OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT
Summary of State Board of Education Agenda Items
May 12, 2016

OFFICE OF EDUCATOR LICENSURE

07. Action: Licensure endorsements and renewal requirements as recommended by the Commission on Teacher and Administrator Education, Certification, and Licensure and Development [Goals 1, 2, 3, and 4 – MBE Strategic Plan]

Background Information: The Commission on Teacher and Administrator Education, Certification and Licensure and Development was created under the Mississippi Education Reform Act of 1982 and is charged with the responsibility of making recommendations to the State Board of Education regarding standards for the preparation, licensure, and continuing professional development of those who teach or perform tasks of an educational nature in the public schools of the State of Mississippi. In compliance with § 37-3-2, *Mississippi Code of 1972, Annotated*, as amended by Mississippi Laws 1997, Ch. 545, the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education have approved guidelines for licensure.

A. Approval of a new Pre-K add-on endorsement for teachers currently licensed to teach Kindergarten

B. Approval to revise updates to educator endorsements for Academic Business Education requirements for school year 2016-2017

C. Approval of Advanced Placement (AP) endorsement renewal options

This item references Goals 1, 2, 3, and 4 of the *Mississippi Board of Education 2016-2020 Strategic Plan*.

Recommendation: Approval

Back-up material attached

OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT
Summary of State Board of Education Agenda Items
May 12, 2016

OFFICE OF EDUCATOR LICENSURE

07.A. <u>Approval of a new Pre-K add-on endorsement for teachers currently licensed to teach Kindergarten</u>

Executive Summary

The Office of Elementary Education and Reading is requesting approval of a new Pre-K add-on endorsement for teachers currently licensed to teach Kindergarten. Through the completion of an Approved Early Childhood Specialized Training deemed equivalent to twelve (12) hours of approved coursework as outlined in *Miss. Code Ann.* § 37-21-3, teachers with a Kindergarten endorsement will be granted a Pre-K endorsement. The training program will entail two (2) weeks (80 contact hours) of face-to-face training as well as two (2) online classes (80 contact hours) to be completed as an extension of the face-to-face session. This training will be explicitly focused on best practices for early childhood classroom standards-based instruction; hands-on learning strategies; brain development and its impact on learning; practical strategies for selection of high-value, low-cost classroom activities; and an overview of MDE-developed early childhood resources, including but not limited to teaching strategies, standards, and guidelines documents.

The Commission on Teacher and Administrator Education, Certification, and Licensure and Development met in a Special-Called Teleconference Meeting on May 11, 2016, and approved the recommendation of the new Pre-K add-on endorsement for teachers currently licensed to teach Kindergarten as requested by the Office of Elementary Education and Reading.

Recommendation: Approval

Back-up material attached

Item 07-A

MDE-Designed Specialized Early Childhood Training Program Endorsement Proposal

☐ Institution – The Mississippi Department of Education

☐ Name of Director – Dr. Jill Dent

☐ Mailing Address of Director – P.O. Box 771/359 N. West St. Jackson, MS 39205

☐ Name of Contact for Proposal – Dr. Jill Dent

☐ Contact Telephone and Email Address – 601.359.2478 jdent@mdek12.org

☐ Name of Program – MDE-Designed Specialized Early Childhood Training Program

☐ Level of Program – add-on endorsement equivalent to current license level

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal   Updated 5/11/16

3

SECTION I: INTRODUCTION

A. One of the Mississippi Department of Education's (MDE) early childhood goals is for pre-kindergarten teachers and assistants to be highly qualified personnel who are trained in early childhood best practice. With the recent state funding awarded to early learning collaboratives (ELCs) and the growing number of pre-k programs in public schools, the demand for qualified pre-k teachers is steadily increasing. The current workforce is unable to meet this demand, especially the MDE-approved credentialing requirements from the law that created state-funded ELCs (Section 4 of SB 2395 http://billstatus.ls.state.ms.us/documents/2013/pdf/SB/2300-2399/SB2395SG.pdf). After the establishment of SB 2395 (Early Learning Collaborative Act of 2013 (ELC 2013)) which dictates requirements to state-funded early learning collaboratives, MDE's State Board of Education approved in 2015 the *Mississippi Early Learning Guidelines for Classrooms of Three- and Four-Year-Old Children.* This SBE approval placed additional educator credentialing requirements on all public school pre-k programs regardless of funding in order to align with the ELC 2013 requirements. Pre-k teachers and assistants have been given until the fall of 2018 to meet these new requirements. These new requirements further increase the need for qualified pre-k teachers that the state could already not meet. This proposed program is one of multiple ways current elementary educators can meet the 2018 requirements (see chart below). To assist MDE in the process of developing the proposed program, a partnership between North Mississippi Education Consortium (NMEC) and MDE is proposed. NMEC agreed to develop the training content and delivery of the content in conjunction with MDE, with MDE having final approval of the content and its delivery.

Public School Pre-K Teacher Requirements Effective 2018	ELC Pre-K Teacher Requirements Effective 2013
• 153 (Pre-K/K) Endorsement OR • 116 (K-3) Endorsement, or 152 (K-4) Endorsement AND 12 hours of early childhood coursework OR • 116 (K-3) Endorsement, or 152 (K-4) Endorsement AND completion of an MDE approved specialized early childhood training program OR • 120 (K-6) Endorsement AND a supplemental 150 (N-1) Endorsement	• Meet one of the 2018 public school pre-k teacher requirements OR • Bachelor's degree in early childhood education, child development, or equivalent field OR • Bachelor's degree in any field AND at least 12 hours of early childhood coursework OR • Bachelor's degree in any field AND completion of an MDE approved specialized early childhood training program

B. Previously licensed participants will have completed the MDE-designed specialized early childhood training program that would result in an add-on Pre-K (three- and four-year-olds) endorsement.

