

# Office of Teaching and Leading Update

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[mdek12.org](https://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

January 25, 2022



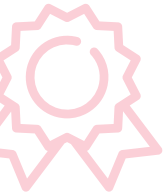
## VISION

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



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

**EVERY** School Has Effective Teachers and Leaders

4



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

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**EVERY** School and District is Rated “C” or Higher

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**Office of Teaching and Leading Context**

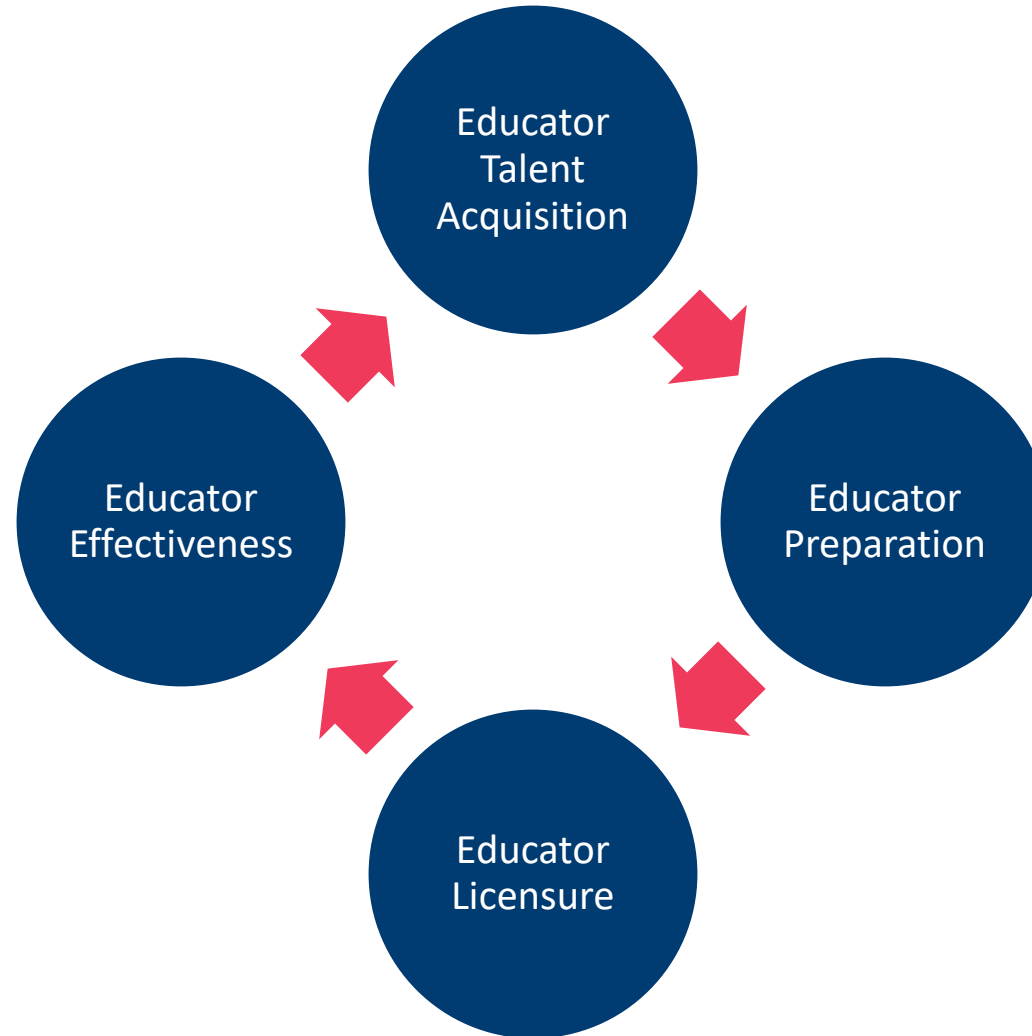
**Division of Educator Licensure Updates**

