

OFFICE OF THE CHIEF OF ACCOUNTABILITY
Summary of State Board of Education Agenda Item
Consent Agenda
October 17, 2024

DIVISION OF EDUCATOR PREPARATION

- E. Approval to revise Miss. Admin. Code Title 7: Part 107: *Educator Preparation Provider Process and Performance Review Guidelines* to revise certain existing criteria and establish new criteria for federal reporting, onboarding new providers, closing providers, and deleting programs
(Has cleared the Administrative Procedures Act Process without public comments)

Background Information: 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.

On May 20, 2021, the Mississippi State Board of Education (SBE) voted to approve and establish the *Mississippi Educator Preparation Provider Process and Performance Review Guidelines*. The 2021 *Mississippi Educator Preparation Provider Process and Performance Review Guidelines* replaced the 2006 *Administrative Process and Performance Review* as codified in Miss. Admin. Code Title 7: Part 107.

Subsequent revisions were approved by the State Board on February 17, 2022, and April 19, 2023. On February 17, 2022, the State Board approved revisions to the requirements for literacy coursework for Elementary Education licensure-track programs (K-6). On April 19, 2023, the State Board approved revisions to reporting requirements for common assessments, recruitment plans and sunseting programs for program review, standards alignment for literacy coursework, and changed an eighteen (18) hour concentration for Elementary Education to twelve (12) hours.

On July 12, 2024, at its regular meeting, the Commission on Teacher and Administrator Education, Certification and Licensure and Development granted approval of the recommended revisions for the 2024 *Mississippi Educator Preparation Provider Process and Performance Review Guidelines* which include edits to existing language, the establishment of new policies, and transfer of the procedural aspects of program review to an EPP Program Review Workbook. The EPP Program Review Workbook will include the procedural program review templates, assessment rubrics, and associated forms for requested new

programs, modifying programs, and/or deleting programs currently included in the *Mississippi Educator Preparation Provider Process and Performance Review Guidelines*. Therefore, no additional program review components are required.

Feedback specific to the proposed federal reporting requirements was initially requested from EPP Deans on January 24, 2022, and March 2, 2023. Feedback on all proposed revisions was received from education shareholders on February 6, 2024, during the Workforce Advisory meeting facilitated by the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center in collaboration with MDE staff, EPP Deans, and local district Superintendents. Additional feedback on all proposed revisions was received during site visits to EPP campuses conducted by MDE staff from March 28 – May 6, 2024. Twelve (12) of the fourteen (14) EPPs participated.

On August 15, 2024, the Division of Educator Preparation was granted approval by the SBE to begin the APA process for obtaining public comments regarding the following proposed revisions to Miss. Admin. Code Title 7: Part 107: *Educator Preparation Provider Process and Performance Review Guidelines*.

Requested Revisions:

- Revise the State Report Card section and establish a new section to define criteria for federal Title II reporting requirements for At Risk of Low Performing and Low Performing EPPs
- Revise current State Review Processes and establish new sections for new EPP approval, closing an EPP, and EPP continuing state approval
- Revise the Student Teacher Placement Report to remove certain requirements
- Revise the current Program Review section to revise language and establish a new section for Deleting Programs
- Remove the EPP Program Review Directions section and transfer it to the EPP Program Review Workbook
- Remove the Appendices section and transfer it to the EPP Program Review Workbook

The public comment period was open from August 19, 2024, through 5:00 p.m. September 23, 2024. No public comments were received.

Recommendation: Approval

Back-up material attached



**GUIDELINES FOR
PROCESS AND PERFORMANCE REVIEW
EDUCATOR PREPARATION PROVIDERS**

**MISSISSIPPI DEPARTMENT OF EDUCATION
DIVISION OF EDUCATOR PREPARATION
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~~INTERIM~~ STATE SUPERINTENDENT OF EDUCATION
~~April 2023~~ 2024

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Section I: OVERVIEW

Mississippi EPP Process and Performance Guidelines

Authority

Mississippi Code Ann. § 37-3-2 authorizes the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission) to recommend to the Mississippi State Board of Education (SBE) the standards for educator licensure and the approval of Mississippi Educator Preparation Provider (EPP) licensure programs. Through enforcement of the standards and rigorous review processes, the Licensure Commission and SBE assures the public and Mississippi's P-12 students that EPP programs meet state and national standards prior to recommending candidates for licensure.

It shall be the purpose and duty of the Licensure Commission to make recommendations to the SBE 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 Licensure Commission's specific duties are prescribed further in Miss. Code Ann. § 37-3-2. The Licensure Commission is responsible for the following:

- **Licensure:** The Licensure Commission sets standards and criteria for licensure, subject to the approval of the SBE, and authorizes the Office of Teaching and Leading (OTL) to license teachers, administrators, school personnel service specialists and other school related personnel.
- **Professional Practices:** The Licensure Commission sets and enforces professional standards for competent and ethical conduct of educators.
- **Educator Preparation Providers:** The Licensure Commission makes recommendations to the SBE on EPP program approvals and or modifications.

Statement of Assurance

It is the policy of the Mississippi Department of Education (MDE) that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, disability, marital status, or sexual orientation in any program, service, or activity for which the SBE is responsible. The SBE will comply with the requirements of state and federal law concerning non-discrimination and will strive by its actions to enhance the dignity and worth of all persons.

Purpose of Guidelines

These guidelines are designed to provide EPPs with ~~guidance on the processes and the~~ standards necessary to earn licensure program approval. Complete guidance on program review procedures is found in the EPP Program Review Workbook. The 2021 Mississippi Educator Preparation Provider Process and Performance Guidelines replaced the Administrative Process and Performance Review Process 2006.

These guidelines provide information on:

- traditional and alternate preparation pathways,
- ~~licensure for educators and administrators,~~
- EPP accreditation and state program review,

- EPP annual reporting processes,
- EPP curriculum requirements,
- program entrance and exit requirements,
- new or modified program proposal requests, and
- glossary of terms.

Common Abbreviations

| | |
|-----------------|--|
| CAEP | Council for the Accreditation of Educator Preparation |
| EPP | Educator Preparation Provider |
| EPPCC | Educator Preparation Provider Collaborative Committee |
| ELMS | Educator Licensure Management System |
| ESOL | English for Speakers of Other Languages |
| HELC | Higher Education Literacy Council |
| IHE | Institutions of Higher Education |
| LC | Commission on Teacher and Administrator Education, Certification and Licensure and Development |
| MACTE | Mississippi Association of Colleges for Teacher Education |
| MDE | Mississippi Department of Education |
| <u>MECCA</u> | <u>Mississippi Educator Career Continuum Archive</u> |
| MELFA | Mississippi Educational Leadership Faculty Association |
| IHL | Mississippi's Public Institutions of Higher Learning |
| OTL | MDE Office of Teaching and Leading |
| SBE | Mississippi State Board of Education |
| <u>SPA</u> | <u>Specialized Professional Association</u> |
| SPED | Special Education |

Introduction and Background

The annual review process of approved teacher education programs was an outgrowth of the Mississippi Education Reform Act, 1982. This Act called for the setting of standards and criteria for teacher education programs in Mississippi colleges and universities. Two critical questions had considerable impact upon this process:

1. What professional knowledge is essential for beginning teachers?
2. Which teaching skills and abilities are most effective?

In 1997, the teacher licensure process was updated and the standards for teacher licensure programs were revised. The following components are the basis for the teacher education process:

- Each applicant for entry into a teacher licensure program shall demonstrate academic ability on a test approved by the Licensure Commission and the Mississippi State Board of Education (SBE).
- Each applicant for a standard license shall graduate from a nationally accredited teacher education program and shall pass the state-approved tests in order to demonstrate knowledge of pedagogy and competency of the subject to be taught.
- Each educator shall successfully complete individual professional development requirements during a five-year timeframe for continued licensure.

The Process and Performance Review had as its purpose the enactment of a voluntary peer review process designed to help ensure Mississippi educator preparation programs would “produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn.” Again in 2009, the MDE, the Mississippi Institutions of Higher Learning (MS-IHL), and the Mississippi Association of Colleges of Teacher Education (MACTE) began discussion about improving the rigor of the state review process.

The discussion centered around utilizing state standards more closely aligned to the national accreditation standards to further promote an accredited EPP’s ability “to engage in continuous improvement based on accurate and consistent data [and to] remain current, relevant, and productive so that graduates of these EPPs are able to have a positive impact on P-12 student learning” (National Council for Accreditation of Teacher Education, 2002). Thus, state-sponsored reviews are conducted for the ongoing dual purposes of continuous accountability and creative reform within the process by which competent educational professionals are produced for the P-12 learning environment.

The MDE formed a committee of stakeholders in 2009 to begin the process of revising the state standards to align with the most current National Council for the Accreditation of Teacher Education (NCATE) standards and review process. In 2010, NCATE and the Teacher Education Accreditation Council (TEAC) announced intentions to merge to establish one unified national accrediting body, the Council for the Accreditation of Educator Preparation (CAEP). This decision would ultimately affect the current NCATE standards and thus the state’s alignment to the most current standards. With the transition to CAEP, the MDE tabled the 2009 committee recommendation to revise the state process. In 2012, the MDE and an expanded committee moved forward to redesign the state review process and align state standards with the current NCATE standards until full transition to CAEP was complete. In 2017, the SBE approved the CAEP

partnership and accepted CAEP standards and Mississippi standards for program review and approval. In 2018, the SBE established Mississippi Administrative Code 7-3: 14.2, State Board Policy Chapter 14, Rule 14.20 which required all EPPs to obtain national accreditation as recommended by the Licensure Commission. As a result, the MDE began redesigning process guidelines for EPPs. Stakeholder feedback was solicited throughout the developmental process and public comment period. The first program review pilots were conducted in the fall of 2019. On May 20, 2021, the final version of the Mississippi Educator Preparation Provider Guidelines for Process and Performance Review was approved by the State Board of Education. On June 16, 2022, during a five (5) year policy review, the State Board repealed Mississippi Administrative Code 7-3: 14.2, and established Mississippi Administrative Code 7-3: Chapter 6, Rule 6.2, National Accreditation for Mississippi Educator Preparation Providers.

Equity Information

In 2015, the MDE submitted to the U.S. Department of Education a plan developed to address the long-term needs for improving equitable access to great teachers in Mississippi. The plan described the steps the MDE would take to ensure children from poor and minority backgrounds are not taught at higher rates than other children by inexperienced, non-highly qualified, or emergency certified educators teaching outside their areas of certification as is required in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act, 1965 (ESEA). Although the MDE recognized the importance of leadership in eliminating equity gaps, the plan focused on strategies for teachers.

The plan contains the following components:

- a description of the steps the MDE took to consult with Local Educational Agencies (LEAs), teachers, principals, pupil services personnel, administrators, staff, parents, and other stakeholders in the development of the plan;
- identification of equity gaps and an explanation of the calculations and process of identification
- an explanation of the likely cause(s) of the identified equity gaps;
- an explanation of the steps the MDE will take to eliminate the identified gaps;
- a description of the measures that the MDE will use to evaluate progress toward eliminating the identified equity gaps for both poor students and minority students; and
- a description of how the MDE will publicly report its progress.

In developing the plan, the MDE received assistance from the Center on Great Teachers and Leaders (GTL Center) and the Southeast Comprehensive Center (both at the American Institutes for Research), and the Research and Curriculum Unit (RCU) at Mississippi State University. To create this plan, a team of stakeholders and leaders at the MDE took the following steps:

1. Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators.
2. Reviewed data provided by the U.S. Department of Education and the MDE's Office of Technology and Strategic Services (OTSS), to identify equity gaps.
3. Conducted root-cause analyses to identify the challenges fundamental to equity gaps.
4. Created a plan with measurable targets.

The Office of Teaching and Leading (OTL)

The offices of Teaching and Leading ~~and Educator Continuum is~~ are organized into ~~five~~ seven divisions:

| | |
|---|--|
| Division of Educator Effectiveness http://mdek12.org/OEE (trainings, mentoring, induction, professional growth, teacher residency , <u>and</u> recognition) | 601-359-3631 |
| Division of Educator Licensure http://mdek12.org/OEL (licensing of educators and licensure testing) | 601-359-3483 teachersupport@mdek12.org |
| Division of Educator Misconduct http://mdek12.org/OEM/Home (hearings on agreed orders and misconduct) | 601-359-2742 |
| Division of Educator Pathway Innovation https://www.mdek12.org/OTL/MTR (teacher residency, performance-based licensure, stakeholder engagement) | 601-359-3631 |
| Division of Educator Preparation http://mdek12.org/OTL/OEP/OEP (educator preparation program approval and review, Title II, accreditation support) | 601-359-3631 |
| Division of Educator Professional Development https://www.mdek12.org/OPD/home (professional development for educators and administrators) | 601-359-2857 |
| Division of Educator Talent Acquisition http://mdek12.org/OETA (recruitment, talent development, retention) | 601-359-3631 |

~~All licensure correspondence should be mailed to the Office of Teaching and Leading. Supporting materials will not be accepted via fax or email. All correspondences should include the candidate's name and other identifier: date of birth, social security number, or ELMS account number.~~

| Mailing Address | Street Address |
|---|---|
| Mississippi Department of Education P.O. Box 771 Jackson, MS 39205-0771 | Mississippi Department of Education 359 North West Street Jackson, MS 39201 |

Mississippi Educator Career Continuum Archive (MECCA) Licensure System

The Mississippi Department of Education launched a new licensure management system replacing the Educator Licensure Management System (ELMS) on January 17, 2023. The Mississippi Educator Career Continuum Archive (MECCA) is a customized cloud-based, all-in-one, single sign-on educator workforce information management system that serves as a hub to capture the lifecycle of a Mississippi educator from recruitment to retirement. In addition to being a comprehensive licensure management system, it is also comprised of four distinct portals each designed to provide the MDE with added capacity to monitor and track teacher workforce needs based on data and to support local school districts and EPPs in providing targeted supports to teachers and teacher candidates to ensure all children have access to effective teachers and leaders in a safe learning environment.

Document Submission

Documents required for licensure should be uploaded directly into an applicant's MECCA account. Information related to submitting documents may be accessed in the guidelines found on the MDE website here: [Guidelines for Mississippi Licensure](#)

**Section II: ~~NATIONAL AND STATE REVIEW PROCESSES~~ REPORTING
CYCLES**

Timelines

Accreditation and Program Review Schedule

| YEAR | APPROVAL REQUIREMENT |
|--|--|
| Year 1 (after State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status |
| Year 2 (after State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status |
| Year 3 (after State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status |
| Year 4 (after State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status Mid-Cycle State Program Review |
| Year 5 (after State/National Accreditation Visit) | Annual Report to MDE for Program Approval Status |
| Year 6 (after State/National Accreditation Visit) | Annual Report to MDE for Program Approval Status CAEP Self-Study Report |
| Year 7 (Full State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status CAEP/MDE Joint Review |

State teams serve as co-examiners with the CAEP national team members during the EPP CAEP joint visit.

In addition to annual data, the MDE reserves the ongoing right to request for EPPs to provide supplementary information and data as needed for program review purposes.

Timeline of Yearly EPP Activity/Reporting Schedule

| DATE | ACTIVITY |
|---------------|---|
| January | MDE Educator Preparation Update Webinar: Annual Report |
| January 31 | Programs submit mid-cycle report |
| February 1-26 | ETS resolution period |
| February 15 | New and modified program requests due for fall implementation |
| March 31 | MDE Annual Report due |
| April 1 | Student Teaching Placement Report for spring |
| April 30 | CAEP Annual Report due |
| April 30 | Title II Annual Report due |
| May | New and modified program requests for fall implementation, CAEP Accreditation decisions, and Program Review decisions presented to the Licensure Commission |
| June 15 | New and modified program requests due for spring implementation |
| June/July | Programs identified for Mid-Cycle Review |
| July | May's Licensure Commission new and modified program requests presented to State Board of Education for fall implementation |
| July | MS-IHL Completer Report |
| August 31 | ETS Title II website opens for IHEs |
| September | New and modified program requests for spring implementation presented to the Licensure Commission |
| September | MDE Educator Preparation Update Webinar: policies, initiatives, etc. |
| October | September's Licensure Commission new and modified program requests presented to State Board of Education for spring implementation |
| November | Annual EPP Data, CAEP Accreditation decisions, and Program Review decisions presented to the Licensure Commission |
| November 1 | Student Teaching Placement Report for fall |
| November 6 | ETS Title II website closes |

Council for the Accreditation of Educator Preparation (CAEP)

The Council for the Accreditation of Educator Preparation (CAEP) is a non-governmental, voluntary association committed to the effective preparation of teachers and other P-12 professional educators. CAEP has responsibility for granting CAEP national accreditation to an EPP in accordance with its policies and procedures. The State has sole responsibility for granting the approval of programs leading to licensure. Through the [State-CAEP partnership agreement](#), the MDE's review will align with CAEP standards and will include information provided from CAEP reviews.

Summary of CAEP Standards

Additional information on CAEP 2022 standards can be found on CAEP's [website](#). Detailed information on the specific standards is included later in this section.

[Standard 1](#): Content and Pedagogical Knowledge

[Standard 2](#): Clinical Partnerships and Practice

[Standard 3](#): Candidate Recruitment, Progression, and Support

[Standard 4](#): Program Impact

[Standard 5](#): Quality Assurance System and Continuous Improvement

[Standard 6](#): Fiscal and Administrative Capacity

[Standard 7](#): Record of Compliance with Title IV of the Higher Education Act

Technology and Diversity

In addition to the five programmatic standards, diversity and technology are important components in educator preparation. These components are vital to all aspects of educator preparation, and therefore, embedded in the standards.

Advanced-Level Programs

CAEP provides standards for post-baccalaureate or graduate-level programs leading to an initial licensure, certification, or endorsement. These programs are designed to further develop P-12 teachers who have already completed an initial preparation program, currently licensed administrators, and other certified (or similar state language) school professionals for employment in P-12 schools / districts. Information on CAEP Standards for Advanced-Level Programs can be found [here](#).

Advanced-level programs subject to review by CAEP include:

Admin/Leadership (486)

Athletic Administration (495)

~~Computer Application (111)~~

Dyslexia Therapy (203)

Gifted (207)

Health (143)

Psychometry (213)

~~Reading (174)~~

School Counselor (436)

SPED Emo Disability (206)

SPED Mild/Mod (221)

SPED Severe Disability (222)

SPED Visual Impair (218)

Speech Language Path (215)

STEM (983)

~~Teacher Leadership (481)~~

Advanced-level programs **not** reviewed by CAEP include:

- advanced-level degree programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts;
- advanced-level, non-licensure degree programs, including those specific to content areas (e.g. M.S., M.A., Ph.D.);
- educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts; and
- other advanced level programs already approved by another national accreditor recognized by either the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

Add-on Programs

- MDE supplemental endorsements are add-on programs which are designed for educators who hold valid teaching licenses to add additional teaching field(s) to their licenses without completing an additional degree. These programs are not subject to CAEP review.

CAEP Resources

The [CAEP Revised 2022 Standards Workbook](#) is the source for CAEP accreditation procedures.

- **Preface:** Timeline and Steps In Preparing to Write the Self-Study Report (SSR)
- **Standards for Initial-Licensure Preparation** (component, key concepts, guiding questions, quality evidence, and connections to other standards)
- **Standards for Advanced-Level Preparation** (component, key concepts, guiding questions, quality evidence, and connections to other standards)
- **Appendices** (criteria for evaluation of EPP-created assessments, criteria for evaluation of EPP-created surveys, transition and phase-in plan schedules and guidelines, and hyperlinks to CAEP Accreditation Council Policy and Procedures, glossary, and example template for transition plans)

Accreditation Information Management System (AIMS)

AIMS is CAEP's data collection and management system used by:

- EPPs to submit and access reports and forms;
- CAEP staff to monitor the accreditation process, site visitor assignments and reports, program reviews, annual reports, and state partnership agreements;
- CAEP site visitors and Accreditation Council members as a workspace to review and complete assignments related to accreditation and/or governance; and
- State partners to access accreditation information on EPPs in the state.

Recognition Reports

CAEP notifies EPPs when they have uploaded SPA recognition reports to AIMS. To access recognition reports:

- ~~Open AIMS.~~
- ~~Select Program Review System (PRS).~~
- ~~Select the current semester or quarter from the drop-down box in the upper-left corner. Reports from that semester or quarter will be listed by EPP.~~
- ~~Recognition decision definitions and next steps information:~~
- ~~Part G of the Recognition Report contains specific information and dates for the next step in the process.~~

For assistance, contact the Help Desk: techsupport@caepnet.org.

Title II of the Higher Education Act

Background

Sections 205 through 208 of Title II of the Higher Education Act (HEA), as amended in 2008, (PL 110-315) call for accountability for programs that prepare teachers. Section 205 of Title II requires reports from each institution of higher education (IHE) that conducts a traditional teacher preparation program or an alternative route to state certification or licensure program and that enrolls students receiving federal assistance under HEA (e.g., Title IV). The law requires IHEs to submit timely and accurate reports or risk a fine of up to \$27,500. For purposes of Title II, a program completer is a person who has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle, or secondary schools. The law can be accessed at <http://www2.ed.gov/policy/highered/leg/hea08/index.html>.

Program completers include all those who are documented as having met such requirements. Documentation may take the form of:

- degree,
- institutional certificate,
- program credential,
- transcript, or
- other written proof of having met the program's requirements.

In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

State Report Card

States submit Title II data through the Institution and Program Report Card reporting system (IPRC). The IPRC is an online reporting system supported by the Title II Support Center at RTI International.

Under Title II regulations, states must implement a system to assess the quality of each teacher preparation program.

Section 207 State Functions

- (a) State Assessment: In order to receive funds under this Act, a state *shall* conduct an assessment to identify low-performing teacher preparation programs in the state and to assist such programs through the provision of technical assistance. Each state shall provide the Secretary with an annual list of low-performing teacher preparation programs and an identification of those programs at risk of being placed on such list, as applicable. Such assessment shall be described in the report under section 205(b). Levels of performance

shall be determined solely by the state and may include criteria based on information collected pursuant to this part, including progress in meeting the goals of:

1. increasing the percentage of highly qualified teachers in the state, including increasing professional development opportunities;
2. improving student academic achievement for elementary and secondary students; and
3. raising the standards for entry into the teaching profession.

EPPs not meeting the state’s performance levels at the end of the reporting year will be designated “at-risk of low-performing” or “low-performing.”

At Risk of Low-Performing: An “At Risk of Low-Performing” EPP is identified as one with a national accreditation rating with stipulations or an EPP that does not meet two (2) of the four (4) performance measures as identified in item number two (2).

1. National accreditation with stipulations indicates all programs are at risk of becoming low performing.
- or**
2. EPP did not meet two (2) of the following four (4) performance criteria:
 - a. Licensure exam aggregate pass rate at or above 80%.
 - b. GPA cohort average at or above 3.0 measured at program completion.
 - c. Average student teaching evaluation scores on the Teacher Intern Assessment Instrument (TIAI) at or above 2.0.
 - d. Average Professional Dispositions scores at or above 2.0.

Low-Performing: A “Low-Performing” EPP is one that did not make improvements by the end of the reporting year in which a designation of “At Risk of Low-Performing” was assigned, or an EPP with a national accreditation rating of probationary, or an EPP that does not meet two (2) of the four (4) performance measures as identified in item number two (2).

1. National accreditation with probation indicates all programs are low performing.
- or**
2. EPP did not meet two (2) of the following four (4) performance criteria:
 - a. Licensure exam aggregate pass rate at or above 70%.
 - b. GPA cohort average at or above 2.7 measured at program completion.
 - c. Average student teaching evaluation scores on TIAI at or above 1.5.
 - d. Average Professional Dispositions scores at or above 1.5.

Institutional and Program Report Card

In 1998, Westat partnered with the Office of Postsecondary Education (OPE) with the US Department of Education (DOE) to collect the congressionally mandated accountability information. Beginning 2021, the US DOE awarded a new contractor to support the Title II HEA data collection to Trewon Technologies and RTI International. Beginning in 2023, Trewon supports EPPs in preparing their state report cards and collects data from states that are reported

to the Department of Education and to Congress. Data are collected through the Institutional and Program Report Card (IPRC), an online survey tool, by which IHEs and other organizations with state-approved teacher preparation programs can meet the annual reporting requirements. IHEs are responsible for developing their own internal systems or processes to collect the required information to enter into the IPRC system.

