

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Item
July 27, 2023

DIVISION OF EDUCATOR PREPARATION

06. Action: Consideration of iteach Mississippi as an approved Educator Preparation Provider (EPP) to offer a non-traditional pathway to teacher licensure [Goal 4 – MDE Strategic Plan]

Background Information: In accordance with Miss. Code Ann. § 37-3-2 (5)(a) on July 7, 2023, at its regular meeting, the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission) voted to grant approval to establish iteach Mississippi as an approved Educator Preparation Provider (EPP) to offer a non-traditional teaching pathway to teacher licensure.

The following criteria shall be met by candidates prior to the issuance of a three-year non-renewable teacher internship license:

1. Hold a bachelor's degree (non-education) from a regionally/nationally accredited institution of higher education
2. Twenty-one (21) ACT (or SAT equivalent) or achieve a qualifying passing score on the Praxis Core Academic Skills for Educators examination or verification of 3.0 overall GPA on a baccalaureate transcript or last 60 hours course credit prior to non-traditional program admission
3. Praxis Subject Assessment in accordance with licensure area designated under the iteach Mississippi program prior to non-traditional program admission
4. Apply for entrance into iteach Mississippi Program
5. Completion of Classroom Management (TCMS 5100), Introduction to Special Education (TCMS 5500), and Data Analysis and Evaluation (TCMS 5300) modules
6. Assignment of Mississippi licensed field supervisor
7. Online Recommendation by iteach Mississippi Program Director
8. Apply for a Three-Year Nonrenewable Teacher Internship License – Alternate Route

Upon successful completion of the year-long residency and the remaining required modules noted below, candidates may be recommended by the iteach Mississippi Program Director and apply for the five-year standard non-traditional teaching license in the licensure area in which the three-year non-renewable internship license was issued. The following criteria shall be met by candidates prior to the issuance of the five-year standard renewable teaching license:

1. Completion of one (1) full-year residency through a supervised internship
2. Completion of modules:
 - TCMS 5000: The Road to Certification;
 - TCMS 5200: Learner Development;
 - TCMS 5400: Literacy, 21 Century Instruction, and Pedagogical Content Knowledge;
 - TCMS 5600: Diverse Student Populations;
 - TCMS 5700: Field Experience
3. Foundations of Reading assessment for Elementary Education (4-6) only (This applies to candidates seeking to obtain licensure in the area of Elementary Education (4-6) only)
4. Online Recommendation by iteach Mississippi Program Director
5. Apply for a Five-Year Standard Teaching License –Alternate Route

The following teacher licensure areas are applicable to be offered through the iteach Mississippi Program:

- Biology (7-12) endorsement code 181
- Chemistry (7-12) endorsement code 185
- Chinese (K-12) endorsement code 132
- Elementary Education (4-6) endorsement code 117
- English (7-12) endorsement code 119
- French (K-12) endorsement code 130
- German (K-12) endorsement code 134
- Latin (K-12) endorsement code 135
- Mathematics (7-12) endorsement code 154
- Physics (7-12) endorsement code 189
- Spanish (K-12) endorsement code 140

This item references Goal 4 of the *Mississippi Board of Education Strategic Plan*.

Recommendation: After receiving concerns from stakeholders and additional review by MDE leadership and staff, the MDE is recommending the SBE remand the request back to the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission) for further discussion and consideration.

Back-up material attached

About iteach

iteachU.S. is a nontraditional teacher preparation provider that offers a competency-based educator preparation program that combines the convenience of online learning with the support of face-to-face mentorship. iteachU.S. was founded in the state of Texas in 2003 and is currently approved by the respective Education Commissions/State Boards of Education, as appropriate, to operate in Arizona, District of Columbia, Florida, Hawaii, Indiana, Louisiana, Nevada, Tennessee, Texas, and West Virginia. iteachU.S. earned the National Council for Accreditation of Teacher Education (NCATE) accreditation designation in 2012, and earned the Council for the Accreditation of Educator Preparation (CAEP) accreditation status in 2019. iteachU.S. is the first and only non-IHE educator preparation program to achieve accreditation by way of a national accreditor.