**Division of Educator Talent Acquisition and Effectiveness Updates**

# Office of Teaching and Leading Context

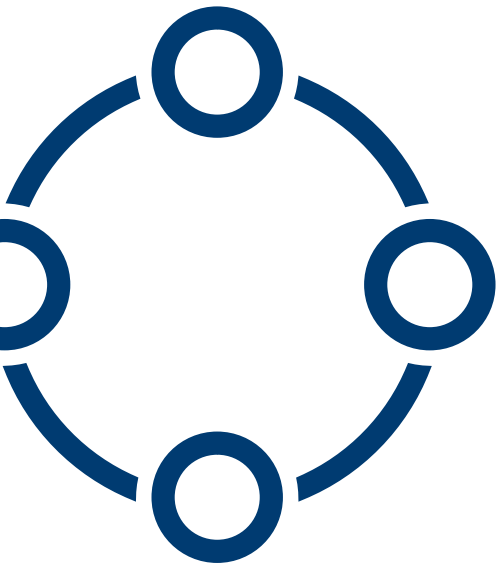
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### The Office of Teaching and Leading will:

- Strengthen efforts to support local school districts with creating a talent pool of highly effective educators
- Examine the methodologies for educator preparation, support, and advancement that are attractive to a new generation of educators
- Explore multiple pathways to licensure in collaboration with education stakeholders
- Collaborate within the MDE to ensure relevant professional learning opportunities while elevating the profession



# Educator Licensure Updates

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- Effective July 1, 2020, the licensure application expiration timeframe was adjusted from thirty (30) days to one-hundred eighty (180) days from the date it is received, and date stamped in the MDE Division of Educator Licensure.
- Effective Monday, August 9, 2021, all applications and supporting documentation must be submitted electronically through the educator's assigned Educator Licensure Management System (ELMS) account. No documents should be submitted via postal mail.

[https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/memorandum\\_mde\\_division\\_of\\_educator\\_licensure\\_updates\\_and\\_reminders\\_6\\_2021.pdf](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/memorandum_mde_division_of_educator_licensure_updates_and_reminders_6_2021.pdf)

- Effective with applications received July 1, 2021, and thereafter, Citizens of the United States are required to submit appropriate documentation for verification of lawful presence in the United States, once during their next most immediate licensure application submission.
- Non-US citizens are required to submit appropriate documentation for verification with each licensure application submission, or when their United States Citizenship and Immigration Services documents expire, whichever comes first.

[https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/memorandum\\_mde\\_division\\_of\\_educator\\_licensure\\_updates\\_and\\_reminders\\_6\\_2021.pdf](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/memorandum_mde_division_of_educator_licensure_updates_and_reminders_6_2021.pdf)

- Applicants that completed a licensure-track educator preparation program outside of Mississippi before February 22, 2021, had until December 31, 2021, to submit a complete application with all supporting documentation to the MDE Division of Educator Licensure in order to be considered for initial licensure by way of completion of a preparation program outside of the state of Mississippi.
- Applicants that were unconditionally admitted to and actively enrolled in a licensure-track educator preparation program outside of Mississippi on or before February 22, 2021, shall have until June 30, 2023, to submit a complete application with all supporting documentation to the MDE Division of Educator Licensure in order to be considered for initial licensure by way of completion of a preparation program outside of the state of Mississippi.
- Effective February 22, 2021, all applicants that were not unconditionally admitted to and actively enrolled in a licensure-track educator preparation program outside of Mississippi on or before that date, shall first be licensed in the state where the preparation occurred. Upon obtaining the out-of-state license, the candidate shall submit a complete application with required supporting documentation to the MDE Division of Educator Licensure for the purpose of determining eligibility to obtain a Mississippi license via Reciprocity.

[https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/memorandum\\_mde\\_division\\_of\\_educator\\_licensure\\_updates\\_and\\_reminders\\_6\\_2021.pdf](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/memorandum_mde_division_of_educator_licensure_updates_and_reminders_6_2021.pdf)

- 18 coursework credit hours now required for adding certain supplemental endorsements to a three-year alternate route or five-year standard license by completion of acceptable coursework with a grade of “C” or higher. 21 hours no longer required.
- K-6 supplemental (add-on) endorsement (*Mississippi Institutions must submit program for approval to offer*)

- Effective July 1, 2021, the department shall grant a standard five-year license to any individual who possesses a valid standard license from another state within a period of twenty-one (21) days from the date of a completed application. The issuance of a license by reciprocity to a military-trained applicant, military spouse or person who establishes residence in this state shall be subject to the provisions of Section 73-50-1 394 or 73-50-2, as applicable.
- The new requirements preclude the language found in the current law that requires an applicant to meet Mississippi's minimum requirements or to have met equivalent requirements in another state.
- The new requirements also precludes the Two-Year Reciprocity nonrenewable licensure option.