SECTION II: PROGRAM CONTENT

A. The program content is divided into two parts – a face-to-face six (6) hour college course equivalency completed in 2 full weeks of instruction and two (2) online courses each equivalent to three (3) hours of college coursework.

1. Face-to-Face Content

The face-to-face content is designed to provide participants evidence-based information that will support them in establishing classrooms that meet all standards and regulations to satisfy the legislative directive given to the MDE in SB 2395 as well as SBE approved early childhood policies. The face-to-face content is organized into four sections representing the elements that compromise a high quality pre-k classroom. Understanding and

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Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

4

applying child development principles including the importance of parents in the child's development, the learning environment, curriculum content and teacher interaction/instruction of students are all interconnected and must be simultaneously executed to bring about a quality program. An overachieving thread in all of the elements presented and discussed in the development and maintenance of early literacy skills. Content is presented both online and face-to-face. Participants will have opportunities to listen, read, participate in hands-on activities, and complete activities individually and in groups. The Plan of Action can be completed through collaboration with other participants and consists of smaller tasks that collectively combine into this major assignment.

Face-to-Face Elements

The Child's Development

The pre-k program is child-focused and all instruction is to be age and developmentally appropriate. This section highlights the importance of a comprehensive program and the evidence-based tenets that make for a high quality program.

The Physical Classroom Learning Environment

The physical classroom environment is defined as the inside space in which learning takes place. The components of a high quality classroom environment are made by teachers and students as well as commercially obtained. The physical classroom environment reflects artifacts, drawings, and learning aids that are specific to the current unit of study and are changed when the children request for new or additional information or learning aids and/or when a new unit of study is presented.

Curriculum Content

While MDE's *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children* stress a comprehensive approach to the learning opportunities made available to the students throughout the day, the continued focus on literacy skill acquisition is acknowledged and the course content reflects the emphasis.

Teacher Interaction/Instruction of Students

Research has identified the most important component of a high quality early childhood classroom as the teacher. The interactions between teacher and student directly relate to the success the program has in meeting the elements of the pre-k program philosophy and learning principals.

2. Online Content

The first on-line course is entitled *Developing Early Language and Literacy*. Its content designed by national experts is to support teachers in their understanding of the emerging language development of children, birth to five. National literacy experts offer presentations on the four instructional priorities: oral language, phonological awareness, vocabulary and alphabet knowledge and print awareness, as well as on dual language learners, struggling learners, shared book reading, dialogic book reading, literacy in the environment, technology, literacy and families, writing, and math and literacy. A host of companion readings and practical application activities round out the training experience. This three (3) hour course is designed to provide participants evidence-based information that will support them in establishing language and literacy-rich classrooms that meet all standards and regulations to satisfy the legislative directive given to the MDE in SB 2395.

The second online course is entitled *Language Development in the Classroom: The Role of the Teacher*. Its content designed with seven "mini" courses was developed by the Rollins Center for Language and Literacy in Atlanta Georgia. This course is required for all pre-kindergarten teachers in Georgia to complete as part of their professional development. This three (3) hour course is designed to provide participants evidence-based

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

5

information that will support them in better supporting language and literacy development in the classroom and meets all standards and regulations to satisfy the legislative directive given to the MDE in SB 2395.

B. **Face-to-Face Content Sessions** (All sessions are new.)

Session Name	Session Objective
Pre-Kindergarten in Mississippi: What the Pre-Kindergarten Collaboration Act Means to Title I Pre-Kindergarten Programs	Describe the importance of utilizing the Effectiveness Evaluation plan in all collaborative and other funded Pre-K classrooms in the state.
Setting up the Pre-Kindergarten Classroom to Make the Most of Pre-K Instruction	Learn how to implement best practice for Pre-K classroom environments, utilize the state adopted pre-kindergarten guidelines with emphasis on standards related to room arrangement and the defined system for delivering instruction including daily schedules
An Overview of the Classroom Assessment Scoring System (CLASS) for Administrators and Teaching Staff-Painting a Picture of Highly Qualified Pre-Kindergarten Teachers and Exceptional Classrooms	Learn the basic components of the CLASS system and utilize the knowledge to improve interaction in the Pre-K classroom.
An Overview of the Early Childhood Environmental Rating Scale-3 (ECERS-3) for Administrators and Teaching Staff: Assessing the Learning Environment Using Research-Based Criteria	Learn about the components of how to improve the learning environment to promote best practice in the Pre-K Classroom.
How Poverty Impacts Development in Young Children: Looking at Your Class through the Lens of Poverty	Learn how to overcome challenges that children from poverty present, and the latest research in brain development, and how to positively impact their outcomes.
Learning+ Is the New Normal: Using Research – Based MDE Pre-Kindergarten Guidelines and Standards to Create a Pre-Kindergarten Learning+ Environment	Learn about the guidelines and standards to inform the Pre-K program to implement appropriate practices.
Communicating with the Family: At the Heart of a Learning+ Classroom	Identify strategies to understand and engage parents in their child's Pre-K classroom.
Parents are _____ in the Process of Teaching Pre-Kindergartners (You fill in the blank.)	Discover additional ways to engage parents and keep them engaged in their child's Pre-K program.

