

**OFFICE OF QUALITY PROFESSIONALS & SPECIAL SCHOOLS**  
**Summary of State Board of Education Agenda Items**  
**May 16-17, 2013**

**OFFICE OF EDUCATOR LICENSURE**

19. Approval of 2012 Process and Performance Reviews of Teacher Education Preparation Programs as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

The Mississippi Department of Education's Annual Process and Performance Review of education programs are based on approved standards and criteria required for all educator preparation programs in Mississippi colleges and universities. The most current state review process, approved in 2006, consists of 10 process standards and two performance standards that each program must meet. Trained state examiners conduct onsite peer reviews of the educator preparation programs and prepare a report of their findings based on the prescribed standards. Per *Mississippi Code Ann. § 37-3-2*, the Commission on Teacher and Administrator Education, Licensure and Certification and Development reviews the state team findings and recommends to the State Board of Education each year the approval or disapproval of each educator preparation program in the state and assigns a status of "Approved," "Approved with Reservation" or "Non-Approved."

Mississippi has 15 institutions of higher learning that provide educator preparation programs that are subject to annual review and approval through the state's Process and Performance Review or state modified National Council for Accreditation of Teacher Education (NCATE) accreditation onsite review. Educational Leadership programs will undergo review during implementation of a revised review process in July/August 2013.

Recommendation: Approval

Backup material attached

## 2012 Recommendations for Teacher Educator Preparation Program Approval

Institution	Visit Date	Program Review Status
Alcorn State University	5-Mar	State Teacher Education Standards: Met
Belhaven College (University)	27-Feb	State Teacher Education Standards: Met
Blue Mountain College	12-Apr	State Teacher Education Standards: Met
Delta State University	19-Mar	State Teacher Education Standards: Met
Jackson State University	5-Apr	State Teacher Education Standards: Met
Millsaps College	16-Apr	State Teacher Education Standards: Met
Mississippi College	13-Feb	State Teacher Education Standards: Met
Mississippi State University	20-Apr	State Teacher Education Standards: Met
MS University for Women	Nov 11-13	NCATE Accreditation Standards: Pending UAB Approval State Teacher Education Standards: Met
MS Valley State University	25-Apr	State Teacher Education Standards: Met
Rust College	10-Oct	State Modified NCATE Standards: Approved State Teacher Education Standards: Met
Tougaloo College	Apr 29-May 1	State Modified NCATE Standards: Met
University of Mississippi	13-Apr	State Teacher Education Standards: Met
University of Southern MS	Mar 24-28	NCATE Accreditation Standards: Met
William Carey University	Fall 2011	State Teacher Education Standards: Met

*\*\*UAB (Unit Accreditation Board) is the policy board that renders final NCATE decisions. Based on the UAB's decision to continue accreditation, the Licensure Commission will make a recommendation to the State Board of Education. The UAB meets twice annually to render accreditation decisions.*

# Teacher Education Process and Performance Standards

## Process Standards

**Standard 1** Prior to being admitted to a teacher education program, students shall have completed minimum of 44 semester hours of coursework achieving a minimum grade point average of 2.5 on this coursework (4.0 system).

**Standard 2** Prior to being admitted to a teacher education program, students shall attain a minimum score set by the Commission on an instrument approved by the Commission. The Commission has established minimum scores of the following test for entry in to a teacher education program: Praxis I (Pre-Professional Skills- Reading, Writing, and Math or Computer-Based Academic Skills Assessment – Reading, Writing, and Math) or a minimum ACT score of 21 (with no score lower than 18 in any subcategory) or a minimum SAT score of 860.

**Standard 3** Prior to completing a teacher education program, all elementary, secondary, and special area teacher education candidates shall have successfully completed a teacher education program that is accredited by the National Council for Accreditation of Teacher Education or state-approved guidelines.

**Standard 4** Prior to completing a teacher education program, students shall have successfully completed a minimum of 12 weeks (60 working days), full day student teacher experience.