- On March 26, 2020, during its Special Called meeting the Mississippi Board of Education granted approval to the Mississippi Department of Education (MDE) to suspend the admission and licensure test criteria through December 31, 2021
- All individuals that were unconditionally admitted to or completed a Mississippi Board of Education approved educator preparation pathway under the COVID-19 test suspension provisions on or before December 31, 2021, shall adhere to the guidelines outlined in the November 1, 2021, memorandum in order to be granted the license sought without being subject to meeting the admission test and licensure test requirements.
- Effective January 1, 2022, all applicants seeking admission to an MBE approved educator preparation program or those seeking to obtain a license of any type that is issued by the MDE Division of Educator Licensure, shall meet all requirements in effect on the date the complete application for program admission or licensure is received by the respective Mississippi Board of Education approved educator preparation provider or MDE Division of Educator Licensure, as appropriate.

[https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/memorandum\\_guidelines\\_for\\_applicants\\_seeking\\_licensure\\_under\\_2020\\_covid19\\_test\\_suspension\\_after\\_12312021.docx.pdf](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/memorandum_guidelines_for_applicants_seeking_licensure_under_2020_covid19_test_suspension_after_12312021.docx.pdf)

- Pending State Board Approval: New Master of Arts in Teaching (MAT) Alternate Route Pathway for Elementary Education Grades 4 – 6 and K – 6 (*If approved, Mississippi Institutions must submit programs for approval to offer*)
- Pending State Board Approval: New Master of Arts in Teaching (MAT) Alternate Route Pathway for Special Education: Mild/Moderate Grades 7 – 12 and K – 12 (*If approved, Mississippi Institutions must submit programs for approval to offer*)
- Pending State Board Approval: Increase Pre-teaching Coursework Requirement from Six Prescribed Coursework Credit Hours to Nine Coursework Credit Hours to include the Completion of a Course in Special Education
- Effective January 1, 2023: Foundations of Reading Assessment Required as one criterion for Initial Licensure in the area of Special Education: Mild/Moderate

Local School Districts may begin requesting temporary licenses for the 2022 – 2023 school year on the following dates:

- February 1 – Junior Reserve Officer's Training Corps (JROTC) License
- March 1 – One Year Veteran License
- March 1 – Special Nonrenewable License
- March 1 – Expert Citizen License



# Launch of Licensure Call Center and Interactive Voice Response System 17

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- January 5, 2022, began onboarding 15 new members to serve alongside of the existing four Licensure Call Center Representatives
- January 24, 2022, official launch date of the Licensure Call Center and independent practice as customer service agent for new team members
- February 1, 2022, Call Center Hours to be expanded from 9:00am – 4:00pm to new hours of 8:00am – 5:30pm
- February 1, 2022, Projected Launch date of Interactive Voice Response Software that will be integrated with the Educator Licensure Management System (ELMS) {Self selected Four-Digit PIN will be Required for Use of this Service – Instructions to be posted to Educator Licensure Section of MDE Website & Disseminated via Memorandum}

# Educator Effectiveness Updates

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Standard 3.5 of the Mississippi Public School Accountability Standards states that annual employee performance data shall be submitted to the MDE.

The State Board of Education issued a suspension of the requirement for districts to submit annual employee performance data for the 2019-2020 and 2020 – 2021 school years.

This suspension/extension expired immediately upon the conclusion of the 2020 – 2021 school year reporting period.

Therefore, Professional Growth System scores will be required to be submitted to the MDE for all educators and administrators no later than June 30, 2022.

## Vision

Educators implementing MDE's Professional Growth System (PGS) are helping ensure all schools in Mississippi have effective teachers and leaders, **thereby** leading to improved outcomes for all Mississippi students.

