

Updates from the Office of Teaching and Leading

WELCOME



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Division of Educator Preparation

EPP Updates

October 17, 2018



Debra B. Burson, Ph.D.
Educator Preparation Bureau Director

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



MISSISSIPPI STATE BOARD OF EDUCATION STRATEGIC PLAN GOALS

- 1**
All Students Proficient and Showing Growth in All Assessed Areas

- 2**
Every Student Graduates from High School and is Ready for College and Career

- 3**
Every Child Has Access to a High-Quality Early Childhood Program

- 4**
Every School Has Effective Teachers and Leaders

- 5**
Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

- 6**
Every School and District is Rated "C" or Higher


Educator Preparation Key Initiatives

- CAEP

Advanced Programs / Training

- Updated Process and Performance Review
- Leadership Program Redesign
- Alternate Route Task Force
- Staffing Updates

Office Director II / Division Director



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Partnership

- CAEP Standard 2 Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

- CAEP Standard 4 Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.



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CEEDAR

- Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)

Analyze current structure and identify gaps in efforts to encourage and strengthen partnerships between the State Education Agency (SEA), Institution of Higher Education (IHE), and Local Education Agency (LEA) and implement strategies to address these gaps that will aid in the recruiting, preparing, licensing, supporting, and retaining of effective teachers and leaders to ultimately, positively impact the success of ALL learners.

Teaching Leading Solutions Group: MDE, LEA, DSU, UM, and WCU

Inclusive Leadership / Culturally Responsive Pedagogy / Diverse Learner-Ready sTeachers (DLRT) / 2+2 Partnerships



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On the Horizon

- CCSSO Collaborative - Teacher Prep Data Network (TPDN)

TPDN's goal is to design and implement an integrated data system that will support the work of recruitment, selection, staffing, development, evaluation, and retention of effective teachers and leaders. This system will benefit EPPs by providing much needed teacher and leader preparation outcome data necessary for programmatic improvement.



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Questions

Note: Please remain mindful that any policies and/or guidelines provided herein reflect requirements in effect or proposed as of the date of presentation. Applicants for Mississippi educator licensure shall meet all requirements in effect on the date the complete licensure application packet is received in the Office of Educator Licensure at the Mississippi Department of Education.



Debra B. Burson, Ph.D.

Office of Teaching and Leading
Educator Preparation Bureau Director

Note: Please remain mindful that any policies and/or guidelines provided herein reflects requirements in effect as of the date of presentation. Applicants for Mississippi educator licensure

Division of Educator Effectiveness and Talent Acquisition

October 17, 2018



Successful Onboarding: New and Veteran Teachers

Onboarding, Recruiting and Retaining

October 17, 2018



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Mississippi Department of Education

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Recruiting and Retaining

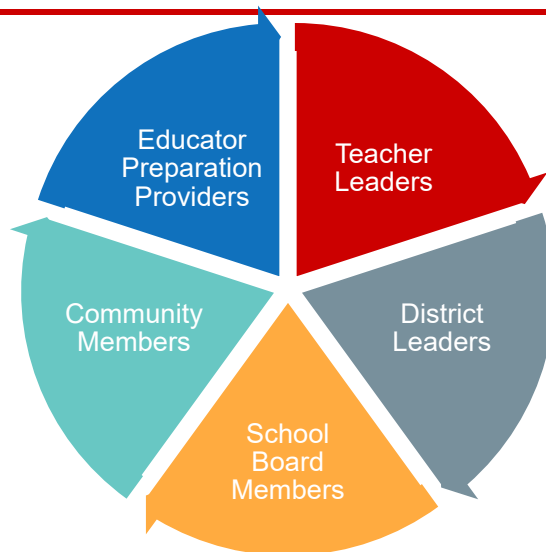
It takes a village to raise a child....



It takes a village to recruit and retain a teacher...



Partnership



Recruiting and Retaining

School Leader Actions

- Collaborate with human resource staff to ensure a diverse pool of candidates who match with school needs
- Identify potential teacher candidates (e.g., teaching assistants, parent/family mentors, volunteers) to recruit into educator preparation programs (EPPs)
- Provide and monitor induction/mentoring support to new teachers
- Provide high-quality school leadership opportunities for teachers (Teacher Leadership)

Tennessee Government, *Tennessee Leaders for Equity Playbook*, Retrieved from <https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>



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Recruiting and Retaining

Districts Leader Actions

- Develop a targeted recruitment strategy to attract teachers (e.g., incentives, job fairs, social media, etc.)
- Plan intensive induction and support strategies for early career teachers (Onboarding)
- Train school leaders and interview teams in selection and hiring practices
- Pursue and develop strong partnerships with EPPs and community colleges focused on building a pipeline of diverse educators and leaders/ Build a "grow your own" program to cultivate a pipeline of future educators
- Monitor data on new diverse hires to look for trends in staffing, placement, school conditions, and outcomes to avoid early burnout and attrition



Tennessee Government, *Tennessee Leaders for Equity Playbook*, Retrieved from <https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>

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Recruiting and Retaining

School Board Actions

- Prioritize recruitment and retention efforts for more diverse teachers and appropriate funding support to targeted strategies
- Fund scholarships for district students going into teaching contingent on their service to the district
- Provide funding for incentives like subsidized housing and car loan assistance to encourage teachers to relocate (ex: Quitman District)



Tennessee Government, *Tennessee Leaders for Equity Playbook*, Retrieved from <https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>

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Recruiting and Retaining

Community Actions

- Partner with EPPs to identify potential candidates for referral
- Increase awareness of the importance of a diverse teacher workforce and the opportunities available in school districts
- Create a pool of scholarships for the Praxis and support preparation for the Praxis
- Work with EPPs to proactively recruit, enroll, support, train, and graduate a diverse pool of aspiring educators
- Work with Mayors, City Councils to assist with recruiting to the area.