**Standard 5** Beginning September 1, 2000 and thereafter, teacher education programs must document that State or National standards, as approved by the Commission, are incorporated into all their elementary, secondary, and special area programs. Documentation of the approved standards should be found in course syllabi, practicum, student teaching, and student portfolios.

**Standard 6** Teacher candidates shall be required to complete specific programs of study:

### **K-3 teacher candidate program of study.**

An interdisciplinary program of study, which shall include, but is not limited to courses (or their equivalents) in:

- English- 12 semester hours
- Mathematics- 9 semester hours
- Science- 9 semester hours
- Social Studies- 12 semester hours
- Fine Arts/Teaching of Fine Arts- 6 semester hours
- Reading- 15 semester hours
- Special Education- 3 semester hours

Classroom Management  
Data Analysis/Evaluation

**K-6 or K-6 with 4-8 Subject Area teacher candidate program of study**

An interdisciplinary program of study, which shall include two 18 or 21- hour content concentrations\* which shall include, but not be limited to, courses (or their equivalents) in:

English – 12 semester hours  
Mathematics – 9 semester hours  
Science – 9 semester hours  
Social Studies – 12 semester hours  
Fine Arts/Teaching of Fine Arts – 6 semester hours  
Reading – 15 semester hours  
Special Education – 3 semester hours

Classroom Management  
Data Analysis/Evaluation  
Middle Grade Pedagogy

**\*[K-6 Candidate]** = 18 semester hours of academic content courses, a total which can include 3 semester hours of academic pedagogy courses in each of the concentration areas.

**\*[4-8 Subject Area Candidate]** = 21 semester hours of academic content courses, a total which can include 3-6 hours of pedagogy courses in each of the concentration areas.

**7-12 Subject Area Teacher candidate program of study:**

The 7-12 teacher candidate must have a major in a content area licensed by the state and complete a program of study, which shall include, but not limited to courses (or their equivalents) in:

Special Education – 3 semester hours

Classroom Management  
Data Analysis/Evaluation  
Pedagogy/Literacy/Reading Integration

**Standard 7** Teacher candidates shall complete a teacher education program accredited by NCATE or by the State utilizing NCATE standards. The annual AACTE/NCATE report or the State equivalent report shall be provided to the Office of Educator Licensure, Mississippi Department of Education, by March 1 of each calendar year.

**Standard 8** Each school/department of education shall annually document that they maintain collaborative relationships, programs, and projects with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.

**Standard 9** Teacher candidates shall be able to manage a classroom. In accordance with Section 37-3-89 of the MS Code of 1972 Annotated, teacher education programs shall require a course or courses on school discipline or classroom management for all majors. The Licensure Commission shall approve syllabi for the course(s) on school discipline or classroom management. Best practices for discipline and classroom management shall also be incorporated into all elementary, secondary, and special area programs. Documentation should be found in course syllabi, practicums and student teaching, field experiences, and student portfolios.

**Standard 10** All persons receiving instruction provided by an approved teacher education program shall receive and provide signed acknowledgement of the receipt of the "Teacher Candidate Licensure Advisory" provided by the Mississippi Department of Education. Approved programs shall provide teacher licensure information and a copy of the "Advisory" to these persons as part of the program admissions process or upon initial instructional contact, depending upon which is first. A student-signed and dated "Advisory," in its current revision, shall be retained as a permanent part of student records and made available during program reviews and accreditation visits.

## **PERFORMANCE STANDARDS**

**Standard 1** A minimum of eighty percent of all teacher education graduates from an institution over a three- year period shall score at or above the proficiency level on the Praxis II (Principles of Learning and Teaching and Subject Area Test).

**Standard 2** The Mississippi Department of Education (MDE) and the Institutions of Higher Learning Board (IHL), as mandated by House Bill 609, shall issue an annual Teacher Education Performance Report. One component of the report shall consist of a job satisfaction survey sent to all school districts asking them to rate the job performance of their first year teachers. The returned surveys shall be tallied by the MDE and mailed to the teacher education program. Programs not receiving a satisfactory rating of eighty percent over a three year period from the total returns shall prepare a plan of improvement. The Licensure Commission must approve plans.