## Mission

- Support all educators in ensuring all students are taught by effective teachers and all schools are led by effective administrators
- Provide educators with meaningful coaching, actionable feedback, and targeted professional learning
- Enable school leaders to assess performance and identify priorities for individual and school-wide professional development
- Support the use of effectiveness data in decision making

## Classroom Observations

**3** minimum per school year = **2** Informal (unannounced) + **1** formal (announced)

High-quality feedback after each observation



DOMAIN

## Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

STANDARD

### 1. LESSONS ARE ALIGNED TO STANDARDS AND REPRESENT A COHERENT SEQUENCE OF LEARNING

*Lessons:*

INDICATORS

4

- Include student learning outcomes and instructional activities that
- are fully aligned to current Mississippi College and Career Ready Standards or Framework
  - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
  - reflect collaboration with other school staff within and across disciplines to enrich learning

3

- Include student learning outcomes and instructional activities that
- are fully aligned to current Mississippi College and Career Ready Standards or Framework
  - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning

2

- Include student learning outcomes and instructional activities that
- are partially aligned to current Mississippi College and Career Ready Standards or Framework
  - are part of an ineffective sequence of learning with few connections made to previous and future learning

1

- Include student learning outcomes and instructional activities that
- are not aligned to current Mississippi College and Career Ready Standards or Framework
  - are not part of a coherent sequence of learning with meaningful connections made to previous and future learning



Themes from MDE Leadership/PGS Workgroup Discussions

Unacceptable Practices	Varies by Context/Trust	Acceptable Practices
<ul style="list-style-type: none"><li>● Receiving copies of individual teacher ratings</li><li>● Avoiding mentioning PGS in coaching sessions</li></ul>	<ul style="list-style-type: none"><li>● Reinforcing principal expectations</li><li>● Observing educators using the PGS rubric for coaching conversations</li><li>● Helping educators collect evidence for PGS</li><li>● Sharing information about individual educators' dispositions and practices</li><li>● Using walkthrough tools not aligned to PGS</li></ul>	<ul style="list-style-type: none"><li>● Co-planning lessons aligned to student/PGS standards</li><li>● Connecting coaching conversations to the PGS rubric language</li><li>● Supporting goal-setting</li><li>● Discussing aspects of pedagogy with school administrators on teachers' dispositions and practices</li><li>● Encouraging staff to observe peers based on observations</li><li>● Role-playing conferences</li><li>● Sharing trends from observations with admin</li><li>● Using aggregated data to inform PD planning</li></ul>

# Linking Feedback to Professional Learning

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## Request Professional Development

### Request Virtual and Face-to-Face Professional Development

Administrators may request virtual and face-to-face professional development trainings provided through the Office of Professional Development.

[Spring/Summer 2022 Professional Development Catalog](#)



Available January - July 2022. To submit a request for professional development, click [here](#).

## PGS Domain I: Lesson Design



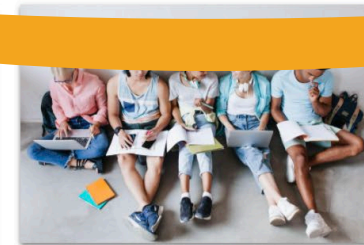
### A Closer Look at the Science and Engineering Practices (SEPs)

This session will help educators become more familiar with the eight (8) practices and consider what they might look like in the classroom.

- Participants will...**
- Identify and understand the meaning of the eight SEPs.
  - Utilize the SEPs to design a science lesson that actively engages students.

Grades K-12

Virtual  
90 minutes   
Face-to-Face  
5 hours 



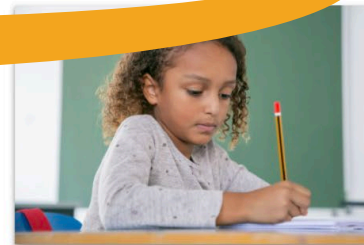
### Comprehension Across Content

The focus of this session is to identify the role comprehension plays in understanding content knowledge.

- Participants will...**
- Identify the expectations for comprehension in content areas.
  - Identify hindrances to comprehension.
  - Use strategies to help improve comprehension in content areas.

Grades 6-12

Virtual  
90 minutes 



### Developing Young Writers

This **two-part training** is designed to help educators implement writing in the primary grades.

- Participants will...**
- Examine the foundational and composition skills necessary for writing.
  - Explore strategies to help students build sentences and plan a coherent paragraph.