Tennessee Government, *Tennessee Leaders for Equity Playbook*, Retrieved from <https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>

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Recruiting and Retaining

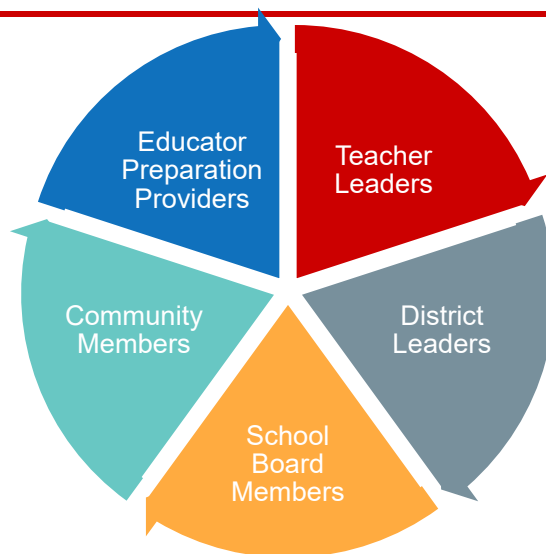
Educator Preparation Programs Actions

- Partner with Districts to establish a stable pipeline of employment for your completers
- Increase awareness of the importance of a diverse teacher workforce and
- Work to proactively recruit, enroll, support, train, and graduate a diverse pool of aspiring educators

Tennessee Government, *Tennessee Leaders for Equity Playbook*, Retrieved from <https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>



Partnership



Onboarding

Introduction to Onboarding



What Does your Onboarding Look Like?



Critical Thinking: Set a Goal

Think about your district or a particular problem school, what is your goal using the onboarding process?

What is your overall end result?



SMART Goal Example

Ex: Magnolia School District will increase Teacher Retention by 10% every year over the next 5 years.

SMART Criteria

Specific

- What are you going to do? What do I want to ultimately accomplish?

Measurable

- How will I know that I have reached my goal?

Attainable

- Can I see myself achieving this goal?

Realistic

- Is the goal too difficult to reach? Too easy?

Timely

- What is my target date for reaching my goal?



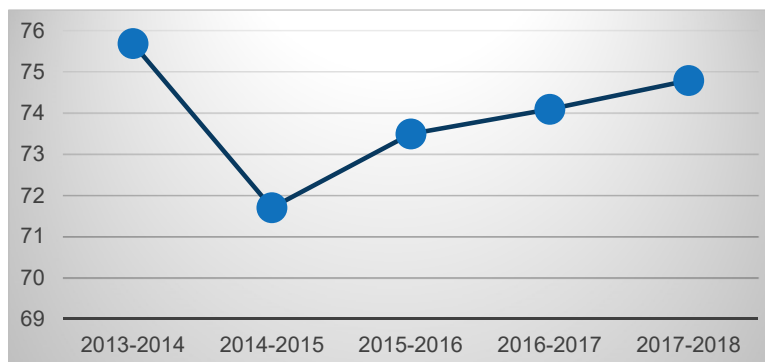
Teacher Retention, Mississippi (2013-2018)

MS Public & Charter Schools



What are the benefits? How can we combat this issue?

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
75.7%	71.7%	73.5%	74.1%	74.8%



Onboarding Defined

Onboarding Process: Process of **integrating** new employees into the organization, of **preparing** them to succeed at their job, & to become **fully engaged, productive** members of the organization.

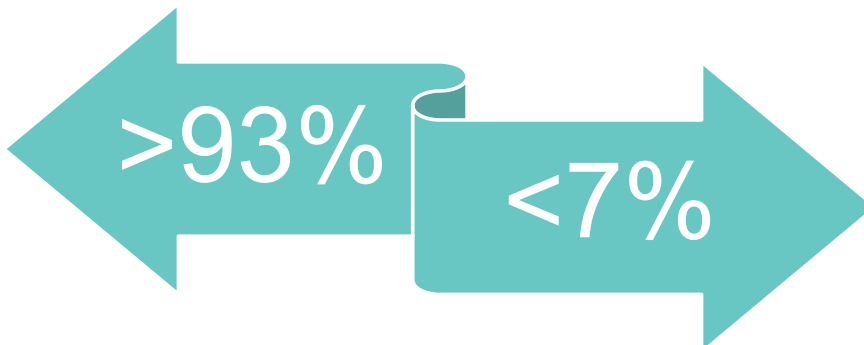
John Hopkins University, Onboarding, Retrieved from <http://tmod.jhu.edu/organization-effectiveness/onboarding/>



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Onboarding Programs

*A study found that when administrators offer high-quality onboarding programs along with district orientation, the retention rate of new teachers was **over 93%**.