The IPRC reporting cycle closes on April 30 annually. When the day falls on a weekend, the deadline remains the same. MDE staff provide EPPs with ongoing support and assistance as needed. IPRC data can be accessed on the [US Department of Education Title II website](#). For technical assistance using the IPRC, access the user manual or contact the help desk: title2@westat.com title2@trewon.com.

RTI International

~~3040 East Cornwallis Road~~

~~P.O. Box 12194~~

~~Research Triangle Park, NC 27709-2194~~

~~Toll Free: 866-214-2038~~

~~title2@rti.org~~

~~<https://title2.ed.gov/Public/Home.aspx>~~

Pearson Support

Toll-Free: 800-998-3787

<https://www.educationreports.net>

Trewon Technologies

800 Corporate Dr. Suite #301

Stafford, VA 22554

Phone: 703-242-1378

title2@trewon.com

<https://title2.ed.gov/Public/Home.aspx>

Section III: ~~STANDARDS AND ETHICS~~ STATE APPROVAL

Educator Preparation Provider State Board Approval Processes

Process for New EPP Approval

There is establish within the State Department of Education, the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission). It shall be the purpose and duty of the Licensure Commission to make recommendations to the State 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. Mississippi Code Ann. § 37-3-2 (1).

It shall be the duty of the Licensure Commission to set standards and criteria, subject to the approval of the State Board of Education, for all educator preparation programs in the state and to make recommendations to the State Board of Education each year approval or disapproval of each educator preparation program in the state, subject to a process and schedule determined by the State Board of Education. Mississippi Code Ann. § 37-3-2 (5)(a)(b).

The following types of EPPs are eligible to apply to the Mississippi Department of Education to request State Board of Education approval for licensure:

- Mississippi-based public institutions of higher education (IHEs) authorized by the Mississippi Institutions of Higher Learning (IHL) working in collaboration with at least one local education agency (LEA) with which the IHE has established a primary partnership.
- Mississippi-based private institutions of higher education (IHEs) accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) working in collaboration with at least one local education agency (LEA) with which the IHE has established a primary partnership.
- Mississippi-based non-IHE alternative preparation providers working in collaboration with at least one local education agency LEA with whom the alternative provider has established a primary partnership.

The following steps shall be taken when requesting State Board approval to prepare candidates for licensure with the Mississippi Department of Education.

1. The EPP shall submit the appropriate form designated for New Provider requests to the Division of Educator Preparation.
2. The Division of Educator Preparation reviews the request and schedules a meeting with the EPP to discuss the state's process for establishing an EPP in Mississippi and to answer any questions the EPP may have.
3. The request shall be presented to the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission).
4. The Licensure Commission's recommendation shall be presented to the State Board of Education for approval.

To be considered for initial state approval, an EPP shall provide evidence of meeting the state's standards and the national standards for educator preparation as established by the national accreditor with whom the state has established an agreed upon partnership. All processes for

earning state approval are found within the EPP Guidelines, Program Review Workbook, and/or on the Division of Educator Preparation's page of the MDE website.

The Mississippi State Board of Education does not accredit EPPs but maintains authority over educator preparation programs leading to licensure with the Mississippi Department of Education (MDE). To be considered for initial approval to prepare candidates for licensure in Mississippi, of understanding and meet all standards adopted by the Mississippi State Board of Education (SBE) as codified in Miss. Code Ann. § 37-3-2 and Mississippi Administrative Code Title 7 Part 107.

Process for Closing an EPP

If an EPP makes the decision to discontinue providing educator preparation for the state, the EPP shall submit written notice to the MDE and submit the appropriate form designated for Program Deletion for each program approved by the state. The EPP shall discontinue admitting candidates into the program(s) and notify existing candidates that the EPP will no longer recommend candidates for licensure with the Mississippi Department of Education. The EPP shall submit a teach out plan to ensure all existing program candidates matriculate through the licensure process. Copies of candidate notification letters shall be submitted to the MDE's Divisions of Educator Licensure and Educator Preparation along with a list of the candidates that were notified. The list shall include candidates' names, social security numbers, and anticipated date of program completion.

The following steps shall be taken when closing an EPP.

1. The EPP shall submit written notice to the Division of Educator Preparation of its plan to close.
2. The EPP shall submit the appropriate form designated for Program Deletion to the Division of Educator Preparation.
3. The Division of Educator Preparation schedules a meeting with the EPP to discuss the teach out plan, timeline for closing the EPP, and the required elements needed to ensure exiting program candidates are supported through the licensure process.
4. The EPP closure request shall be presented to the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission).
5. The Licensure Commission's recommendation shall be presented to the State Board of Education for approval.

NOTE: Program deletion forms shall be submitted to the Division of Educator Preparation once the closure date is established by an EPP's internal leadership and Institutions of Higher Learning (IHL) if applicable. EPPs have up to 90 days from the completion of the approved teach out plan to recommend candidates for licensure. The EPP is responsible for communicating with candidates enrolled in programs that are scheduled to close that they will have up to 90 days from institutional recommendation to submit a complete application for licensure. An application is considered complete once all supporting documentation is received by the Division of Licensure.

State Review Processes Process for Continuing State Approval

The Mississippi State Board of Education (SBE) approved the [CAEP Partnership Agreement](#) to guide state review of educator preparation programs. EPPs have the option to further demonstrate program quality by voluntarily pursuing national recognition through Specialized Professional Associations (SPAs); however, the MDE maintains sole authority for program review and approval. Comprehensive program reviews shall be conducted at the EPP level on a seven-year cycle in coordination with an EPP's national accreditation schedule or at the individual licensure program level on an as needed basis. Complete guidance on program review procedures is found in the EPP Program Review Workbook.

The MDE's process for EPP review is comprised of multiple measures which include, but are not limited to, program reviews, annual reports, student teacher placement information, and satisfaction surveys from candidates and employers.

Annual Report

Each institution of higher learning 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 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 to meet the requirements of Miss. Code Ann. §37-101-29 which include but are 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;
- 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); and
- statewide common assessment scores for all applicable programs.

Student Teacher Placement Report

Each EPP with a teacher education program approved by the SBE shall ~~prepare and~~ submit to the MDE student teacher placement information each spring and fall semester. Placement information shall include: 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, educator identification number, email, and licensure area, number of hours of student teaching, placement start and end dates, placement school and district, and grade level of placement.
- cooperating teacher information to include name, educator identification number, email, employing school/grades, and licensure area. ~~common assessment training date, number of years teaching, and/or NBCT; and~~
- university supervisor information to include name, educator identification number and email. ~~common assessment training date, number of years in K-12, highest degree held, and number of candidates supervised.~~

~~**Note:** Cooperating teachers and university supervisors shall be trained every three years on statewide common assessments.~~

For CAEP Standard 2 SSR reporting purposes, EPPs should consider documenting calibration scores each year to demonstrate inter-rater reliability.

Comprehensive Program Reviews

The purpose of program review is to ensure programs leading to licensure with the Mississippi Department of Education have undergone review within a seven-year cycle and have met all standards. Complete guidance on program review procedures is found in the EPP Program Review Workbook.

The program review allows the MDE to conduct reviews of EPP programs at the mid-point or in the fourth year after a national accreditation visit. The Mid-Cycle Review will be an electronic review of licensure program content and pedagogical knowledge, clinical practice and partnerships, and candidate quality and selectivity. This review will serve to provide the EPP with feedback which may assist in preparing for the national accreditation self-study. The visit schedule is based on a seven-year accreditation cycle as outlined in the CAEP/State Review Schedule (see page 9).

The MDE reserves the right to conduct an onsite visit at the discretion of the Office of Teaching and Learning, in particular when documentation or other evidence suggests that a program is not in compliance with state policy, procedures, and guidelines for educator preparation programs and/or is not effectively preparing candidates in approved programs of study.

Program Review Report

The Program Review Report includes each standard/component reviewed, with recommendations based on the reviewers' findings.

The report cites evidence that shows compliance with or deviation from each component/standard that applies to the EPP's programs. The initial report and recommendation contain feedback on the evidence related to standards met and/or not met and a timeline for receiving the response from the EPP. The EPP may make amendments necessary to ensure factual information. In the event the reviewers determine the evidence presented at the mid-cycle review did not meet the standards, an addendum shall be required by the EPP. Final program approval recommendations shall be made to the Licensure Commission upon the completion of the CAEP accreditation cycle.

The EPP shall submit to CAEP the required program review documentation as provided by the Division of Educator Preparation which shall be indicative of formative feedback with a proposed recommendation that shall be made to the Licensure Commission:

- **Recommendation of State Approved:** The ~~preponderance of the~~ evidence indicates the licensure or endorsement program fully meets the program review standards.
- **Recommendation of State Approved with Conditions:** ~~The evidence indicates the licensure or endorsement program has not fully met the program review standards and conditions exist that require the EPP to provide additional information about the program in its annual report, provide follow-up documentation to the MDE, or receive a follow-up visit.~~ The evidence indicates the licensure or endorsement program does not fully meet the program review standards and conditions exist that require the EPP to provide additional information about the program in an addendum.
- **Recommendation of Not Approved – Further Development Required:** ~~The EPP does~~

~~not present substantial evidence to indicate the licensure or endorsement program has met the program review standards and should not receive state approval. The evidence does not indicate the licensure or endorsement program meets the program review standards and extreme deficiencies exist that require the EPP to provide substantial information about the program in an addendum.~~

EPP Addendum

~~The EPP has 60 days after receipt of the state report to submit an addendum. MDE will either accept evidence in the addendum if it presents a solid case for amending the team recommendation or elect to confirm the initial recommendation. The EPP will be assigned a specific timeline for correcting any deficits before the program is recommended for non-approval status. Programs failing to meet full state approval upon initial review shall have 90 days after receipt of the state report to submit an addendum that includes a plan of action and timeline for remediating deficiencies. The MDE will work with the EPP to provide support as needed.~~

Targeted Assistance Visit

~~Targeted Assistance Visits will be scheduled for EPPs whose programs do not meet requirements upon submission of the Addendum and/or upon EPP request. The MDE will establish a team of state approved reviewers to work directly with the EPP to assist with remediating areas of deficiency. The assistance team members shall be comprised of members with specific expertise in the area of need. A targeted assistance visit may be required for EPPs with programs not meeting state requirements and were recommended as needing further development. The MDE shall establish a team of state approved reviewers to work directly with the EPP to assist with remediating areas of deficiency. The assistance team members shall be comprised of members with specific expertise in the area(s) of need.~~

- **Length** - Length of visit shall be one to two days as needed per conditions cited in state or national reports.
- **Purpose** - The purpose of the visit is to provide support to the targeted EPP to assist in ensuring successful continuation of state program approval and/or national accreditation.
- **Timing** - Timelines are based on state and/or national review cycles.
- **Size of review team** – The team shall consist of one representative from MDE, one representative from MS-IHL, and a minimum of two representatives from four-year EPPs.
- **Representation from four-year institutions** - Team members shall be selected based on variables specific to the targeted program(s).
- **Cost of visit** - The EPP will be responsible for costs associated with the peer assistance visit (onsite team travel to and from campus, food, and lodging) and reimburse mileage for the state team's travel to the visit site and travel home.
- **Action plan** - The EPP develops and submits an action plan to address all areas of deficiency.
- **Annual electronic data** - Reports will continue to be submitted to MDE for continuity of record keeping at the state level, even during years of assistance visits.

Final Program Recommendation

Final program recommendations shall be presented to the Licensure Commission in concurrence with the EPP's national accreditation decision.

Program Deletion

If an EPP chooses to sunset or delete a licensure program, the EPP shall submit notice to the MDE and submit the appropriate form for Program Deletion, discontinue admitting candidates into the program, and notify existing candidates that the program no longer leads to licensure. The EPP shall submit a teach out plan to ensure program matriculation includes candidate licensure. Copies of candidate notification letters shall be submitted to the MDE's Division of Licensure and Division of Educator Preparation along with a list of the candidates that were notified. The list shall include the candidate's name, social security number, and anticipated date of program completion.

The following steps shall be taken when programs are being deleted.

1. The EPP shall submit written notice to the Division of Educator Preparation of its plan to delete a program.
2. The EPP submits the appropriate form designated for Program Deletion to the Division of Educator Preparation.
3. The Division of Educator Preparation schedules a meeting with the EPP to discuss the teach out plan, timeline for deleting the program, and the required elements needed to ensure exiting program candidates are supported through the licensure process.
4. The program deletion request shall be presented to the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission).
5. The Licensure Commission's recommendation is presented to the State Board of Education for final approval.

NOTE: Program deletion notices shall be submitted to the Division of Educator Preparation once the closure date is established by an EPP's internal leadership and Institutions of Higher Learning (IHL) as applicable. EPPs have up to 90 days from the completion of the approved teach out plan to recommend candidates for licensure. The EPP is responsible for communicating with candidates enrolled in programs that are scheduled to close that they will have up to 90 days from institutional recommendation to submit a complete application for licensure. An application is considered complete once all supporting documentation is received.

Confidentiality and Code of Ethics

Program Review and ~~CAEP Team Members~~ Code of Ethics

The program review processes are sensitive by nature. Therefore, objectivity and credibility are essential. The purpose of Educator Preparation Code of Ethics is to prevent both actual and perceived conflicts of interest and unethical behavior by MDE representatives, including staff.

Educator Preparation Code of Ethics

Program review team members, site visit review team members, and Division of Educator Preparation representatives and staff shall conduct themselves as thoughtful, competent, well-prepared, and impartial professionals at all times while representing the Mississippi Department of Education and Office of Teaching and Leading.

To ensure institutions and the public that MDE program reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the review process, representatives, program reviewers, site visit reviewers, and staff shall follow this Code of Ethics. They shall also exclude themselves from MDE activities for any other reasons not listed in the Code that may represent an actual or perceived conflict of interest. Violation of any part of the Code will result in the individual's removal from the current program review or site visit and from future consideration for program review or site visit review teams.

Fairness

Representatives, program and site visit reviewers, and staff shall:

- not advance personal, non-MDE, or non-CAEP approved agendas in the conduct of accreditation reviews by attempting to apply personal or partisan interpretations of standards;
- examine the facts as they exist and not as they are influenced by past reputation, media accounts about EPPs or programs being reviewed;
- exclude themselves from participating in MDE and CAEP activities if, to their knowledge, there is some predisposing factor that could prejudice them with respect to the accreditation of EPPs, partnerships with states, or approval of a professional organization's guidelines; and
- exclude themselves from MDE and CAEP activities if they are philosophically opposed to or are on record as having made generic criticism about a specific type of EPP or program allowable under the standards.

Compensation or Gifts

Program or site visit review team members, and MDE staff shall not request or accept any compensation for serving on a review team.

If the giving of small tokens (e.g., coffee mugs, key chains, tee shirts, and articles that cost less than \$50) is customary to an institution's culture, these items may be accepted from the EPP. If unsure, program or site visit review team members, and MDE staff shall err on the side of caution and decline the gifts.

Conflict of Interest

Program and review team members and staff shall not participate in any decision-making capacity if they are engaged in a close, active association with an institution.

Confidentiality

Confidentiality is an integral part of the review process. The Licensure Commission, program and review team members, and staff shall have access to sensitive information in order to conduct reviews of professional education programs. MDE, review team members, and staff shall protect the confidentiality of this information. It is expected that program reviewers, site visit review team members, and staff shall:

- treat as confidential all elements of the review process and information gathered as part of the process, including documents, interviews, data, discussions, interpretations, and analyses related to the review of educator preparation programs;
- not discuss in public places the particulars of a program review or site visit, or the specifics of any case; and
- not discuss details about an EPP related to a review or site visit with anyone other than site review team members before, during, or after the review or visit. MDE staff and Licensure Commission members shall refrain from discussing the specifics of individual cases and decisions regarding programs or EPPs with individuals who are not Licensure Commission members.

(REMOVING THE PROGRAM REVIEW SECTION FOR INCLUSION IN EPP PROGRAM REVIEW WORKBOOK)

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: <i>ex. Elementary Education</i> | | | |
|---|------------------------------|------------------------------|-------------------------------|
| Campus: <i>ex. Main Campus</i> | | | |
| 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 sunseting 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 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.

Standards and Guidance

Initial Programs

INITIAL PROGRAMS

Standard 1: ~~CONTENT AND PEDAGOGICAL KNOWLEDGE~~

~~The program prepares candidates to develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices to advance the learning of all students toward college and career readiness standards. (This standard will be answered at the program level.)~~

Program of Study

1.1 ~~The program's sequence of courses provides multiple opportunities to learn, apply, and reflect on content specific national standards as each candidate progresses through the program. Program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education. Elementary Education programs shall include the four literacy courses (Early Literacy I or Structured Literacy I, Early Literacy II or Structured Literacy II, Integrating Reading and Writing Across the Curriculum, and Diagnosing and Assessing Reading Difficulties in Children). Secondary programs shall include a structured literacy course.~~

Supporting documents shall include program/degree sheet, curriculum mapped to national content standards, and syllabi (licensure, pedagogy, methods, clinicals, student teaching). Include chart listing all licensure coursework with the InTASC domain headings signifying where content is introduced (I), reinforced (R), and mastered (M).

ex. Curriculum Mapped to CAEP K-6 Elementary Teacher Preparation Standards

| Course Title & Prefix | S1. Child's- Dev & Learning- Needs | S2. Content & Curr Knowl for Teaching | S3. Assess, Pln, & Desn Cont for Learning | S4. Using Effective- Instruction | S5. Dev as a Professional |
|----------------------------|---|---|---|--|------------------------------|
| ED 301 Intro to Elem Ed | * | * | * | * | |
| SP 400 Exceptional Child | * | * | * | * | |
| CM 302 Classroom Mgt | * | | * | * | |
| TM 465 Test & Measurements | | | * | | |

ex. Curriculum Alignment to InTASC Domains

| Course Title & Prefix | Learner & Learning | Content | Instructional- Practice | Professional- Responsibilities |
|---------------------------|-----------------------|---------|----------------------------|-----------------------------------|
| TM 465 Test & Measurement | | | I | R |

Review of syllabi—The MDE requires syllabi for all courses in a licensure program. Syllabi objectives shall align to state and national standards and document content related to the Mississippi Educator Code of Ethics. Syllabi may be reviewed periodically upon request by the MDE. In accordance with the Mississippi Equitable Access Plan, syllabi shall explicitly contain content related to Culturally Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:

- ~~CAEP Standards~~
- ~~InTASC Standards~~
- ~~Discipline specific professional standards (i.e., IDA, ILA, NCTM, NCSS, NCTE, NASM)~~
- ~~Mississippi Educator Professional Growth System (PGS)~~
- ~~Mississippi Educator Code of Ethics~~

Content Knowledge

- 1.2 ~~Candidates are prepared with the critical concepts, principles, and practices that 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 | 160 | 175.13 | 173.03 | 174.41 | 151-193 | 95% | 89% |
| ex. 2019-20 | N=80 | | 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 state 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. Include data charts using the following conventions for reporting data by using a comparison point benchmark. If program is small, compare scores with EPP data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus):~~

ex. TIAI Pedagogical Skills

| Standards | Indicator | EPP | | | Elementary Education | | |
|-----------------------------------|---|--------|--------|--------|----------------------|--------|--------|
| | | Sp2020 | F2020 | Sp2021 | Sp2020 | F2020 | Sp2021 |
| CAEP 1.2; InTASC 7; MSTGR 1 | 1. Develops appropriate grade and subject level objectives that are aligned with Mississippi Curriculum Standards/CCRS- (MSCCRS). | N=62 | N=69 | N=61 | n=19 | n=36 | n=12 |
| | | M=2.55 | M=2.35 | M=2.49 | M=2.50 | M=2.28 | M=2.43 |
| | | R=2-3 | R=1-3 | R=1-3 | R=2-3 | R=1-3 | R=2-3 |

N=number, M=Mean, R=Range

Assessment: Data-Driven Instruction

~~1.4 — Candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources to inform instruction and professional practice.~~

~~Narrative highlights a range of types and assessments learned through all coursework: design, adapt, or selection of appropriate assessments used to plan and provide meaningful feedback to all learners. Supporting evidence shall include 3 cycles of data from TIAI indicators 7-8 and Impact on Student Learning (IoSL) indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2 with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data by using a comparison point benchmark. If program is small, compare scores with EPP data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).~~

Diverse Learning Environments

~~1.5 — Candidates are prepared with the critical skills necessary for creating inclusive environments that support all students' cultural and linguistic diversity and social and emotional health and use these as assets to support P-12 learning.~~

~~Narrative highlights knowledge and skills learned in coursework needed to customize learning for learners with a range of individual differences (such as abilities, learning experiences, and talents) and potential biases that impact expectations for and relationships with learners. Supporting evidence shall include CLRP highlighted in syllabi. Additional supporting evidence shall include 3 cycles of data from TIAI indicators 20-24 and IoSL indicators 4.5, 5.1, and 5.2 with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data by using a comparison point benchmark. If program is small, compare scores with EPP data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).~~

Technology

- ~~1.6 — Candidates use technology effectively to design, implement, and assess learning experiences; propose solutions, forge new understandings, solve problems, and imagine possibilities by making content relevant to learners in both face-to-face and virtual environments.~~

~~Narrative highlights knowledge and skills learned through coursework on use of technology to incorporate critical thinking skills in the curriculum's learning goals. Supporting evidence shall include 3 cycles of data from TIAI indicator 6 and IoSL indicators 1.2, 1.3, and 1.4 with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data by using a comparison point benchmark. If program is small, compare scores with EPP data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).~~

Professional Responsibilities

- ~~1.7 — The Mississippi Educator Code of Conduct and professional dispositions are embedded and assessed at multiple checkpoints throughout the program.~~

~~Narrative highlights candidates' professional responsibility to learn the Mississippi Educator Code of Conduct in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Supporting evidence shall include completed checkpoint chart (delineating introduced (I), reinforced (R), and mastered (M)) and 3 cycles of data from the EPP Professional Dispositions and TIAI indicator 25 and IoSL indicators 7.1-7.4 with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data by using a comparison point benchmark. If program is small, compare scores with EPP data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).~~

ex. Mississippi Educator Code of Ethics Assessment Checkpoints

| Course Prefix and Title | S1 Professional Conduct | S2 Trustworthiness | S3 Unlawful Acts | S4 Educ/ Stu Relationships | S5 Educ/ Collegial Relationships | S6 Alcohol, Drug, etc. | S7 Pub Funds & Property | S8 Remunerative Conduct | S9 Confidentiality | S10 Breach of Contract |
|--------------------------------|--------------------------------|---------------------------|-------------------------|-----------------------------------|---|-------------------------------|------------------------------------|--------------------------------|---------------------------|-------------------------------|
| ED 301 Intro to Elem Ed | I | I | | I | | | | | I | |
| ED 480 Student Teaching | M | M | M | M | M | M | M | M | M | M |

Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS

~~The EPP addresses the state's needs and ensures high-quality field and clinical experiences, including feedback, support, and diverse placements for each program candidate, and provides opportunities for candidates to demonstrate the ability to positively impact P-12 students' learning, growth, and development. (This standard will be answered at the EPP level.)~~

Clinical Experiences

- 2.1 ~~Diverse clinical experiences are embedded throughout the program and enable candidates to develop proficiency in the critical concepts, principles, and practices of the licensure area.~~

~~Narrative highlights clinical design, quality, and supervision. Evidence is the field experience progression chart with the headings indicated. List courses sequentially in program. Upload chart to EPP folder.~~

~~ex. Clinical Continuum Chart~~

| Program | Course Title and Prefix | Clinical Hours | Candidate's Role in the Experience (Observation, tutoring, small group, large group) | Grade Level (Elem K-6, Elem K-3, Elem 4-6, Mid Sch, High Sch, 7-12, K-12) | Clinical Setting (Urban, Suburban, Rural, Multi-level) | Candidate Assessment |
|----------------|--------------------------------|-----------------------|--|---|--|--|
| Elem-Education | ED-376 Methods | 10 | Observation | Elem K-6 | Urban | Professional Dispositions |
| | ED-489 Stu Teaching | 480 | Multiple | Elem K-6 and Mid-Sch | Multi-level | TIAI Professional Dispositions- Impact on Student Learning |
| English | EL-423 Methods | 15 | Tutoring | Mid-Sch | Suburban | Professional Dispositions |
| | EL-489 Stu Teaching | 480 | Multiple | 7-12 | Multi-level | TIAI Professional Dispositions- Impact on Student Learning |

Clinical Partnerships

- 2.2 ~~The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. Candidates are evaluated by supervisors and mentor teachers trained/calibrated on the EPP's teacher candidate evaluations.~~

~~Narrative highlights placement process, evaluation of clinical performance, qualifications of mentors, and supervisor and mentor training. In addition, EPP describes the evaluation, process for collecting data of review, and retention of supervisors and mentors.~~

Collaboration with P-12 Partners

- 2.3 ~~The EPP maintains active partnerships and shares decision-making with LEAs. The EPP shares responsibility for continuous improvement of candidate preparation and accountability for candidate outcomes. The EPP relies on best practice and research to inform continuous improvement to meet the needs of Mississippi schools, including but not limited to critical needs areas.~~

~~Narrative highlights common expectations developed by EPP/partners, history of collaboration, types of advisory boards, partnership regularly sought and implemented, scheduled joint meetings with topics covered, types of input from partnership with documentation of results, evidence of instrument/evaluations are co-constructed, and evidence that school/district partnership are in place and are reviewed annually.~~

Standard 3: CANDIDATE QUALITY AND SELECTIVITY

~~The EPP produces candidates who are effective in P-12 schools and classrooms, including demonstrating professional practice and responsibilities, who are capable of collecting and analyzing data on multiple measures of program and use this data for continuous improvement. (This standard will be answered at the EPP level.)~~

Candidate Recruitment and Selection

~~3.1 — The EPP admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.~~

~~Narrative highlights processes for admitting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. In addition, EPP addresses how it is meeting the needs of hard to staff schools and critical shortage areas. Supplemental evidence includes a 5-year recruitment plan detailing strategic recruitment efforts based on EPP's mission with baseline points and goals (including academic ability, diversity, and employment needs) such that results are used in planning and preparation for shifting cohorts including modifications to recruitment strategies.~~

Candidate Progression

~~3.2 — The EPP monitors candidate proficiency from admissions through completion to ensure readiness for licensure.~~

~~Narrative highlights admission requirements (academic and non-academic), processes for monitoring candidates progress through program, and exit requirements guaranteeing candidate's recommendation for licensure at the conclusion of the program of study. Supplemental evidence includes employment status of completers.~~

Candidate Support and Success

~~3.3 — The EPP has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program.~~

~~Narrative highlights processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description describes the intervention processes applied when a candidate must be counseled out of a program.~~

Advanced Programs

Educational Leadership

EDUCATIONAL LEADERSHIP

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The program prepares completers as effective school leaders capable of leading the development of all stakeholders, school, and community, ensuring that all students have access to high-quality instruction designed to meet rigorous standards for academic achievement.