**Parts 1 and 2 must be requested together for the virtual trainings.**

Grades K-2

Virtual  
2 x 90 minutes   
Face-to-Face  
5 hours 



# Registering for Professional Growth System Training

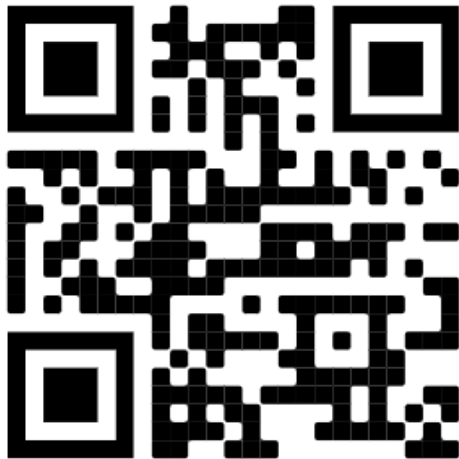
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## Professional Development Calendar

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 AUG  
30

Browse the [MDE Professional Development Calendar](#) and make plans to attend of the many professional learning opportunities provided. Take advantage of the professional growth as an educator.



### January 2022

When	Event	
January 17, 8:30am – February 20, 11:55pm	<a href="#">Professional Growth System Combined Training</a>	Sign Up Closed
January 18, 3:30 – 4:30pm	<a href="#">Balancing the Equation: Leveling the Playing Field for Mississippi Math Instructors, Session 1</a>	Sign Up Closed
January 18, 3:30 – 4:30pm	<a href="#">Let's See Eye to Eye: Expanded Core Curriculum</a>	Sign Up Closed
January 19, 3:30 – 4:30pm	<a href="#">Under the Microscope: Learning Centers in the Science Classroom</a>	Sign Up
January 24, 3:30 – 4:30pm	<a href="#">Supporting the One Percent</a>	Sign Up
January 25, 8am – 4pm	<a href="#">Reflect - Reimagine - Reconnect</a>	
January 26, 8am – 4pm	<a href="#">Reflect - Reimagine - Reconnect</a>	
January 27, 8am – 12:45pm	<a href="#">Reflect - Reimagine - Reconnect</a>	

The rubrics for librarians and special education teachers have been revised.

All educator observers must attend a PGS Combined System training to meet Accreditation Standard 3.6.

All current rubrics for educator observers/administrators and vendors are available on MDE's website at <https://www.mdek12.org/OTL/OTC/professional-growth-system>

The PGS score submission deadline for the 2021-2022 school year is June 30, 2022.

# Educator Talent Acquisition Updates

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The Division of Educator Talent Acquisition and Effectiveness within the Office of Teaching and Leading launched the Educator Shortage Survey on August 31, 2021.

The Educator Shortage Survey closed on October 11, 2021.

100% of Mississippi's traditional public school districts completed the survey.

In addition to information on teacher shortages, the survey collected administrator and school support staff shortages along with district-generated strategies.

**3,036 Certified Teacher  
Vacancies**

**5,503 Educator Workforce  
Vacancies**

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# Educator Shortage Classifications

Teacher Vacancies	K-12 Licensed Educator Vacancies	K-12 Support Staff Vacancies	Administrator Vacancies
Elementary School Teachers: <b>958</b>	Library/Media: <b>55</b>	Teacher Assistant: <b>532</b>	Principal: <b>71</b>
Middle School Teachers: <b>543</b>	Counselor: <b>82</b>	Nurse: <b>58</b>	Assistant Principal: <b>46</b>
High School Teachers: <b>881.5</b>	Speech/Language: <b>95</b>	Custodian: <b>268</b>	<b>117</b>
K-12 Teachers (i.e., Music): <b>653.5</b>	<b>232</b>	Bus Driver: <b>595</b>	
<b>3,036</b>		Food Service Staff: <b>522</b>	
		Administrative Assistant: <b>143</b>	
		<b>2,118</b>	