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

6

Learning+ Classrooms Use a Balanced Approach to Teaching: Direct Instruction AND Child Initiated Learning through Learning Centers	Learn ways to implement appropriate methods to create child focused learning centers and achieve meaningful learning acquisition.
Setting Up the Pre-Kindergarten Classroom to Make the Most of Pre-Kindergarten Instruction	Learn how to implement best practice for Pre-K classroom environments, utilize the state adopted pre-kindergarten guidelines with emphasis on standards related to room arrangement and the defined system for delivering instruction including daily schedules.
A Day Studying Social Emotional Development in Children and How Learning+ Classrooms Create a Nurturing and Supportive Environment	Learn strategies of Conscious Discipline to implement effective behavior and learning techniques in the Pre-K classroom.
Using Music and Movement to Teach Reading and Math Skills	Learn strategies to use music and movement to enhance students learning reading and math skills.
Story Stretchers: Curriculum Activities to Extend Children's Favorite Books	Identify methods to extend literacy throughout centers in the Pre-K classroom.
Special Focus on the Dramatic Play Center and How Vocabulary Development Can Be Enhanced	Engage in exercises to gain knowledge and implement strategies to use the dramatic play center for extending the vocabulary of students.
Making Math Meaningful	Implement methods in the classroom that will increase understanding of math concepts.
Scientific Inquiry is What Four Year-Olds Do (If We Let Them!)	Learn strategies to utilize scientific inquiry methods to help children understand questioning cause and effect concepts in the Pre-K classroom.
Learning+ Classrooms Utilize a Team Approach to Teaching	Identify and implement methods of an effective teaching team to produce an appropriate early childhood classroom.
Teaching Phonemic Awareness throughout the Day	Identify phonemic awareness and methods of how to implement activities every day to promote child outcomes in literacy.
Working to Create a Learning+ Classroom	Identify and acquire strategies how to set up an effective classroom arrangement, daily schedule, and learning materials to make an impact on students outcomes.
Utilizing Mississippi Resources to Expand the Curriculum	Learn more about Mississippi's own early learning resources to assist in the classroom.

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

7

Creating a Comprehensive Pre-Kindergarten Program to Address the Needs of the Entire Child: It's More than ABCs and I23s	Review ways allowable leveraging of Title I funds and other funding sources can assist to provide comprehensive services to children and siblings.
Making the Most of Pre-Kindergarten Classroom Instruction	Introduce and review types of data from assessments and observations to inform appropriate ways to increase program performance or student achievement.
Engaging the Community in Program Development for Early Childhood Education in the School District and Beyond: Other Potential Early Childhood Partners	Identify community partners that can connect with the Pre-K program to enhance the services of the program.
Program Networking Exercise	Engage in problem solving discussion with peers to identify best practices for the Pre-K classroom.
Factors to Consider When Aligning Pre-Kindergarten and Kindergarten Curricula- Student Demographics, State Standards, Pacing Guides and Common Sense	Identify methods to reach all children through differentiated instruction to accommodate their learning styles and interests in the Pre-K classroom.
A Day Spent Focusing on Language and Literacy Development	Identify effective teaching strategies for children to build language and literacy skills.

Developing Early Language and Literacy

The course was developed under the guidance of the National Center for Accessible Educational Materials (AEM) Corporation which has the responsibility of providing the technical assistance to the Preschool Development and Expansion grants funded by the US Department of Education (https://pdg.grads360.org/#program/about-pdg). Dr. Kathy Thornburg, former president of the National Association for the Education of Young Children, former Missouri Deputy Commissioner of Education, Director, Center for Family Policy & Research and Institute for Professional Development, University of Missouri and consultant to AEM, coordinated the course organization and content. `

Fourteen on-line modules (https://pdg.grads360.org/#program/early-learning-language-and-literacy-serie) are specific to the development and acquisition of early literacy skills researchers have determined are necessary for children to become successful readers. The titles of the modules are listed below.

#1 Overview of the Four Instructional Priorities to Prevent Reading Difficulties

#2 Oral Language: A Foundation for Literacy

#3 Phonological Awareness

#4 Alphabet Knowledge and Print Awareness

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

8

#5 Shared Book Reading: Considerations for Book, Teacher and Child

#6 Dialogic Reading Strategies: Supporting Children's Reading Through Shared Reading Practices

#7 Building Vocabulary

#8 Understanding and Supporting Early Language and Literacy Development of Young Dual /English Language Learners

#9 Working with Struggling Learners

#10 Writing

#11 Levering Technology for Preschool Learning

#12 Physical Environments to Promote Early Language and Literacy

#13 Helping Families Develop Early Literacy Skills in Their Young Children

#14 Does Early Math Mean Less Literacy and Language?

Language Development in the Classroom: The Role of the Teacher

The course, Read Right from the Start, was developed under the guidance of the Rollins Speech Center in Atlanta, Georgia. Read Right from the Start is approved by Bright from the Start: Georgia Department of Early Care and Learning (DECAL) so teachers earn continuing education credits for completing the courses. Read Right from the Start's positive impact was reported through a review of the program's effectiveness with local preschool and pre-k children and teachers. At the end of the school year, an independent evaluation by the Georgia State University's Urban Child Study Center found: 82% of the children who attended classes where the teachers had utilized the information presented in the course performed at or above average in vocabulary, more than 70% performed at or above average in oral language and reading readiness and 95% performed at or above average in print and alphabet knowledge.

