OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Item
Consent Agenda
February 16, 2023

OFFICE OF TEACHING AND LEADING
DIVISION OF EDUCATOR PREPARATION

O.   <u>Approval to begin the Administrative Procedures Act process: To revise Miss. Admin. Code Title 7: Part 107:</u> *2021 Educator Preparation Provider Process and Performance Guidelines*<u>, to amend certain criteria</u>

<u>Background Information:</u> In accordance with Miss. Code Ann. § 37-3-2 there is established within the MDE the Commission on Teacher and Administrator Education, Certification and Licensure and Development. It shall be the purpose and duty of the commission to make recommendations to the Mississippi Board of Education regarding standards for the certification and licensure and continuing professional development of those who teach or perform tasks of an educational nature in the public schools of Mississippi.

The Division of Educator Preparation is requesting the following revisions and/or updates to the 2021 Educator Preparation Provider Process and Performance Guidelines as approved and recommended by the Commission on Teacher and Administrator Education, Certification, and Licensure and Development (Licensure Commission) on January 6, 2023:

- Revisions to Section III, Standards and Ethics.
    - State Review Processes, Annual Report, require the submission of data on all common state-wide assessments.
    - EPP Program Review Directions, require the submission of recruitment plans or sunsetting plans for low enrollment programs.

- Revisions and updates to Section VI, Curriculum, Content Knowledge Tests, Candidate Admittance Requirements, and Candidate Exit Requirements.
    - Requirement for literacy course syllabi alignment to the International Dyslexia Association's 2018 Knowledge and Practice Standards (KPS) for Teachers of Reading and the International Literacy Association's Standards (ILA), 2017. To be effective January 1, 2024.
    - Define Literacy I, Literacy II, and Reading Pedagogy in secondary programs as Structured Literacy aligned to KPS and ILA. To be effective January 1, 2024.

- o Change Elementary program requirement of two (2) 18-hour concentrations to one (1) 18-hour content concentration and one 12-hour reading endorsement to align with requirements in K-6 MAT. Effective upon State Board of Education approval

Recommendation: Approval

Back-up material attached

State Review Processes

The Mississippi State Board of Education (SBE) maintains a partnership the Council for the Accreditation for Educator Preparation (CAEP). The CAEP Partnership Agreement aligns with the state's review of licensure programs. Through the partnership agreement, EPPs have the option to further demonstrate program quality by voluntarily pursuing national recognition through the Specialized Professional Association (SPA); however, ultimately, the MDE maintains sole authority for program review and approval.

Annual Report

Each institution of higher education with a teacher education program approved by the State Board of Education shall prepare and submit to the State Board of Education and to the Board of Trustees of State Institutions of Higher Learning (IHL) an annual performance report on the institution's teacher education program. (Miss. Code Ann. §37-101-29)

The EPP annual report shall be submitted electronically to the MDE on or before March 31. The annual report submission shall align with CAEP and Title II annual reports. The annual report submitted by EPPs shall include all required elements needed to meet the requirements of Miss. Code Ann. §37-101-29 which includes but is not limited to:
- performance and demographic data on admitted candidates and completers, including individual GPAs and cohort GPAs for each academic year: fall, spring, summer;
- data on professional education faculty qualifications and participation in ongoing professional learning in collaboration with MDE state supported initiatives; and
- number of program completers scoring at or above the proficiency level (passing score) on the state licensure test *reported by number of attempts.* (Praxis II exams, Foundations of Reading Test, and School Leaders Licensure Assessment);
- statewide common assessment scores for all applicable programs.

Student Teacher Placement Report

Each IHE with a teacher education program approved by the SBE shall prepare and submit to the MDE a semester report on student teaching.