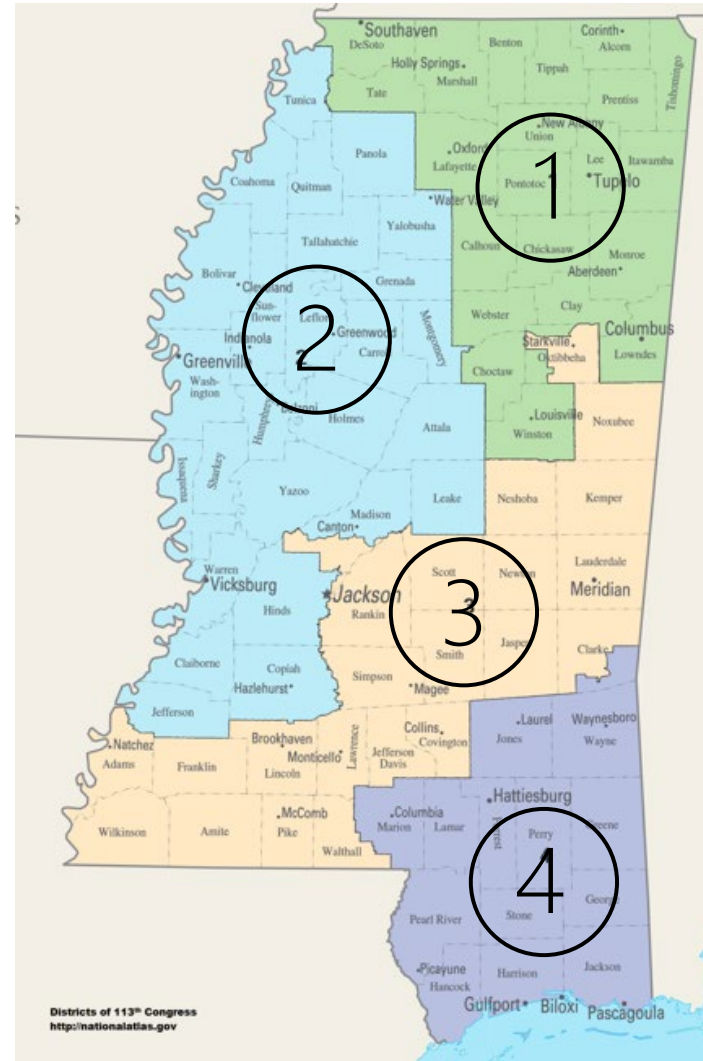
# Teacher Vacancies by Congressional District

1 276

2 776.5

3 1,274

4 709.5



**Challenge:**  
Elementary and  
Special Education  
Shortages

**Strategy:** Offer strong alternate-route Master of Arts in Teaching pathways in Elementary K-6 and Special Education K-12.

**Challenge:**  
Licensure  
Constraints

**Strategy:** Engage stakeholders in user-driven design to develop an educator-friendly licensure experience through enhanced call center capacity and a comprehensive educator information system.

**Challenge:**  
Local Workforce  
Barriers

**Strategy:** Target local workforce barriers through innovations such as the Mississippi Teacher Residency, Performance-Based Licensure, and unique Congressional District supports from Educator Workforce Specialists.

**Challenge:**  
Educator Pay

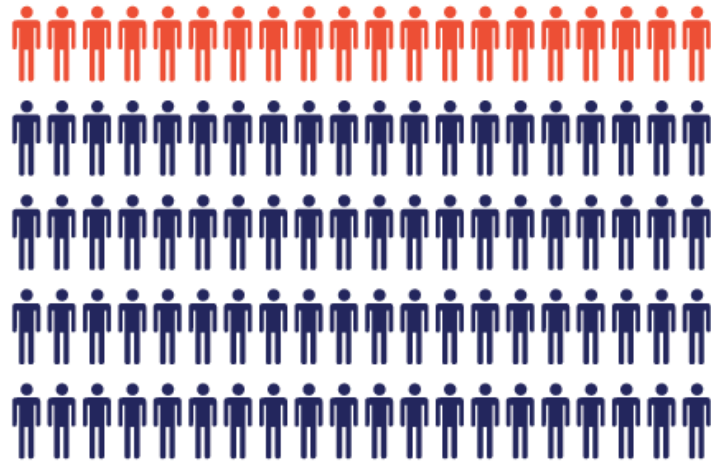
**Strategy:** Assist with the Governor's Education Human Capital Task Force recommendations by providing data to state leaders and stakeholders on educator shortages to inform policy.