Program of Study

- 1.1 The program's sequence of courses provides the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Program ensures 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. Program also contains a minimum of 30 credit hours.

Supporting documents shall include program/degree sheet, curriculum mapped to NELP/PSEL Standards, syllabi (licensure, pedagogy, methods, internships), and identification of best practices of literacy and instruction. Include chart listing all licensure coursework with the CAEP Specialty Area Domain headings signifying where content is introduced (I), reinforced (R), and mastered (M).

ex. Curriculum Mapped to NELP Standards

| Course Title & Prefix | Mission, Vision | Ethics | Equity, Inclusiveness, & Cultural Resp | Learning and Instruction | Comm & External Lead | Operations & Man | Capacity | Internship |
|-----------------------|-----------------|--------|--|--------------------------|----------------------|------------------|----------|------------|
| EL 623 Sch Leadership | * | * | * | * | * | * | * | |

ex. Curriculum Mapped to PSEL Standards

| Course Title & Prefix | Mission, Vision, & Core Values | Ethics & Prof Norms | Equity & Cultural Resp | Curriculum, Instruction, & Assessment | Comm of Care & Support for Students | Prof Capacity of School Personnel | Prof Comm for Teachers & Staff | Meaningful Engage of Families & | Operations & Management | School Improvement |
|-----------------------|--------------------------------|---------------------|------------------------|---------------------------------------|-------------------------------------|-----------------------------------|--------------------------------|---------------------------------|-------------------------|--------------------|
| EL 623 Sch Leadership | * | * | | | * | | | | * | * |

~~ex. Curriculum Alignment to CAEP Specialty Areas~~

| Course Title & Prefix | Data-Literacy | Research | Data-Analysis | Collaborative Activities | Technology | Dispositions, laws, policies, ethics, etc. |
|----------------------------------|----------------------|-----------------|----------------------|---------------------------------|-------------------|---|
| EL-623 Sch Literacy | | | | R | | I |

~~Review of syllabi—The MDE requires syllabi for all courses in a licensure program. Syllabi shall align to state and national standards and document content related to the Mississippi Educator Code of Ethics. Syllabi may be reviewed periodically upon request by the MDE. In accordance with the Mississippi Equitable Access Plan, syllabi shall explicitly contain content related to Culturally Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:~~

- ~~○ Mississippi College and Career Readiness Standards (MSCCRS)~~
- ~~○ CAEP Standards~~
- ~~○ Discipline specific professional standards (i.e., NELP, PSEL)~~
- ~~○ Mississippi Administrator Professional Growth System (PGS)~~
- ~~○ Mississippi Educator Code of Ethics~~

~~Content Knowledge~~

~~1.2—Candidates are prepared with the critical concepts, principles, and practices that ensure preparation for the recommended licensure area.~~

~~Narrative highlights how the candidates are prepared with the critical concepts, principles, and practices to ensure preparation for recommended licensure. Supporting evidence shall include School Leaders Licensure Assessment (SLLA) 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. SLLA Data~~

| Program: ex. Educational Leadership MS | | | | | | | | |
|--|-----------------|-------------------------|----------------------|-------------------|-------------------|--------------------|------------------|---|
| Campus: ex. Main campus | | | | | | | | |
| Test and Test Code: ex. SLLA (test code 6990) | | | | | | | | |
| Academic Year | # Tested | Qualifying Score | National Mean | State Mean | EPP Mean | EPP Range | % Passing | % Passing 1st Attempt |
| ex. 2020-21 | N=19 | 151 | 167.24 | 162.19 | 169.23 | 157-183 | 100% | 89% |
| ex. 2019-20 | N=21 | | 168.82 | 164.24 | 166.05 | 158-187 | 100% | 90% |
| ex. 2018-19 | N=10 | | 167.64 | 163.95 | 167.99 | 149-176 | 75% | 85% |

| Program: ex. Educational Leadership MS | | | | | | |
|---|---------------------|----------------------------------|------------------------------------|-------------------------------|----------------------------|--------------------------|
| Campus: ex. Main campus | | | | | | |
| Test and Test Code: ex. SLLA (test code 6990) Sub-scores | | | | | | |
| Academic Year | # Tested | Category | Max Pts Available-Range | National % Correct | State % Correct | EPP % Correct |
| ex. 2020-21 | N=19 | I. Vision & Goals | 13-14 | 77.85 | 76.17 | 77.68 |

| | | | | | | |
|--|--|--------------------------------|-------|-------|-------|-------|
| | | II. Instructional Leadership | 23 | 70.54 | 68.40 | 70.81 |
| | | III. Climate & Cultural Leader | 18 | 72.29 | 70.23 | 72.62 |
| | | IV. Ethical Leadership | 14-16 | 64.84 | 60.88 | 65.56 |
| | | V. Organizational Leadership | 12-14 | 67.93 | 64.11 | 64.54 |
| | | VI. Comm Engagement Leader | 12-13 | 69.12 | 69.05 | 77.15 |
| | | VII. Analysis Const Response | 24 | 64.72 | 60.32 | 68.45 |

Leadership for School Improvement

1.3 — Candidates are prepared with the capacity to utilize problem-solving and planning process based on data to develop a school improvement plan that will promote students' academic success and well-being.

Narrative highlights how the candidates are prepared to analyze a complex data set used to identify areas of strength, areas of weaknesses, and noted trends in order to develop future transformation strategies that align with vision, mission, and core values of the school. Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include 3 cycles of data from Assessment #3 Leadership for School Improvement with the following: brief analysis of data findings and how data was used to improve program. Include data chart using the following conventions for reporting data (add additional 3 columns for each campus or degree):

ex. Leadership for School Improvement

| Standards | Indicator | EPP | | |
|---|---|--------|--------|--------|
| | | Sp2020 | F2020 | Sp2021 |
| CAEP 1.1 Data- Analysis; NELP 4.1; PSEL 10e | Candidate develops a turnaround plan that addresses the targeted area in need of improvement. | N=49 | N=5 | N=65 |
| | | M=3.70 | M=3.20 | M=3.45 |
| | | R=3=4 | R=3-4 | R=2-4 |

Professional Growth System

1.4 — Candidates are prepared with the capacity to evaluate teacher effectiveness and reporting the results of their observations in an objective, unbiased manner.

Narrative highlights how the candidates are prepared to evaluate and improve coherent systems of curriculum, instruction, data systems, supports, and assessment using the Mississippi Professional Growth System Teacher Rubric. Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include 3 cycles of data from Assessment #4 Professional Growth System Assessment with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data (add additional 3 columns for each campus or degree):

School Safety

1.5 — Candidates are prepared with the capacity to apply knowledge, skills, and commitments necessary to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Narrative highlights how the candidates are prepared to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include:

~~3 cycles of data from Assessment #5 School Safety Assessment with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data (add additional 3 columns for each campus or degree).~~

Community Relations and Management

~~1.6 — Candidates are prepared with the capacity to apply knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.~~

~~Narrative highlights how the candidates are prepared to promote adult student, student peer, and school-community relationships that values and support academic learning and positive social and emotional development. Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include 3 cycles of data from Assessment #6 Community Relations and Management with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data (add additional 3 columns for each campus or degree).~~

Professional Responsibilities

~~1.7 — The Mississippi Educator Code of Conduct and professional dispositions are embedded and assessed at multiple checkpoints throughout the program.~~

~~Narrative highlights candidates' professional responsibility to learn the Mississippi Educator Code of Conduct in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Supporting evidence shall include completed checkpoint chart (delineating introduced (I), reinforced (R), and mastered (M)) and 3 cycles of data from the EPP Professional Dispositions with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data (add additional 3 columns for each campus or degree).~~

ex. Mississippi Educator Code of Ethics Assessment Checkpoints

| Course Prefix and Title | S1 Professional Conduct | S2 Trustworthiness | S3 Unlawful Acts | S4 Educ/ Stu- Relationships | S5 Educ/ Collegial Relationships | S6 Alcohol, Drugs, etc. | S7 Pub Funds & Property | S8 Remunerative Conduct | S9 Confidentiality | S10 Breach of Contract |
|----------------------------|-------------------------|--------------------|------------------|-----------------------------|----------------------------------|-------------------------|-------------------------|-------------------------|--------------------|------------------------|
| ED 601 Intro to Leadership | I | I | | I | | | | | I | |
| EL 636 II Internship | M | M | M | M | M | M | M | M | M | M |

Standard 2 CLINICAL PRACTICE AND PARTNERSHIPS

~~The program and its P-12 partners collaborate to ensure that candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge, skills, and responsibilities required~~

of school leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Clinical Experiences

2.1 — Candidates are provided a variety of clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, apply content knowledge, and develop and refine professional skills. Internship is comprised of at least 300 contact hours completed over a minimum of six months.

Narrative highlights internship design, types of activities completed during internship, candidate hours monitored, process for candidates when hours are not completed, evaluation of clinical performance, qualifications of mentors, and supervisor and mentor training. In addition, EPP describes the evaluation, process for collecting data of review, and retention of supervisors and mentors. Supporting evidence is the field experience progression chart with the headings indicated. List courses sequentially in program.

ex. Clinical Continuum Chart

| Course Title and Prefix | Clinical Hours | Grade Level (Elem, Mid Sch, High Sch) | Clinical Setting (Urban, Suburban, Rural, Multi-level) | Intern Assessment |
|--------------------------------|-----------------------|--|---|---|
| EL-636 Internship-I | 100 | Middle School | Urban | Professional Dispositions Supervisor Evaluation Mentor Evaluation |
| EL-636 Internship-II | 125 | High School | Suburban | Professional Dispositions Supervisor Evaluation Mentor Evaluation |
| EL-636 Internship-III | 125 | Elementary School | Multi-level | Professional Dispositions Supervisor Evaluation Mentor Evaluation |

Clinical Partnerships

2.2 — Candidates are provided mentor(s) who have demonstrated effectiveness as an active educational leader within a building setting; have a minimum of a master's degree preferably in educational leadership and a minimum of two years of pertinent professional experience; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and are trained/calibrated on the EPP's evaluations.

Narrative highlights placement process, evaluation of clinical performance, qualifications of mentors, and supervisor and mentor training. In addition, EPP describes the evaluation, process for collecting data of review, and retention of supervisors and mentors.

Collaboration with P-12 Partners

2.3 — The program maintains active partnerships and shares decision-making with LEAs. The program shares responsibility for continuous improvement of candidate preparation and accountability for candidate outcomes. The program relies on best practice and research to inform continuous improvement to meet the needs of Mississippi schools, including but not limited to critical needs areas.

Narrative highlights common expectations developed by EPP/partners, history of collaboration, types of advisory boards, partnership regularly sought and implemented, scheduled joint meetings with topics covered, types of input from partnership with documentation of results, evidence of instrument/evaluations are co-constructed, and evidence that school/district partnership are in place and are reviewed annually.

Standard 3 CANDIDATE QUALITY AND SELECTIVITY

The program establishes a commitment to the preparation of educational leaders who understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

Candidate Recruitment and Selection

- 3.1 — The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard-to-staff schools and critical shortage areas.

Narrative highlights processes for admitting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. In addition, EPP addresses how it is meeting the needs of hard-to-staff schools and critical shortage areas. Supplemental evidence includes a 5-year recruitment plan detailing strategic recruitment efforts based on EPP's mission with baseline points and goals (including academic ability, diversity, and employment needs) such that results are used in planning and preparation for shifting cohorts including modifications to recruitment strategies.

Candidate Progression

- 3.2 — The program monitors candidate proficiency from admissions through completion to ensure readiness for licensure.

Narrative highlights admission requirements (academic and non-academic), processes for monitoring candidates progress through program, and exit requirements guaranteeing candidate's recommendation for licensure at the conclusion of the program of study. Supplemental evidence includes employment status of completers.

Candidate Support and Success

- 3.3 — The program has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program.

Narrative highlights processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description describes the intervention processes applied when a candidate must be counseled out of a program.

School Counseling Programs

SCHOOL COUNSELING Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The program prepares completers that are equipped to establish, maintain, and enhance a school counseling program addressing academic achievement, career planning, social/emotional development, and ethical behavior.

Program of Study

- 1.1 The program's sequence of courses provides the capacity to promote the current and future success and well-being of each student by applying the knowledge, skills, and commitments necessary to serve as leaders, collaborators, and advocates for all students through guidance of their academic, career, and social/emotional development. Program contains a minimum of 60 credit hours (or plans to implement a 60 credit hours program by July 1, 2023).

Supporting documents shall include program/degree sheet, curriculum mapped to ASCA and CACREP Standards, and syllabi (licensure, pedagogy, methods, clinicals, internship). Include chart listing all licensure coursework with the CAEP Specialty Area Domain headings signifying where content is introduced (I), reinforced (R), and mastered (M).

ex. Curriculum Mapped to ASCA Preparation Program Standards

| Course Title & Prefix | Foundation Knowledge | Core Theories & Concepts | Instruction & School Counseling Interventions | Student Learning Outcomes | Design, Implement, & Assess Comprehensive School Counseling | Professional Practice | Ethical Practice |
|--------------------------|----------------------|--------------------------|---|---------------------------|---|-----------------------|------------------|
| SC 612 Counseling Skills | | * | * | | * | * | * |

ex. Curriculum Mapped to CACREP Core Standards

| Course Title & Prefix | Professional Counseling Orientation & Ethical Practice | Social & Cultural Diversity | Human Growth & Development | Career Development | Counseling & Helping Relationships | Group Counseling & Group Work | Assessment & Testing | Research & Program Evaluation |
|--------------------------|--|-----------------------------|----------------------------|--------------------|------------------------------------|-------------------------------|----------------------|-------------------------------|
| SC 612 Counseling Skills | * | * | * | | * | * | | |

ex. Curriculum Alignment to CAEP Specialty Areas

| Course Title & Prefix | Data Literacy | Research | Data Analysis | Collaborative Activities | Technology | Dispositions, laws, policies, ethics, etc. |
|-------------------------|---------------|----------|---------------|--------------------------|------------|--|
| SC 623 Group Counseling | I | | | R | | I |

~~Review of syllabi—The MDE requires syllabi for all courses in a licensure program. Syllabi shall align to state and national standards and document content related to the Mississippi Educator Code of Ethics. Syllabi may be reviewed periodically upon request by the MDE. In accordance with the Mississippi Equitable Access Plan, syllabi shall explicitly contain content related to Culturally Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:~~

- ~~○ Mississippi College and Career Readiness Standards (MSCCRS)~~
- ~~○ CAEP Standards~~
- ~~○ Discipline specific professional standards (i.e. ASCA, CACREP)~~
- ~~○ Mississippi School Counseling Professional Growth System (PGS)~~
- ~~○ Mississippi Educator Code of Ethics~~

Content Knowledge

~~1.2—Candidates are prepared with the critical concepts, principles, and practices that ensure preparation for the recommended licensure area.~~

~~Narrative highlights how the candidates are prepared with the critical concepts, principles, and practices to ensure preparation for recommended licensure. Supporting evidence shall include Professional School Counselor Assessment 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. School Counseling Data

| Program: ex. School Counseling MS | | | | | | | | |
|--|---------------------|-----------------------------|--------------------------|-----------------------|---------------------|----------------------|----------------------|---|
| Campus: ex. Main campus | | | | | | | | |
| Test and Test Code: ex. Professional School Counseling (test code 5421) | | | | | | | | |
| Academic Year | # Tested | Qualifying Score | National Mean | State Mean | EPP Mean | EPP Range | % Passing | % Passing 1st Attempt |
| ex. 2020-21 | N=9 | 156 | 168.95 | 159.14 | 170.33 | 163-176 | 100% | 89% |
| ex. 2019-20 | N=22 | | 168.86 | 161.87 | 165.23 | 151-184 | 100% | 100% |
| ex. 2018-19 | N=12 | | 169.11 | 163.95 | 170.08 | 157-183 | 100% | 92% |

| Program: ex. School Counseling MS | | | | | | |
|---|---------------------|-------------------------------------|------------------------------------|-------------------------------|----------------------------|--------------------------|
| Campus: ex. Main campus | | | | | | |
| Test and Test Code: ex. Professional School Counseling (test code 5421) Sub-scores | | | | | | |
| Academic Year | # Tested | Category | Max Pts Available Range | National % Correct | State % Correct | EPP % Correct |
| 2019-2020 | N=22 | I. Foundations | 19-21 | 79.08 | 74.23 | 79.42 |
| | | II. Delivery of Services | 48-50 | 77.64 | 74.23 | 79.54 |
| | | III. Management | 16-17 | 73.99 | 68.27 | 70.79 |
| | | IV. Accountability | 23-24 | 72.23 | 65.55 | 69.45 |

Foundation

- 1.3 — Candidates are prepared with foundational knowledge as defined by national standards to design, implement, and assess a school counseling program to improve P-12 student outcomes.

Narrative highlights how the candidates are prepared for the rigorous demands of the school counselor by establishing a professional foundation of essential skills, interacting in both direct and indirect services with P-12 students and other stakeholders, and evaluating the school counseling program for effectiveness and impact on P-12 student outcomes. Candidates know the expectations of the profession as delineated by national standards. Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include 3 cycles of data with the following: brief analysis of data findings and how data was used to improve program. Include data chart using the following conventions for reporting data by using a comparison point benchmark:

ex. Goals and Strategies

| Standards | Indicator | EPP | | |
|---|--|-----------|-----------|-----------|
| | | 2018-2019 | 2019-2020 | 2020-2021 |
| ASCA B-PA 4; CAEP 1.1 Data Analysis | Candidate describes a future where school counseling goals and strategies are being successfully achieved. | N=10 | N=12 | N=9 |
| | | M=3.42 | M=3.21 | M=3.65 |
| | | R=3-4 | R=2-4 | R=3-4 |

Management

- 1.4 — Candidates are prepared with the capacity to effectively and efficiently manage the school counseling program.

Narrative highlights how the candidates are prepared to manage data, annual student outcome goals, action plans, lesson plans, annual administrative conference, use of time, calendars, and advisory council. Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include 3 cycles of data with the following: brief analysis of data findings and how data was used to improve program. Include data chart using the conventions as cited in 1.3 for reporting data.

Delivery

- 1.5 — Candidates are prepared with the capacity to deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

Narrative highlights how the candidates are prepared to help P-12 students improve achievement, attendance, and discipline by providing individual, small group, and individual direct student services (instruction, appraisal and advisement, and counseling) and indirect student services (consultation, collaboration, and referrals). Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include 3 cycles of data with the following: brief analysis of data findings and how data was used to improve program. Include data chart using the conventions as cited in 1.3 for reporting data.