The Rollins Center for Language & Literacy at the Atlanta Speech School provides professional development for teachers of children birth through third grade. Partnering with public and private organizations, the center delivers effective language and literacy strategies teachers can use in all settings. The center's professional development programs support educators with ongoing mentoring and coaching to build children's language skills, vocabulary and comprehension. By translating cutting edge research into real world solutions, Rollins helps teachers put children on a path to learn to read and then read to learn. The center is particularly focused on helping teachers of children of generational poverty with the greatest risk of illiteracy. Since 1938, the Atlanta Speech School has produced research-based programs to help thousands upon thousands of children who are challenged or in crisis to build language and literacy abilities, giving them the educational tools to learn in the classroom and prosper throughout their lives. Today, the Atlanta Speech School is one of the nation's most comprehensive centers for language and literacy. It benefits more than 1400 children and adults annually through its four schools, five clinics and summer program, and more than 13,000 children throughout Georgia through Rollins Center professional development programs.

Seven on-line modules are each divided into "chapters" which use short vignettes, examples and discussion showing classroom teachers practicing best practices for increasing language and vocabulary and pre-literacy skills. The mastery of these skills are specific to the factors researchers have determined are necessary for children to become successful readers. The titles of the modules are listed below.

#1 The Power of Language

#2 Meaningful Conversations

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

9

#3 Transforming Story Time

#4 Building World Knowledge

#5 Foundations of Learning to Read

#6 Sharing Ideas through Writing

#7 Tie It All Together

Both sets of modules are designed for a facilitator to provide guidance through leading discussions and activities which will require feedback from participants. Readings and other educational materials specific to each topic are included with each module and contribute to successful participation in assigned activities. The approximate time to complete each module in the first online course is 3 clock hours and 6 clock hours for the second online course for a total of 42 clock hours for each of the two online courses. Currently, Dr. Cathy Grace will serve in the role of coordinator of the course in conjunction with staff in the Graduate Center for the Study of Early Learning at the University of Mississippi and Dr. Jill Dent, Director of the Office of Early Childhood at the Mississippi Department of Education.

C. Program content is aligned to the following documents:
- *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds*
- *Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year-Olds*
- *Title I Pre-K Classrooms: A Step by Step Guide to Starting a Pre-K Classroom*
- *Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children*
- *Effectiveness Evaluation for Early Learning Collaboratives and Other Pre-K Classrooms*

Program content is aligned to the following national standards/organization:
- The National Association of the Education of Young Children (NAEYC)
- The National Institute for Early Education Research (NIEER)

SECTION III: ASSESSMENT
A. The chart below contains information regarding program admission, retention, and exit.

Criteria for Admission	Criteria for Retention	Criteria for Exit
• Must register for the program through the North Mississippi Education Consortium • Must possess an elementary education teaching license that includes kindergarten	• Must participate in each day of face-to-face content • Must subsequently enroll in and participate in the 2 specified online courses	• Participation in each day of face-to-face content • Participation in ALL online coursework content • Successful electronic submission of teaching videos • A minimum score of 50 on the Plan of Action

B. The evaluation for the course will contain two parts – participation and completion of a portfolio of work during the face-to-face content and the Plan of Action assessment. The evaluation will be pass/fail. The face-to-face and on-line course participation and portfolio of activities completion will total 25% of the pass/fail grade. The Plan of Action will serve as the remaining 75% of the pass/fail grade.

Face-to-face and online participation includes active involvement in discussion and hands-on activities with the group. The portfolio of activities will include photos of evidence that classrooms are reflective of a literacy rich

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

10

environment, video clips that allow the review of teacher practice that demonstrates an understanding of research based instructional strategies, and a narrative that provides the context and other pertinent information of the clip(s).

The development and implementation of the Plan of Action will identify how the pre-k program/class will meet guidelines as stated in the documents aligned to program content referenced above. The information provided throughout the face-to-face program content should be used to support the development and implementation of the Plan of Action. A checklist (Appendix A) will serve as the grading mechanism for the Plan of Action. Participants will either earn one (1) point for its successful inclusion in the Plan of Action of zero (0) points if the item is not included in the Plan of Action. A passing score range is 50-55 with the maximum point total being 55. <u>Students may work in teams on the Plan of Action, BUT, each student must produce a plan for classroom implementation that is specific to his/her classroom and students.</u> Artifacts and documents must accompany the plan. The following must be included:
- Photographs of the classroom before and after set-up
- A photograph of the posted classroom schedule
- Photographs of each learning center
- A copy of the second week's lesson plan (attach in a file) that has referenced learning standards, name of the curriculum, name and length of theme and reflects the standards in the Audit Checklist
- A copy of the schedule for assessments of the children throughout the year including developmental screening
- A plan for how to notify parents should additional screening/assessment be required
- A 5 minute video that is uploaded to the participant's file that shows classroom instruction with teachers and children working together in learning centers

SECTION IV: FIELD AND CLINICAL EXPERIENCES
☐ Participants will be completing field experiences in classrooms in which they are currently teaching or in a pre-k classroom at the school in which the participants are teaching if they are teaching any grade other than pre-k. NMEC will assist participants not currently teaching in securing a placement in a public school pre-k classroom near their home. All placements will be in classrooms in public schools that typically contain a diverse range of learners.