# Innovative Pathways

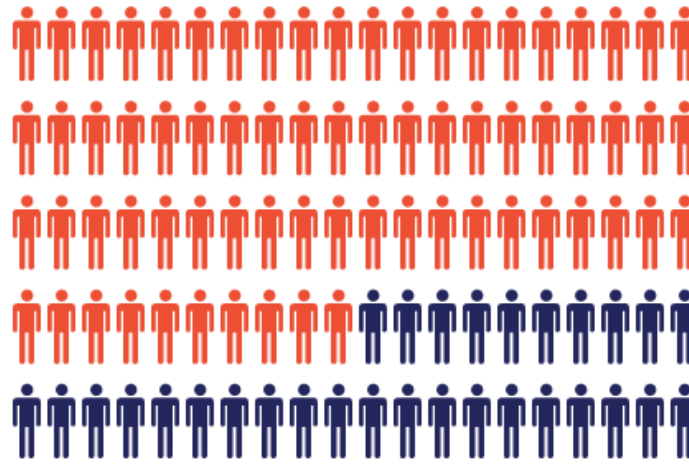
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## U.S. TEACHER DIVERSITY



Person of Color: 20%

## MTR DIVERSITY



Person of Color: 70%

## PBL DIVERSITY

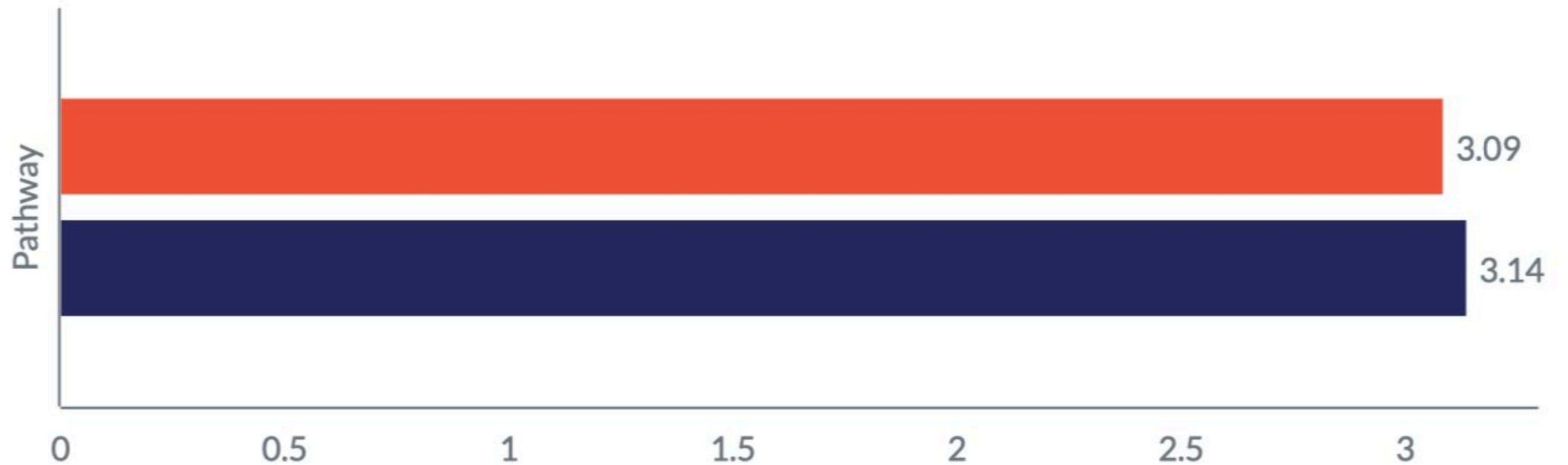


Person of Color: 99%

 Person of Color  White

## Summative PGS Score Averages

■ PBL Comparison Teacher ■ PBL Candidate



## MTR: DAY-ONE READINESS BASED ON MENTOR TEACHER SURVEYS



86%

Instructional  
Planning



83%

Learning  
Environment



72%

Student, Family,  
and Community  
Engagement



87%

Professionalism  
and Leadership





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