Accountability

- ~~1.6 — Candidates are prepared with the capacity to assess their program to determine its effectiveness, inform improvements to their school counseling program design and delivery, and show how students are different as a result of the school counseling program.~~

~~Narrative highlights how the candidates are prepared to self-assess a school counseling program and to be evaluated using the Mississippi Counselor Growth Rubric. Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include 3 cycles of data with the following: brief analysis of data findings and how data was used to improve program. Include data chart using the conventions as cited in 1.3 for reporting data.~~

Professional Responsibilities

- ~~1.7 — The Mississippi Educator Code of Conduct, American School Counselors Association (ASCA) Code of Ethics, and professional dispositions are embedded in coursework. The Mississippi Educator Code of Conduct is assessed at multiple checkpoints throughout the program.~~

~~Narrative highlights candidates' professional responsibility to learn the Mississippi Educator Code of Conduct, ACA Code of Ethics, and ASCA Code of Ethics in ongoing learning opportunities. Candidates are assessed the Mississippi Educator Code of Conduct at multiple checkpoints in the program. Supporting evidence shall include completed checkpoint chart (delineating introduced (I), reinforced (R), and mastered (M)) and 3 cycles of data from the EPP Professional Dispositions with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data.~~

ex. Mississippi Educator Code of Ethics Assessment Checkpoints

| Course Prefix and Title | S1 Professional Conduct | S2 Trustworthiness | S3 Unlawful Acts | S4 Educ/Student Relationships | S5 Educ/Collegial Relationships | S6 Alcohol/Drugs, etc. | S7 Pub Funds & Property | S8 Remunerative Conduct | S9 Confidentiality | S10 Breach of Contract |
|--------------------------------|-------------------------|--------------------|------------------|-------------------------------|---------------------------------|------------------------|-------------------------|-------------------------|--------------------|------------------------|
| SC 601 Intro to Sch Counseling | I | I | | I | | | | | I | |
| SC 636 II Internship | M | M | M | M | M | M | M | M | M | M |

Standard 2 CLINICAL PRACTICE AND PARTNERSHIPS

~~The program and its P-12 partners collaborate to ensure that candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge, skills, and responsibilities required of school counselors and enable them to promote the current and future success and well-being of each P-12 student in their school.~~

Clinical Experiences

- ~~2.1 — Candidates are provided a variety of clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, apply content knowledge, and develop and refine professional skills. Practicum is comprised of at least 100 contact hours completed over 10 weeks with 40 direct service hours. Internship is comprised of at least 600 contact hours completed over two semesters with at least 240 hours direct service.~~

~~Narrative highlights internship design, types of activities completed during internship, candidate hours monitored, process for candidates when hours are not completed, evaluation of clinical performance, qualifications of mentors, and supervisor and mentor training. In addition, EPP describes the evaluation, process for collecting data of review, and retention of supervisors and mentors. Supporting evidence is the field experience progression chart with the headings indicated. List courses sequentially in program.~~

~~ex. Clinical Continuum Chart~~

| Course Title and Prefix | Clinical Hours | Intern Assessment |
|---|----------------------------------|--|
| SC 652 Practicum | 100 | Professional Dispositions Supervisor Evaluation Mentor Evaluation |
| SC 636 Internship I | 300 | Professional Dispositions Supervisor Evaluation Mentor Evaluation |
| SC 636 Internship II | 300 | Professional Dispositions Supervisor Evaluation Mentor Evaluation |

~~Clinical Partnerships~~

- ~~2.2 — Candidates are provided mentor(s) who have a minimum of a master's degree preferably in school counseling, relevant certifications and/or licenses, and a minimum of two years of pertinent professional experience; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and are trained/calibrated on the EPP's evaluations.~~

~~Narrative highlights placement process, evaluation of clinical performance, qualifications of mentors, and supervisor and mentor training. In addition, EPP describes the evaluation, process for collecting data of review, and retention of supervisors and mentors.~~

~~Collaboration with P-12 Partners~~

- ~~2.3 — The program maintains active partnerships and shares decision-making with LEAs. The program shares responsibility for continuous improvement of candidate preparation and accountability for candidate outcomes. The program relies on best practice and research to inform continuous improvement to meet the needs of Mississippi schools, including but not limited to critical needs areas.~~

~~Narrative highlights common expectations developed by EPP/partners, history of collaboration, types of advisory boards, partnership regularly sought and implemented, scheduled joint meetings with topics covered, types of input from partnership with documentation of results, evidence of instrument/evaluations are co-constructed, and evidence that school/district partnership are in place and are reviewed annually.~~

Standard 3-CANDIDATE QUALITY AND SELECTIVITY

~~The program establishes a commitment to the preparation of school counselors who understand and demonstrate the capacity to advocate for the current and future success and well-being of each student by applying the knowledge, skills, and commitments necessary to evaluate, develop, and promote academic, career, and personal/social development of all P-12 students.~~

Candidate Selection

~~3.1 The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.~~

~~Narrative highlights processes for admitting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. In addition, EPP addresses how it is meeting the needs of hard to staff schools and critical shortage areas. Supplemental evidence includes a 5-year recruitment plan detailing strategic recruitment efforts based on EPP's mission with baseline points and goals (including academic ability, diversity, and employment needs) such that results are used in planning and preparation for shifting cohorts including modifications to recruitment strategies.~~

Candidate Progression

~~3.2 The program monitors candidate proficiency from admissions through completion to ensure readiness for licensure.~~

~~Narrative highlights admission requirements (academic and non-academic), processes for monitoring candidates progress through program, and exit requirements guaranteeing candidate's recommendation for licensure at the conclusion of the program of study. Supplemental evidence includes employment status of completers.~~

Candidate Support and Success

~~3.3 The program has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program.~~

~~Narrative highlights processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description describes the intervention processes applied when a candidate must be counseled out of a program.~~

Other Advanced Programs

OTHER ADVANCED PROGRAMS Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

~~The program prepares candidates to develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices to advance the learning of all students toward college and career readiness standards. (This standard will be answered at the program level.)~~

Program of Study

~~1.1 The program's sequence of courses provides multiple opportunities to learn, apply, and reflect on content specific national standards as each candidate progresses through the program. Program includes the following specialty areas: application of data literacy; use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; employment of data analysis and evidence to develop supportive school environments; leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; supporting appropriate applications of technology for their field of specialization; and application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.~~

~~Supporting documents shall include program/degree sheet, curriculum mapped to national content standards, and syllabi (licensure, pedagogy, methods, clinicals, student teaching). Include chart listing all licensure coursework with the CAEP Specialty Area Domain headings signifying where content is introduced (I), reinforced (R), and mastered (M).~~

ex. Curriculum Mapped to ILA Standards

| Course Title & Prefix | S1: Foundational Knowledge | S2: Curriculum and Instruction | S3: Assessment and Evaluation | S4: Diversity and Equity | S5: Learners and the Literacy Environment | S6: Professional Learning and Leadership | S7: Practicum/Clinical Experiences |
|-----------------------|----------------------------|--------------------------------|-------------------------------|--------------------------|---|--|------------------------------------|
| CI-600 Foundation | * | | | | * | | |
| CI-650 Research | * | | * | | * | | |
| CI-678 Internship | * | * | * | * | * | * | * |

ex. Curriculum Alignment to CAEP Specialty Areas

| Course Title & Prefix | Data Literacy | Research | Data Analysis | Collaborative Activities | Technology | Dispositions, laws, policies, ethics, etc. |
|-----------------------|---------------|----------|---------------|--------------------------|------------|--|
| CI-650 Research | | I | I | | I | R |

Content Knowledge

~~1.2 Candidates are prepared with the critical concepts, principles, and practices that 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. (If program is not required to take one of the Praxis tests for licensure, use another national normed test or comprehensive exam results as the evidence.) 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. Praxis Content Knowledge Data~~

| Program: ex. Special Education | | | | | | | | |
|--|---------------------|-----------------------------|--------------------------|-----------------------|---------------------|----------------------|----------------------|---|
| Campus: ex. Main campus | | | | | | | | |
| Test and Test Code: ex. Special Education: Core Knowledge and Applications (5354) | | | | | | | | |
| Academic Year | # Tested | Qualifying Score | National Mean | State Mean | EPP Mean | EPP Range | % Passing | % Passing 1st Attempt |
| ex. 2020-21 | N=64 | 160 | 175.13 | 173.03 | 174.41 | 151-193 | 95% | 89% |
| ex. 2019-20 | N=80 | | 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. Development and Characteristics of Learners | 20 | 72.31 | 67.69 | 72.11 |
| | | II. Planning and the Learning Environment | 27 | 74.03 | 71.67 | 77.10 |
| | | III. Instruction | 27 | 71.21 | 71.32 | 76.17 |
| | | IV. Assessment | 22 | 82.22 | 76.96 | 80.72 |
| | | V. Foundations and Professional Responsibilities | 24 | 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.~~

~~Narrative highlights opportunities to learn and practice a variety of instructional methods: sequence of lessons; concepts, strategies, and skills; constructive feedback, motivation, and student engagement; whole/small group instruction; and instruction that enhances each child's learning. Supporting evidence shall include 3 cycles of data with the following: brief analysis of data findings and how data was used to improve the program. Include data charts using the following conventions for reporting data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).~~

ex. TIAI Pedagogical Skills

| Standards | Indicator | Main Campus | | |
|-----------------------------|--|-------------|--------|--------|
| | | Sp2020 | F2020 | Sp2021 |
| CAEP 1.2, InTASC 7, MSTGR 1 | 1. Develops appropriate grade and subject level objectives that are aligned with Mississippi Curriculum Standards/CCRS (MSCCRS). | N=19 | N=36 | N=12 |
| | | M=2.50 | M=2.28 | M=2.43 |
| | | R=2-3 | R=1-3 | R=2-3 |

N=Number, M=Mean, R=Range

Assessment: Data-Driven Instruction

1.4 — Candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources to inform instruction and professional practice.

Narrative highlights a range of types and assessments learned through all coursework: design, adapt, or selection of appropriate assessments used to plan and provide meaningful feedback to all learners. Supporting evidence shall include 3 cycles of data with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).

Diverse Learning Environments

1.5 — Candidates are prepared with the critical skills necessary for creating inclusive environments that support all students' cultural and linguistic diversity, social and emotional health, and use these as assets to support P-12 learning.

Narrative highlights knowledge and skills learned in coursework needed to customize learning for learners with a range of individual differences (such as abilities, learning experiences, and talents) and potential biases that impact expectations for and relationships with learners. Supporting evidence shall include 3 cycles of data with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).

Technology

1.6 — Candidates use technology effectively to design, implement, and assess learning experiences; propose solutions, forge new understandings, solve problems, and imagine possibilities by making content relevant to learners in both face-to-face and virtual environments.

Narrative highlights knowledge and skills learned through coursework on use of technology to incorporate critical thinking skills in the curriculum's learning goals. Supporting evidence shall include 3 cycles of data with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).

Professional Responsibilities

- ~~1.7 The Mississippi Educator Code of Conduct and professional dispositions are embedded and assessed at multiple checkpoints throughout the program.~~

~~Narrative highlights candidates' professional responsibility to learn the Mississippi Educator Code of Conduct in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Supporting evidence shall include completed checkpoint chart (delineating introduced (I), reinforced (R), and mastered (M)) and 3 cycles of data from the EPP Professional Dispositions with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus).~~

~~ex. Mississippi Educator Code of Ethics Assessment Checkpoints~~

| Course Prefix and Title | S1 Professional Conduct | S2 Trustworthiness | S3 Unlawful Acts | S4 Educ/ Stu Relationships | S5 Educ/ Collegial Relationships | S6 Alcohol/ Drug, etc. | S7 Pub Funds & Property | S8 Remunerative Conduct | S9 Confidentiality | S10 Breach of Contract |
|------------------------------------|------------------------------------|-------------------------------|-----------------------------|---------------------------------------|---|-----------------------------------|--|------------------------------------|-------------------------------|-----------------------------------|
| SPE 631 Methods | I | I | | I | | | | | R | |
| SPE 647 Internship | M | M | M | M | M | M | M | M | M | M |

~~Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS~~

~~The EPP addresses the state's needs and ensures high-quality field and clinical experiences, including feedback, support, and diverse placements for each program candidate, and provides opportunities for candidates to demonstrate the ability to positively impact P-12 students' learning, growth, and development. (This standard will be answered at the EPP level.)~~

~~Clinical Experiences~~

- ~~2.1 Diverse clinical experiences are embedded throughout the program and enable candidates to develop proficiency in the critical concepts, principles, and practices of the licensure area.~~

~~Narrative highlights internship design, types of activities completed during internship, candidate hours monitored, process for candidates when hours are not completed, evaluation of clinical performance, qualifications of mentors, and supervisor and mentor training. In addition, EPP describes the evaluation, process for collecting data of review, and retention of supervisors and mentors. Supporting evidence is the field experience progression chart with the headings indicated. List courses sequentially in program~~

ex. Clinical Continuum Chart

| Program | Course Title and Prefix | Clinical Hours | Candidate's Role in the Experience (Observation, tutoring, small group, large group) | Grade Level (Elem K-6, Elem K-3, Elem 4-6, Mid-Sch, High Sch, 7-12, K-12) | Clinical Setting (Urban, Suburban, Rural, Multi-level) | Intern Assessment |
|-------------------|--------------------------------|-----------------------|--|---|--|---|
| Special Education | SPE-631 Methods | 40 | Observation | Elem K-6 | Urban | Professional Dispositions |
| | SPE-647 Internship | 200 | Multiple | K-12 | Multi-level | TIAI Professional Dispositions Case Study |

Clinical Partnerships

2.2 — The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. Candidates are evaluated by supervisors and mentor teachers trained/calibrated on the EPP's teacher candidate evaluations.

Narrative highlights placement process, evaluation of clinical performance, qualifications of mentors, and supervisor and mentor training. In addition, EPP describes the evaluation, process for collecting data of review, and retention of supervisors and mentors.

Collaboration with P-12 Partners

2.3 — The EPP maintains active partnerships and shares decision-making with LEAs. The EPP shares responsibility for continuous improvement of candidate preparation and accountability for candidate outcomes. The EPP relies on best practice and research to inform continuous improvement to meet the needs of Mississippi schools, including but not limited to critical needs areas.

Narrative highlights common expectations developed by EPP/partners, history of collaboration, types of advisory boards, partnership regularly sought and implemented, scheduled joint meetings with topics covered, types of input from partnership with documentation of results, evidence of instrument/evaluations are co-constructed, and evidence that school/district partnership are in place and are reviewed annually.

Standard 3: CANDIDATE QUALITY AND SELECTIVITY

The EPP produces candidates who are effective in P-12 schools and classrooms, including demonstrating professional practice and responsibilities, who are capable of collecting and analyzing data on multiple measures of program and use this data for continuous improvement. (This standard will be answered at the EPP level.)

Candidate Selection

3.1 — The EPP admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard-to-staff schools and critical shortage areas.

Narrative highlights processes for admitting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and

~~enrollment patterns within the state. In addition, EPP addresses how it is meeting the needs of hard to staff schools and critical shortage areas. Supplemental evidence includes a 5-year recruitment plan detailing strategic recruitment efforts based on EPP's mission with baseline points and goals (including academic ability, diversity, and employment needs) such that results are used in planning and preparation for shifting cohorts including modifications to recruitment strategies.~~

Candidate Progression

~~3.2 The EPP monitors candidate proficiency from admissions through completion to ensure readiness for licensure.~~

~~Narrative highlights admission requirements (academic and non-academic), processes for monitoring candidates progress through program, and exit requirements guaranteeing candidate's recommendation for licensure at the conclusion of the program of study. Supplemental evidence includes employment status of completers.~~

Candidate Support and Success

~~3.3 The EPP has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program.~~

~~Narrative highlights processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description describes the intervention processes applied when a candidate must be counseled out of a program.~~

Section IV: NEW PROGRAMS and PROGRAM MODIFICATIONS

New Program Approval

New program requests shall go to the Licensure Commission for initial approval, and if approved, submitted to the SBE for final approval. To add a new program, complete the information listed on the appropriate form designated for New Programs. ~~New Program request form.~~ If the particular program has never existed or if the program was inactivated, it is considered a new program. For example, an EPP has an approved program for a Master of Arts in Middle Level Education and desires to offer a Master of Arts in Secondary Education. Although the EPP has an approved program for the Middle School Level, the Secondary route would be considered a new program. Therefore, the EPP should follow the guidelines for a new program.

| Implementation Semester | Deadline for Submission to MDE | Initial Recommendation Made to EPP by MDE | Licensure Commission Recommendation | SBE Decision |
|-------------------------|--------------------------------|---|-------------------------------------|--------------|
| Fall | February 15 | March | May | July |
| Spring | June 15 | August | September | November |

New Program ~~Approval~~ Proposal Requirements

The teacher education program approval process requires the following:

- The EPP provides documentation of institutional administrative approval and/or Mississippi Institutions of Higher Learning approval, if public.
- The program requires candidates to learn, apply and reflect upon Mississippi College and Career Readiness Standards.
- The program is based upon and aligned to state and national program standards.
- The program shall identify and meet appropriate licensure/certification requirements.
- All degree programs shall meet the MS-IHL minimum core curriculum requirement to receive a baccalaureate degree (see Section V: Curriculum).

To implement a new teacher or administrator preparation program, EPPs shall submit a letter of request from the EPP's dean or vice president of academic affairs, and the appropriate form designated for New Programs or include the MS-IHL proposal request submitted (if it fully addresses each MDE proposal section requirement) by the appropriate deadline. The components of the proposal shall include a cover page and a contents page that outlines required sections. The cover page shall include the following information:

- Institution
- Name of Faculty Contact for Proposal
- Faculty Contact Telephone and Email Address
- Name of Program (Content Area) and Endorsement Code
- Level of Program (e.g., Bachelor's)
- Date Proposal Submitted to MDE

The contents page shall identify the following sections:

- I. Overview/Rationale
- II. Program Content
- III. Faculty
- IV. Comparison of two other programs
- V. Professional Accreditation
- VI. Support Documentation

~~The six required sections shall address the specific details of the proposal as outlined (insert tables, charts, or narrative where appropriate):~~

~~***Section I: Overview/Rationale***~~

- ~~• State your justification rationale/overview for establishing the new program.~~
- ~~• Describe how this modification will support the state's need.~~
- ~~• Describe the procedures for evaluation of the program include outcome assessments, placement of graduates, changes in job market need/demand, survey results, or other data used to support the request.~~
- ~~• A description of the program's alignment with the EPP's mission/vision.~~

~~***Section II: Program Content***~~

- ~~• Provide a description of the proposed course of study (the new or proposed program/advisement sheet may be submitted if it specifically identifies the required courses), state and national standards addressed, related field experiences or clinical practice as applicable to specified courses, and a brief discussion or statement of how the program or specific courses infuse differentiation in instruction and technology.~~
- ~~• Course syllabi and course descriptions for the proposed program should be submitted for comparison.~~
- ~~• Continuum clinical hours chart that provides number of clinical hours per course, type of placement criteria or measures taken to ensure placements are in diverse settings with diverse students, and key assessments administered during placement.~~

~~***Section III: Faculty***~~

- ~~• Identification of faculty members (full-time, part-time and adjunct) with primary responsibility for preparing professional educators in the program and their qualifications for their assigned positions. Identification of program faculty responsible for instructing at alternate locations, as applicable.~~

~~***Section IV: Comparison of Two Other Programs***~~

- ~~• Provide documentation from at least two other programs that align with your proposal.~~

~~***Section V: Professional Accreditation***~~

- ~~• Describe the professional accreditation that will be sought for this degree program.~~

~~***Section VI: Support Documentation***~~

- ~~• Documentation of the EPP's current state/national program recognition.~~
- ~~• Documentation of institution administrative approval and, if applicable, a document that~~

~~indicates MS-IHL approval.~~

- ~~• Optional documentation to support the rationale for the proposal.~~

Process for New Program Approval Proposal Presentation Steps

The following steps shall be followed to present a new program to the Licensure Commission and/or SBE.

1. The EPP shall submit all required documentation for an initial review by MDE staff to ensure feasibility.
2. After the initial review, MDE disseminates the proposals to MDE program staff and EPP peer reviewers.
3. The MDE will compile all reviewers' comments and recommendations and determine if the proposal is ready to be presented to the Licensure Commission. If there are concerns regarding a proposal, the EPP will be provided an opportunity to address the concerns and resubmit the amended proposal.
4. Once approved by the Division of Educator Preparation, the item is slated for a Licensure Commission meeting.
5. If approved by the Licensure Commission, the item moves forward to the SBE meeting for a final decision.
6. EPPs will be provided formal notification of final SBE decisions and the date for which program completers will be eligible to apply for licensure under the new program.

Program Modification

A program modification request should be initiated when a change substantive enough to alter the program is needed. An EPP seeking approval to modify an existing program ~~shall provide a letter signed by the EPP dean or vice president of academic affairs addressed to the director of MDE. The letter shall email the Division of Educator Preparation to~~ provide an overview of the modifications to the program, the rationale for making the proposed modifications, and evidence that the program has satisfied university protocol. Additionally, the EPP ~~should~~ shall access the ~~Program Proposal Modification Form (Appendix E)~~ appropriate form designated for Program Modification and complete all applicable sections. Major modifications may be subject to peer review. Modification forms and supporting documents shall be submitted for review as advised by the Division of Educator Preparation.

Program Modification ~~Proposal~~ Requirements

The proposal shall include a cover page, and a content page for the required sections. The cover page shall include the following information:

- Institution
- Name of Faculty Contact for Proposal
- Faculty Contact Telephone and Email Address
- Name of Program (Content-Area) and Endorsement Code
- Level of Program
- Date of Submission to MDE

The contents page shall identify the following sections:

- I. Overview/Rationale
- II. Program Content
- III. Faculty
- IV. Comparison of two other programs
- V. Professional Accreditation
- VI. Support Documentation

~~The six required sections should address the specific details of the proposal as outlined (insert tables, charts, or narrative where appropriate):~~

~~*Section I: Overview/Rationale*~~

- ~~• State your justification rationale/overview for modifying the program.~~
- ~~• Describe how this modification will support the state's need.~~
- ~~• Describe the procedures for evaluation of the program include outcome assessments, placement of graduates, changes in job market need/demand, survey results, or other data used to support the request.~~
- ~~• A description of the program's alignment with the EPP's mission/vision.~~

~~*Section II: Program Content*~~

- ~~• An outline of the current program (advisement/program sheets may be submitted).~~
- ~~• A description of the proposed course of study (the new or proposed program/advisement~~

~~sheet may be submitted if it identifies the required courses), how state and national standards will be modified if any, related field experiences or clinical practice as applicable to specified course changes, and a brief description or statement of how the program or specific course changes will affect provisions for differentiation in instruction and technology.~~

- ~~● Note: Proposed changes to the current program should be clearly identified or defined in red font. New courses should be identified by marking (X) beside each. Any courses to be deleted should be identified by marking (XX).~~
- ~~● Course syllabi for modified courses not yet approved.~~

Section III: Faculty

- ~~● Identification of any changes in faculty members with primary responsibility for preparing professional educators in the program.~~
- ~~● Faculty qualifications for assigned role (rank, discipline, workloads, and specific courses they teach).~~

Section IV: Comparison of Two Other Programs

- ~~● Provide documentation from at least two other programs that align with your modification.~~

Section V: Professional Accreditation

- ~~● If the program is recognized by a specialized professional association (SPA) program, include the most recent SPA report and results.~~

Section VI: Support Documentation

- ~~● Documentation of the EPP's current state/national program recognition.~~
- ~~● Documentation of institution administrative approval and, if applicable, a document that indicates MS-IHL approval.~~
- ~~● Optional documentation, including feasibility studies or surveys that support the rationale for the proposal.~~

All modifications to existing programs should be submitted to the Division of Educator Preparation for review and recommendation to the Licensure Commission. Although all program modifications are required to be submitted, only those that significantly impact a degree program or endorsement program will be presented for review and approval of the Licensure Commission and SBE.

A list of courses required (i.e., advising or program sheets) to complete the program and a syllabus for each course shall be included with a request for approval of modifications. If a public (state funded) institution governed by the Board of Trustees of the State Institutions of Higher Learning is not required to submit the proposal initially to MS-IHL for approval (in a manner consistent with the *Academic Guidelines* posted on the MS-IHL website, Academic and Student Affairs downloads), include that evidence. If all MDE required proposal content is addressed in the proposal for MS-IHL, the EPP may elect to submit or duplicate the MS-IHL proposal and attach that documentation to MDE's Modification Form ~~Program Proposal Packet M (Modifying an Existing Program)~~ for submission to MDE.

Process for Program Modification Approval Proposal Presentation Steps

The following steps shall be followed to present a program modification to the Licensure Commission and/or SBE.

1. The EPP shall submit all required documentation for an initial review by MDE staff to ensure feasibility.
2. After the initial review, MDE disseminates the proposals to MDE program staff and EPP peer reviewers.
3. The MDE will compile all reviewers' comments and recommendations and determine if the proposal is ready to be presented to the Licensure Commission. If there are concerns regarding a proposal, the EPP will be provided an opportunity to address the concerns and resubmit the amended proposal.
4. Once approved by the Division of Educator Preparation, the item is slated for a Licensure Commission meeting.
5. If approved by the Licensure Commission, the item moves forward to the SBE meeting for a final decision.
6. EPPs will be provided formal notification upon final SBE decisions and the date for which program completers will be eligible to apply for licensure under the modified program.

Inactive Programs

While the definition of “inactive program” is not stipulated in SBE rule, a program not listed on the institution’s website and/or included in their course catalog is generally determined to be an inactive program. EPPs are asked to remove inactive programs. This process is equivalent to a program ~~modification~~ deletion and should be documented through formal processes outlined in Section III of this document and approved by the Licensure Commission and SBE, thus removing from the MDE list of approved licensure programs. Additionally, inactive programs may be determined through program review processes.

Section V: PROGRAM REQUIREMENTS

Curriculum

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:

Classroom Management (CM) (per Miss. Code Ann. § 37-3-89),
Special Education (SPED), and
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 |

Science of Reading and Structured Literacy Standards Alignment

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 2017 International Literacy Association's Standards.

Elementary Education Program of Study

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 |
| Literacy I or Structured Literacy I, Literacy II or Structured Literacy II, 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 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/Structured Literacy | 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 |
| Discipline Pedagogy | 3 semester hours |

Alternate Route Programs

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

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

Elementary Education K-6 non-traditional licensure shall include instruction in four 3-hour literacy courses:

Literacy I or Structured Literacy I,
 Literacy II or Structured Literacy II,
 Integrating Reading and Writing Across the Curriculum, and

Diagnosing and Assessing Reading Difficulties

Student Teaching/Internships

Student teaching and internships are the most important components of educator preparation programs. All programs leading to initial licensure shall include multiple opportunities for candidates to practice skills in field-based clinical settings. Clinical experiences should expose candidates to multiple opportunities to practice skills learned through coursework in actual school settings.

Student Teaching General Requirements:

- Candidates will be required to complete 12 weeks (60 full days) of student teaching. Placements may be virtual or face-to-face depending on the local context.
- All placements shall be in a MDE accredited school. Nonpublic accredited schools can be accessed on the [Accreditation Index](#) webpage.
- Cooperating (in-service) teachers shall have at least three years of effective teaching experiences and be recommended by the principal and/or the district's Office of Human Resources.
- University supervisors shall have at least three years of effective P-12 teaching experience. It is highly recommended that university supervisors are licensed educators. Supervisors are required to make at least **four** face-to-face/virtual visits during the student teaching semester.
- The EPP shall provide documentation of EPP supervisor and cooperating teacher training in the administration of the EPP Statewide Common Assessments.
- EPPs shall submit a copy of the syllabus for Student Teaching.
- EPPs shall submit a student teaching placement report each semester.

