

OFFICE OF QUALITY PROFESSIONALS
Summary of State Board of Education Items
May 16-17, 2013

OFFICE OF EDUCATOR LICENSURE

- E. Approval of Proposal for Redesign of the State Process Review as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development.
(Has cleared the Administrative Procedures Act process with no public comment)

Background Information:

Section 37-3-2 of the Mississippi Code requires that the Mississippi Department of Education (MDE) conduct a review of all teacher preparation programs each year. In 2012, the Mississippi Legislature changed the statute to allow the state to determine the schedule and procedure for the review process. A subcommittee was formed to work on formulating a new, more rigorous approval process, standards and procedures requiring an annual online reporting process, and site visits at a designated mid-point interval between the NCATE/CAEP accreditation processes. Additionally, the program approval proposal process will also be revised to entail a more comprehensive procedure that ensures that any new program is initialized in accreditation-ready mode.

Policies, guidelines and processes from several other states were utilized in the research for a viable process for Mississippi. The redesign is a collaboration between the Mississippi Institutions of Higher Learning, the Mississippi Association of Colleges of Teacher Education (MACTE) and the MDE. The subcommittee will convene in February 2013 to refine the details of the process to begin the annual review process at the close of the spring semester. On January 11, 2013, the Commission on Teacher and Administrator Education, Certification and Licensure and Development approved the proposal for the redesign.

Recommendation: Approval

Back-up material attached

PROPOSAL FOR THE REDESIGN OF THE STATE REVIEW PROCESS FOR MISSISSIPPI EDUCATOR PREPARATION PROGRAMS

Executive Summary

- The State Review Redesign Committee proposes that the Mississippi Department of Education (MDE) move to an annual review of programs through required documentation submitted electronically to determine approval or disapproval of Educator Preparation Programs (EPP), and conduct onsite visits during midpoint between National Council for Accreditation of Teacher Education (NCATE) and Council for the Accreditation of Educator Preparation (CAEP) cycles.
 - Electronic submissions of documents for the annual approval of EPPs by the Commission and State Board will consist of data previously submitted for the legislative annual report and additional data that will provide a measure of candidate/program performance.
- As proposed, the new annual approval of EPPs will be based on meeting the following requirements:
 - Submission of a copy of an annual American Association of Colleges for Teacher Education (AACTE) Report, which includes assessment data, as required for CAEP institutions or the equivalent report for state accredited institutions.
 - Evidence of a three-year average of an 80 percent pass rate on state licensure tests (Praxis exams)
 - Performance and demographic data on admitted candidates and completers, including GPAs
 - Faculty Demographics
- The state will conduct official onsite visits for the purpose of assessing educator preparation programs' ability to meet or exceed state standards. The Mississippi Educator Preparation Program Accreditation (MEPPA) site visit schedule provides for state teams to conduct reviews of every EPP in mid-cycle, or fourth year after an official NCATE, CAEP or MEPPA visit.
- The visit schedule that begins the first year after the NCATE, CAEP or MEPPA visit is on a seven year accreditation cycle as outlined in the following table. The exception is for institutions that have just completed their initial accreditation visit and are scheduled for the next visit in five years, and thereafter begin a standard seven year cycle.
- All program proposals be submitted in a uniform format requiring more information to be reviewed only twice annually by a committee at one location onsite or via teleconference/video conference

CAEP/MEPPA Review Schedule

YEAR	APPROVAL REQUIREMENT
1st Year (after State/National Accreditation Visit)	Annual Report to MDE for State Program Approval Status
2nd Year (after State/National Accreditation Visit)	Annual Report to MDE for State Program Approval Status
3rd Year (after State/National Accreditation Visit)	Annual Report to MDE for State Program Approval Status
4th Year (after State/National Accreditation Visit)	Mid-cycle Onsite State Review Visit (MS Educator Preparation Program Accreditation or MEPPA)
5th Year (after State/National Accreditation Visit)	Annual Report to MDE for Program Approval Status
6th Year (after State/National Accreditation Visit)	Annual Report to MDE for Program Approval Status
7th Year (State/National Accreditation Visit)	Onsite CAEP/MEPPA Review

- MDE reserves the right to conduct an onsite visit at the state consultant's discretion (with the approval of the Deputy State Superintendent of Quality Professionals and Special Schools), in particular when documentation or other evidence suggests that an EPP is not in compliance with state policy, procedures and guidelines established for educator preparation programs and/or is not effectively preparing candidates in approved programs of study.

