs)
All teachers, whether in "tested grades and subjects" or not, are required, as part of the State Model System, to document student academic performance each year using SLOs in accordance with New Hampshire's SLO toolkit and guidance, which are currently being used by SIG schools. SLOs are content- and grade/course-specific measurable learning objectives that can be used to document student learning over a defined period of time. SLOs provide a means for educators to establish learning goals for individual or groups of students, monitor students' progress toward these goals, and then evaluate the degree to which students achieve these goals. The active involvement of the teacher throughout the process is a key advantage of the SLO approach over traditional test-centered approaches to accountability. It is designed to reflect and incentivize good teaching practices such as setting clear learning targets, differentiating instruction for students, monitoring students' progress toward these targets, and evaluating the extent to which students have met the targets. Both SGP and SLO analyses will produce results in three classifications of performance, to the extent possible, such as: high, typical/average, and low. The results of the SLO determinations will be incorporated into the evaluation of all educators according to the processes described below in the section on combining multiple measures.

SLOs are content- and grade/course-specific measurable learning objectives that can be used to document student learning over a defined period of time.

Calculating Student Learning Results in "Tested" Subjects and Grades
The growing interest in reforming long-standing approaches for evaluating and compensating teachers has been characterized by, among other things, incorporating student learning results in teacher evaluations. Advances in growth and value-added models in education have contributed to the interest in using changes in student test scores over time as part of educator accountability systems. Many districts, states, and non-governmental organizations have embraced these test-based accountability initiatives, but the initial focus has been on the content areas and grade levels for which there are state standardized tests, generally administered at the end of each school year, or "tested" grades/subjects. Student learning, for the purposes of educator evaluation, is generally evaluated using complex statistical models such as value-added or student growth percentile models.

There are several possible approaches that New Hampshire could use for evaluating student learning in tested grades, but in order to adhere

to the coherence principle, the State Model System relies on the same Student Growth Percentile model currently being employed in the school accountability system. However, this move from school to teacher accountability is not necessarily as simple as it sounds.

NHDOE will produce Student Growth Percentiles (SGP) results documenting the individual and aggregate growth for students. These results will be aggregated according to "teacher of record" rules as well as for the whole school. Further, results will be disaggregated according to identifiable student groups. All educators in "tested" grades and subjects will receive a report each year from NHDOE. These results, based on statewide standardized measures of student achievement, using the SGP model, will be incorporated into teachers' evaluations either using a shared or individual attribution framework.

Shared Attribution

The Task Force recognizes the challenges of properly attributing the results of student learning to individual teachers. It is easy to think of many examples where it does not make much sense to attribute the learning of students to individual teachers, such as the case when grade-level teams of place students into differentiated instructional groups and students receive instruction by educators other than the child's regular teachers. Therefore, the New Hampshire State Model relies on a mix of shared attribution and individual attribution of student learning results. The SGP results, based on state tests in grades 4-8 should, depending on the specific theory of improvement for the particular school, may be shared among educators at the same grade and/or teaching the same subject areas. SLO results, assuming groups of educators are working on the same SLO, may also be shared among educators of the same grade and/or content area. However, SLOs allow for more control than state test results and the State Model requires that at least some portion of the SLOs used to document student learning be attributed to the individual educator of record. Like anything else in accountability system design, there are both advantages and disadvantages to shared attribution.

One of the major concerns with attributing the results of student learning to individual teachers is that many practitioners fear this could erode collaborative cultures at many schools, especially if the results are used in some sort of "zero sum game" accountability design. Shared attribution approaches, if implemented sensibly, can help promote both collaboration and internal (to the group of teachers)

accountability orientations, both of which are associated with high performing schools and organizations. Another concern for policy makers and accountability system designers are potential unintended negative consequences of having the mathematics and reading teachers in grades 4-8 evaluated in potentially very different ways than the other 70-75% of educators in the school. This could lead to higher rates of attrition from these subjects and grades or a feeling of professional isolation. The requirement for all educators to participate in the SLO process is one hedge against this potential problem. However, sharing the results of the student learning indicators among multiple educators, as appropriate, serves to recognize the contributions of other educators to student learning, especially in reading and math. Finally, one of the major concerns with tying student learning results to individual teachers involves the reliability concerns when dealing with such small groups of students. Aggregating the student learning results for multiple educators is one way to ameliorate, but far from eliminate, the reliability challenges.