Administration Internship General Requirements:

- Candidates shall be required to complete a minimum of 300 contact hours of internship.
- All placements shall be in a MDE accredited school.
- Mentors shall be active educational leaders within a building setting, have a minimum of a master's degree in educational leadership, a minimum of three years of pertinent professional experience, and engage regularly during the internship. Mentors are selected collaboratively by the intern, a representative of the school and/or district, and program faculty.
- University supervisors shall have at least three years of effective P-12 administrative experiences. It is highly recommended that supervisors are licensed administrators. Supervisors are required to make face-to-face/virtual visits during internship.
- Internship shall require experiences in elementary, middle, and high school diverse settings. Evidence shall be provided.

School Counseling Internship General Requirements:

- Practicum is comprised of at least 100 contact hours completed over 10 weeks with 40 direct service hours.
- Internship is comprised of at least 600 contact hours completed over two semesters with

at least 240 hours direct service.

- Mentors shall regularly engage during the internship and have a minimum of a master's degree preferably in school counseling, relevant certifications and/or licenses, and a minimum of three years of pertinent professional experience. Mentors are selected collaboratively by the intern, a representative of the school and/or district, and EPP program faculty.
- University supervisors shall have at least three years of effective counseling experiences. It is highly recommended that supervisors are licensed counselors. Supervisors are required to make face-to-face/virtual visits during internship.
- Internship shall require experiences in elementary, middle, and high school diverse settings. Evidence shall be provided.

Other Advanced Program Internship General Requirements:

- Candidates shall be required to complete an internship.
- All placements shall be in a MDE accredited school.
- Mentors shall regularly engage during the internship and have a minimum of a master's degree, relevant certifications and/or licenses, and a minimum of three years of pertinent professional experience. Mentors are selected collaboratively by the intern, a representative of the school and/or district, and EPP program faculty.
- University supervisors shall have at least three years of effective P-12 teaching experience. It is highly recommended that university supervisors are licensed educators. Supervisors are required to make face-to-face/virtual visits during the internship semester.
- Internship shall require experiences in diverse school settings at the level where licensure is being requested. Evidence shall be provided.

Content Knowledge Tests

In order to obtain a license to practice as an educator in the state of Mississippi, all prospective teachers, administrators, and instructional support personnel shall achieve Mississippi's minimum qualifying passing score on the state's required licensing assessment(s) as appropriate. Praxis information is posted on the [Praxis Information](#) page and at the [ETS website](#). Information about the Foundations of Reading test preparation materials, test registration is available at [Mississippi Foundations of Reading](#).

COVID-Related Suspension of Testing Criteria

~~During the special called meeting on March 26, 2020, the Mississippi State Board of Education (SBE) voted to suspend specific policies in Mississippi Administrative Code Section 7-4, Part 4: Licensure Guidelines P-12 related to requirements for Traditional and Nontraditional Educator Preparation Program Entry Test Requirement, Educator and Administrator Licensure Test Requirement, Educator and Administrator Licensure Renewal, and Educator Licensure Reciprocity following Governor Tate Reeves' Proclamation of a State of Emergency as a result of the impact of COVID-19 (coronavirus) on school districts during the spring of 2020 in accordance with Miss. Code Ann. § 33-15-31, 33-15-11 (b)(9) and 33-15-11 (c)(1) [Goal 4—SBE Strategic Plan].~~

~~The MDE Division of Educator Licensure will suspend the licensure testing criterion only, for all complete applications received in the MDE Division of Educator Licensure on or before December 31, 2021, for Five-Year Standard Licenses sought by way of the completion of an approved traditional or nontraditional educator or administrator preparation program as defined by the Mississippi State Board of Education. Traditional candidates admitted during the COVID-19 admission test waiver will have until July 31, 2023, to be licensed without ACT/CORE. Nontraditional candidates admitted during the COVID-19 admission test waiver will have until July 31, 2022, to be licensed without ACT/CORE.~~

~~CAEP Self-Study and Missing Test Scores~~

~~The test waiver may affect those who will be submitting upcoming CAEP reports. The scores from licensure tests provide evidence for meeting CAEP Standards 1 (content knowledge) and Standard 3 (entrance). If the EPP relies heavily on licensure test scores, an alternative plan may be necessary. Because of the COVID-19, CAEP may provide more flexibility to meet the standard.~~

Program Admittance and Exit Requirements

Teacher Candidate Admittance Requirements

Each applicant for entry into a teacher licensure program shall demonstrate minimum academic ability prior to being admitted to a teacher education program. For traditional and alternate route candidates these skills are:

- completion of a minimum of 60-hours of course credit with a minimum 3.0 GPA on a 4.0 system; or
- ACT 21 or SAT equivalent; or
- qualifying passing score on the Praxis CORE.

Teacher Candidate Exit Requirements

All elementary, secondary, and special area teacher education candidates shall complete a teacher education program that is approved by the SBE and nationally accredited. Successful completion of a program is determined by the following criteria:

1. Candidate met program entrance requirements.
2. Candidate demonstrated proficiency on statewide common assessments for skills, knowledge, and dispositions.
3. Candidate successfully completed a clinical experience.
 - a. Traditional candidate successfully completed a minimum of 12 weeks (60 full days) student teacher experience.
 - b. Alternate route candidate successfully completed a full academic year as the teacher of record.

Administrator Admittance Requirements

Prior to being admitted to an educational leadership program, candidates shall submit a standard application packet that includes the following:

- verification of minimum 2.75 GPA on last 60 hours;
- copy of standard teaching license;
- verification of at least three (3) years education experience completed prior to program entry, and
- verification of background check.

Administrator Exit Requirements

Prior to completing an administration program, candidates shall have successfully completed a program that is nationally accredited and state approved program. These skills for traditional route candidates are:

- Candidate met program entrance requirements.
- Candidate completed statewide common assessments for skills, knowledge, and dispositions.
- Candidate successfully completed internship requirements that included a minimum of 300 hours of internship in elementary, middle, and high school diverse settings.

Section VI: GLOSSARY

Academic Major - The actual major granted to a candidate. For Title II reporting, IHEs should choose the closest match to the academic major choices within the annual Title II Report template (see Title II User Manual, Glossary for more details). The list will include teacher education majors and some non- education majors.

Academic Year (AY) - To remain consistent with annual reporting requirements to MDE and other agencies, the state defines an AY for institutions of higher learning as the period that includes the fall, spring, and summer semesters (e.g., fall 2018, spring 2019, summer 2019). The EPP shall be consistent with how it reports a year of data to MDE to ensure accurate statewide data comparisons. *Note:* For Title II HEA reports to the USDE, an AY is defined as 12 consecutive months, starting September 1 and ending August 31.

Accreditation - (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. The current national accrediting body is CAEP. (2) The decision rendered by CAEP when an EPP's professional education unit meets CAEP's standards and requirements.

Admit GPA - The grade point average calculated for eligible admission into an educator preparation program. For undergraduate candidates, the admit GPA of 3.0 shall be based upon a minimum of 60- credit hours. For Alternate Route candidates, the 3.0 GPA may be the total undergraduate GPA, or last 60 hours of credit (undergraduate or graduate credit).

Admitted Candidates - For state reports, admitted candidates are individuals who are eligible and officially admitted into a teacher education program in a given semester or year, generally in the junior year; not to be confused with those listed as enrolled, which includes *all* candidates currently taking courses in the program from admission through to graduation.

Approved EPP Program - Any Mississippi EPP licensure program which prepares candidates to enter a specific area of education (e.g., math education, special education, science education, administration, counseling, etc.) that is approved by both the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the Mississippi State Board of Education.

Assessments - The term covers content tests, observations, projects or assignments and surveys. Assessments and scoring guides are used by faculty to evaluate candidates and provide them with performance feedback. Assessments and scoring guides should address candidate knowledge, performance, and dispositions that are aligned with standards.

Candidate - An individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider (EPP).

CEEDAR (Collaboration for Effective Educator Development, Accountability, and Reform) - A technical assistance program operating out of the University of Florida dedicated to reform, revise, refine, and realign evidence-based practices within multi-tiered systems of support by building the capacity of the state personnel preparation system.

Cohort of Program Completers - Individuals who met all requirements of a Mississippi state-approved licensure program in a given *academic year* (See: program completer)

Commission (or Licensure Commission) - Most commonly used to refer to the **Commission on Teacher and Administrator Education, Certification and Licensure and Development** that is the body charged through **Miss. Ann. Code § 37-3-2** with the responsibility of making recommendations to the Mississippi 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.

Content (Field of Study) - The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration).

Content Area Courses - Refers to course work in the area of endorsement (e.g., mathematics, science, special education, etc.).

Continuing Education Unit (CEU) - Unit of educational credit offered through an approved CEU granting agency. One CEU is earned through 10 contact hours of instruction/training.

Core Curriculum - Core courses that are required by the state to be used in determining a teacher candidate's GPA for admission into a teacher preparation program. These courses should be either a specific set pre-determined by EPP policy or a set of courses that the state recognizes as a common core of courses across major subject area

Council for the Accreditation of Educator Preparation (CAEP) - A national accrediting body that ensures the preparation of highly qualified educators through the accreditation of programs in which data- driven decisions; resources and practices support candidate learning; and candidates demonstrate knowledge, skills, and professional dispositions geared toward raising student achievement. **Note:** TEAC and NCATE merged to form CAEP.

Council for the Accreditation of Educator Preparation (CAEP) Coordinator - The person(s) identified by the EPP to manage preparations for the CAEP visit.

Critical Shortage Subject Area - A subject area in which the state has determined a deficit of candidates to recruit, train, employ, and retain as highly qualified teachers in that subject. Historically these have been defined as: Special Education, Mathematics, Science (Biology, Chemistry, Physics) and Foreign Language (French, German, Spanish).

Culturally Linguistically Responsive Pedagogy (CLRP) - A research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives.

Cut Score - The minimum score required by the state to pass a teacher certification or licensure

assessment.

Cycle - A single collection of data over time (e.g., semester, year)

Data - Information with a user and a use that may include individual facts, statistics, or items of information.

Disaggregated Data - The process of breaking out aggregated data according to specific criteria in order to reveal patterns, trends, and other information.

~~**Educator Licensure Management System (ELMS)** - MDE's licensure system used for making application and renewal of licenses. Additionally, it provides the capacity for educators and the general public to perform license lookups. The ELMS link can be found on MDE's homepage or on the Educator Licensure webpage found here <https://sso.mde.k12.ms.us/Login/Login.aspx>.~~

Educator Preparation Provider (EPP) - The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. Also known as the "professional education unit." The professional education unit shall include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.

Educator Preparation Provider (EPP) Head - The individual officially designated to provide leadership for the EPP (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

Endorsements - Areas in which educators are licensed.

Enrolled - Includes students who have been officially admitted into a teacher preparation program and those who are still actively completing coursework required for graduation.

Ethnicity - Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry, language, shared history, traditions, values, and symbols— all of which contribute to a sense of distinctiveness among members of the group.

Evidence - A factual report or documentation of events that support meeting a standard or indicator.

Formative Assessment - Evaluations based on rubrics designed to measure observable instructional and behavioral practices of an educator in training. Formative assessment is a method of continually evaluating student/candidate academic needs and development and precedes local benchmark assessments and summative assessments.

High-Leverage Practices (HLP) - Best practice as identified by the Council for Exceptional Children. These are organized around four major components of practice:

- Collaboration
- Assessment

- Social/emotional/behavioral
- Instruction

High-Quality Instructional Materials (HQIM) - Materials that are aligned to the Mississippi College and Career Readiness Standards, externally validated, comprehensive and include knowledge-building complex texts, problems, and assessments.

Inclusive Principal Leadership - Inclusive principals create strong school cultures and distribute leadership across staff to serve all learners well and ensure all students feel safe, supported, and valued in school. In promoting equity for “all,” inclusive principals must respond effectively to the potential and needs of each student. Inclusive principals ensure high expectations and appropriate supports so that each student – across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income – can excel in school.

Indicator - The smallest category, measure, or gauge of an observable descriptor that provides data and information regarding a specific goal or point.

Institutional Standards - Standards set by an Educator Preparation Provider (EPP) that reflect its mission and identify important expectations for educator candidate learning that may be unique to EPP.

Institutions of Higher Education (IHE) - Section 101(a) of the *Higher Education Act (Title II)* provides a general definition of an “institution of higher education,” as follows: For purposes of this Act, other than Title IV [Student Financial Assistance], the term institution of higher education means an educational institution in any State that

1. admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of Section 484(d)(3);
2. is legally authorized within such State to provide a program of education beyond secondary education;
3. provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
4. is a public or other nonprofit institution; and
5. is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is a satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.”

Section 101(b) defines additional institutions that are included: “For purposes of this Act, other than Title IV, the term Institution of higher education” also includes:

1. any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

2. a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students, individuals—
 - A. who are beyond the age of compulsory school attendance in the State in which the institution is located; or
 - B. who will be dually or concurrently enrolled in the institution and a secondary school.

Institutions of Higher Learning (IHL) - The constitutional governing body responsible for policy and financial oversight of the eight public institutions of higher learning in the state of Mississippi. Public EPPs in Mississippi are often referred to as IHLs.

Knowledge Base - Empirical research, disciplined inquiry, informed theory, and the wisdom of practice that serves as the basis for requirements, decisions, and actions of an Educator Preparation Provider (EPP).

Licensure - The official recognition by a state governmental agency that grants professional recognition to an individual who meets specified qualifications/requirements.

Literacy - The ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.

Literacy (Reading) - Instructional strategies to support explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies shall also include effective methods for identifying characteristics of conditions such as dyslexia and the use of multisensory interventions.

Measures - The variety of observation and assessment tools and methods that are collected as part of a research effort.

Mississippi Association for Colleges of Teacher Education (MACTE) - MACTE is an organization comprised of the deans and/or designees of education for public and private universities and colleges in the state of Mississippi. MACTE is a state chapter of the American Association for Colleges of Teacher Education (AACTE).

MECCA – Mississippi Educator Career Continuum Archive is a customized cloud-based, all-in-one, single sign-on educator workforce information management system that serves as a hub to capture the lifecycle of a Mississippi educator from recruitment to retirement.

Mississippi State Board of Education (SBE) - The Mississippi State Board of Education is made up of nine members appointed according to the rules in the Mississippi Constitution. The Board appoints the State Superintendent of Education, sets public education policy and oversees the Mississippi Department of Education.

Mississippi Department of Education (MDE) - The state education agency for the state of Mississippi. The State Board of Education is the governing body for policies of MDE.

Mississippi Educator Preparation Provider Annual Report - To satisfy annual program approval of EPPs, MDE requests a state review process for educator preparation program approval that requires reporting of specific data by April 30.

Mississippi Mid-Cycle Program Review - Is the state's review process conducted at the mid-point of and EPP's national accreditation cycle. The review is designed ensure Mississippi educator preparation programs meet state and national standards as well as the needs of local schools in preparing competent, caring, and qualified teachers and leaders capable of impacting P-12 student learning outcomes.

National Board for Professional Teaching Standards (NBPTS) - Is an independent, nonprofit organization working to advance accomplished teaching for all students.

PK–12 School Personnel - Licensed practitioners in PK–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments (See: Professional Education Faculty and School Faculty).

Part-Time Faculty - Professional education faculty who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty (See: Adjunct Faculty and Professional Education Faculty).

Pass Rate - The percentage of students who passed assessment(s) taken for initial certification or licensure in the field of preparation.

Professional Development - Opportunities for educators to develop new knowledge and skills through professional learning activities and events such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in PK–12 schools.

Program Review – Mississippi Code Ann. § 37-101-29 mandates that education degree programs that lead to licensure be approved by the Mississippi State Board of Education. The program review process is conducted by the Division of Education Preparation under the auspices of the Office of Teaching and Leading. Standards are approved by the Licensure Commission and MBE.

Reliability - The degree to which test scores for a group of test takers are consistent over repeated request for evaluations of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker. A measure is said to have a high reliability if it produces consistent results under consistent conditions.

Scaled Score - A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading.

Self-Study Report (SSR) - The document that an Educator Preparation Provider (EPP) creates

following its internal self-study, that assembles evidence demonstrating its case for CAEP Standards.

Single Assessment Pass Rate - The percentage of students who passed the assessment among all who took the assessment.

Site Review - The two-to-three days in which site reviewers conduct their summative review of an Educator Preparation Provider's (EPP) self-study report and evidence on location at the EPP's campus or organizational headquarters.

Specialized Professional Association (SPA) - A member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a specific content area (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., special education teachers), or provide services to students (e.g., school counselors, school psychologists, or principals). EPPs may elect to have SPAs review programs for national recognition.

Stakeholder - Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

Standards - Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning.

Student - A learner in a P-12 school setting or other structured learning environment but not a learner in an educator preparation program.

Student Teaching - Extensive and substantive clinical practice in P-12 schools for candidates preparing to teach.

Subject Area - A division of organized knowledge for which state curriculum guidelines have been prepared; the area in which candidates are prepared to teach. For Title II reporting, IHEs should choose the subject area that best describes the area the candidate is prepared (see Title II User Manual, Glossary for more details). For state reporting, IHEs should choose from the list of licensure areas provided by the state.

Summary Pass Rate - The percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

Summative Assessment – Assessment that occurs at the conclusion or end point of a course or program to determine whether candidate learning outcomes have been achieved.

Supervised Clinical Experience - A series of supervised field experiences (including student teaching) with P-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202 (d)(2) describes features of clinical experience. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will

identify coursework that is clinical and nonclinical.

Supervising Faculty - All persons the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, and who have an administrative link or relationship to the teacher preparation program.

Supplemental Teaching Endorsement - Areas of endorsement added to a valid five-year or three-year license by:

1. completing 18 hours in a content area with a grade of “C” or higher; or
2. an institutional program verification documenting completion of a state approved program in an additional content; or
3. meeting the minimum score on the Praxis II Specialty Area Test; or
4. completing an MDE approved program.

(See: MDE licensure guidelines for specific information)

Teacher Candidates - Individuals admitted to, or enrolled in, programs for the initial preparation of teachers. Candidates are distinguished from “students” in P-12 schools. The term “students” refers to learners in the P-12 environment.

Teaching Experience - Experience accrued by a properly licensed staff member in a grade or subject under legal contract to an accredited public, private, elementary, or secondary (P-12) school; or teaching/administrative experience accrued at a state approved or regionally/nationally accredited EPP program.

Technology – The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

Validity - The extent to which a set of operations, test, or other assessment measures what it is supposed to measure. Validity is not a property of a data set but refers to the appropriateness of inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort.

REMOVING APPENDICES AND ADDING TO EPP PROGRAM REVIEW WORKBOOK

~~Section VII: APPENDICES~~

~~Appendix A: Initial Program Review Rubric~~

Initial Program Review Rubric

| Standard 1 CONTENT AND PEDAGOGICAL KNOWLEDGE | | | | |
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| The program prepares candidates to develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices to advance the learning of all students toward Mississippi College and Career Readiness Standards. (This standard is answered at the program level.) | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 1.1 Program of Study. The program's sequence of courses provides multiple opportunities to learn, apply, and reflect on content-specific national standards as each candidate progresses through the program. Program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education. Elementary Education includes the required four literacy courses. | The degree/program plan, curriculum aligned to national standards, curriculum alignment to InTASC domains, and syllabi were submitted, but may be missing information or information is inaccurate as compared to the submitted syllabi. Classroom management, data analysis/evaluation, and Special Education courses may or may not be identified. Literacy courses may or may not be identified. | The degree/program plan, curriculum aligned to national standards, curriculum alignment to InTASC domains, and syllabi were submitted, but may be inaccurate as compared to the syllabi. Classroom management, data analysis/evaluation, and Special Education courses may or may not be identified. Literacy courses may or may not be identified. | The degree/program plan, curriculum aligned to national standards, curriculum alignment to InTASC domains, and syllabi were submitted. Classroom management, data analysis/evaluation, and Special Education courses were identified. Literacy courses were identified. | |
| 1.2 Content Knowledge. Candidates are prepared with the critical concepts, principles, and practices that ensure preparation for the recommended licensure area. | The focus of the narrative is centered on the licensure exams. Data from the licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on one particular concept, principle, or practice to ensure candidate preparation for recommended licensure area. Data from the last 2/3 years of licensure exams were provided. Data analysis and/or | Narrative focuses how the program prepares candidates with critical concepts, principles, and practices to ensure preparation for recommended licensure area. Data from the last 3 years of licensure exams were provided including | |

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|---|--|--|--|--|
| | | interpretation of how data was used to improve program may or may not have been provided. | data analysis and interpretation of how data was used to improve program. | |
| 1.3 Instruction:- Pedagogical Skills. Candidates experience multiple opportunities to learn core content and lesson planning using high-quality materials aligned to standards and can apply skills in diverse P-12 settings. | The focus of the narrative is centered on the data from TIAI indicators 1-5 and 9-19. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on an opportunity for candidates to learn and practice instructional methods. Data from the last 2/3 cycles of TIAI indicators 1-5 and 9-19 were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focuses on opportunities to learn and practice a variety of instructional methods: sequence of lessons; concepts, strategies, and skills; constructive feedback, motivation, and student engagement; whole/small-group instruction; and instruction that enhances each child's learning. Data from the last 3 cycles of TIAI indicators 1-5 and 9-19 were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.4 Assessment: Data-Driven Instruction.- Candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources to inform instruction and professional practice. | The focus of the narrative is centered on the data from TIAI indicators 7-8 and the Impact on Student Learning (Teacher Work Sample). Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on a type of assessment learned in coursework. Data from the last 2/3 cycles of TIAI indicators 7-8 and Impact on Student Learning (Teacher Work Sample) were provided. Data analysis and/or interpretations of how data was used to improve | Narrative focuses on a range of types and assessments learned through all coursework: design, adapt, or selection of appropriate assessments used to plan and provide meaningful feedback to all learners. Data from the last 3 cycles of TIAI indicators 7-8 and | |

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| | | program may or may not have been provided. | Impact on Student Learning (Teacher Work Sample) were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.5 Diverse Learning Environments. Candidates are prepared with the critical skills necessary for creating inclusive environments that support all students' cultural and linguistic diversity, social and emotional health, and use these as assets to support P-12 learning. | The focus of the narrative is centered on the data from TIAI indicators 20-24. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on a skill learned in coursework needed to customize learning for learners with individual differences. Data from the last 2/3 cycles of TIAI indicators 20-24 were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative highlights knowledge and skills learned in coursework needed to customize learning for learners with a range of individual differences (such as abilities, learning experiences, and talents) and potential biases that impact expectations for and relationships with learners. Supporting evidence shall include CLRP are highlighted in syllabi. Data from last 3 cycles of TIAI indicators 20-24 were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.6 Technology. Candidates use technology effectively to design, implement, and assess learning experiences; propose solutions, forge new | The focus of the narrative is centered on the data from TIAI indicator 6. Data analysis and/or interpretation of how data was used to improve | Narrative focuses on a skill learned through coursework on use of technology in lesson planning. Data from last 2/3 cycles of TIAI indicator 6 were provided. | Narrative focuses on knowledge and skills learned through coursework on use of technology to incorporate critical thinking skills in the curriculum's learning goals. | |

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| understandings, solve problems, and imagine possibilities by making content relevant to learners in both face-to-face and virtual environments. | program may or may not have been provided. | Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Data from last 3 cycles of TIAI indicator 6 were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.7 Professional Responsibilities: The Mississippi Educator Code of Conduct and professional dispositions are embedded and assessed at multiple checkpoints throughout the program. | The focus of the narrative is centered on the data from Professional Dispositions. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on professional dispositions at exit. Data from last 2/3 cycles of Professional Dispositions and TIAI indicator 25 were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focuses on candidates' professional responsibility to learn the Mississippi Educator Code of Conduct in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Data from last 3 cycles of Professional Dispositions and TIAI indicator 25 were provided including data analysis and interpretation of how data was used to improve program. | |
| Comments: | | | | |

| Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS | | | | |
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| The EPP addresses the state's needs and ensures high-quality field and clinical experiences, including feedback, support, and diverse placements for each program candidate, and provides opportunities for candidates to demonstrate the ability to positively impact P-12 students' learning, growth, and development. (This standard will be answered at the EPP level.) | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 2.1 Clinical Experiences. Diverse clinical experiences | The EPP's Clinical Experience Continuum | The EPP's Clinical Experience Continuum | The EPP's Clinical Experiences Continuum | |