**MISSISSIPPI EDUCATOR PREPARATION PROGRAM ACCREDITATION (MEPPA)
MID-CYCLE REVIEW STANDARDS**

STANDARD 1: Content Knowledge, Skills, and Dispositions

The unit identifies and implements comprehensive and consistent performance expectations for candidates in all educator preparation programs.

1. The unit ensures adequate content of courses, professional development and/or other appropriate experiences to ensure the teacher candidate masters subject area content knowledge in all areas in which the candidate will be licensed.
2. Candidates are required to complete rigorous programs of study that ensure depth and breadth of content and pedagogical knowledge appropriate for beginning teachers as required by the state.

Candidates must satisfactorily complete required coursework common to all teacher candidates that includes instruction in the following:

*Classroom Management (CM)
Special Education (SPED)
Data Analysis/Evaluation (DAE)*

Interdisciplinary programs of study for all elementary education teacher candidates (K-3, K-6) must additionally include at a minimum:

<i>English</i>	<i>12 semester hours</i>
<i>Mathematics</i>	<i>9 semester hours</i>
<i>Science</i>	<i>9 semester hours</i>
<i>Social Studies</i>	<i>12 semester hours</i>
<i>Fine arts/teaching of fine arts</i>	<i>3 semester hours</i>
<i>Reading/Literacy</i>	<i>15 semester hours</i>

Elementary education teacher candidates seeking certification in K-6 must complete two 18-hour content area concentrations.

Secondary teacher candidates seeking certification in grades 7-12 must have an academic content major or equivalent coursework.

Candidates certifying in K-12 areas (i.e., foreign language, music, art) must complete pedagogy/literature/reading integration coursework appropriate for all grade levels, the required common coursework (CM, SPED and DAE) and the MS IHL common interdisciplinary core of courses listed below that are required for earning a bachelor's degree (BT Minutes, 1/2003; 3/2008):

<i>English Composition</i>	<i>6 semester hours</i>
<i>College Algebra, Quantitative Reasoning, or higher level mathematics</i>	<i>3 semester hours</i>
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Social or Behavioral Science

6 semester hours

3. Candidates demonstrate appropriate pedagogical skills, including the ability to deliver content, to reflect on practice, and to adapt instruction to enhance student learning.
4. Candidates demonstrate the appropriate content knowledge for professional educators.
5. Candidates exhibit the attitudes and behaviors appropriate for professional educators.

STANDARD 2: Assessment

The unit requires that candidates are provided opportunities to demonstrate mastery in delivery of content and assessments as it relates to P-12 student development needs; and the unit systematically assesses candidate and unit performance.

1. The unit requires mastery of knowledge and skills for effectively differentiating instruction based on a variety of factors such as learning styles, multiple intelligences, disabilities, and enrichment/remedial needs.
2. The unit has an assessment system that reflects professional and state standards, and candidate performance data are systematically collected utilizing multiple assessments (both internal & external) at appropriate transition points, including program admission, student teaching and program completion.
3. The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution to regularly and systematically collect, compile, aggregate, summarize, and analyze candidate performance, program quality, and unit operations in order to initiate changes in programs and unit operation.

STANDARD 3: Meaningful Field Experiences

The unit develops effective field experiences and assesses consistent expectations within educator preparation programs for candidate performance as it relates to knowledge, skills and dispositions including classroom management; and the unit provides adequate and appropriate supervision of teacher candidates during all field placements.

1. The unit provides extensive opportunities for teacher candidates to demonstrate appropriate expertise in a variety of classroom strategies.
2. The unit strengthens the collaborative involvement of P-12 educators with educator preparation programs in identifying problem areas related to classroom management.
3. The unit identifies and implements comprehensive and consistent performance expectations for teacher candidates.

4. The unit systematically ensures a range of diverse settings that reflect the reality of the P-12 classroom and represent areas in which the teacher candidate will be licensed.