What does it "cost" your students, you and your school to replace a teacher who is a no show or who leaves once the school year has started?



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Cost to the District

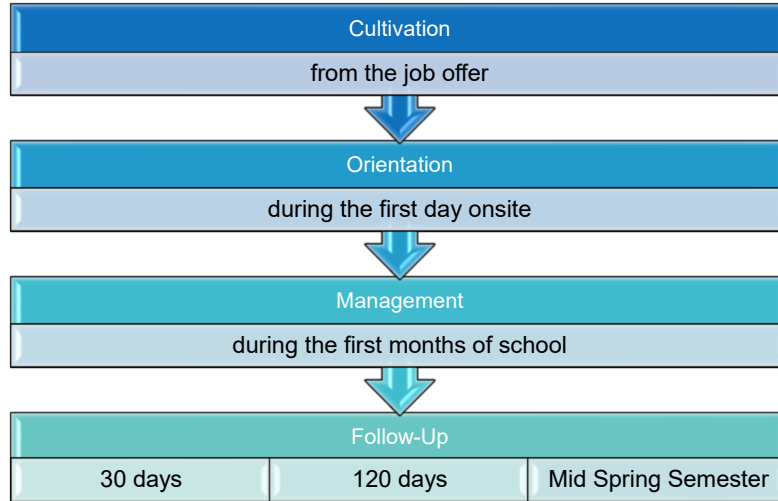


- It costs districts on average over \$10,000 to replace or refill each teacher vacancy once the school year has started.
- Time students lose with a fulltime dedicated teacher.
- Time to find a replacement.
- Drain on the other faculty and staff.

Four Common Red Flags

- New hire or returning teacher does not reply to your emails or phone calls.
- Teacher delays or does not have a clear plan for their move to the area. Signs of apprehension.
- Teacher does not attend the district's orientation or new teacher training.
- Teacher does not complete the district's pre-employment processing (certification, fingerprinting, contract signing, etc.).

Onboarding Process



Onboarding Programs

Excellent onboarding programs:

- Have clear goals.
- Have clear leadership and are grounded in the school culture.
- Are differentiated.
- Provide quality, ongoing training on effective strategies.
- Encourage reflective practice of the process and new teacher.

Possible impact:

- Higher student achievement.
- Increased teacher effectiveness; stronger classroom management.
- Higher job satisfaction; lower levels of stress.
- Retention of highly effective teachers.
- A more positive learning environment.

Cultivation

Cultivating teachers before school starts



Onboarding Process

Cultivation	Orientation	Management	30 Day	120 Day	Mid-Semester (Spring)
<i>Job Offer</i>	<i>Start of School</i>		<i>Follow-Up</i> →		
Candidate engaged and build Excitement					
Set Expectations					
Build investment in school culture and philosophy					
Connect with a mentor					



Cultivation

When?	Begins when you interview the Teacher
	Ends when the Teacher starts at your school
Why?	Allows you to predict and plan for any potential vacancies and last minute withdrawals
	Ensures candidates continue to understand your commitment to them from the time of hire to when the school year starts
	Allows the opportunity to continue set clear expectations for teachers in your building
What is the purpose of cultivation?	

What effective cultivation strategies have you seen implemented?



Strategy to Implement

What makes this a useful tactic?

- Personalizes the hiring process and makes candidates more committed to your school.
- Quick and easy. If you have additional support, this can be delegated.
- Creates a dialogue for questions and concerns.

Things to keep in mind

- As the principal, you should make the first call to your new hire to offer them the position.
- Have a clear goal or message for each. Communication.
- Telephone calls are meant to be short, inspiring, and informative.
- E-mails should be concise and require a response to maintain and create an open line of communication.



Strategy to Implement

What makes this a useful tactic?

- Allows teachers to review reading material aligned to your school philosophy or approach to teaching.
 - ex: Teach Like a Champion
- Allows teacher to internalize culture and performance expectations before orientation.
 - ex: Review our evaluation rubric and select two areas to set PD goals for your first three months.

Things to keep in mind

- Assignments should not be onerous or discouraging.
- Participation expectations should be clear in advance.
- Discussion can be online or by phone if people are relocating.
- Group debriefs is a way to create feeling of camaraderie and commitment.
- Non-participation is an early warning sign.



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Strategy to Implement

What makes this a useful tactic?

- If you are hiring a large number of new teachers, this can help them connect about housing and relocation logistics.
- Teachers can begin to create connections to the school community.
- Positive leaders in your school community can monitor and contribute to the discussion.
- If one teacher has a question, others could benefit from the answer as well.

Things to keep in mind

- If the discussion is monitored, information might not be correct.
- Be sure to set norms for what are group questions and what should be individual questions.
- Make sure the current voices representing your school are positive and encouraging.
- Be careful in linking personal social networks (Facebook). Email or Google groups are safer.