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| are embedded throughout the program and enable candidates to develop proficiency in the critical concepts, principles, and practices of the licensure area. | Chart provides information for a few programs. Chart omits several courses. EPP fails to provide diverse experiences. | Chart indicates each program's clinical experiences, but chart may include courses that are not represented in the program or may have left out courses that include field experiences. EPP may or may not provide diverse experiences. | Chart indicates how each initial program's clinical experiences provide a developmental and sequential set of diverse experiences. | |
| 2.2 Clinical Partnerships. The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. Candidates are evaluated by supervisors and mentor teachers trained/calibrated on the EPP's teacher candidate evaluations. | The EPP partners with LEAs to select clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. | The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. | The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. EPP has a process in place for collecting data not only on the training of mentor teachers and supervisors, but also on the qualifications of selected mentors. | |
| 2.3 Collaboration with P-12 Partners. The EPP maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared | The EPP has a partnership with LEA to share candidate outcomes. | The EPP maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate preparation and shares accountability for candidate outcomes; | The EPP maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared decision making. The EPP relies on best practice and | |

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| decision-making. The EPP relies on best practice and research to inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs. | | | research to inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs. | |
| Comments: | | | | |

| Standard 3: CANDIDATE QUALITY AND SELECTIVITY | | | | |
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| The EPP produces candidates who are effective in P-12 schools and classrooms, including demonstrating professional practice and responsibilities, who are capable of collecting and analyzing data on multiple measures of program and use this data for continuous improvement. (This standard will be answered at the EPP level.) | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 3.1 Candidate Selection. The EPP admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas. | The EPP admits candidates from a broad range of backgrounds and diverse populations. | The EPP admits and supports candidates from a broad range of backgrounds and diverse populations. The EPP recruits program candidates based on forecasted employment needs. | The EPP admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas. A recruitment plan | |

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| | | | based on mission with baseline points and goals for 5 years is submitted. | |
| 3.2 Candidate Success. The EPP monitors candidate proficiency from admissions through completion to ensure readiness for licensure. | The EPP monitors candidate progression. | The EPP documents measures/gateways of candidate progression by providing criteria for monitoring/assessing at the beginning and exit of preparation. | The EPP documents two or more measures/gateways of candidate progression by providing explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation. | |
| 3.3 Candidate Support. The EPP has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program. | Additional support for candidates is not provided. No intervention process is in place when candidates are counseled out of program. | The EPP has processes in place to support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. There may or may not be an intervention process in place to counsel candidate out of the program. | The EPP has processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description describes the intervention processes applied when a candidate must be counseled out of a program. | |
| Comments: | | | | |

~~**Appendix B: Educational Leadership Program Review Rubric**~~

Educational Leadership Program Review Rubric

| Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE | | | | |
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| The program prepares completers as effective school leaders capable of leading the development ensuring all students, stakeholders, school, and community have access to high-quality instruction designed to meet rigorous standards for academic achievement. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 1.1 Program of Study. The program's sequence of courses provides the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Program ensures candidates have the skills and knowledge to support teachers' instructional practice in explicit, systematic, and sequential approaches to teaching phonemic | The degree/program plan, curriculum aligned to NELP and PSEL National Standards, curriculum aligned to CAEP Specialty Areas, and syllabi were submitted, but may be missing information or information is inaccurate as compared to the submitted syllabi. Reading literacy is not identified. Program may or may not contain a minimum of 30 credit hours. | The degree/program plan, curriculum aligned to NELP and PSEL National Standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted, but may be inaccurate as compared to the syllabi. Reading literacy competency may or may not be identified. Program contains a minimum of 30 credit hours. | The degree/program plan, curriculum aligned to NELP and PSEL National Standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted. Reading literacy competencies are identified and program contains a minimum of 30 credit hours. | |

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| awareness, phonics, vocabulary, fluency, and comprehension. Program also contains a minimum of 30 credit hours. | | | | |
| 1.2 Content Knowledge. Candidates are prepared with the critical concepts, principles, and practices that ensure preparation for the recommended licensure area. | The focus of the narrative is centered on the licensure exams. Data from the licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on a particular concept, principle, or practice to ensure candidate preparation for recommended licensure area. Data from the last 2/3 years of licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative highlights how the program prepares candidates with critical concepts, principles, and practices to ensure preparation for recommended licensure area. Data from the last 3 years of licensure exams were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.3 Leadership for School Improvement. Candidates are prepared with the capacity to utilize problem-solving and planning process based on data to develop a school improvement plan that will promote students' academic success and well-being. | The focus of the narrative is centered on the data from Assessment #3 Leadership for School Improvement. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on how candidates are prepared to analyze data for implementing school improvement. Data from the last 2/3 cycles from Assessment #3 Leadership for School Improvement were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focus on how candidates are prepared to analyze a complex data set used to identify areas of strength, areas of weaknesses, and noted trends in order to develop future transformation strategies that align with vision, mission, and core values of the school. Narrative targets specific courses where content is taught and assessed. Data from the last 3 cycles of | |

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| | | | Assessment #3 Leadership for School Improvement were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.4 Professional Growth System. Candidates are prepared with the capacity to evaluate teacher effectiveness and reporting the results of their observations in an objective, unbiased manner. | The focus of the narrative is centered on the data from Assessment #4 Professional Growth System. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on how candidates are prepared to evaluate using the Mississippi Professional Growth System Teacher Rubric. Data from the last 2/3 cycles of Assessment #4 Professional Growth System were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focuses on how candidates are prepared to evaluate and improve coherent systems of curriculum, instruction, data systems, supports, and assessment using the Mississippi Professional Growth System Teacher Rubric. Narrative targets specific courses where content is taught and assessed. Data from the last 3 cycles of Assessment #4 Professional Growth System were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.5 School Safety. Candidates are prepared with the capacity to apply knowledge, skills, and commitments necessary to promote school-based | The focus of the narrative is centered on the data from Assessment #5 School Safety. Data analysis and/or interpretation of how data was used to improve | Narrative focuses on one skill learned in coursework needed to customize learning for learners with individual differences. Data from the last 2/3 cycles of | Narrative focuses on how the candidates are prepared to promote school-based policies and procedures that protect the welfare and safety of students and staff | |

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| <p>policies and procedures that protect the welfare and safety of students and staff within the school.</p> | <p>program may or may not have been provided.</p> | <p>Assessment #5 School Safety were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p> | <p>within the school. Narrative targets specific courses where content is taught and assessed. Data from last 3 cycles from Assessment #5 School Safety were provided including data analysis and interpretation of how data was used to improve program.</p> | |
| <p>1.6 Community Relations and Management. Candidates are prepared with the capacity to apply knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.</p> | <p>The focus of the narrative is centered on the data from Assessment #6 Community Relations and Management. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p> | <p>Narrative focuses on how the candidates are prepared to promote student-peer relationships that support academic learning. Data from last 2/3 cycles of Assessment #6 Community Relations and Management were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p> | <p>Narrative focuses on how the candidates are prepared to promote adult-student, student-peer, and school-community relationships that values and support academic learning and positive social and emotional development. Narrative targets specific courses where content is taught and assessed. Data from last 3 cycles of Assessment #6 Community Relations and Management were provided including data analysis and interpretation of how data was used to improve program.</p> | |
| <p>1.7 Professional Responsibilities. The Mississippi Educator Code</p> | <p>The focus of the narrative is centered on the data from Professional Dispositions.</p> | <p>Narrative focuses on professional dispositions at exit. Data from last 2/3</p> | <p>Narrative focuses on candidates' professional responsibility to learn the</p> | |

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| of Conduct and professional dispositions are embedded and assessed at multiple checkpoints throughout the program. | Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | cycles of Professional Dispositions were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Mississippi Educator Code of Conduct in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Narrative targets specific courses where content is taught and assessed. Data from last 3 cycles of Professional Dispositions were provided including data analysis and interpretation of how data was used to improve program. | |
| Comments: | | | | |

| Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS | | | | |
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| The program and its P-12 partners collaborate to ensure that candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge, skills, and responsibilities required of school leaders and enable them to promote the current and future success and well-being of each student and adult in their school. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 2.1 Clinical Experiences. Candidates are provided a variety of clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders; | The focus of the narrative is centered on the number of contact hours in a non-diverse setting. The program's Clinical Experience Continuum Chart provides inaccurate or | Narrative focuses on internship activities which may or may not be diverse. Internship is comprised of at least 300 contact hours completed over a minimum of six months. The | Narrative focuses on internship design and types of activities completed. Internship is comprised of at least 300 contact hours completed over a minimum of six months. The | |

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| apply content knowledge, and develop and refine professional skills. | incomplete information. | program's Clinical Experience Continuum Chart indicates the program's clinical experiences, but chart may include courses that are not represented in the program or may have left out courses that include field experiences as compared to the syllabi that were submitted. | program's Clinical Experiences Continuum Chart indicates how the clinical experiences provide a developmental and sequential set of diverse experiences. | |
| 2.2 Clinical Partnerships. Candidates are provided mentor(s) who have demonstrated effectiveness as an active educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and are trained/calibrated on the EPP's evaluations. | The program partners with LEAs to select active educational leaders who can serve as models of effective practice and have the skills to supervise candidates in a leadership capacity. | The program partners with LEAs to select, prepare, evaluate, support, and retain active educational leaders who can serve as models of effective practice and have the skills to supervise candidates in a leadership capacity. | The program partners with LEAs to select, prepare, evaluate, support, and retain active educational leaders who can serve as models of effective practice and have the skills to supervise candidates in a leadership capacity. The program has a process in place for collecting data not only on the training of mentors and supervisors, but also on the qualifications of selected mentors. | |
| 2.3 Collaboration with P-12 Partners. The program maintains active partnerships and shares decision-making with LEAs. The program shares | The program has a partnership with LEAs to share candidate outcomes. | The program maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate preparation and shares accountability for | The program maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for | |

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| responsibility for continuous improvement of candidate preparation and accountability for candidate outcomes. The program relies on best practice and research to inform continuous improvement to meet the needs of Mississippi schools, including but not limited to critical needs areas. | | candidate outcomes; | candidate outcomes, and shared decision-making. The EPP relies on best practice and research to inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs. | |
| Comments: | | | | |

| Standard 3: CANDIDATE QUALITY AND SELECTIVITY | | | | |
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| The program establishes a commitment to the preparation of educational leaders who understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 3.1 Candidate Selection. The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage | The program admits candidates from a broad range of backgrounds and diverse populations. | The program admits and supports candidates from a broad range of backgrounds and diverse populations. The program recruits program candidates based on forecasted employment needs. | The program admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The program recruits program candidates based on forecasted employment needs including | |

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| areas: | | | hard to staff schools and critical shortage areas. A recruitment plan based on mission with baseline points and goals for 5 years is submitted. | |
| 3.2 Candidate Success. The program monitors candidate proficiency from admissions through completion to ensure readiness for licensure. | The program monitors candidate progression. | The program documents measures/gateways of candidate progression by providing criteria for monitoring/assessing at the beginning and exit of preparation. | The program documents two or more measures/gateways of candidate progression by providing explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation. | |
| 3.3 Candidate Support. The program has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program. | Additional support for candidates is not provided. No intervention process is in place when candidates are counseled out of program. | The program has processes in place to support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. There may or may not be an intervention process in place to counsel candidate out of the program. | The program has processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description describes the intervention processes applied when a candidate must be counseled out of a program. | |
| Comments: | | | | |

~~Appendix C: School Counseling Program Review Rubric~~

School Counseling Program Review Rubric

| Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE | | | | |
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| The program prepares completers that are equipped to establish, maintain, and enhance a school counseling program addressing academic achievement, career planning, social/emotional development, and ethical behavior. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 1.1 Program of Study. The program's sequence of courses provides the capacity to promote the current and future success and well-being of each P-12 student by applying the knowledge, skills, and commitments necessary to serve as leaders, collaborators, and advocates for all P-12 students through guidance of their academic, career, and social/emotional development. Program contains a minimum of 60 credit hours (or plans to implement a 60-credit hours program by July 1, 2023). | The degree/program plan, curriculum aligned to ASCA Preparation Program Standards, CACREP Counseling Curriculum Areas, curriculum aligned to CAEP Specialty Areas, and syllabi were submitted, but may be missing information or is inaccurate as compared to the submitted syllabi. Program may or may not contain a minimum of 60 credit hours. | The degree/program plan, curriculum aligned to ASCA Preparation Program Standards, CACREP Counseling Curriculum Areas, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted, but may be inaccurate as compared to the syllabi. Program contains a minimum of 60 credit hours or includes plans for program to meet the 60-credit hour minimum. | The degree/program plan, curriculum aligned to ASCA Preparation Program Standards, CACREP Counseling Curriculum Areas, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted. Program contains a minimum of 60 credit hours. | |
| 1.2 Content Knowledge. Candidates are prepared with the critical concepts, principles, and practices that ensure preparation for the recommended licensure | The focus of the narrative is centered on the licensure exams. Data from the licensure exams were provided. Data analysis and/or interpretation of how | Narrative focuses on a particular concept, principle, or practice to ensure candidate preparation for recommended licensure area. Data from the last 2/3 | Narrative highlights how the program prepares candidates with critical concepts, principles, and practices to ensure preparation for recommended licensure | |

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| area. | data was used to improve program may or may not have been provided. | years of licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | area. Data from the last 3 years of licensure exams were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.3 Foundation. Candidates are prepared with foundational knowledge as defined by national standards to design, implement, and assess a school counseling program to improve P-12 student outcomes. | The focus of the narrative is centered on the data services provided to P-12 students and other stakeholders. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on how candidates are prepared to provide services to P-12 students and other stakeholders. Narrative targets courses where content is taught. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focuses on how candidates are prepared for the rigorous demands of the school counselor by establishing a professional foundation of essential skills, interacting in both direct and indirect services with P-12 students and other stakeholders, and evaluating the school counseling program for effectiveness and impact on P-12 student outcomes. Candidates know the expectations of the profession as delineated by national standards. Narrative targets specific courses where content is taught and assessed. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.4 Management. | The focus of the narrative is | Narrative focuses on how | Narrative focus on how | |

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| Candidates are prepared with the capacity to effectively and efficiently manage the school counseling program. | centered on managing school data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | candidates are prepared to manage goals, activities, and/or interventions. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | candidates are prepared to manage data, annual student outcome goals, action plans, lesson plans, annual administrative conference, use of time, calendars, and advisory council. Narrative targets specific courses where content is taught and assessed. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.5 Delivery. Candidates are prepared with the capacity to deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others. | The focus of the narrative is centered on the data to improve P-12 student achievement. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on how candidates are prepared to improve P-12 student achievement by providing individual direct and indirect services. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focus on how candidates are prepared to help P-12 students improve achievement, attendance and discipline by providing individual, small group, and individual direct student services (instruction, appraisal and advisement, and counseling) and indirect student services (consultation, collaboration, and referrals). Narrative targets specific courses where content is taught and assessed. Data from the last 3 cycles were provided including data analysis and | |

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| | | | interpretation of how data was used to improve program. | |
| 1.6 Accountability. Candidates are prepared with the capacity to assess their program to determine its effectiveness, inform improvements to their school counseling program design and delivery, and show how students are different as a result of the school counseling program. | The focus of the narrative is centered on the data from self-assessment. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on how candidates can self-assess a school counseling program and are knowledgeable of the elements of the Mississippi Counselor Growth Rubric. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focus on how candidates are prepared to self-assess a school counseling program and to be evaluated using the Mississippi Counselor Growth Rubric. Narrative targets specific courses where content is taught and assessed. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.7 Professional Responsibilities. The Mississippi Educator Code of Conduct, American Counseling Association (ACA) Code of Ethics, American School Counselors Association (ASCA) Code of Ethics, and professional dispositions are embedded in coursework. The Mississippi Educator Code of Conduct is assessed at multiple checkpoints throughout the program. | The focus of the narrative is centered on the data from the Mississippi Educator Code of Conduct Professional Dispositions. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on Mississippi Educator Code of Conduct Professional Dispositions at exit. Data from last 2/3 cycles of Professional Dispositions were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focuses on candidates' professional responsibility to learn the Mississippi Educator Code of Conduct, ASCA Code of Ethics, and ACA Code of Ethics in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Narrative targets specific courses where content is taught and assessed. Data from last 3 cycles of Mississippi Educator Code | |

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| | | | of Conduct Professional Dispositions were provided including data analysis and interpretation of how data was used to improve program. | |
| Comments: | | | | |

| Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS | | | | |
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| The program and its P-12 partners collaborate to ensure that candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge, skills, and responsibilities required of school counselors and enable them to promote the current and future success and well-being of each P-12 student in their school. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 2.1 Clinical Experiences. Candidates are provided a variety of clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, apply content knowledge, and develop and refine professional skills. Practicum is comprised of at least 100 contact hours completed over 10 weeks with 40 direct service hours. Internship is comprised of at least 600 contact hours | The focus of the narrative is centered on the number of contact hours in a non-diverse setting. The program's Clinical Experience Continuum Chart provides inaccurate or incomplete information. | Narrative focuses on internship activities which may or may not be diverse. The Practicum is comprised of at least 100 contact hours completed over a minimum of 10 weeks. The Internship is comprised of at least 600 contact hours completed over two semesters. The program's Clinical Experience Continuum Chart indicates the program's clinical experiences, but chart may include courses that are not | Narrative focuses on internship design and types of activities completed. Practicum is comprised of at least 100 contact hours completed over a minimum of 10 weeks with 40 direct service hours. The internship is comprised of at least 600 contact hours completed over two semesters with at least 240 direct service hours. The program's Clinical Experiences Continuum Chart indicates how the | |

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| completed over two semesters with at least 240 hours direct service. | | represented in the program or may have left out courses that include field experiences as compared to the syllabi that were submitted. Plans for additional practicum/internship hours may be included. | clinical experiences provide a developmental and sequential set of diverse experiences. | |
| 2.2 Clinical Partnerships. Candidates are provided mentor(s) who have a minimum of a master's degree preferably in school counseling, relevant certifications and/or licenses, and a minimum of two years of pertinent professional experience; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and are trained/calibrated on the EPP's evaluations. | The program partners with LEAs to select active school counselors who can serve as models of effective practice and have the skills to supervise candidates in a counseling capacity. | The program partners with LEAs to select, prepare, evaluate, support, and retain active educational leaders who can serve as models of effective practice and have the skills to supervise candidates in a counseling capacity. | The program partners with LEAs to select, prepare, evaluate, support, and retain active educational leaders who can serve as models of effective practice and have the skills to supervise candidates in a counseling capacity. The program has a process in place for collecting data not only on the training of mentors and supervisors, but also on the qualifications of selected mentors. | |
| 2.3 Collaboration with P-12 Partners. The program maintains active partnerships and shares decision making with LEAs. The program shares | The program has a partnership with LEAs to share candidate outcomes. | The program maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, and shares accountability for | The program maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for | |

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|--|--|---------------------|---|--|
| responsibility for continuous improvement of candidate preparation and accountability for candidate outcomes. The program relies on best practice and research to inform continuous improvement to meet the needs of Mississippi schools, including but not limited to critical needs areas. | | candidate outcomes; | candidate outcomes, and shared decision-making. The EPP relies on best practice and research to inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, or critical needs. | |
| Comments: | | | | |

| Standard 3: CANDIDATE QUALITY AND SELECTIVITY | | | | |
|--|--|---|---|---------------|
| The program establishes a commitment to the preparation of school counselors who understand and demonstrate the capacity to advocate for the current and future success and well-being of each student by applying the knowledge, skills, and commitments necessary to evaluate, develop, and promote academic, career, and personal/social development of all P-12 students. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 3.1 Candidate Selection. The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff | The program admits candidates from a broad range of backgrounds and diverse populations. | The program admits and supports candidates from a broad range of backgrounds and diverse populations. The program recruits program candidates based on forecasted employment needs. | The program admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The program recruits program candidates based on forecasted | |

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|---|--|---|--|--|
| schools and critical shortage areas. | | | employment needs including hard to staff schools and critical shortage areas. A recruitment plan based on mission with baseline points and goals for 5 years is submitted. | |
| 3.2 Candidate Success. The program monitors candidate proficiency from admissions through completion to ensure readiness for licensure. | The program monitors candidate progression. | The program documents measures/gateways of candidate progression by providing criteria for monitoring/assessing at the beginning and exit of preparation. | The program documents two or more measures/gateways of candidate progression by providing explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation. | |
| 3.3 Candidate Support. The program has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program. | Additional support for candidates is not provided. No intervention process is in place when candidates are counseled out of program. | The program has processes in place to support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. There may or may not be an intervention process in place to counsel candidate out of the program. | The program has processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description describes the intervention processes applied when a candidate must be counseled out of a program. | |
| Comments: | | | | |

~~Appendix D: Other Advanced Program Review Rubric~~

Other Advanced Program Review Rubric

| Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE | | | | |
|---|--|---|--|---------------|
| The program prepares candidates to develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices to advance the learning of all students toward college and career readiness standards. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 1.1 Program of Study. The program's sequence of courses provides multiple opportunities to learn, apply, and reflect on content-specific national standards as each candidate progresses through the program. Program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education. | The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted, but may be missing information or information is inaccurate as compared to the submitted syllabi. | The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted, but may be inaccurate as compared to the syllabi. | The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted. | |
| 1.2 Content Knowledge. Candidates are prepared with the critical concepts, principles, and practices that ensure preparation for the recommended licensure area. | The focus of the narrative is centered on the licensure exams. Data from the licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on one particular concept, principle, or practice to ensure candidate preparation for recommended licensure area. Data from the last 2/3 years of licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or | Narrative focuses how the program prepares candidates with critical concepts, principles, and practices to ensure preparation for recommended licensure area. Data from the last 3 years of licensure exams were provided including data analysis and interpretation of how data was used to improve | |

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|---|--|--|--|--|
| | | may not have been provided. | program. | |
| 1.3 Instruction: Pedagogical Skills. Candidates experience multiple opportunities to learn core content and lesson planning using high-quality materials aligned to standards and can apply skills in diverse P-12 settings | The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on an opportunity for candidates to learn and practice instructional methods. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focuses on opportunities to learn and practice a variety of instructional methods: sequence of lessons; concepts, strategies, and skills; constructive feedback; motivation, and student engagement; whole/small-group instruction; and instruction that enhances each child's learning. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program. | |
| 1.4 Assessment: Data-Driven Instruction. Candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources to inform instruction and professional practice. | The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | Narrative focuses on a type of assessment learned in coursework. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | Narrative focuses on a range of types and assessments learned through all coursework: design, adapt, or selection of appropriate assessments used to plan and provide meaningful feedback to all learners. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program. | |

| | | | | |
|---|---|---|--|--|
| <p>1.5 Diverse Learning Environments. Candidates are prepared with the critical skills necessary for creating inclusive environments that support all students' cultural and linguistic diversity, social and emotional health, and use these as assets to support P-12 learning.</p> | <p>The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p> | <p>Narrative focuses on a skill learned in coursework needed to customize learning for learners with individual differences. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p> | <p>Narrative highlights knowledge and skills learned in coursework needed to customize learning for learners with a range of individual differences (such as abilities, learning experiences, and talents) and potential biases that impact expectations for and relationships with learners. Supporting evidence shall include CR are highlighted in syllabi. Data from last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.</p> | |
| <p>1.6 Technology. Candidates use technology effectively to design, implement, and assess learning experiences; propose solutions, forge new understandings, solve problems, and imagine possibilities by making content relevant to learners in both face-to-face and virtual environments.</p> | <p>The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p> | <p>Narrative focuses on a skill learned through coursework on use of technology in lesson planning. Data from last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p> | <p>Narrative focuses on knowledge and skills learned through coursework on use of technology to incorporate critical thinking skills in the curriculum's learning goals. Data from last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.</p> | |
| <p>1.7 Professional Responsibilities. The</p> | <p>The focus of the narrative is centered on the data from</p> | <p>Narrative focuses on professional dispositions</p> | <p>Narrative focuses on candidates' professional</p> | |

| | | | | |
|---|--|---|---|--|
| Mississippi Educator Code of Conduct and professional dispositions are embedded and assessed at multiple checkpoints throughout the program. | Professional Dispositions. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided. | at exit. Data from last 2/3 cycles of Professional Dispositions were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided. | responsibility to learn the Mississippi Educator Code of Conduct in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Data from last 3 cycles of Professional Dispositions were provided including data analysis and interpretation of how data was used to improve program. | |
| Comments: | | | | |

| Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS | | | | |
|---|--|---|--|---------------|
| The EPP addresses the state's needs and ensures high-quality field and clinical experiences, including feedback, support, and diverse placements for each program candidate, and provides opportunities for candidates to demonstrate the ability to positively impact P-12 students' learning, growth, and development. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 2.1 Clinical Experiences. Diverse clinical experiences are embedded throughout the program and enable candidates to develop proficiency in the critical concepts, principles, and practices of the licensure area. | The EPP's Clinical Experience Continuum Chart provides information for a few programs. Chart omits several courses. EPP fails to provide diverse experiences. | The EPP's Clinical Experience Continuum Chart indicates each program's clinical experiences, but chart may include courses that are not represented in the program or may have left out courses that include field | The EPP's Clinical Experiences Continuum Chart indicates how each initial program's clinical experiences provide a developmental and sequential set of diverse experiences. | |

| | | | | |
|--|---|---|---|--|
| | | experiences. EPP may or may not provide diverse experiences. | | |
| 2.2 Clinical Partnerships. The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. Candidates are evaluated by supervisors and mentor teachers trained/calibrated on the EPP's teacher candidate evaluations. | The EPP partners with LEAs to select clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. | The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. | The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. EPP has a process in place for collecting data not only on the training of mentor teachers and supervisors, but also on the qualifications of selected mentors. | |
| 2.3 Collaboration with P-12 Partners. The EPP maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared decision-making. The EPP relies on best practice and research to inform continuous improvement while working collaboratively with LEAs to | The EPP has a partnership with LEA to share candidate outcomes. | The EPP maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate preparation and shares accountability for candidate outcomes. | The EPP maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared decision-making. The EPP relies on best practice and research to inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not | |

