The state invests in systemic efforts to build professional capacity for the implementation of high-quality personalized learning systems. These systemic efforts align educator and school leader preparation, credentialing, professional development and evaluation systems into a seamless continuum that personalizes supports for educators and school leaders so they can deepen their professional expertise and raise the quality of leadership and instruction.

**EXPLORATION**

**THE GOAL**
The state has engaged with diverse stakeholders to create a plan for aligning educator and school leader preparation, credentialing, professional development and evaluation systems that empowers educators and school leaders to succeed in personalized environments.

**SUPPORTING ACTIONS**
» The state convenes diverse stakeholders to define the competencies educators and school leaders need to have in personalized environments and to develop strategies that align and build capacity for personalized learning models across educator and school leader preparation, credentialing, professional development and evaluation systems.

» The state partners with diverse stakeholders to collect data on and increase student access to educators and school leaders with training and/or demonstrated capacity to teach in personalized environments, particularly for underserved student populations.

**STRATEGIC QUESTION**
*How can the state empower educators and school leaders to lead state and local conversations about how to prepare the educator workforce to succeed in personalized learning environments?*

**REPLICATION**

**THE GOAL**
The state has engaged with stakeholders to align programs and resources to ensure that educators and school leaders with training and experience in personalized learning models are equitably distributed across the state.
**SUPPORTING ACTIONS**

» The state collaborates with diverse stakeholders to implement strategies that align to and build capacity for personalized learning across educator and school leader preparation, credentialing, professional development and evaluation systems and leverages resources to address gaps in student access to educators and school leaders with expertise in personalized learning instruction.

» The state establishes partnerships with regional service entities or other collaborators that enable educators and school leaders to share best practices in personalized learning through a statewide learning network. Early adopter districts are supported to serve as innovation labs for the state.

**STRATEGIC QUESTION**

*How can the state collaborate with regional entities to ensure students have equitable access to high-quality educators and school leaders with experience in personalized learning practices?*

**STATEWIDE TRANSFORMATION**

**THE GOAL**

The state collaborates closely with diverse stakeholders, educators and school leaders to monitor the effectiveness of educator and school leader preparation, credentialing, professional development and evaluation systems to ensure that educators and school leaders are prepared and supported to deliver high-quality personalized instruction to all students.

**SUPPORTING ACTIONS**

» The state supports districts with resources, technical assistance and partnerships to continually identify high-impact strategies for building local capacity for high-quality personalized learning instruction, including strategies that enable educators and school leaders to lead their own career development.

» The state provides support for a seamless continuum of educator and school leader capacity-building systems that enable educators and school leaders to continually improve their personalized learning leadership and practice along a personalized learning career progression.

**STRATEGIC QUESTION**

*What other groups or institutions should be engaged in an ongoing way to ensure that alignment between educator and school leader support systems is maintained?*

**EARLY ADOPTER**

In 2011, a group of postsecondary leaders in New Hampshire formed the [IHE Network](http://www.ihe-network.org) to influence policymakers and engage practitioners to promote innovative programs and policies that link educator preparation, new educator induction and ongoing professional development in the state. One of the network’s initiatives explored the changing role of school leaders in the state as they increasingly implement innovative and competency-based teaching and learning models. A leadership preparation programs committee convened to identify new collective and institutional approaches for ensuring leaders have the skills to succeed in these new learning environments.