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Critical Thinking

- Pick a partner. Have a phone conversation or send an email to your new hire: Steve Candy
- What will you say?

Example Script

Good Morning Mr. Candy, this is Debra Wilson, HR Representative at Magnolia School District. Congrats on your new role as teacher at the Magnolia Middle School. I know that you are eager to see your classroom, meet your students and meet your colleagues. We have your school site orientation and tour of the school scheduled for Monday, June 15, 2018 with your mentor Edward Johnson and an introduction from the Principal Jack Jackson. Are you able to come in on that day? Excellent. I want to remind you that we are “A Family of Learning” and we are so excited that you decided to teach with us! Did you have any questions for me? Ok. If you think of any questions later, please feel free to contact me at 601-000-000, I am your HR Representative. See you soon!



Planning and Prioritizing Calls and Emails

	New Hires	Current Teachers
When	At least once a month after hire to engage teachers 2-3 weeks prior to the start of school to answer any questions about the orientation or 1 st day of school.	At least twice over the summer, prioritizing teachers by level of concern. Early July to assess interest in helping with new teacher orientation. 2 weeks prior to the start of school to answer questions.
Who	The first call should always come from the principal. Follow-up calls can come from other staff.	Members of the leadership team.
Strategies	Remember to gather up-to-date contact information when an offer is made.	Prior to the end of the school year, gather contact information and give tentative dates for orientation activities.



On Boarding Plan

Outline 4 cultivation strategies for your new hires

	Activity/ Strategy	Completion Date	Purpose	Leader
Cultivation	Ex: Phone Call	June 15	Checking in and updates	Principal/ Lead Teacher



Orientation

Setting your Expectations



Onboarding Process

Cultivation	Orientation	Management	30 Day	120 Day	Mid-Semester (Spring)
<i>Job Offer</i>	<i>Start of School</i>		<i>Follow-Up</i> →		
Candidate engaged and build Excitement	Address teachers' needs in order of priority (Mentor)				
Set Expectations	Specific performance expectations and teacher PGS rubrics (School & Mentor)				
Build investment in school culture and philosophy	Set specific academic goals based on end-of-year assessments or pre and post test				
Connect with a mentor	Set specific professional development goals				



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Planning for School-Site Orientation

- Orient teachers to the school structure, physical space, and culture.
- Share the instructional expectations for the school and staff.
- Share administrative expectations for the school and staff.
- Establish academic and professional development goals with each teacher and team.

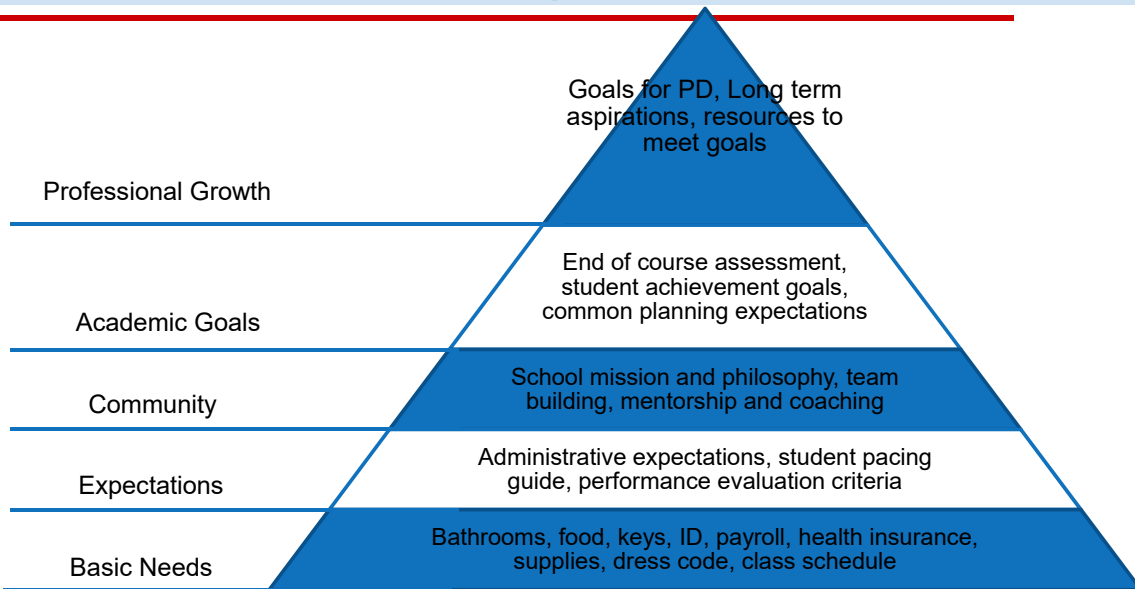


What are the levels of Maslow's hierarchy of needs?



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Orientation Hierarchy



Questions to Consider

- ❓ What operational and administrative tasks do you anticipate will be most frustrating for staff?
- ❓ How did you learn about the instructional expectations when you began teaching or how have you shared these expectations as a principal?
- ❓ Describe how you have seen vision and culture messages shared and reinforced most effectively.
- ❓ What are some of the best practices or strategies you've seen for setting effective academic and professional growth goals with teachers?
- ❓ What will be your biggest challenge in creating an effective and high-quality onboarding plan?