This discussion could lead one to say, "If shared attribution has so many advantages, why would a system include any other approach?" Of course, there are potential disadvantages to shared attribution too. One important disadvantage—that could be reduced with careful design—is that educators may be held accountable for results for which they may have little to no control. This was a major criticism of Tennessee's approach for including student learning results in the evaluations of teachers from non-tested subjects and grades. This threat is likely greatest when student learning on the state math and/or reading tests is attributed to all educators in the school as opposed to a finer-grained aggregation. Another potential disadvantage to shared attribution is that it may mask true variability in educator quality. If we believe that educator quality is truly variable along a continuum of being able to influence student learning, then pooling results among multiple educators could mask such differences. Of course, being able to separate the "signal" (true variability) from the "noise" (unreliability in the system) is not easy.

Therefore, the Task Force recommends that local decisions about sharing student learning results among multiple educators should not be based on reliability concerns alone, but on the local theory of action for school improvement. For example, if the focus of improvement activities is the grade level team, then attribution should be shared among educators at that grade and not at the whole school level. This theory of improvement (action) should also make clear which subjects

are shared and with whom. For example, does the 5th grade team share results for both mathematics and English language arts or just one subject? Finally, while the Task Force favors shared attribution approaches in many cases, it strongly recommends that at least some of the changes in student learning be attributed to individual teachers. This might best be accomplished with SLOs rather than SGPs because SLOs are more closely tied to the specific course, but the Task Force suggests leaving this specific decision to local school districts.

Section 5:

Combining Multiple Measures

Bringing all of the data together to arrive at a final classification of teaching effectiveness is intricate, but exceptionally helpful for teachers and principals alike, if approached systematically. The State Model System employs a "panel" or "decision matrix" approach for combining the multiple measures in order to explicitly reflect the goals of the system. This approach for combining the various sources of information avoids mechanistic approaches such as simple averaging, but takes into account the nature of the different sources of information.

The State Model System employs a "panel" or "decision matrix" approach for combining the multiple measures in order to explicitly reflect the goals of the system.

One specific "final" panel is found below. The Task Force recognizes that a substantial amount of information needs to be aggregated before getting to this final panel. For example, the standards for professional practice represented on the vertical axis of this panel include information from the four domains of professional practice and multiple measures derived from artifacts or classroom observations within each domain. Similarly, the student learning results represented in the horizontal axis will include information from at least multiple SLOs (e.g., measures of high, average/typical, and low) and perhaps SGPs as well.

This is why strategies for combining indicators should not be regarded as mutually exclusive. It is possible, for example, to combine aspects of compensatory (averaging) and profile 'rules' to arrive at a final result. For example, a compensatory approach may be used to aggregate the data from the multiple measures within any single domain (e.g., content knowledge), whereas a profile approach could be used to combine information across domains. The major advantage of a

profile or decision matrix approach is that once established, the educator **can never receive an unexpected** overall rating, whereas simple averaging approaches can produce some surprising and unintended outcomes.

The decision panel depicted below is clearly weighted in favor of standards for professional practice over student learning results.

For example, no matter the strength of the student learning results, educators must be rated at least "3" on standards of professional practice to receive an overall rating of "effective."

It is also worth noting that the State Model panel flags two cells for automatic review. The Task Force strongly recommended that, in the case of such incongruous results, the overall decision must be subjected to an automatic review. In other words, the Task Force could not think of logical explanation for either result (4,1 or 1,3) and did not want to mechanistically apply a rating when human judgment is clearly needed.

"Professional Practice" Rating				
	4	Automatic Review	Highly Effective	Highly Effective
	3	Needs Improvement	Effective	Effective
	2	Needs Improvement	Needs Improvement	Needs Improvement
	1	Ineffective	Ineffective	Automatic Review
		1 (Low)	2 (Average/Typical)	3 (High)
		"Student Performance" Rating		

Figure 4. State Model Panel for Combining Multiple Indicators of Educator Performance

Section 6:

Judgments, Consequences and Recognition

Ultimately, employing the State Model System will lead to certain consequences for educators falling well below performance expectations and recognition for those performing well above expectations. While the system is designed for improvement and a significant support system is required to help struggling educators, there may come a point where educators may need to be counseled out of the profession or otherwise removed from teaching. The Task Force recognizes that conditions surrounding job removal are statutorily based and subject to negotiated legal agreements and/or other local human resource requirements, but the State Model includes the following expectations for such circumstances:

1. An experienced educator with two consecutive years of ineffective ratings should be non-renewed if reasonable efforts to improve performance have been implemented and the educator's performance has not improved.
2. An experienced educator with two consecutive years of needs improvement ratings should be moved to ineffective status.
3. An educator rated highly effective for two consecutive ratings should receive recognition as determined by the district.
4. Only educators with consistent ratings of highly effective should participate in the mentoring and support of other educators in their district.