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|--|--|--|---|--|
| meet the needs of Mississippi schools, not limited to geographic, subject area shortages, or critical needs. | | | limited to geographic, subject area shortages, or critical needs. | |
| Comments: | | | | |

| Standard 3: CANDIDATE QUALITY AND SELECTIVITY | | | | |
|---|--|---|--|--------|
| The EPP produces candidates who are effective in P-12 schools and classrooms, including demonstrating professional practice and responsibilities, who are capable of collecting and analyzing data on multiple measures of program and use this data for continuous improvement. | | | | |
| | Not Met | Met w/ Conditions | Met | Rating |
| 3.1 Candidate Selection. The EPP admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas. | The EPP admits candidates from a broad range of backgrounds and diverse populations. | The EPP admits and supports candidates from a broad range of backgrounds and diverse populations. The EPP recruits program candidates based on forecasted employment needs. | The EPP admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas. A recruitment plan based on mission with baseline points and goals for 5 years is submitted. | |
| 3.2 Candidate Success. The EPP monitors candidate | The EPP monitors candidate progression. | The EPP documents measures/gateways of | The EPP documents two or more measures/gateways of | |

| | | | | |
|--|--|---|---|--|
| proficiency from admissions through completion to ensure readiness for licensure. | | candidate progression by providing criteria for monitoring/assessing at the beginning and exit of preparation. | candidate progression by providing explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation. | |
| 3.3 Candidate Support. The EPP has processes to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Processes are applied when a candidate must be counseled out of a program. | Additional support for candidates is not provided. No intervention process is in place when candidates are counseled out of program. | The EPP has processes in place to support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. There may or may not be an intervention process in place to counsel candidate out of the program. | The EPP has processes in place to identify and support candidates who need additional assistance to meet specific program standards (content and dispositions) and pass licensure exams. Additionally, the description describes the intervention processes applied when a candidate must be counseled out of a program. | |
| Comments: | | | | |

~~Appendix E: Folders for Submitting Program Review Documentation~~

FOLDERS

<Approved Program of Study Name>

(If not submitting SPA report, upload the following artifacts)

| STANDARD NUMBER | STANDARD NAME | STANDARD COMPETENCY | ARTIFACT REQUESTED |
|-----------------|-----------------------------------|---|---|
| Standard 1 | Content and Pedagogical Knowledge | 1.1 Program of Study | <i>Program Sheet Curriculum Map InTASC Coursework Alignment Chart Syllabi</i> |
| | | 1.2 Content Knowledge 1.3 Instruction: Pedagogical Skills 1.4 Assessment: Data-Driven Instruction 1.5 Learning Environments 1.6 Technology 1.7 Professional Responsibilities | <i>Narrative and data for 1.2-1.7 Additional rubrics as needed for response to 1.3-1.7.</i> |

OR

(If submitting SPA report, upload the following artifacts)

| STANDARD NUMBER | STANDARD NAME | STANDARD COMPETENCY | ARTIFACT REQUESTED |
|-----------------|-----------------------------------|---|---|
| Standard 1 | Content and Pedagogical Knowledge | 1.1 Program of Study | <i>Program Sheet Curriculum Map InTASC Coursework Alignment Chart Syllabi</i> |
| | | 1.2 Content Knowledge 1.3 Instruction: Pedagogical Skills 1.4 Assessment: Data-Driven Instruction 1.5 Learning Environments 1.6 Technology 1.7 Professional Responsibilities | <i>SPA Submitted Report with files SPA Recognition Report</i> |

AND

EPP

(Upload the following artifacts)

| STANDARD NUMBER | STANDARD NAME | STANDARD COMPETENCY | ARTIFACT REQUESTED |
|--------------------------|---|--|---|
| Standard 2 | Clinical Practice, Partnership, and Preparation | 2.1 Clinical Experiences | <i>Clinical Experiences Continuum Chart</i> |
| Standard 2 Standard 3 | Clinical Practice, Partnership, and Preparation AND Candidate Quality and Selectivity | 2.2 Clinical Partnerships 2.3 Collaboration with P-12 Partners 3.1 Candidate Selection 3.2 Candidate Success 3.3 Candidate Support | <i>Narratives</i> |

EXAMPLES OF FOLDERS



Elementary Education (No SPA report)-
Curriculum Map
InTASC Coursework Alignment Chart
Narratives 1.2-1.7
Program Sheet
Rubrics
Syllabi



English (Includes SPA report)-
Curriculum Map
InTASC Coursework Alignment Chart
NCTE Recognition Report
NCTE Submitted Report with key assessments
Program Sheet
Rubrics
Syllabi



EPP
Clinical Experiences Continuum Chart 2.1-
Narratives 2.2-2.3 and 3.1-3.3



Mathematics-



Social Studies



Sciences

~~Appendix F: Syllabi Elements~~

Syllabi Elements

To facilitate greater consistency in program review processes, an EPP-level common syllabus format is suggested.

Suggested Components:

Course Prefix

Course Title

Semester/Trimester Year

Course Meeting Time

Course Meeting Place

Instructor Information (name, office location, phone, office hours, email)

Appointment Policy

Drop Date

Course Prerequisite(s)

Credit Hours

Catalog Description of Course

Course Description/Overview

Clinical/Field Experience Hours Required (if applicable)

Required Text

Optional/Supplementary Text

Policy on Attendance and Make-Up Work

Online Learning Guidelines (if applicable)

Academic Integrity Statement

ADA Statement

Resources for Student Success

Tentative Schedule/Agenda

Major Assignments and Due Dates

Required Components:

Course Goals aligned to state and national standards

Candidate Learning Outcomes

Technology Competencies

Course Requirements

Grading Scale

Grading Policy and Calculations

~~**Appendix G: New Program Form
(For EPP Use)**~~

New Program Request

Institution's Information:

| | | |
|------------------------------|-------|----------------------------------|
| Institution's Name: | <hr/> | Click or tap here to enter text. |
| Contact's Name: | <hr/> | Click or tap here to enter text. |
| Contact's Phone Number: | <hr/> | Click or tap here to enter text. |
| Contact's E-mail: | <hr/> | Click or tap here to enter text. |
| Date of Proposal Submission: | <hr/> | Click or tap to enter a date. |

Please check:

| | | |
|--|-------|----------------------------------|
| <input type="checkbox"/> Teacher Education Program: | <hr/> | Click or tap here to enter text. |
| <input type="checkbox"/> Edu Leadership/Administration Program | <hr/> | |
| <input type="checkbox"/> Other Advanced Program: | <hr/> | Click or tap here to enter text. |

Please identify:

| | | |
|-------------------|-------|----------------------------------|
| Type of Delivery: | <hr/> | Choose an item. |
| Scope: | <hr/> | Choose an item. |
| Licensure Area: | <hr/> | Choose an item. |
| Endorsement Code: | <hr/> | Click or tap here to enter text. |
| Degree: | <hr/> | Choose an item. |

Checklist of Supporting Documentation:

- ☐ Provide a summary that will accompany your request to the Licensure Commission.
- ☐ State your justification rationale/overview for establishing the new program. In your justification, describe how this modification will support the state's need. In addition, describe the procedures for evaluation of the program including outcome assessments, placement of graduates, changes in job market need/demand, survey results, or other data used to support the request.
- ☐ Describe any special admission/exit requirements, clinical hours, service hours, etc.
- ☐ Provide copy of program of study.
- ☐ Attach course syllabi and course descriptions.
- ☐ Provide list of faculty who will deliver the course content and evidence of qualifications. Include rank, disciplines, current workloads, and specific courses they teach. If necessary, to add faculty, give the desired qualification of the person(s) to be added.
- ☐ Provide documentation from at least two other programs that align with your proposal or modification.
- ☐ Describe the professional accreditation that will be sought for this degree program.
- ☐ Submit this form and supporting documents as PDF files into your institution's SharePoint folder.

NOTE: Program approval requests must be submitted no later than **February 15 for upcoming fall implementation**, and by **June 15 for upcoming spring implementation**. Please allow up to six months for standard review procedures once submitted to the Division of Educator Preparation and final approval. After the Division of Educator Preparation approves a licensed degree program or a new licensure requirement, the new program or requirements will be subject to approval by the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education before candidates are eligible for Mississippi Teacher Licensure.

**~~Appendix H: Program Modification Form
(For EPP Use)~~**

Modification to Program Request

Institution's Information:

| | | |
|------------------------------|----------------------|----------------------------------|
| Institution's Name: | <input type="text"/> | Click or tap here to enter text. |
| Contact's Name: | <input type="text"/> | Click or tap here to enter text. |
| Contact's Phone Number: | <input type="text"/> | Click or tap here to enter text. |
| Contact's E-mail: | <input type="text"/> | Click or tap here to enter text. |
| Date of Proposal Submission: | <input type="text"/> | Click or tap to enter a date. |

Please check:

| | | |
|---|----------------------|----------------------------------|
| <input type="checkbox"/> Teacher Education Program: | <input type="text"/> | Click or tap here to enter text. |
| <input type="checkbox"/> Edu Leadership/Administration Program: | <input type="text"/> | |
| <input type="checkbox"/> Other Advanced Program: | <input type="text"/> | Click or tap here to enter text. |

Please identify:

| | | |
|-----------------------|----------------------|----------------------------------|
| Type of modification: | <input type="text"/> | Choose an item. |
| Scope: | <input type="text"/> | Choose an item. |
| Licensure Area: | <input type="text"/> | Choose an item. |
| Endorsement Code: | <input type="text"/> | Click or tap here to enter text. |
| Degree: | <input type="text"/> | Choose an item. |

Checklist of Supporting Documentation:

- ☐ Provide a summary that will accompany your request to the Licensure Commission.
- ☐ State your justification rationale/overview for modification of program. In your justification, describe how this modification will support the state's need. In addition, describe the procedures for evaluation of the program including outcome assessments, placement of graduates, changes in job market need/demand, survey results, or other data used to support the request.
- ☐ Provide copy of program of study. Red line changes to program.
- ☐ If modifying course, attach course syllabi and course descriptions.
- ☐ Provide list of faculty who will deliver the course content and evidence of qualifications. Include rank, disciplines, current workloads, and specific courses they teach. If necessary to add faculty, give the desired qualification of the person(s) to be added.
- ☐ Provide documentation from at least two other programs that align with your proposal or modification.
- ☐ If the program is recognized by a specialized professional association (SPA) program, include the most recent SPA report and results.
- ☐ Submit this form and supporting documents as PDF files into your institution's SharePoint folder.

NOTE: Program approval requests must be submitted no later than **February 15 for upcoming fall implementation**, and by **June 15 for upcoming spring implementation**. Please allow up to six months for standard review procedures once submitted to the Division of Educator Preparation and final approval. After the Division of Educator Preparation approves a licensed degree program or a new licensure requirement, the new program or requirements will be subject to approval by the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education before candidates are eligible for Mississippi Teacher Licensure.

~~Appendix I: Program Reviewer's Form~~
~~(For Reviewer's Use)~~

Program Proposal Review Form

Division of Educator Preparation
P.O. Box 771 Jackson, MS 39205

(601) 359-3631
<http://www.mde.k12.ms.us/OEP>

Reviewer's Information:

Reviewer's Name:

Reviewer's Title:

Phone Number:

E-mail:

Name of Institution Submitting the Proposal:

Please check all that apply:

- ☐ Implementation of a New Program
- ☐ Modify an Existing Program

Please check all that apply:

- ☐ Initial Teacher Education Program
- ☐ Educational Leadership
- ☐ Other Advanced Education Program

Program Requested:

Provide Findings/Comments/Recommendations (if needed, please use additional space or provide an attachment. Please provide support of your recommendation or why you do not recommend approval):

Recommendations:

- ☐ I recommend approval of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.
- ☐ I do not recommend approval of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.
- ☐ I recommend approval pending evidence of amendments to the proposal that address cited areas of concern.

~~Appendix J: Endorsement Codes~~

Licensure Endorsement Codes

Administrator Licenses

| LICENSE TITLE | CODE | LICENSE TITLE | CODE |
|-------------------------------------|------|--------------------------------|------|
| Administrator Special Fellowship | 480 | Athletic Administrator (K-12) | 495 |
| Teacher Leader | 481 | District Superintendent (K-12) | 496 |
| Administrator (K-12) | 486 | School District Admin (K-12) | 420 |
| Alternate Route Asst. Administrator | 494 | | |

Pre-K/12 Licenses (degree programs)

| LICENSE TITLE | CODE | LICENSE TITLE | CODE |
|----------------------------------|------|--------------------------------------|------|
| Art Education (K-12) | 102 | Latin (K-12) | 135 |
| Audiologist (K-12) | 202 | Library/Media (K-12) | 440 |
| Bible (7-12) | 104 | Health Education (K-12) | 143 |
| Biology Education (7-12) | 181 | Hearing Disability (K-12) | 208 |
| Business (7-12) | 105 | Journalism (7-12) | 149 |
| Business Management (7-12) | 405 | Mathematics (7-8) (added to Elem) | 901 |
| Business Technology (7-12) | 411 | Mathematics (7-8) (added to SPED) | 905 |
| Chemistry (7-12) | 185 | Mathematics (7-12) | 154 |
| Child Development (Pre-K-K) | 153 | Mild/Moderate Disability (K-12) | 221 |
| Chinese (Mandarin) (K-12) | 132 | Mild/Moderate Disability (K-8) | 223 |
| Computer Application (K-12) | 111 | Mild/Moderate Disability (7-12) | 224 |
| Computer Education (K-12) | 113 | Music Education Instr (K-12) | 165 |
| Dance (K-12) | 121 | Music Education Vocal (K-12) | 166 |
| Drama (K-12) | 123 | Nursery-Grade 1 (N-1) | 150 |
| Driver's Education (7-12) | 114 | Physical Education (K-12) | 144 |
| Dyslexia (K-12) | 203 | Physical Science (7-12) | 182 |
| Early Oral Intervention (B-K) | 209 | Physics (7-12) | 189 |
| Economics (7-12) | 193 | Pre-Kindergarten (Pre-K) | 122 |
| Elementary Education (4-6) | 117 | Psychology (7-12) | 171 |
| Elementary Education (K-4) | 152 | Psychometrist (K-12) | 213 |
| Elementary Education (K-6) | 120 | Remedial Reading (K-12) | 174 |
| Emotional Disability (K-12) | 206 | Russian (K-12) | 139 |
| English (7-12) | 119 | School Psychologist (K-12) | 451 |
| English as a Second Lang (K-12) | 117 | Science (7-8) (added to Elem) | 904 |
| French (K-12) | 130 | Science (7-8) (added to SPED) | 908 |
| General Science (7-12) | 188 | Severe Disability (K-12) | 222 |
| German (K-12) | 134 | Social Studies (7-8) (added to Elem) | 903 |
| Gifted (K-12) | 207 | Social Studies (7-8) (added to SPED) | 907 |
| Guidance Counselor (K-12) | 436 | Social Studies (7-12) | 192 |
| Lang Arts (7-8) (added to Elem) | 902 | Spanish (K-12) | 140 |
| Lang Arts (7-8) (added to SPED) | 906 | Special Education (B-K) | 211 |
| Speech Communications (7-12) | 196 | Speech Correction (K-12) | 216 |
| Speech Language Clinician (K-12) | 215 | Visually Impaired (K-12) | 218 |
| Visual Arts (K-12) | 127 | Wellness & Physical Activity (K-6) | 146 |

Occupational Licenses (CTE programs)

| LICENSE TITLE | CODE | LICENSE TITLE | CODE |
|------------------------------------|-------------|------------------------------------|-------------|
| Aging Services (7-12) | 329 | Family & Consumer Science (7-12) | 321 |
| Agricultural (7-12) | 302 | Fashion & Int Des & Merch (7-12) | 330 |
| Agriculture-Related Prog (7-12) | 301 | Food Production, Mgt & Serv (7-12) | 331 |
| Agriculture Occupations (7-12) | 304 | Food Production, Mgt & Serv (7-12) | 366 |
| Agripower & Equipment (7-12) | 305 | Food Production (Meat) (7-12) | 377 |
| Automotive Body Repair (7-12) | 342 | Furniture Manufacturing (7-12) | 378 |
| Automotive Mechanics (7-12) | 343 | General Drafting (7-12) | 356 |
| Brick, Block & Stone Mason (7-12) | 360 | Health Cluster (7-12) | 355 |
| Building Trades (7-12) | 344 | Heating & Air Conditioning (7-12) | 369 |
| Business & Computer Tech (7-12) | 310 | Home Economics (7-12) | 322 |
| Carpentry (7-12) | 346 | Industrial Maintenance (7-12) | 357 |
| Child Care (7-12) | 328 | Lodging & Hospitality (7-12) | 311 |
| Computer Systems Tech (7-12) | 335 | Machine Shop (7-12) | 359 |
| Computer Graphics Tech (7-12) | 336 | Marketing (7-12) | 318 |
| Cooperative Education (7-12) | 317 | Metal Trades (7-12) | 361 |
| Cosmetology (7-12) | 348 | Plumbing & Pipe Fitting (7-12) | 363 |
| Custodial Services (7-12) | 349 | Polymer/Plastic Technology (7-12) | 379 |
| Design Tech for Fashion Int (7-12) | 323 | Printing (7-12) | 364 |
| Diesel Equipment Repair (7-12) | 350 | Small Gas Engines (7-12) | 373 |
| Electrical Trades (7-12) | 352 | Vocational Counselor (K-12) | 314 |
| Electronics (7-12) | 353 | Welding (7-12) | 376 |
| Electronic Comm Prod (7-12) | 340 | | |

Tech-Prep Licenses

| LICENSE TITLE | CODE | LICENSE TITLE | CODE |
|----------------------------------|-------------|---------------------------------------|-------------|
| Agriculture & Env Sc Tech (7-12) | 992 | Information & Comm Tech (ICT-II) | 982 |
| AP Computer Science A | 612 | Sci, Tech, Engineer & Math- (STEM) | 983 |
| AP Computer Science Principles | 646 | Simulation, Animation, & Design | 988 |
| Career Discovery (7-12) | 996 | Software Development Pathway | TBA |
| Computer Discovery (7-12) | 997 | Technology Applications (7-12) | 994 |
| Cyber Foundations I & II | 933 | Technology Discovery (7-12) | 998 |
| Exploring Computer Science | 935 | Work-Based Learning (7-12) | 995 |
| Information & Comm Tech (ICT-I) | 981 | | |

Supplemental Endorsement Added to a Valid License

Supplemental Endorsements that may be added to a ~~Three or Five Year License with eighteen (18) hours of coursework in subject area:~~

| AREA | CODE | AREA | CODE |
|--------------------------------|-------------|------------------------------------|-------------|
| Agriculture (7-12) | 302 | Italian (K-12) | 136 |
| Art Education (K-12) | 102 | Journalism (7-12) | 149 |
| Bible (7-12) | 104 | Latin (K-12) | 135 |
| Biology (7-12) | 181 | Marketing (7-12) | 318 |
| Business Education (7-12) | 105 | Musie Education Inst (K-12) | 165 |
| Chemistry (7-12) | 185 | Musie Education Vocal (K-12) | 166 |
| Chinese (Mandarin) (K-12) | 132 | Online Instruction & Design (K-12) | 940 |
| Drama (Performing Arts) (K-12) | 130 | Physical Education (K-12) | 144 |
| Economics (7-12) | 193 | Psychology (7-12) | 171 |
| English (7-12) | 119 | Physies (7-12) | 189 |
| French (K-12) | 130 | Russian (K-12) | 139 |
| General Science (7-12) | 188 | Social Studies (7-12) | 192 |
| German (K-12) | 134 | Spanish (K-12) | 140 |
| Home Economics (7-12) | 322 | Speech Communication (7-12) | 196 |

The following may be added by completion of MDE approved ~~Math and Science Partnerships~~ added to Elementary or Special Education licenses only:

| AREA ADDED TO ELEMENTARY | CODE | AREA ADDED TO SPECIAL EDUCATION | CODE |
|-------------------------------------|-------------|--|-------------|
| Mathematics (7-8) | 901 | Mathematics (7-8) | 905 |
| Science (7-8) | 904 | Science (7-8) | 908 |

Added by completion of MDE Approved Early Childhood Specialized Training

~~122 Pre Kindergarten add-on endorsement can only be added to a valid Elementary Education (116, 152, or 120) or select Special Education (221, 222, or 223) licenses that includes Kindergarten by completion of the MDE Approved Early Childhood Specialized Training.~~

Supplemental Endorsements that may be added to a Three- or Five-Year License by completion of an Approved Program (non-degree):

| AREA | CODE | AREA | CODE |
|--|-------------|------------------------------------|-------------|
| Business Management (7-12) | 405 | Library/Media (K-12) | 440 |
| Business Technology (7-12) | 411 | Mathematics (7-8) | 901 |
| Career Tech Guidance/Vocational-Counselor (added to 436) | 314 | Mathematics (7-12) | 154 |
| Computer Applications (K-12) | 111 | Mild/Moderate Disability (K-12) | 221 |
| Computer Science (K-6) | 937 | Mild/Mod Dis (K-8) (added to Elem) | 223 |
| Computer Science (7-8) | 938 | Mild/Mod Dis (7-12) (Secondary) | 224 |
| Computer Science (7-12) | 933 | Nursery-Grade 1 (N-1) | 150 |
| Driver Education (7-12) | 114 | Physical Science (7-12) | 182 |
| Economics (7-12) | 193 | Remedial Reading (174) | 174 |
| Emotional Disability (K-12) | 206 | Sev Dis (K-12) (added to 221 only) | 222 |
| English as a Second Lang (K-12) | 177 | Sci, Tech, Eng, & Math (STEM) | 931 |
| Gifted (K-12) | 207 | Visually Impaired (K-12) | 218 |
| Health Education (K-12) | 143 | Wellness & Physical Activity (K-6) | 146 |
| Hearing Impaired (K-12) | 208 | | |

The following may also be added by completion of MDE-approved **Math and Science Partnerships** added to Elementary or Special Education licenses only:

| AREA ADDED TO ELEMENTARY | CODE | AREA ADDED TO SPECIAL EDUCATION | CODE |
|---------------------------------|-------------|--|-------------|
| Mathematics (7-8) | 901 | Mathematics (7-8) | 905 |
| Science (7-8) | 904 | Science (7-8) | 908 |

The following may also be added by completion of MDE-approved Southern Regional Education Board (SREB) Course:

929—SREB Math Ready (7-12)

930—SREB Literacy (7-12)

Supplemental Endorsements that may be added to a Three- or Five-Year License by obtaining a passing score on the appropriate **Praxis Subject Assessment**:

| AREA | CODE | AREA | CODE |
|---------------------------------|------|-----------------------------------|------|
| Art Education (K-12) | 102 | Latin (K-12) | 135 |
| Biology (7-12) | 181 | Library/Media (K-12) | 440 |
| Business Education (7-12) | 105 | Marketing (7-12) | 318 |
| Chemistry (7-12) | 185 | Mathematics (7-12) | 154 |
| Child Development* (Pre-K) | 153 | Math (7-8) | 901 |
| Chinese (Mandarin) (K-12) | 132 | Music Education Vocal (K-12) | 166 |
| Economics (7-12) | 193 | Physical Education (K-12) | 144 |
| English (7-12) | 119 | Physics (7-12) | 189 |
| English as a Second Lang (K-12) | 177 | Science (7-8) | 904 |
| French (K-12) | 130 | Social Studies (7-8) | 903 |
| German (K-12) | 134 | Social Studies (7-12) | 192 |
| Gifted (K-12) | 207 | Spanish (K-12) | 140 |
| Health Education (K-12) | 143 | Special Education (Mild/Mod K-12) | 221 |
| Hearing Disability (K-12) | 208 | Special Education Fundamental Sub | 910 |
| Home Economics (7-12) | 322 | Speech Communications (7-12) | 196 |
| Language Arts (7-8) | 902 | Visually Impaired (K-12) | 218 |

**Can only be added to a valid license in Elementary Education (116, 152, 120) or select areas of Special Education (221, 222, or 223) that includes Kindergarten.*



**GUIDELINES FOR
PROCESS AND PERFORMANCE REVIEW
EDUCATOR PREPARATION PROVIDERS**

**MISSISSIPPI DEPARTMENT OF EDUCATION
DIVISION OF EDUCATOR PREPARATION
359 NORTH WEST STREET
JACKSON, MISSISSIPPI 39201**

**DR. LANCE EVANS
STATE SUPERINTENDENT OF EDUCATION
2024**

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Section I: OVERVIEW

Mississippi EPP Process and Performance Guidelines

Authority

Mississippi Code Ann. § 37-3-2 authorizes the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission) to recommend to the Mississippi State Board of Education (SBE) the standards for educator licensure and the approval of Mississippi Educator Preparation Provider (EPP) licensure programs. Through enforcement of the standards and rigorous review processes, the Licensure Commission and SBE assures the public and Mississippi's P-12 students that EPP programs meet state and national standards prior to recommending candidates for licensure.