Management

During the first months of school



Onboarding Process

Cultivation	Orientation	Management	30 Day	120 Day	Mid-Semester (Spring)	
<i>Job Offer</i>		<i>Start of School</i>				<i>Follow-Up</i> →
Candidate engaged and build Excitement	Address teachers' needs in order of priority (Mentor)	Specific and actionable feedback (Mentor)				
Set Expectations	Specific performance expectations and teacher PGS rubrics (Mentor)	Provide timely feedback; reinforcing the language of the PGS rubric (Practice)				
Build investment in school culture and philosophy	Set specific academic goals based on end-of-year assessments	Set specific milestones to review and re-set PD goals (Mentor)				
Connect with a mentor	Set specific professional development goals					



First Week TIPS

- Pop in once students arrive to check on how things are going.
- Share sincere encouragement about their teaching at least twice.
- Identify mentors and what the support looks like.
- Give new teachers a welcome gift.

Note: You should be visible and supportive during the first week.



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First Month TIPS

Help Teachers:

- Learn school routines and procedures.
- Develop classroom management skills and deal with behavioral problems.
- Understand how to diagnose/assess student performance.
- Teach with limited resources.

Note: You should assist new teachers with day-to-day tasks.



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Second Month TIPS

- Schedule formal/informal observations; give immediate feedback (positive and constructive) so teachers can self-correct. Ask specific questions about gains they see in their students, so that their focus remains on student outcomes.
- Set up opportunities for peer observations or model lessons at staff meetings.
- Help teachers learn to identifying big and small issues and prioritize which to correct.
- Encourage self-reflection; build this into planning time or staff meetings.

Note: You should provide more feedback on instructional practices.

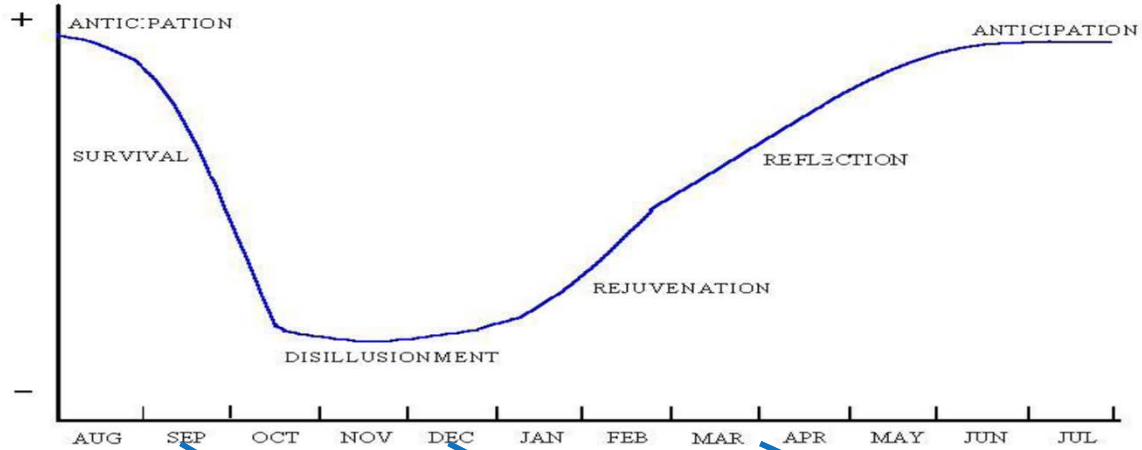


Onboarding Process

Cultivation	Orientation	Management	30 Day	120 Day	Mid-Semester (Spring)
<i>Job Offer</i>	<i>Start of School</i>		<i>Follow-Up</i> →		
Candidate engaged and build Excitement	Address teachers' needs in order of priority (Mentor)	Specific and actionable feedback	Set in September	Set in December before fall break	Set at the end of March
Set Expectations	Specific performance expectations and teacher PGS rubrics (Mentor)	Provide timely feedback; reinforcing the language of the PGS rubric	Assesses the process and makes improvements	Assess the employee state and assists with motivating the employee	Assesses the employees state and assists with motivating the employee
Build investment in school culture and philosophy	Set specific academic goals based on end-of-year assessments	Set specific milestones to review and re-set PD goals	Provide support during the decrease in survival stage	Provide support during the disillusionment stage	Provide support during the rejuvenation stage
Connect with a strong buddy or mentor	Set specific professional development goals				



Follow-Up



30 Day

120 Day

Mid 2nd Semester

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Next Steps

- Begin planning activities for school-site orientation.
- Gather resources for new teachers to include in emails and orientation information.
- Complete a comprehensive onboarding work plan with clear objectives and aligned activities.
- Draft a Mutual Expectations document for your school site and customize other relevant onboarding templates.
- Create a comprehensive performance management plan with clear teacher performance benchmarks.



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Questions?



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Mentoring and Induction: How You Can Help

October 18, 2018
HR Directors Meeting



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Dr. Vernesia Wilson

Office Director II
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Note: Portions of this presentation was adapted in part with permission from the Center on Great Teachers and Leaders (GTL).