☐ Participants will complete one major assessment that contains multiple subparts. It must be submitted by October 14, 2016. Participants will complete a total of 84 field experience hours, with 42 hours accompanying each online course. Field experience hours and participation activities accompanying the first online course must be completed by December 23, 2016. Field experience hours and participation activities accompanying the second online course must be completed by April 28, 2017.

☐ Faculty will supervise field experiences via electronic submission of teaching videos.

SECTION V: FACULTY
A. Various state and national presenters with expertise in a particular area are scheduled to provide sessions on specific content. Some sessions are day long in length while others are between 1-3 hours. A listing of the faculty is provided as an attachment. Dr. Cathy Grace, Early Childhood Specialist for the North Mississippi Education Consortium is the content coordinator and primary instructor.

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

11

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright *future* for every child

MDE's Designed Specialized
Early Childhood Training Program Endorsement

Plan of Action Checklist

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12

2016-2017

District of Pre-K Classroom:
Participant Name:
Position/Title:
E-mail:
Phone: Fax:
Address:
Number of Students Served in Pre-K Class:

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Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

13

1.	Early Learning Standards
A.	**Program integrates and uses the MDE *Early Learning Standards for Classrooms Serving Four-Year-Old Children* and the *Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children.*** Note: Possible source of evidence includes lesson plans.
B.	**Opportunities presented address all domains of children's development and learning on a weekly basis.** Note: Possible source of evidence includes standards-referenced lesson plans, master schedule, child assessment records, children's portfolios, classroom observation, other.
	1. English Language Arts (ELA) – What children should understand, create, communicate, and be able to do.
	2. Mathematics – What children should understand and be able to do.
	3. Approaches to Learning – How children become involved in learning and acquiring knowledge through play, curiosity and initiative, persistence and attentiveness, and problem solving.
	4. Social and Emotional Development – The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.
	5. Science – What children need to know and understand about their world and how they apply what they know.
	6. Physical Development – Children's ability to demonstrate and understanding of physical health activities and ability to participate in daily activities.
	7. Creative Expression– Children's ability to participate in daily activities that demonstrate understanding through the use of music, dance and movement, dramatic play and visual arts.
	8. Social Studies – Children's ability to understand about their family, community, and individual rights and responsibilities as well as the importance of history, people and environment.
	9. Instructional strategies take into account prior experience maturation rates, and developmental delays or disabilities.

2.	Research-Based Curriculum
A.	**Pre-K program uses a research-based curriculum to prepare students to be ready for Kindergarten.** Note: Possible source of evidence includes a description of the curriculum documents.
B.	**Research-based curricula are used to address all domains of children's development and learning.** Note: Possible source of evidence includes a description of the curriculum documents.

3.	Children are assessed at minimum in the Spring of each year.
A.	**Pre-K program uses developmentally-appropriate assessments that are aligned to the MDE *Early Learning Standards for Classrooms Serving Four-Year-Old Children.*** Note: Possible source of evidence includes a description of the assessments and results of child assessments.
	1. Assessments are administered throughout the program year.
	2. Staff analyze assessment results to identify profiles of individual child abilities, needs, and interests.
	3. Staff adjust the curriculum to address children's individual assessment results.
B.	**Pre-K program participates in the Kindergarten Readiness Assessment.** Note: Possible source of evidence includes printed reports from the Kindergarten Readiness Assessment.
	1. Children are assessed with a pre-test in the Fall of each year.
	2. Children are assessed with a post-test in the Spring of each year.

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

14

	4. Meals
A.	**At least one (1) daily meal is provided that meets state and federal nutrition guidelines for young children.** Note: Possible source of evidence includes lunch menu, budget expenditures, CCAFP records.

	5. Health Screenings
A.	**All children were screened and/or referred for vision, hearing, and other health issues prior to or shortly after enrollment.** Note: Possible source of evidence includes notification to parents and schedule of screenings, results of child screenings, health professional records, documented referrals in children's files.

	6. Parent Involvement and Notification
A.	**Parents have access to understandable information in the form of a parent handbook that includes program goals, philosophy, and unique program information to assist them in selecting a program that will prepare their child for success in school.** Note: Possible source of evidence includes Parent Brochure.
B.	**Written plan to involve parents in the program's activities.** Note: Possible source of evidence includes written parent involvement policy, parent handbook, email correspondences, progress reports, schedule of parent-teacher conferences, phone log summary, signed enrollment forms providing information about parent involvement opportunities and agreements. 1. Parents are informed of their opportunity to participate in the Pre-K Program; 2. Parents have opportunities to communicate informally with teachers daily about their child's development and learning; 3. Parents have access without prior notification to the program at all times that their children are present; 4. Parents have opportunities to participate in learning activities with their children; and 5. Parents are invited to at least 3 face-to-face meetings parent-teacher conferences over the course of the school year.
C.	**Parents receive written reports about their children's individual development based on program assessment results at least three times per program year.** Note: Possible source of evidence includes copies of progress reports and schedule of reporting to parents.
D.	**Parents have a role in assessing program quality by responding to a satisfaction survey at least once each year.** Note: Possible source of evidence includes notification to parents, copies of the survey and survey results.
E.	**The program provides profiles of participating Pre-K programs in a format designed by MDE.** Note: Possible source of evidence includes documents notifying parents of all qualified, participating program in the region.