The EPP semester report shall be submitted electronically to the MDE on or before November 1 for fall teacher candidates and April 1 for spring teacher candidates. The semester report submitted by EPPs shall include:
- candidate placement information on number completing student teaching, completing one and two placements, completing only face-to-face placements, completing only virtual placements, completing hybrid placements, completing within each school district;
- seminar/professional disposition topics conducted by the EPP;
- teacher candidate information to include name, email, and licensure area;
- cooperating teacher information to include name, email, employing school/grades, licensure area, common assessment training date, number of years teaching, and/or NBCT; and university supervisor information to include name, email, common assessment training date, number of years in K-12, highest degree held, and number of candidates supervised

EPP Program Review Directions

Each program submitting a review shall provide three years of data on candidates beginning with the current academic year. This shall include candidates admitted into the program, candidates enrolled in the program, and candidates who completed the program. Enrolled number should **include admitted and completed**. Report the data separately if offered at multiple sites. Create additional tables as necessary.

Name of Program: *ex. Elementary Education*			
Campus: *ex. Main Campus*			
Academic Year	# Candidates Enrolled	# Candidates Admitted	# Candidates Completed

Data Source: MDE Annual Report

Please provide the following contextual information:

- Summarize programmatic improvements and/or changes made over the past three years and cite specific examples of data used to make the decisions.
- Share two or three future program goals and cite specific examples of data that will be used to make these decisions. How will these goals impact P-12 learning outcomes for Mississippi?
- Any additional relevant information about the program.
- Recruitment and/or sunsetting plans for low enrollment and critical subject shortage programs.

Each program will provide evidence for meeting each standard in the space below the element. If program has submitted a SPA report, answer only 1.1. Include documentation of report in Program of Study folder (see pages 107-109) which will replace elements 1.2 through 1.7.

For programs completing reviews at the Initial Level: Each program will complete only Standard 1 (with the exception of the program that is submitting for SPA review). Standards 2 and 3 will be answered at the EPP level as one report. Program reviews completed at the Advanced Level (Administration, School Counseling, etc.) will complete all three standards.

- *Mississippi Educator Professional Growth System (PGS)* **<mark>(Page 27)</mark>**
- *Mississippi Educator Code of Ethics*

Upload artifacts separately in Program of Study folder.

Content Knowledge

1.2 Candidates are prepared with the critical concepts, principles, and practices aligned to <u>applicable state and national standards t</u>hat ensure preparation for the recommended licensure area.

Narrative highlights how the program prepares candidates with the critical concepts, principles, and practices to ensure preparation for recommended licensure. Supporting evidence shall include Content Knowledge, PLT, and Foundations of Reading (if applicable) test results. Evidence includes the last 3 years of licensure exam pass rates of completers as reported in the MDE Annual Report. Provide a brief analysis of data findings and interpretation of data (limitations, steps for improvement, etc.). Indicate which course(s) prepare for the test and when in the program the candidates are suggested to take the test. Include data charts using the following conventions for reporting data (create a new chart for each campus):

ex. PLT Data

Program: *ex. Elementary Education*
Campus: *ex. Main campus*
Test and Test Code: *ex. PLT K-6 (5622)*

Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1st Attempt
ex. 2020-21	N=64		175.13	173.03	174.41	151-193	95%	89%
*ex.*2019-20	N=80	160	175.25	172.49	174.76	160-193	100%	90%
ex. 2018-19	N=60		175.23	173.00	176.58	161-193	100%	85%

Program: *ex. Elementary Education*
Campus: *ex. Main campus*
Test and Test Code: *ex. PLT K-6 (5622) Sub-scores*

Academic Year	# Tested	Category	Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
ex. 2020-21	N=64	I. Students as Learners	21	72.31	67.69	72.11
		II. Instructional Process	21	74.03	71.67	77.10
		III. Assessment	13-14	71.21	71.32	76.17
		IV. Prof Dev Lead & Comm	13-14	82.22	76.96	80.72
		V. Analysis of Instr Scenarios	16	72.94	70.79	74.11

Instruction: Pedagogical Skills

1.3 Candidates experience multiple opportunities to learn core content and lesson planning using high-quality instructional materials aligned to standards and can apply skills in diverse P-12 settings.

The narrative highlights opportunities to learn and practice a variety of instructional methods in accordance with the Mississippi College and Career Standards (MSCRRS): sequence of lessons; concepts, strategies, and skills; constructive feedback, motivation, and student engagement; whole/small group instruction; and instruction that enhances each student's learning. Supporting evidence shall include 3 cycles of data from TIAI indicators 1-5 and 9-19 (final summative by US) with the following: brief analysis of data findings and how data was used to improve the program.