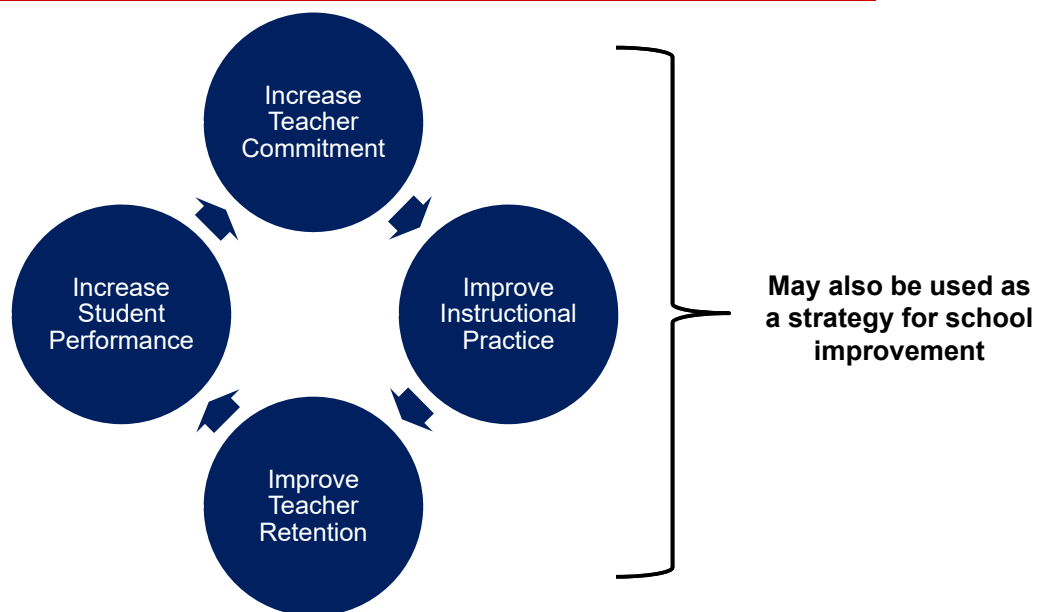
Ensuring a bright future for every child

Definition: Mentoring and Induction

- **Mentoring**
 - The process of serving as a mentor and facilitates and assists another’s development. The process includes modeling (Gay, 1995) and provides the mentee with practical experience that may enhance knowledge [and **feedback**] throughout the beginning of his/her career.
- **Induction**
 - Professional development program that incorporates mentoring and is designed to offer support, guidance, and orientation to beginning teachers (Ingersoll & Smith, 2004).



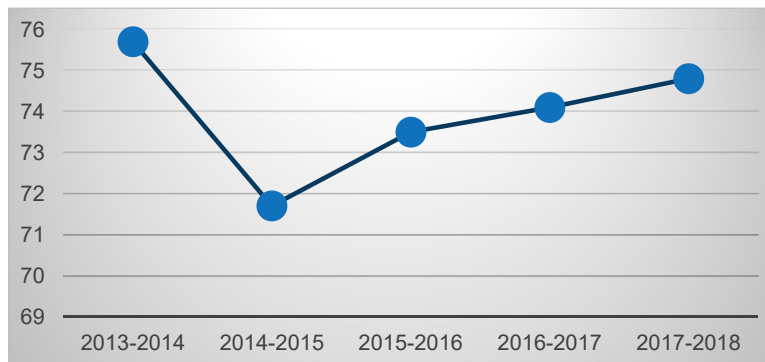
Why the Need for Mentoring & Induction?



Teacher Retention, Mississippi (2013-2018)

MS Public & Charter Schools

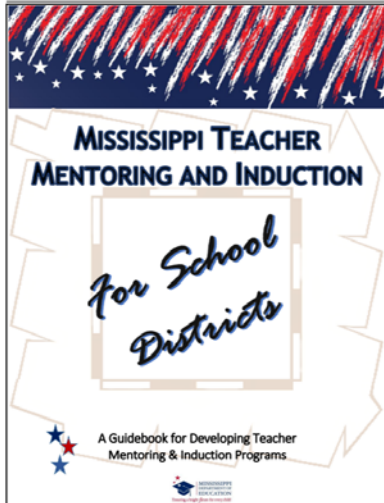
2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
75.7%	71.7%	73.5%	74.1%	74.8%



Synopsis: Mississippi Code § 37-9-201 to 213

- Induction of beginning teachers is conducive to their professional growth and development.
- The formal assignment of mentors should substantially improve the induction and professional growth of beginning teachers in the state.
- To the extent practicable, schools districts may coordinate with IHLs in the design, implementation, and evaluation of mentorship programs.
- The mentor and induction program must provide a minimum of ninety (90) clock hours of direct contact between mentors and beginning teachers.
- MDE will partner with state and local organizations to provide quality professional development for both mentors and beginning teachers.
- The selection of mentors is determined by the school district.