The Task Force recognizes that conditions surrounding job removal are statutorily based and subject to negotiated legal agreements and/or other local human resource requirements.

Section 7:

Implementing the State Model System

The State Model System summatively evaluates each beginning educator annually for their first three years in the profession. For all other educators, the State Model System evaluates each educator annually until he or she has been designated as "effective" for two consecutive years. After being designated as "effective" each educator will be summatively evaluated at least every three years, but formatively evaluated each year.

Professional Development and Support

As stated in the Guiding Principles, New Hampshire's State Model System was designed to support improvements in teaching and learning. As part of this design, the Task Force emphasized the importance of reporting detailed and actionable information so that educators and their leaders can guide efforts to improve practice. This means that educators need to receive information on each of the indicators in the system. The State Model System demands careful documentation to ensure that each educator understands the nature of the information on which he or she will be evaluated.

The Task Force emphasized the importance of reporting detailed and actionable information so that educators and their leaders can guide efforts to improve practice.

In addition to receiving useful information on the summative evaluation results, a system must include opportunities for teachers to receive regular and useful formative feedback if it is to truly improve teacher performance. Therefore, in addition to designing the summative evaluation system, districts should design formative evaluation approaches to ensure that teachers get regular feedback in order to improve their performance. Formative systems could rely on peers to provide content-specific feedback in the context of real lesson and other instructional experience. Formative feedback should occur frequently, e.g., several times per year, and likely more frequently for beginning and poor performing educators.

The NH State Model System will produce an overall effectiveness rating that guides support, career development, and employment decisions. The overall rating can only be a general flag to guide support since the detailed information discussed throughout this document is required to allow for focused support and development.

A critical element of support requires that every educator understands the rules of the evaluation system. Accordingly, all licensed personnel must be trained on the rules and procedures of the State Model System including the consequences associated with the ratings. Further, the

State Model System requires all personnel conducting classroom observations to undergo a defined training and qualification process for conducting valid and reliable observations. The Task Force agreed that the sustainability of any system is based in part on the guidance and support created to ensure high fidelity implementation. Given the small size of New Hampshire, the Task Force believes it will be possible to reach most educators and urges the NHDOE to commit to and provide support for a continuous improvement model for student learning in New Hampshire.

In order to fulfill one of the major guiding principles and the key tenants of the Phase I Report, the State Model System recommends a well-specified and formalized process of mentoring and support designed to improve the performance of all educators in the district. Support and mentoring systems should be designed in collaboration with teachers, administrators, and other key stakeholders (e.g., parents, Board members) and based on research and documented best practices. Additionally, all evaluators (administrators) using the State Model System will have opportunities to receive research-based training on how best to share results of the evaluation system with educators in order to support understanding of the information and to improve practice. In an effort to support research-based training the NH Dept. of Education has developed an on-line and blended learning network to support all schools and districts to implement educator effectiveness systems. (http://nh.eduplanet21.com)

The State Model System includes the provision that any educators rated ineffective or needs improvement will be supported by a directed professional growth (improvement) plan that includes receiving targeted mentoring and support. These support systems are research-based to the maximum extent possible. The NHDOE anticipates it will provide differentiated support through the Network system for districts at all levels of implementation. As part of this process, the NHDOE and its partners will identify best practices for educator effectiveness.

Additionally, the NHDOE is leveraging a federal grant (SLDS) to develop online tools relative to the collection and use of data that would be available to districts to operationalize and manage the evaluation process. This tool will allow districts to develop timelines, track evaluation progress, capture measures used to identify strengths and weaknesses, establish areas in need of professional development, and determine performance ratings. This system is anticipated to be available during the 2013-14 school years.

The overall rating can only be a general flag to guide support since the detailed information discussed throughout this document is required to allow for focused support and development.

Monitoring and Oversight

As suggested at the outset of this report, the Task Force recognizes the challenges of providing statewide oversight and support without statutory authority to do so at this time. However, the Task Force strongly believes that building a support structure that provides information, resources and opportunities for growth will create a learning culture—statewide—that will lead to increased student achievement.