The program is comprised of eight, self-paced virtual, pedagogical modules. The modules consist of the following:

1. an overview of teaching,
2. learning environments,
3. learner development,
4. planning for instruction and assessment,
5. literacy 21st century instruction and pedagogical content knowledge,
6. learner differences and adaptation for students with disability,
7. diverse student populations/English Language Learners and bilingual students, and
8. field experience.

Course syllabi goals and objectives are based on the InTASC Standards. iteachU.S. maintains field supervisors local to a state, and where possible, candidates' districts of hire. Supervisors are charged with conducting classroom observations and providing support to local candidates.

iteach MISSISSIPPI

Areas available: Biology (7-12), Chemistry (7-12), Chinese (K-12), Elementary Education (4-6), English (7-12), French (K-12), German (K-12), Latin (K-12), Mathematics (7-12), Physics (7-12), Spanish (K-12)

<u>License</u>	<u>Requirements</u>	<u>Validity</u>	<u>To Convert to a Five-Year Alternate Route Educator License</u>
<u>Class A</u>	<ol style="list-style-type: none"> 1. <u>Hold a bachelor’s degree (non-education) from a regionally/ nationally accredited institution of higher learning</u> 2. <u>Twenty-one (21) ACT (or SAT equivalent) or achieve a qualifying passing score on the Praxis Core Academic Skills for Educators examination or verification of 3.0 overall GPA on a baccalaureate transcript or last 60 hours of course credit</u> 3. <u>Praxis Subject Assessment</u> 4. <u>Apply for entrance into iteach Mississippi Program</u> 5. <u>Complete required pre-teaching courses in an approved iteach Mississippi Program licensure area</u> 6. <u>Assignment of Mississippi licensed field supervisor</u> 7. <u>* Secure Verification of Program Completion</u> 8. <u>Apply for a Three-Year Teacher Internship License –Alternate Route</u> 	<u>3 years</u>	<ol style="list-style-type: none"> 1. <u>Secure a teaching position.</u> 2. <u>Completion of one full year residency supervised internship</u> 3. <u>Foundations of Reading Assessment (Elementary Education 4-6 only)</u> 4. <u>Verification of completion of remaining required modules</u> 5. <u>*Secure Verification of iteach Mississippi Program Completion</u> 6. <u>Apply for the Five-Year Standard Alternate Route Teacher License</u>

***This license requires an online recommendation from the alternate route program. Once the online recommendation is made, the educator must apply for the license online.**

APPENDIX H
ALTERNATE ROUTE TEACHER LICENSURE PROGRAMS

Iteach Mississippi

<u>Subject Areas of Licensure</u>	<u>Biology (7-12), Chemistry (7-12), Chinese (K-12), Elementary Education (4-6), English (7-12), French (K-12), German (K-12), Latin (K-12), Mathematics (7-12), Physics (7-12), Spanish (K-12)</u>
<u>Program Entrance Requirements</u>	<ol style="list-style-type: none"> 1. <u>Bachelor’s degree from a regionally/nationally accredited institution of higher learning</u> 2. <u>Twenty-one (21) ACT (or SAT equivalent) or achieve a qualifying passing score on the Praxis Core Academic Skills for Educators examination or verification of 3.0 overall GPA on a baccalaureate transcript or last 60 hours of course credit</u> 3. <u>Praxis Subject Assessment</u>
<u>Requirements for Three Year Alternate Route License</u>	<ol style="list-style-type: none"> 1. <u>Completion of the following iteach modules: TCMS 5100: Learning Environments, Classroom Management TCMS 5300: Planning Instruction and Assessment, Data Analysis and Evaluation, and TCMS 5500: Learner Differences and Adaptations for Students with Disabilities, Introduction to Special Education</u> 2. <u>Assignment of Mississippi licensed Field Supervisor</u> 3. <u>Recommendation by Mississippi Program Director</u> 4. <u>Apply for the Three-Year Teacher Internship License –Alternate Route</u>
<u>Location and Contact Information</u>	<p><u>Iteach</u> <u>P.O. Box 1626</u> <u>Denton, TX 76202</u> <u>Website: www.iteach.net</u> <u>E-mail: admin@iteach.net</u> <u>Phone: 866-914-2653</u></p>
<u>Requirements for Five Year Alternate Route License</u>	<ol style="list-style-type: none"> 1. <u>Completion of one full year residency supervised internship</u> 2. <u>Completion of the following iteach modules: TCMS 5000: The Road to Certification TCMS 5200: Learner Development TCMS 5400: Literacy, 21 Century Instruction, and Pedagogical Content Knowledge TCMS 5600: Diverse Student Populations TCMS 5700: Field Experience</u> 3. <u>Foundations of Reading Test (Elementary Education 4-6 only)</u> 4. <u>Recommendation by Mississippi Program Director</u> 5. <u>Apply for the Standard Five-Year Teacher License –Alternate Route</u>
<u>Fees</u>	<u>Fee to enroll</u> <u>Fee for program</u>