MS Mentoring and Induction Guidebook



Required Elements of the Program

Each district's mentoring and induction program **must include** the following at a minimum:

- o A clear vision for mentoring, induction, and support from all administrators and district leadership
- o A mentor selection committee (or application process)
- o Mentor training, professional development/learning, and preparation
- o Allocation of time for mentee-mentor collaboration and/or other mentoring activities
- o A mentee professional growth and collaboration plan
- o Evaluation of the program's successes (i.e. increased teacher retention, student achievement, etc.) and areas of improvement

Vision and Support

It is imperative that all mentoring and induction programs have the support of district and school leadership. Leaders should be able to outline the goals and expected outcomes of their program. The program should also be well-defined for mentors, mentees and the entire district/school. Focal points for the program should be to increase support for beginning educators and teacher retention.

Mentor Selection Committee

Each school district should develop a mentor selection committee of no less than 3 individuals. The individuals that serve on the committee may be chosen by district leadership. Suggested members of the committee may include, but are not limited to, building administrators, human resources representatives, teacher leaders or other district leaders, mentor program leaders (if applicable), professional teacher association leaders, veteran teacher leaders, former or current mentors, college/university clinical and tenured faculty, and/or National Board Certified teachers. In addition, districts may choose to employ a formal interview process for mentors based on a criteria outlined within their personnel guidelines.

The responsibilities of the mentor selection committee should include:

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Related Research

- The quality of mentoring and induction programs that beginning teachers are a part have a direct effect on the development and performance of the novice teacher (Athanasios et al., 2008).
- Teachers in schools serving students from high-need environments lack access to excellent peers and mentors and have fewer opportunities for collaboration and feedback (Haynes, Maddock, Goldrick, 2014).
- Research has shown that having a mentor with subject expertise in the beginning teacher's field produces mentoring that has more positive effects on teacher satisfaction and increases retention (Grossman & Thompson, 2004; Ingersoll & Smith, 2004; Youngs, 2007).
- Recent research indicate that high performing schools with high poverty and minority populations can and do retain effective teachers, thus suggesting that teacher turnover is more closely related to the environment and support that teachers receive than socioeconomic and ethnic status of the students (Johnson, Kraft, & Papay, 2012).



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Notable Research

Most teacher attrition is a result of factors such as...

- inadequate pay
- lack of administrative support
- poor workplace conditions
- student related issues
- lack of collegiality with peers
- low morale
- amount of time required for paperwork



Bickmore, Bickmore, & Hart (2005).



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Mississippi Research (2016)

Based on results of a survey provided to beginning teachers (0-3 years of experience) in Mississippi (2016), the following represented the 3 highest areas of need:

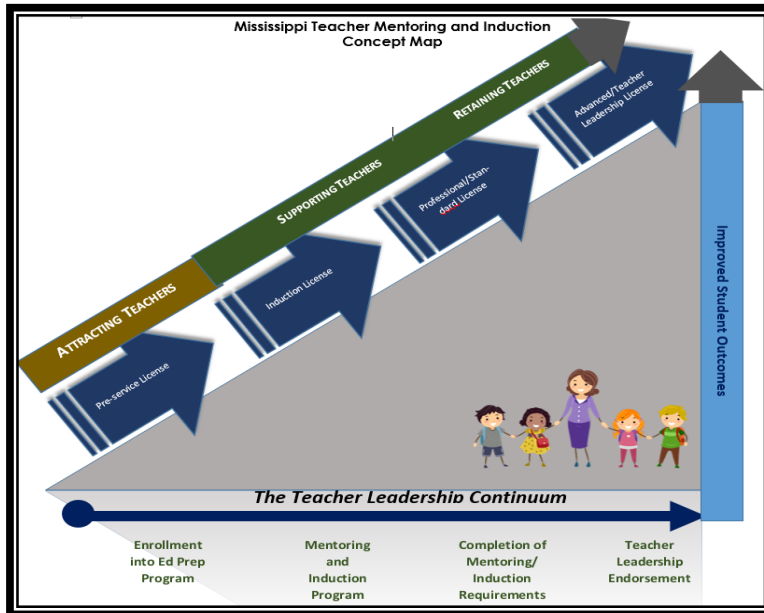
- Knowledge regarding current state and federal regulations concerning instruction of students with special needs
- Providing a suitable environment for special learning situations (e.g. special needs, gifted, nonreader, ESL)
- Communicating with at-risk students and/or students with disciplinary concerns

Note: This was not a scientific study.



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Concept Map: Mentoring and Induction in MS



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Proposed Induction License

- Linkage from pre-service to professional license
- Sanctioned time for mentoring and induction activities
- Professional growth plan



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Division of Educator Licensure

October 17, 2018



Office of Teaching and Leading: Educator Licensure Update

October 17, 2018



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Ensuring a bright future for every child

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MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1 All Students Proficient and Showing Growth in All Assessed Areas 	2 Every Student Graduates from High School and is Ready for College and Career 	3 Every Child Has Access to a High-Quality Early Childhood Program 	4 Every School Has Effective Teachers and Leaders 	5 Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes 	6 Every School and District is Rated "C" or Higher 
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Educator Licensure: Reminders

Educator Licensure Policy In Action...