The Task Force recommends ensuring the quality of local educator evaluation systems through more learner-focused rather than compliance-based approaches. To this end, the Task Force recommends that NHDOE examine the effectiveness of a peer review approach to provide feedback for local systems. As this has been successfully used in other states this would be an opportunity for New Hampshire to determine if it would support our framework, as it did with the NEASC process used in New Hampshire schools.

Finally, the Task Force recommends that the NHDOE collect information from each district about their development of an appropriate teacher and leader evaluation model based on the State Model System described in this document. As part of efforts to implement local educator evaluation systems, the Task Force recommends that districts participate in New Hampshire's newly formed *Teacher Educator Knowledge Network* to help address issues of design and implementation.

The Task Force recommends that NHDOE examine the effectiveness of a peer review approach to provide feedback for local systems.

Building a P-20 System

The Phase I Task Force report argued that educator evaluation is a shared responsibility and is only one of four pillars of educator effectiveness, which also includes pre-service education, induction, and professional development (see Figure 1). This report has described the foundations and recommendations for addressing the fourth pillar—educator evaluation—but the Task Force strongly recommends that all local school districts implement research-based induction programs for new educators and professional development programs for all educators; the second and third pillars, respectively. Such induction programs should work coherently with districts' educator evaluation systems and, in fact, the Task Force argues that high quality induction programs could ameliorate some of the perceived need for educator

evaluation. Similarly, high quality professional development programs, explicitly connected to the induction and evaluation systems, will help further the goals of improving educator quality. The pre-service education pillar is critical, but the Task Force recognizes that local districts have less control over this pillar than the other three. However, the New Hampshire Institutions of Higher Education (IHE) have demonstrated a willingness to engage in this important work with New Hampshire school districts and the NHDOE.

Fifteen members of New Hampshire's IHE Network are now working on a common set of goals focused on innovative programming, regional collaboration, and policy initiatives—all aimed at integrating teacher preparation with the State's current work on school and district accountability, data collection, Common Core assessments and more[9]. The IHE Network fully realizes that if New Hampshire is to create a unified, P-20 education system for all children, then it, too, must play a vital role in implementing state and federal reforms. Among its first actions, the Network has recommended expanding the membership of the State's Council for Teacher Education to include all schools of preparation, organized in geographic networks to provide professional and technical support to schools, and begun educating its members about Ed 600 standards governing approval of Professional Educator Preparation Programs (PEPP) in New Hampshire.

Underlying these actions are federal demands that schools of education themselves must now be accountable for the quality of the teachers they prepare. Not only will schools of education be judged on the quality of their curriculum, instruction, and faculty, but they may also be evaluated on the basis of how well their graduates perform in the classroom once they begin teaching. Impending regulations of Title II of the 2008 Higher Education and Opportunity Act may require preparation programs to provide relevant data—including measures of teachers' effectiveness—to document the quality of the programs. The IHE Network fully grasps why every teacher preparation program in New Hampshire must collaborate closely with the schools and school districts with which they currently work. In short, everyone must pull together for the benefit of New Hampshire's students.

Task Force strongly recommends that all local school districts implement research-based induction programs for new educators and professional development programs for all educators.

[9] See Appendix A for NH IHE Network Position Statement

Appendix A:

NH IHE Network Position Statement

To: Commissioner Virginia Barry

From: IHE Network

Re: New Hampshire (NH) Institutions of Higher Education (IHE) Network Position Statement

Date: October 10, 2012

The NH IHE Network is aware of national concerns about the quality of teaching and learning in our schools. We have for many years—as individual institutions and, since 2011, as the New Hampshire IHE Network—worked for a higher level of effectiveness in all aspects of preparing and developing teachers and school leaders. The Network has grown out of the several Education Summits sponsored by the NH Department of Education and other partners, the work of the Council of Teacher Education and Professional Standards Board, and other IHE initiatives. This Position Statement is part of our ongoing commitment to reflect upon, systematically research, and collectively enhance educator quality in New Hampshire schools.

The New Hampshire IHE Network was created with the primary aim of working collegially to influence policy makers and engage practitioners to promote innovative programs and policies that link initial educator preparation, new educator induction, and ongoing professional development in New Hampshire. Since the official inception of the Network in 2011, we have devoted our energies toward ensuring that all the New Hampshire educators we collectively prepare are equipped and inspired to foster high levels of achievement for all students. We believe the students of our program graduates must demonstrate success in their P-12 learning, as well as in their pursuit of college or careers.