“Strengthening Educator Preparation Collaboratively”

To: Dr. Ray Morgigno, Interim State Superintendent of Education, Mississippi Department of Education

From: Mississippi Association of Colleges for Teacher Education (MACTE) Deans

MACTE is composed of representatives from each college and university in Mississippi with an Educator Preparation Program (EPP). MACTE is committed to ensuring competent and caring educators for all of Mississippi’s children and youth and to providing leadership in Mississippi for the continuing transformation of professional educator preparation programs. In honoring this commitment, this body continually seeks to offer a range of programs that will attract and retain a greater number of educators for P-12 schools in our state. Upholding integrity and fidelity to quality preparation consistently throughout the state is key to successfully fulfilling this mission.

Therefore, the MACTE member deans/directors respectfully offer the following overarching concern and pose questions related to Item XI of the July 7, 2023, Licensure Commission meeting. This item specifically referenced a request for “Approval of iteach Mississippi as an approved Educator Preparation Program (EPP) non-traditional pathway to teacher licensure.”

Overarching Concern

IHE Deans/Directors first learned of the proposed iteach Mississippi program upon receipt of the July 7, 2023, Licensure Commission Agenda (sent out electronically on July 6). They received a brief overview of the program during the livestreamed meeting, during which there was limited discussion of the program. The proposal was passed and sent to the State Board of Education to be considered for approval. If this timeline stands, a decision would be rendered within two weeks of first presentation that has the potential to significantly impact both the quality of teacher preparation in this state and the trajectory of IHE programs offering alternate route pathways for teachers in Mississippi. Yet, key stakeholders, including IHE

Deans/Directors/program planners and their respective IHE administrators have had no opportunity for discussion or input.

Therefore, as a body, MACTE respectfully requests that consideration be given to delaying this item for a vote by the State Board of Education until further questions and discussion can take place. During such a discussion, the following concerns/questions could then be aired.

Question 1: *Context:* The relationship between EPPs and MDE implicitly has expectations of mutual benefits and partnerships. To ensure that they meet both MDE Process and Performance Review Standards and national accreditation standards through the Council for the Association of Educator Preparation (CAEP), EPPs in the state currently work collaboratively through work groups and meetings to align programs with a common set of expectations (assessments, clinical experiences, candidate quality). If other EPP providers are not expected to meet these common expectations, there is a concern that quality of preparation may suffer, and that perceived or actual double standards may prevail as unintended consequences in the process.

Will iteach Mississippi be required to align with and annually submit required data on common assessments and other program dimensions in alignment with other EPPs--and will these be monitored through Process and Performance Review?

Question 2: *Context:* State IHEs and their MDE partners have worked diligently to both ensure the quality of EPP programs statewide and increase the teacher pipeline. The former (quality) is evidenced by recent performance by IHEs on national accreditation reviews. The latter (increase the teacher pipeline) is evidenced by existing offerings for alternative route programs, with several IHEs offering teacher residency models. Further, the state has the Teach Mississippi Institute (TMI), which offers a similar pathway and is also online.

Why would the state seek to bring a for-profit entity operating in only 11 states and with “unknowns” into the state rather than seek to collaborate internally to arrive at a pathway with similar benefits? (For example, the scale-up of TMI.)

NOTE: Has there been study of issues in alternative route pathways in Texas in recent years that may have been mitigating factors in the success of iteach in Texas?

Leslie Griffin

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