	7. Children with Disabilities
A.	**The program has a written plan to serve students with disabilities.** Note: Possible source of evidence includes notification to parents and schedule of screenings, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and see if curriculum been adapted to address IEP goals. 1. Collaboration with early childhood intervention and special education services. 2. Outreach to health department and health service providers.

B.	Enrolled children receive educational services and supports in alignment with individualized education plan (IEP) provisions.
	Note: Possible source of evidence includes notification to parents and schedule of screenings, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and see if curriculum been adapted to address IEP goals.
C.	Transition planning for children with IEPs in conducted in an orderly, timely manner.
	Note: Possible source of evidence includes notification to parents and schedule of screenings, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and see if curriculum been adapted to address IEP goals.
D.	Programs use a universal design approach to ensure there are no barriers to children's full participation in program activities.
	Note: Possible source of evidence includes notification to parents and schedule of screenings, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and see if curriculum been adapted to address IEP goals.

8. Instructional Hours	
A.	Pre-K program operates throughout the school year schedule of the participating school district. Note: Possible source of evidence includes calendar and schedule containing the start and end time of the school day.
	1. Provides no less than five hundred forty (540) instructional hours per school year and 165 minutes of daily instruction for half-day programs or
	2. One thousand eighty (1,080) instructional hours per school year and 330 minutes of daily instruction for full-day programs

9. Curriculum
• **Lesson Plans:** Plans include large and small group activities, learning centers, guided physical activity, and individual instructional activities.
• **Lesson Plans:** Plans are written in a unit/thematic format.
• **Lesson Plans:** Activities and materials in lesson plans should address the competencies as presented in the following sections to develop children's knowledge in the areas of English language arts, mathematics, social studies, science approaches to learning, social and emotional development, physical development, and creative expression.
• **Lesson Plans:** Lesson plans should reflect that instructional delivery is organized primarily around learning centers. A minimum of five centers containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, should be in simultaneous use during each designated center time.
• **Frameworks and Lesson Plans:** Teachers have copies of the *2013 Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year Old Children* and the *Mississippi Teaching Strategies for Classrooms Serving Three- and Four-Year-Old Children* (as appropriate), and reference the documents in lesson plans.
• **Researched-Based Curriculum:** Teachers use a research-based curriculum that is aligned to the *Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children* and places an emphasis on early literacy.

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

16

10. Organizational Procedures

- **Class Roster:** The teacher-pupil ratio is no more than 1:10 for four-year-olds and 1:7 for three-year-olds. If an assistant teacher is assigned to the classroom for the whole day, the teacher-pupil ratio shall not exceed 2:20 for four-year-olds and 2:14 for three-year-olds. The three-year-old ratio shall be followed for mixed three- and four-year-old classrooms.
- **School Calendar:** The number of annual instructional hours for a program to be considered full-day is at least 1,080. To be considered half-day, a program must contain at least 540 annual instructional hours.
- **Class Schedule:** The teaching day must provide at least 330 minutes of instruction per day in full-day programs and at least 165 minutes of instruction per day in half-day programs.
- **Class Schedule:** Children engage in a minimum of 40 minutes and a maximum of 60 minutes of indoor/outdoor physical activities per day in a full-day program. Children engage in a minimum of 20 minutes and a maximum of 30 minutes of indoor/outdoor physical activities in a half-day program.
- **Class Schedule:** Every child is engaged in learning center activities for a minimum of 120 minutes per day in a full-day program and 60 minutes for a half-day program.
- **Class Schedule:** Children engage in 30 to 60 minutes of quiet/rest time daily in full-day programs. Activities during quiet/rest time should include opportunities for individual activities (e.g., silent reading, listening to books on tape, listening to music, drawing) in addition to resting as appropriate for each individual child.

11. Physical Setting

- **Observation:** The classroom consists of a minimum of 600 square feet with no less than 35 square feet per child.
- **Observation:** The classroom is located no more than 125 feet from a bathroom.
- **Observation:** Furniture is an appropriate height for young children. Tables and chairs, rather than desks, are required.
- **Observation:** Classrooms are located at ground level.
- **Observation:** Every closet latch shall be operable by a child from the inside.
- **Observation:** Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency. The opening device is readily accessible to the staff.
- **Observation:** Safety covers are placed on all wall sockets that are not in use.
- **Observation:** The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit does not exceed 100 feet.

Office of Academic Education
Office of Elementary Education and Reading
Attachment 1: Specialized EC Training Program Endorsement Proposal

17

OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT
Summary of State Board of Education Agenda Items
May 12, 2016

OFFICE OF EDUCATOR LICENSURE

07.B. Approval to revise updates to educator endorsements for Academic Business Education requirements for school year 2016-2017

Executive Summary

The Office of Secondary Education is requesting updates to educator endorsements for Academic Business Education requirements for school year 2016-2017 as outlined below.

- Endorsement 405 Business Management as required to teach Business and Technology Education can be an add-on endorsement to a 111 Computer Applications or 113 Computer Education license.
- Endorsement 411 Business Technology as required to teach Business and Technology Education can be an add-on endorsement to a 105 Business Education license.

The Commission on Teacher and Administrator Education, Certification, and Licensure and Development met on May 6, 2016, and approved the recommendation of the add-on endorsement and licensure renewal changes for Academic Business Education as requested by the Office of Secondary Education.