Curriculum <mark>(Page 60)</mark>

All educator preparation programs shall be appropriately accredited by the national accrediting body approved by the SBE and shall meet all Mississippi Department of Education standards to ensure program graduates are prepared with the skills and knowledge necessary for licensure with the Mississippi Department of Education.

Traditional teacher licensure candidates shall satisfactorily complete required coursework that shall include instruction in three 3-hour courses:

1. Classroom Management (CM) (per Miss. Code Ann. § 37-3-89),
2. Special Education (SPED), and
3. Data Analysis/Evaluation (DAE).

Consistent with MS- IHL Policy 512, licensure core curriculum requirements for all programs consist of the following:

English Composition	6 semester hours
College Algebra, Quantitative Reasoning, or higher-level mathematics	3 semester hours
Natural Science	6 semester hours
Humanities and Fine Arts	9 semester hours
Social or Behavioral Science	6 semester hours

~~Literacy-based Promotion Act (Miss. Code Ann § 37-177-1) and Mississippi's Comprehensive Literacy Plan~~

Science of Reading and Structured Literacy Standards Alignment

~~To ensure licensure programs prepare candidates with the skills and knowledge to impact P-12 student learning outcomes in literacy,~~ ~~Special Education, and Child Development/Early Childhood~~ To ensure licensure candidates are prepared with the skills and knowledge to effectively deliver literacy instruction grounded in the Science of Reading and Structured Literacy Practices as required in Miss. Codes Ann. § 37-177-1 and § 37-173-16 for professional educators, all literacy coursework in programs leading to licensure shall be aligned to the International Dyslexia Association's 2018 Knowledge and Practice Standards for Teachers of Reading and the International Literacy Association's Standards, 2017. ~~licensure programs shall include a course or courses on research-based reading instruction to include the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.~~
~~Elementary Education programs shall include two courses, Literacy I and Literacy II Educational Leadership programs shall ensure candidates have the skills and knowledge to support teachers' instructional practice in explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.~~

Elementary Education Program of Study <mark>**(Page 61)**</mark>

Interdisciplinary programs of study for elementary education teacher candidates shall include:

English	12 semester hours
Mathematics	9 semester hours
Science	9 semester hours
Social Studies	12 semester hours
Fine Arts/Teaching of Fine Arts	3 semester hours
Reading/Literacy	12 semester hours

*Shall include Literacy I or <u style="color:red">Structured Literacy I,</u> Literacy II or <u style="color:red">Structured Literacy II,</u> Integrating Reading and Writing Across the Curriculum, and Diagnosing and Assessing Reading Difficulties

Special Education	3 semester hours
Classroom Management	3 semester hours
Data Analysis/Evaluation	3 semester hours

Elementary Education teacher candidates seeking licensure in K-6 shall complete ~~**two**~~ **one 18-hour content area concentration** **and one twelve (12) hour reading endorsement**.

Secondary Subject Area Licensure Programs (7-12)

In addition to an academic major in the subject area, or equivalent hours, candidates seeking licensure in grades 7-12 shall complete the following:

English Composition	6 semester hours
College Algebra, Quantitative Reasoning, or higher-level mathematics	3 semester hours
Natural Science	6 semester hours
Humanities and Fine Arts	9 semester hours
Special Education	3 semester hours
Classroom Management	3 semester hours
Data Analysis/Evaluation	3 semester hours
Reading Pedagogy<u style="color:red">/Structured Literacy</u>	3 semester hours

K-12 Subject Area Licensure Programs

Candidates seeking licensure in grades K-12 (i.e., Art, Dance, Foreign Language, Music, PE) shall complete the following:

English Composition	6 semester hours
College Algebra, Quantitative Reasoning, or higher-level mathematics	3 semester hours
Natural Science	6 semester hours

Humanities and Fine Arts	9 semester hours
Special Education	3 semester hours
Classroom Management	3 semester hours
Data Analysis/Evaluation	3 semester hours
Reading Pedagogy	3 semester hours