Office of Teaching and Leading

Division of Educator Preparation

METIS Conference
July 17-19, 2019

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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

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Great Teachers Matter

- Research confirms that the impact of quality teaching endures—

- Elementary and middle school students taught by an effective teacher for just one year attend college at higher rates by age 20.

Great Leaders Matter too….

- Research confirms the impact
  of leadership on teachers and students

- School leadership is second only to effective teachers

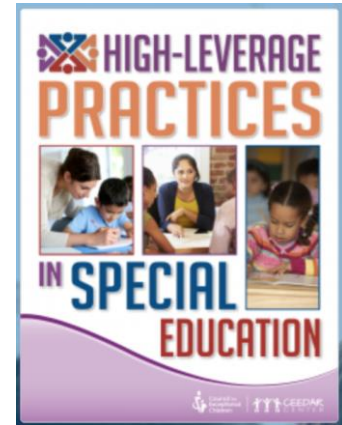- School leaders need mentoring and support

Advancing Inclusive Principal Leadership (AIPL)

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

Council of Chief State School Officers (CCSSO)

➤ Leadership Preparation

➤ Professional Learning for current administrators

SBE Rule 14.20 (January 2018)

CAEP
Council for the
Accreditation of
Educator Preparation

"All Mississippi Educator Preparation Providers (EPPs) shall obtain national accreditation from the national accreditor with whom the Mississippi Department of Education has established a partnership."

Currently the agency has a partnership with the Council for the Accreditation of Educator Preparation (CAEP).

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National Accreditation and Technology

- Experiences to become proficient in applications of digital media and technological capabilities

- Opportunities to develop skills and dispositions for accessing online databases, digital media, and knowledge to identify research-based practices that improve students' learning outcomes

- Ability to help students access and assess the quality and relevance of digital content

- Ability to design and facilitate digital learning, mentor, and collaborate

- Encourage use of social networks as resources for these purposes and to help identify digital content and technology tools for P-12 students' learning

- Help students gain access to benefits of technology

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National Accreditation and Technology

Standard 1 "Providers ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice."

Standard 2 "Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation, including technology-based collaborations. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points…to demonstrate candidates' development of the knowledge, skills, and professional dispositions…associated with a positive impact on the learning and development of all P-12 students."

Standard 3 "Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains."

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National Accreditation and Technology

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.

Learning and Development 4.1 – The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness 4.2 Required component – The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Educator Preparation: Learner Ready Teachers and Leaders

- Need-based Educator Preparation Programs

  o Require EPPs to justify new programs based on state-wide need

- Lever of Licensure and Program Review Process

  o Strengthen the process for program approval and review
  o Ensure all programs are aligned to standards
  o Require CRP and Inclusive Practice to be embedded in programs

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Questions ~ Comments

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