



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

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](mailto:a.rogers@snhu.edu), 603.261.5802 (cell)

Tom Schram, [Tom.Schram@unh.edu](mailto:Tom.Schram@unh.edu), 603.285.5350 (cell)

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## 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.