We believe that our success depends on our commitment and ability as a consortium to:

- ✓ strengthen and sustain the relationship between educator preparation, educator evaluation, and P-12 student learning;
- ✓ assess the effectiveness of our programs and the effectiveness of the teachers with whom we work, and
- ✓ accurately convey what we do for stakeholders in the public, legislative, and statewide educational arenas.

With these challenges come new opportunities to influence the policy directions of New Hampshire and establish a clear presence of research-based practices in our schools. Our initiatives will readdress student engagement, teacher/principal collaboration, and more comprehensive view of accountability. Our *research* will foster reflection and self-assessment among teachers and school leaders while paying attention to student achievement measures, broadly defined. Our *public communications* will provide the accurate information that can heighten levels of respect and trust that public school educators enjoy from the citizens of their communities.

Specific IHE Network initiatives in process now include:

1. Sharing best practices and data among IHE members, focused on the common goal of educator improvement. This involves:

- ✓ acknowledging and acting upon the need for IHEs to collect, analyze, and share data on their 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 (Cochran-Smith, 2001; Darling-Hammond, 2006); and
- ✓ acknowledging and acting upon the need for IHEs to continuously collect, analyze and share data on their own effectiveness, in the interest of identifying and disseminating effective practices.

2. Crafting, implementing, calibrating, and analyzing a common assessment of teacher efficacy that can be used by all member programs, regardless of size or specialization. This involves:

- ✓ 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 our own programs; and
- ✓ providing the DOE with evidence of the effectiveness of our graduates in promoting student learning.

3. Proposing and enacting new approaches for supporting and providing networking opportunities to new teachers and school leaders in New Hampshire. This involves:

- ✓ developing 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; and
- ✓ creating 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.

4. Creating a community of practice to share experiences and knowledge related to the development of school-college partnerships. This involves:

- ✓ taking inventory of current partnership practices at NH IHEs and developing a resource list of IHE faculty contacts with expertise in school-college partnerships;
- ✓ reviewing and sharing 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, etc.; and
- ✓ exploring the development of general guidelines for what constitutes a high quality school-college partnership in NH.

The IHE Network stands ready to work with the Department of Education, the legislature, and the professional educational organizations throughout our state to build a modern workforce of educators, leaders, and scholars strongly committed to the highest aspirations of our profession and our communities.

The faculty and deans of the undersigned Professional Educator Preparation Programs have thoughtfully considered this position statement and endorse its intent:

- Antioch University New England
- Colby-Sawyer College
- Dartmouth College
- Franklin Pierce University
- Granite State College
- Keene State College
- New England College
- New Hampshire Institute of Art
- New Hampshire Technical Institute
- Plymouth State University
- Rivier University
- Saint Anselm College
- Southern New Hampshire University
- University of New Hampshire
- Upper Valley Educators Institute

If you have questions or require further clarification regarding this letter and proposal, we invite you to contact Audrey Rogers (SNHU) and Tom Schram (UNH), Co-Facilitators of the IHE Network.

Audrey Rogers, a.rogers@snhu.edu, 603.261.5802 (cell)

Tom Schram, Tom.Schram@unh.edu, 603.285.5350 (cell)

Updated 10/25/12

Addendum to Position Statement

On May 24, 2011 the IHE Network approved the following Mission Statement, Goals, and Aims:

Mission Statement

Mission
To work collegially to influence policy makers and engage practitioners regarding innovative and creative educator preparation and development programs in New Hampshire.

Goals:
The IHE Network formalizes systemic collaborative engagement between and among IHEs and public schools in New Hampshire to promote generative and sustained professional learning opportunities. As informed advocates for the teaching profession, we seek to promote innovative programs and policies that interconnect initial educator preparation, new educator induction, and on-going professional development. Our goal is to create a supportive and lifelong learning framework for educators and all learners

Specific aims:
Through creating and influencing policy and engaging stakeholders, the NH IHE Network will:

1. Extend the work of school/IHE partnerships to provide continuity between preservice educator preparation, support for induction and retention of new educators, and continuing professional development for educators.
2. Share the responsibility for pre-service preparation and new educator induction.
3. Generate professional development activities that reflect and critically engage current research on learning and teaching.
4. Focus improvement efforts on Next Generation Learning.
5. Prepare educators who have the "adaptive expertise" necessary to support new and emergent learning opportunities in the 21st century.
6. Enhance and extend the knowledge base that guides the ongoing improvement of educator preparation and professional development programs.
7. Influence education policy makers with a collective voice.




New Hampshire
Department of Education

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