- Discontinued Educator Licensure Test Policy

Effective September 1 of the year that a new version of a Mississippi-approved assessment in the Mississippi Educator Licensure Assessment Program (MELAP) is implemented, passing scores from the most recently discontinued version of the assessment will be accepted for up to two (2) years from the date the assessment was discontinued. The most recently discontinued version of the assessment shall have been taken and passed on or before August 31 of the year the new version is implemented.

New Test Code & Test Name	Required Score for New Test	New Test & Test Score Effective Date	Discontinued Test Code & Test Name	Required Score for Discontinued Test	Final Test Administration Date by Which Discontinued Test & Score Accepted	Expiration Date for Acceptance Discontinued Test & Score
6990 School Leaders Licensure Assessment (SLLA)	151	9/1/2018	6011	169	8/31/2018	8/31/2020



Special, Non-Renewable License: Year-One & Year-Three License Holders...

- Special, Non-renewable License for Prospective Non-traditional Teacher Preparation Program Completers **(Alternate Route Program Enrollment No Longer Required Year One/No Test Requirement for the Issuance of Year One Special, Non-renewable License)**
 - 2018-2019 Year-One License Holders must be unconditionally admitted to nontraditional educator preparation program in order to receive Year-Two License
 - 2018-2019 Year-Three License Holders: Final Special, Non-renewable License



Educator Licensure: Stakeholder Feedback



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Educator Licensure: Stakeholder Feedback

- Communication of licensure changes
- Lack of consistency in communication of licensure requirements
- Submission of Local School District requested application packets via postal mail
- Local School District point of contact desires to be kept abreast of application status
- Submission of supporting documents via postal mail
- Extended call wait times
- Delayed processing time



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Educator Licensure: Proposed Solutions



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Educator Licensure: Proposed Solutions

- Communication of licensure changes

Proposed Solution

- Official Memorandum sent via Superintendent's and Principal's Listservs
- Memoranda to be archived in a repository located on the OTL webpage
- Teachers/Educators may view relevant updates in ELMS
- Educators to assist by disseminating/posting in areas visited by educators
- District Point of Contact to Connect Directly with Assigned Analyst

- Lack of consistency in communication of licensure requirements

Proposed Solution

- Implemented Wednesday Enrichment Session for current team members
- Developed comprehensive onboarding/training process for new members



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Educator Licensure: Proposed Solutions

- Submission of Local School District requested application packets via postal mail

Proposed Solution

- All Local District Requested Licenses to be Accessible and Completed via ELMS

- Local School District point of contact desires to be kept abreast of application status

Proposed Solution

- Visit Local District Portal in ELMS to view status of all applications submitted
- Requirements Letters sent to applicants will post to Local District Portal
- Revise open application to make corrections if required or changes needed



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Educator Licensure: Proposed Solutions

- Submission of supporting documents via postal mail

Proposed Solution

- Certain documents submitted directly into applicants ELMS account
 - Renewal/Reinstatement (CEU/SEMI Certificates, National Board Verification, Public Employee Retirement System letter
 - Experience Verification Form
 - Institutional Program Verification Form
 - Verification of Accreditation Form
 - Advanced Placement (AP)/Project Lead the Way Certificates
 - Administrator Related: District Letter/OSL Certificates
 - Local District Related: Resume/Letters of Recommendation
 - Out of State Certificates/Verification Form

- The above listing is not all inclusive and is subject to change



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Educator Licensure: Proposed Solutions

- Extended call wait times

Proposed Solution

- Establishment of Call Center staffed with full-time customer service representatives
- Integration of Call Center with Educator Licensure Management System offering option to receive status update/account activity via telephone
- Other Applicant/Educator Communications Strategies
 - Text/Email Requirements Letter
 - Text/Email Application Expiration reminder
 - Text/Email Reminder regarding licensure renewal
 - Text/Email Professional Learning opportunities for licensure renewal



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Educator Licensure: Proposed Solutions

- Delayed Processing Time

Proposed Solution

- Increase number of Licensure Team Members
 - Assistant Director of Educator Licensure Specialists/Data Entry Staff
 - Two (2) new Licensure Specialist positions to post this week
 - Assistant Director of Educator Licensure Call Center
 - Four (4) new Call Center Customer Service Representatives
- Automate Application Processing for Certain Licensure Requests
 - Student Intern License
 - Conversion from Non-Practicing to Entry-Level License
 - Renewal by SEMI Credits for Career Level License Holders
 - Certain Three-Year Career and Technical Education Licenses
 - One Year Reinstatement
 - Supplemental Endorsements Added by Praxis
 - Year-One Emergency Certificate in requested teaching field



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Educator Licensure: Proposed Solutions

- Proposed Solutions Implementation Timeline: November 2018 – December 2018

ELMS LIVE DEMONSTRATION
Mr. Dean Hupp, Hupp Information Technologies, Inc.



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Contact Information

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Note: Please remain mindful that any policies and/or guidelines provided herein reflects requirements in effect as of the date of presentation. Applicants for Mississippi educator licensure shall meet all requirements in effect on the date the complete licensure application packet is received in the Office of Educator Licensure at the MDE.



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