Recommendation: Approval

Back-up material attached

Item 07-B

The Office of Secondary Education is requesting updates to educator endorsements for Academic Business Education requirements for school year 2016-2017. Changes listed below:

- Endorsement 405 Business Management to be required to teach Business and Technology Education be an add-on endorsement to a Business Technology 111 or 113 license.
- Endorsement 411 Business Technology to be required to teach Business and Technology Education be an add-on endorsement to a Business 105 license.

Academic Business 405 and 411 Endorsement:

Beginning in the 2015-2016 school year, the new *2014 Business and Technology Framework* courses have been implemented with the exception of Computer Applications and Keyboarding courses. These two (2) courses will remain available until the end of the 2015-2016 school year. Currently as approved by the Commission and the State Board of Education, a teacher with a 105 endorsement can add the 405 endorsement. A teacher with a 111 or 113 endorsement can add a 411 endorsement. For educators to teach the equivalent courses in the new *2014 Business and Technology Framework*, the Office of Secondary Education is requesting a Business teacher with a 105, 111, or 113 license be allowed to attend endorsement trainings for both the add-on endorsement of a 405 and a 411.

405 Business Management

This is an "add on" endorsement that may be earned only by persons who hold a currently valid 5-year standard Mississippi Educator License with endorsement 105 Business Education, 111 Computer Applications, 113 Computer Education or 318 Marketing or 193 Economics.

A 405 Business Management endorsement allows a person to teach:

Accounting Fundamentals (Academic) (110610)
Business Finance (Academic) (110730)
Business Fundamentals I (Academic) (110720)
Business Law (Academic) (070340)
Entrepreneurship (Academic) (110640)
International Business (Academic) (110670)
Management Essentials (Academic) (110710)
Management Fundamentals (Academic) (110690)
Marketing Essentials (Academic) (110650)
Personal Finance (070128)
Sales and Distribution (Academic) (110660)

This endorsement requires the following:

1. Applicant must hold a current 5-year standard teaching license in one of the following subject areas: 105 Business Education, 111 Computer Applications, 113 Computer Education, 318 Marketing or 193 Economics.

2. Applicant must validate competency in the field of instructional technology by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA) and approved by the MDE.

3. Applicant must successfully complete a Certification for an online learning workshop, module, or course that is approved by the MDE.

4. Applicant must successfully complete a teacher preparation training based on the curricula to be taught (refer to the above list of courses). This training may be either a workshop, module, or course approved by the MDE for this purpose.

Note: If the applicant meets all requirements listed above, the applicant will be issued a 405 Business Management endorsement five-year license. If the applicant does not meet all requirements, the applicant may be issued a three-year endorsement (license), and all requirements stated above must be satisfied prior to the ending date of that license.

411 Business Technology

This is an "add on" endorsement that may be earned only by persons who hold a currently valid 5-year standard Mississippi Educator License with endorsement 105 Business Education, 111 Computer Applications or 113 Computer Education or 118 Industrial Technology.

A 411 Business Technology endorsement allows a person to teach:

Graphic Design I (070333)
Graphic Design II (070334)
Information and Communication Technology I (Academic) (110680)
Information and Communication Technology II (Academic) (110620)
Introduction to Information Technology (Academic) (110600)
Technology Foundations (Academic) (110630)
Web Design and Media Rich Content (Academic) (110700)

This Endorsement requires the following:

1. Applicant must hold a current 5-year standard teaching license in one of the following subject areas: 105 Business Education, 111 Computer Applications, 113 Computer Education or 118 Instructional Technology.

2. Applicant must validate competency in the field of instructional technology by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessments for this license are IC3, Propulse, or other specific assessment created by third-party vendors, authorized by the Local Education Agency (LEA) and approved by the MDE.

3. Applicant must successfully complete a Certification for an online learning workshop, module, or course that is approved by the MDE.

4. Applicant must successfully complete a teacher preparation training based on the curricula to be taught (refer to the above list of courses). This training may be either a workshop, module, or course approved by the MDE for this purpose.

Note: If the applicant meets all requirements listed above, that applicant will be issued a 411 Business Technology endorsement a five-year license. If the applicant does not meet all requirements, the applicant may be issued a three-year endorsement (license), and all requirements stated above must be satisfied prior to the ending date of that license.

OFFICE OF EDUCATOR LICENSURE

07.C. <u>Approval of Advanced Placement (AP) endorsement renewal options</u>

Executive Summary

The Office of Secondary Education is requesting that Advanced Placement (AP) endorsement renewal options be expanded to include additional renewal opportunities for AP teachers so that an AP teacher can earn three (3) CEUs through an MDE-approved Advanced Placement professional development. Approval is requested as outlined below.

- To earn the initial AP endorsement, a teacher must attend the week long College Board Advanced Placement endorsement training.
- To renew an AP endorsement, three (3) of the required CEUs for renewal must come through an MDE-approved Advanced Placement professional development.

The Commission on Teacher and Administrator Education, Certification, and Licensure and Development met on May 6, 2016, and approved the recommendation of the add-on endorsement and licensure renewal changes for Advanced Placement as requested by the Office of Secondary Education.

Recommendation: Approval

Back-up material attached

Item 07-C

The Office of Secondary Education is requesting that Advanced Placement (AP) endorsement renewal be expanded to include additional renewal opportunities for AP teachers. To renew an AP endorsement, an AP teacher must earn 3 CEUs in MDE approved Advanced Placement professional development.