STANDARD 4: Diversity and Differentiation of Instruction

The unit ensures a range of diverse settings that reflects the reality of the P-12 classroom and represents areas in which the teacher candidate will be licensed.

1. The unit reinforces/revises program content related to differentiating instruction through collaboration with P-12 Partners.
2. Candidates receive instruction in how to utilize a variety of teaching tools to adapt instruction to meet the challenges of diverse student populations.
3. Candidates demonstrate an awareness of different learning styles and appropriately adapt instruction to meet the needs of all students.
4. Candidates demonstrate awareness and sensitivity to diversity.
5. Candidates share experiences with diverse faculty, candidates, and students in P-12 school settings, including diversity of gender, race/ethnicity, socio-economic background, culture, and exceptionalities.

STANDARD 5: Faculty Qualifications and Practice

The unit's professional education faculty demonstrate current best practices in scholarship, service, and instruction and have appropriate academic credentials and professional experience. Unit faculty are actively engaged in fostering a community of learners through regular collaboration with P-12 practitioners and various university faculties.

STANDARD 6: Recruitment, Retention and Partnerships

The unit enhances scholarships and other pre-service incentives for educator preparation in critical needs content areas, and/or for service in critical needs schools (also a state responsibility); and the unit engages in a well defined system of collaboration that is accessible and communicated to all stakeholders, including P-12 educators, teacher preparation programs and the broader community.

1. The unit implements a program of induction and mentoring based upon current research and exemplary practice, requiring implementation by districts and partner programs of teacher preparation (also a state responsibility);
2. The unit establishes P-16 Councils; and plans opportunities for collaboration among representatives from K-12 educators, teacher preparation programs and the broader community.

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3. The unit utilizes induction and mentoring programs that are essential for the retention and development of teachers

4. The unit maintains collaborative activity with school districts regarding induction and mentoring processes/involvement in newly funded mentoring and induction plan adopted by MDE, etc.

(TBD) Required exhibit list for review during the MEPPA visit.

Time Line for Implementation of Mississippi Educator Preparation Provider Approval (MEPPA) and Proposed New or Modified Degree Programs

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4. The unit systematically ensures a range of diverse settings that reflect the reality of the P-12 classroom and represent areas in which the teacher candidate will be licensed.

STANDARD 4: Diversity and Differentiation of Instruction

The unit ensures a range of diverse settings that reflects the reality of the P-12 classroom and represents areas in which the teacher candidate will be licensed.

1. The unit reinforces/revises program content related to differentiating instruction through collaboration with P-12 Partners.
2. Candidates receive instruction in how to utilize a variety of teaching tools to adapt instruction to meet the challenges of diverse student populations.
3. Candidates demonstrate an awareness of different learning styles and appropriately adapt instruction to meet the needs of all students.
4. Candidates demonstrate awareness and sensitivity to diversity.
5. Candidates share experiences with diverse faculty, candidates, and students in P-12 school settings, including diversity of gender, race/ethnicity, socio-economic background, culture, and exceptionalities.

STANDARD 5: Faculty Qualifications and Practice

The unit's professional education faculty demonstrate current best practices in scholarship, service, and instruction and have appropriate academic credentials and professional experience. Unit faculty are actively engaged in fostering a community of learners through regular collaboration with P-12 practitioners and various university faculties.

STANDARD 6: Recruitment, Retention and Partnerships

The unit enhances scholarships and other pre-service incentives for educator preparation in critical needs content areas, and/or for service in critical needs schools (also a state responsibility); and the unit engages in a well defined system of collaboration that is accessible and communicated to all stakeholders, including P-12 educators, teacher preparation programs and the broader community.

1. The unit implements a program of induction and mentoring based upon current research and exemplary practice, requiring implementation by districts and partner programs of teacher preparation (also a state responsibility);

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2. The unit establishes P-16 Councils; and plans opportunities for collaboration among representatives from K-12 educators, teacher preparation programs and the broader community.
3. The unit utilizes induction and mentoring programs that are essential for the retention and development of teachers
4. The unit maintains collaborative activity with school districts regarding induction and mentoring processes/involvement in newly funded mentoring and induction plan adopted by MDE, etc.

(TBD) Required exhibit list for review during the MEPPA visit.