AP Endorsement Procedures:

1. To earn the initial AP endorsement, a teacher must attend the week long College Board Advanced Placement endorsement training.
2. To renew an AP endorsement, a teacher must attend MDE approved Advanced Placement professional development opportunities that total the equivalent of 3 CEUs.

The following Advanced Placement Endorsement Codes have received final approval by the State Board of Education.

Every five (5) years, If you are a teacher of one (1) of these AP courses must have completed AP certificate training in the last 5 years an approved MDE AP professional development;. After completing the approved PD, you a mayteacher may submit to the Office of Educator Licensure a licensure application and your certificate of AP training to receive a renewedyour endorsement.

AP Courses and Licensure Endorsement Codes

Mathematics

- 609 - Calculus AB, Advanced Placement
- 610 - Calculus BC, Advanced Placement
- 611 - Statistics, Advanced Placement

Computer Science

- 612 - Computer Science A, Advanced Placement
- 613 - Computer Science AB, Advanced Placement

English

- 614 - English Language and Composition, Advanced Placement
- 615 - English Literature and Composition, Advanced Placement

Foreign Language

- 616 - Chinese Language and Culture, Advanced Placement
- 617 - French Language, Advanced Placement
- 618 - French Literature, Advanced Placement
- 619 - German Language, Advanced Placement
- 620 - Italian Language and Culture, Advanced Placement
- 621 - Japanese Language and Culture, Advanced Placement

- 622 - Latin Literature, Advanced Placement
- 623 - Latin: Vergil, Advanced Placement
- 624 - Spanish Language, Advanced Placement
- 625 - Spanish Literature, Advanced Placement

Science

- 626 - Biology, Advanced Placement
- 627 - Chemistry, Advanced Placement
- 628 - Environmental Science, Advanced Placement
- 629 - Physics B, Advanced Placement
- 630 - Physics C: Electricity and Magnetism, Advanced Placement
- 631 - Physics C: Mechanics, Advanced Placement

Social Studies

- 632 - European History, Advanced Placement
- 633 - Government and Politics: Comparative, Advanced Placement
- 634 - Government and Politics: United States, Advanced Placement
- 635 - Human Geography, Advanced Placement
- 636 - Macroeconomics, Advanced Placement
- 637 - Microeconomics, Advanced Placement
- 638 - United States History, Advanced Placement
- 639 - World History, Advanced Placement

Visual and Performing Art

- 640 - Art History, Advanced Placement
- 641 - Music Theory, Advanced Placement
- 642 - Studio Art: 2-D Design, Advanced Placement
- 643 - Studio Art: 3-D Design, Advanced Placement
- 644 - Studio Art: Drawing, Advanced Placement

Psychology

- 645 - Psychology, Advanced Placement

Advanced Placement endorsements can only be added as a supplemental endorsement to a standard 5-year license.

The endorsement must be renewed every five (5) years with additional AP training. The endorsement can only be renewed with approved MDE sponsored professional development sessions specifically designed for AP training.

APPENDIX E:

Mississippi State Board Approved License Endorsement Codes

AP Courses and Licensure Endorsement Codes

Advanced Placement (AP) endorsements can only be added as a supplemental endorsement to a standard 5-year license. The AP endorsement must be renewed every 5 years with additional MDE approved AP training that earns 3 CEUs in the appropriate AP endorsement area.

Mathematics
- 609 - Calculus AB, Advanced Placement
- 610 - Calculus BC, Advanced Placement
- 611 - Statistics, Advanced Placement

Computer Science
- 612 - Computer Science A, Advanced Placement
- 613 - Computer Science AB, Advanced Placement

English
- 614 - English Language and Composition, Advanced Placement
- 615 - English Literature and Composition, Advanced Placement

Foreign Language
- 616 - Chinese Language and Culture, Advanced Placement
- 617 - French Language, Advanced Placement
- 618 - French Literature, Advanced Placement
- 619 - German Language, Advanced Placement
- 620 - Italian Language and Culture, Advanced Placement
- 621 - Japanese Language and Culture, Advanced Placement
- 622 - Latin Literature, Advanced Placement
- 623 - Latin: Vergil, Advanced Placement
- 624 - Spanish Language, Advanced Placement
- 625 - Spanish Literature, Advanced Placement

Science
- 626 - Biology, Advanced Placement
- 627 - Chemistry, Advanced Placement
- 628 - Environmental Science, Advanced Placement
- 629 - Physics B, Advanced Placement
- 630 - Physics C: Electricity and Magnetism, Advanced Placement

- 631 - Physics C: Mechanics, Advanced Placement

Social Studies
- 632 - European History, Advanced Placement
- 633 - Government and Politics: Comparative, Advanced Placement
- 634 - Government and Politics: United States, Advanced Placement
- 635 - Human Geography, Advanced Placement
- 636 - Macroeconomics, Advanced Placement
- 637 - Microeconomics, Advanced Placement
- 638 - United States History, Advanced Placement
- 639 - World History, Advanced Placement

Visual and Performing Art
- 640 - Art History, Advanced Placement
- 641 - Music Theory, Advanced Placement
- 642 - Studio Art: 2-D Design, Advanced Placement
- 643 - Studio Art: 3-D Design, Advanced Placement
- 644 - Studio Art: Drawing, Advanced Placement Psychology
- 645 - Psychology, Advanced Placement