It shall be the purpose and duty of the Licensure Commission to make recommendations to the SBE 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 Licensure Commission's specific duties are prescribed further in Miss. Code Ann. § 37-3-2. The Licensure Commission is responsible for the following:

- **Licensure:** The Licensure Commission sets standards and criteria for licensure, subject to the approval of the SBE, and authorizes the Office of Teaching and Leading (OTL) to license teachers, administrators, school personnel service specialists and other school related personnel.
- **Professional Practices:** The Licensure Commission sets and enforces professional standards for competent and ethical conduct of educators.
- **Educator Preparation Providers:** The Licensure Commission makes recommendations to the SBE on EPP program approvals and or modifications.

Statement of Assurance

It is the policy of the Mississippi Department of Education (MDE) that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, disability, marital status, or sexual orientation in any program, service, or activity for which the SBE is responsible. The SBE will comply with the requirements of state and federal law concerning non-discrimination and will strive by its actions to enhance the dignity and worth of all persons.

Purpose of Guidelines

These guidelines are designed to provide EPPs with the standards necessary to earn licensure program approval. Complete guidance on program review procedures is found in the EPP Program Review Workbook. The 2021 Mississippi Educator Preparation Provider Process and Performance Guidelines replaced the Administrative Process and Performance Review Process 2006.

These guidelines provide information on:

- traditional and alternate preparation pathways,
- EPP accreditation and state program review,
- EPP annual reporting processes,

- EPP curriculum requirements,
- program entrance and exit requirements,
- new or modified program proposal requests, and
- glossary of terms.

Common Abbreviations

| | |
|-------|--|
| CAEP | Council for the Accreditation of Educator Preparation |
| EPP | Educator Preparation Provider |
| EPPCC | Educator Preparation Provider Collaborative Committee |
| ESOL | English for Speakers of Other Languages |
| HELC | Higher Education Literacy Council |
| IHE | Institutions of Higher Education |
| LC | Commission on Teacher and Administrator Education, Certification and Licensure and Development |
| MACTE | Mississippi Association of Colleges for Teacher Education |
| MDE | Mississippi Department of Education |
| MECCA | Mississippi Educator Career Continuum Archive |
| MELFA | Mississippi Educational Leadership Faculty Association |
| IHL | Mississippi's Public Institutions of Higher Learning |
| OTL | MDE Office of Teaching and Leading |
| SBE | Mississippi State Board of Education |
| SPA | Specialized Professional Association |
| SPED | Special Education |

Introduction and Background

The annual review process of approved teacher education programs was an outgrowth of the Mississippi Education Reform Act, 1982. This Act called for the setting of standards and criteria for teacher education programs in Mississippi colleges and universities. Two critical questions had considerable impact upon this process:

1. What professional knowledge is essential for beginning teachers?
2. Which teaching skills and abilities are most effective?

In 1997, the teacher licensure process was updated and the standards for teacher licensure programs were revised. The following components are the basis for the teacher education process:

- Each applicant for entry into a teacher licensure program shall demonstrate academic ability on a test approved by the Licensure Commission and the Mississippi State Board of Education (SBE).
- Each applicant for a standard license shall graduate from a nationally accredited teacher education program and shall pass the state-approved tests in order to demonstrate knowledge of pedagogy and competency of the subject to be taught.
- Each educator shall successfully complete individual professional development requirements during a five-year timeframe for continued licensure.

The Process and Performance Review had as its purpose the enactment of a voluntary peer review process designed to help ensure Mississippi educator preparation programs would “produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn.” Again in 2009, the MDE, the Mississippi Institutions of Higher Learning (MS-IHL), and the Mississippi Association of Colleges of Teacher Education (MACTE) began discussion about improving the rigor of the state review process.

The discussion centered around utilizing state standards more closely aligned to the national accreditation standards to further promote an accredited EPP’s ability “to engage in continuous improvement based on accurate and consistent data [and to] remain current, relevant, and productive so that graduates of these EPPs are able to have a positive impact on P-12 student learning” (National Council for Accreditation of Teacher Education, 2002). Thus, state-sponsored reviews are conducted for the ongoing dual purposes of continuous accountability and creative reform within the process by which competent educational professionals are produced for the P-12 learning environment.

The MDE formed a committee of stakeholders in 2009 to begin the process of revising the state standards to align with the most current National Council for the Accreditation of Teacher Education (NCATE) standards and review process. In 2010, NCATE and the Teacher Education Accreditation Council (TEAC) announced intentions to merge to establish one unified national accrediting body, the Council for the Accreditation of Educator Preparation (CAEP). This decision would ultimately affect the current NCATE standards and thus the state’s alignment to the most current standards. With the transition to CAEP, the MDE tabled the 2009 committee recommendation to revise the state process. In 2012, the MDE and an expanded committee moved forward to redesign the state review process and align state standards with the current NCATE standards until full transition to CAEP was complete. In 2017, the SBE approved the CAEP

partnership and accepted CAEP standards and Mississippi standards for program review and approval. In 2018, the SBE established Mississippi Administrative Code 7-3: 14.2, State Board Policy Chapter 14, Rule 14.20 which required all EPPs to obtain national accreditation as recommended by the Licensure Commission. As a result, the MDE began redesigning process guidelines for EPPs. Stakeholder feedback was solicited throughout the developmental process and public comment period. The first program review pilots were conducted in the fall of 2019. On May 20, 2021, the final version of the Mississippi Educator Preparation Provider Guidelines for Process and Performance Review was approved by the State Board of Education. On June 16, 2022, during a five (5) year policy review, the State Board repealed Mississippi Administrative Code 7-3: 14.2, and established Mississippi Administrative Code 7-3: Chapter 6, Rule 6.2, *National Accreditation for Mississippi Educator Preparation Providers*.

Equity Information

In 2015, the MDE submitted to the U.S. Department of Education a plan developed to address the long-term needs for improving equitable access to great teachers in Mississippi. The plan described the steps the MDE would take to ensure children from poor and minority backgrounds are not taught at higher rates than other children by inexperienced, non-highly qualified, or emergency certified educators teaching outside their areas of certification as is required in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act, 1965 (ESEA). Although the MDE recognized the importance of leadership in eliminating equity gaps, the plan focused on strategies for teachers.

The plan contains the following components:

- a description of the steps the MDE took to consult with Local Educational Agencies (LEAs), teachers, principals, pupil services personnel, administrators, staff, parents, and other stakeholders in the development of the plan;
- identification of equity gaps and an explanation of the calculations and process of identification;
- an explanation of the likely cause(s) of the identified equity gaps;
- an explanation of the steps the MDE will take to eliminate the identified gaps;
- a description of the measures that the MDE will use to evaluate progress toward eliminating the identified equity gaps for both poor students and minority students; and
- a description of how the MDE will publicly report its progress.

In developing the plan, the MDE received assistance from the Center on Great Teachers and Leaders (GTL Center) and the Southeast Comprehensive Center (both at the American Institutes for Research), and the Research and Curriculum Unit (RCU) at Mississippi State University. To create this plan, a team of stakeholders and leaders at the MDE took the following steps.

1. Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators.
2. Reviewed data provided by the U.S. Department of Education and the MDE's Office of Technology and Strategic Services (OTSS), to identify equity gaps.
3. Conducted root-cause analyses to identify the challenges fundamental to equity gaps.
4. Created a plan with measurable targets.

The Office of Teaching and Leading (OTL)

The offices of Teaching and Leading and Educator Continuum are organized into seven divisions:

| | |
|--|--|
| Division of Educator Effectiveness http://mdek12.org/OEE (trainings, mentoring, induction, professional growth, and recognition) | 601-359-3631 |
| Division of Educator Licensure http://mdek12.org/OEL (licensing of educators and licensure testing) | 601-359-3483 teachersupport@mdek12.org |
| Division of Educator Misconduct http://mdek12.org/OEM/Home (hearings on agreed orders and misconduct) | 601-359-2742 |
| Division of Educator Pathway Innovation https://www.mdek12.org/OTL/MTR (teacher residency, performance-based licensure, stakeholder engagement) | 601-359-3631 |
| Division of Educator Preparation http://mdek12.org/OTL/OEP/OEP (educator preparation program approval and review, Title II, accreditation support) | 601-359-3631 |
| Division of Educator Professional Development https://www.mdek12.org/OPD/home (professional development for educators and administrators) | 601-359-2857 |
| Division of Educator Talent Acquisition http://mdek12.org/OETA (recruitment, talent development, retention) | 601-359-3631 |

Mississippi Educator Career Continuum Archive (MECCA) Licensure System

The Mississippi Department of Education launched a new licensure management system replacing the Educator Licensure Management System (ELMS) on January 17, 2023. The Mississippi Educator Career Continuum Archive (MECCA) is a customized cloud-based, all-in- one, single sign-on educator workforce information management system that serves as a hub to capture the lifecycle of a Mississippi educator from recruitment to retirement. In addition to being a comprehensive licensure management system, it is also comprised of four distinct portals each designed to provide the MDE with added capacity to monitor and track teacher workforce needs based on data and to support local school districts and EPPs in providing targeted supports to

teachers and teacher candidates to ensure all children have access to effective teachers and leaders in a safe learning environment.

Document Submission

Documents required for licensure should be uploaded directly into an applicant's MECCA account. Information related to submitting documents may be accessed in the guidelines found on the MDE website here: [Guidelines for Mississippi Licensure](#)

Section II: REPORTING CYCLES

Timelines

Accreditation and Program Review Schedule

| YEAR | APPROVAL REQUIREMENT |
|--|--|
| Year 1 (after State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status |
| Year 2 (after State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status |
| Year 3 (after State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status |
| Year 4 (after State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status Mid-Cycle State Program Review |
| Year 5 (after State/National Accreditation Visit) | Annual Report to MDE for Program Approval Status |
| Year 6 (after State/National Accreditation Visit) | Annual Report to MDE for Program Approval Status CAEP Self-Study Report |
| Year 7 (Full State/National Accreditation Visit) | Annual Report to MDE for State Program Approval Status CAEP/MDE Joint Review |

State teams serve as co-examiners with the CAEP national team members during the EPP CAEP joint visit.

In addition to annual data, the MDE reserves the ongoing right to request for EPPs to provide supplementary information and data as needed for program review purposes.

Timeline of Yearly EPP Activity/Reporting Schedule

| DATE | ACTIVITY |
|---------------|---|
| January | MDE Educator Preparation Update Webinar: Annual Report |
| January 31 | Programs submit mid-cycle report |
| February 1-26 | ETS resolution period |
| February 15 | New and modified program requests due for fall implementation |
| March 31 | MDE Annual Report due |
| April 1 | Student Teaching Placement Report for spring |
| April 30 | CAEP Annual Report due |
| April 30 | Title II Annual Report due |
| May | New and modified program requests for fall implementation, CAEP Accreditation decisions, and Program Review decisions presented to the Licensure Commission |
| June 15 | New and modified program requests due for spring implementation |
| June/July | Programs identified for Mid-Cycle Review |
| July | May's Licensure Commission new and modified program requests presented to State Board of Education for fall implementation |
| July | MS-IHL Completer Report |
| August 31 | ETS Title II website opens for IHEs |
| September | New and modified program requests for spring implementation presented to the Licensure Commission |
| September | MDE Educator Preparation Update Webinar: policies, initiatives, etc. |
| October | September's Licensure Commission new and modified program requests presented to State Board of Education for spring implementation |
| November | Annual EPP Data, CAEP Accreditation decisions, and Program Review decisions presented to the Licensure Commission |
| November 1 | Student Teaching Placement Report for fall |
| November 6 | ETS Title II website closes |

Council for the Accreditation of Educator Preparation (CAEP)

The Council for the Accreditation of Educator Preparation (CAEP) is a non-governmental, voluntary association committed to the effective preparation of teachers and other P-12 professional educators. CAEP has responsibility for granting CAEP national accreditation to an EPP in accordance with its policies and procedures. The State has sole responsibility for granting the approval of programs leading to licensure. Through the [State-CAEP partnership agreement](#), the MDE's review will align with CAEP standards and will include information provided from CAEP reviews.

Summary of CAEP Standards

Additional information on CAEP 2022 standards can be found on CAEP's [website](#). Detailed information on the specific standards is included later in this section.

[Standard 1](#): Content and Pedagogical Knowledge

[Standard 2](#): Clinical Partnerships and Practice

[Standard 3](#): Candidate Recruitment, Progression, and Support

[Standard 4](#): Program Impact

[Standard 5](#): Quality Assurance System and Continuous Improvement

[Standard 6](#): Fiscal and Administrative Capacity

[Standard 7](#): Record of Compliance with Title IV of the Higher Education Act

Technology and Diversity

In addition to the five programmatic standards, diversity and technology are important components in educator preparation. These components are vital to all aspects of educator preparation, and therefore, embedded in the standards.

Advanced-Level Programs

CAEP provides standards for post-baccalaureate or graduate-level programs leading to an initial licensure, certification, or endorsement. These programs are designed to further develop P-12 teachers who have already completed an initial preparation program, currently licensed administrators, and other certified (or similar state language) school professionals for employment in P-12 schools / districts. Information on CAEP Standards for Advanced-Level Programs can be found [here](#).

Advanced-level programs subject to review by CAEP include:

| | | |
|-------------------------------|---------------------------|------------------------------|
| Admin/Leadership (486) | Psychometry (213) | SPED Severe Disability (222) |
| Athletic Administration (495) | School Counselor (436) | SPED Visual Impair (218) |
| Dyslexia Therapy (203) | SPED Emo Disability (206) | Speech Language Path (215) |
| Gifted (207) | SPED Mild/Mod (221) | STEM (983) |
| Health (143) | | |

Advanced-level programs **not** reviewed by CAEP include:

- advanced-level degree programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts;
- advanced-level, non-licensure degree programs, including those specific to content areas (e.g. M.S., M.A., Ph.D.);
- educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts; and
- other advanced level programs already approved by another national accreditor recognized by either the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

Add-on Programs

MDE supplemental endorsements are add-on programs which are designed for educators who hold valid teaching licenses to add additional teaching field(s) to their licenses without completing an additional degree. These programs are not subject to CAEP review.

CAEP Resources

The [CAEP Revised 2022 Standards Workbook](#) is the source for CAEP accreditation procedures.

- **Preface:** Timeline and Steps In Preparing to Write the Self-Study Report (SSR)
- **Standards for Initial-Licensure Preparation** (component, key concepts, guiding questions, quality evidence, and connections to other standards)
- **Standards for Advanced-Level Preparation** (component, key concepts, guiding questions, quality evidence, and connections to other standards)
- **Appendices** (criteria for evaluation of EPP-created assessments, criteria for evaluation of EPP-created surveys, transition and phase-in plan schedules and guidelines, and hyperlinks to CAEP Accreditation Council Policy and Procedures, glossary, and example template for transition plans)

Accreditation Information Management System (AIMS)

AIMS is CAEP's data collection and management system used by:

- EPPs to submit and access reports and forms;
- CAEP staff to monitor the accreditation process, site visitor assignments and reports, program reviews, annual reports, and state partnership agreements;
- CAEP site visitors and Accreditation Council members as a workspace to review and complete assignments related to accreditation and/or governance; and
- State partners to access accreditation information on EPPs in the state.

For assistance, contact the Help Desk: techsupport@caepnet.org.

Title II of the Higher Education Act

Background

Sections 205 through 208 of Title II of the Higher Education Act (HEA), as amended in 2008, (PL 110-315) call for accountability for programs that prepare teachers. Section 205 of Title II requires reports from each institution of higher education (IHE) that conducts a traditional teacher preparation program or an alternative route to state certification or licensure program and that enrolls students receiving federal assistance under HEA (e.g., Title IV). The law requires IHEs to submit timely and accurate reports or risk a fine of up to \$27,500. For purposes of Title II, a program completer is a person who has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle, or secondary schools. The law can be accessed at

<http://www2.ed.gov/policy/highered/leg/hea08/index.html>.

Program completers include all those who are documented as having met such requirements. Documentation may take the form of:

- degree,
- institutional certificate,
- program credential,
- transcript, or
- other written proof of having met the program's requirements.

In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

State Report Card

States submit Title II data through the Institution and Program Report Card reporting system (IPRC). The IPRC is an online reporting system supported by the Title II Support Center at RTI International.

Under Title II regulations, states must implement a system to assess the quality of each teacher preparation program.

Section 207 State Functions

- (a) State Assessment: In order to receive funds under this Act, a state *shall conduct an assessment* to identify low-performing teacher preparation programs in the state and to assist such programs through the provision of technical assistance. Each state shall provide the Secretary with an annual list of low-performing teacher preparation programs and an identification of those programs at risk of being placed on such list, as applicable. Such assessment shall be described in the report under section 205(b). Levels of performance shall be determined solely by the state and may include criteria based on information collected pursuant to this part, including progress in meeting the

goals of:

1. increasing the percentage of highly qualified teachers in the state, including increasing professional development opportunities;
2. improving student academic achievement for elementary and secondary students; and
3. raising the standards for entry into the teaching profession.

EPPs not meeting the state's performance levels at the end of the reporting year will be designated "at-risk of low-performing" or "low-performing."

At Risk of Low-Performing: An "At Risk of Low-Performing" EPP is identified as one with a national accreditation rating with stipulations or an EPP that does not meet two (2) of the four (4) performance measures as identified in item number two (2).

1. National accreditation with stipulations indicates all programs are at risk of becoming low performing.
- or**
2. EPP did not meet two (2) of the following four (4) performance criteria:
 - a. Licensure exam aggregate pass rate at or above 80%.
 - b. GPA cohort average at or above 3.0 measured at program completion.
 - c. Average student teaching evaluation scores on the Teacher Intern Assessment Instrument (TIAI) at or above 2.0.
 - d. Average Professional Dispositions scores at or above 2.0.

Low-Performing: A "Low-Performing" EPP is one that did not make improvements by the end of the reporting year in which a designation of "At Risk of Low-Performing" was assigned, or an EPP with a national accreditation rating of probationary, or an EPP that does not meet two (2) of the four (4) performance measures as identified in item number two (2).

1. National accreditation with probation indicates all programs are low performing.
- or**
2. EPP did not meet two (2) of the following four (4) performance criteria:
 - a. Licensure exam aggregate pass rate at or above 70%.
 - b. GPA cohort average at or above 2.7 measured at program completion.
 - c. Average student teaching evaluation scores on TIAI at or above 1.5.
 - d. Average Professional Dispositions scores at or above 1.5.

Institutional and Program Report Card

In 1998, Westat partnered with the Office of Postsecondary Education (OPE) with the US Department of Education (DOE) to collect the congressionally mandated accountability information. Beginning 2021, the US DOE awarded a new contractor to support the Title II HEA data collection to Trewon Technologies and RTI International. Beginning in 2023, Trewon supports EPPs in preparing their state report cards and collects data from states that are reported to the Department of Education and to Congress. Data are collected through the Institutional and Program Report Card (IPRC), an online survey tool, by which IHEs and other organizations with state-approved teacher preparation programs can meet the annual reporting requirements. IHEs

are responsible for developing their own internal systems or processes to collect the required information to enter into the IPRC system.

The IPRC reporting cycle closes on April 30 annually. When the day falls on a weekend, the deadline remains the same. MDE staff provide EPPs with ongoing support and assistance as needed. IPRC data can be accessed on the [US Department of Education Title II website](#). For technical assistance using the IPRC, access the user manual or contact the help desk: title2@trewon.com.

Trewon Technologies

800 Corporate Dr. Suite #301

Stafford, VA 22554

Phone: 703-242-1378

title2@trewon.com

<https://title2.ed.gov/Public/Home.aspx>

Pearson Support

Toll-Free: 800-998-3787

<https://www.educationreports.net>

Section III: STATE APPROVAL

Educator Preparation Provider State Board Approval

Process for New EPP Approval

There is establish within the State Department of Education, the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission). It shall be the purpose and duty of the Licensure Commission to make recommendations to the State 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. Mississippi Code Ann. § 37-3-2 (1).

It shall be the duty of the Licensure Commission to set standards and criteria, subject to the approval of the State Board of Education, for all educator preparation programs in the state and to make recommendations to the State Board of Education each year approval or disapproval of each educator preparation program in the state, subject to a process and schedule determined by the State Board of Education. Mississippi Code Ann. § 37-3-2 (5)(a)(b).

The following types of EPPs are eligible to apply to the Mississippi Department of Education to request State Board of Education approval for licensure:

- Mississippi-based public institutions of higher education (IHEs) authorized by the Mississippi Institutions of Higher Learning (IHL) working in collaboration with at least one local education agency (LEA) with which the IHE has established a primary partnership.
- Mississippi-based private institutions of higher education (IHEs) accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) working in collaboration with at least one local education agency (LEA) with which the IHE has established a primary partnership.
- Mississippi-based non-IHE alternative preparation providers working in collaboration with at least one LEA with whom the alternative provider has established a primary partnership.

The following steps shall be taken when requesting State Board approval to prepare candidates for licensure with the Mississippi Department of Education.

1. The EPP shall submit the appropriate form designated for New Provider requests to the Division of Educator Preparation
2. The Division of Educator Preparation reviews the request and schedules a meeting with the EPP to discuss the state's process for establishing an EPP in Mississippi and to answer any questions the EPP may have.
3. The request shall be presented to the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission).
4. The Licensure Commission's recommendation shall be presented to the State Board of Education for approval.

To be considered for initial state approval, an EPP shall provide evidence of meeting the state's standards and the national standards for educator preparation as established by the national accreditor with whom the state has established an agreed upon partnership. All processes for

earning state approval are found within the EPP Guidelines, Program Review Workbook, and/or on the Division of Educator Preparation's page of the MDE website.

The Mississippi State Board of Education does not accredit EPPs but maintains authority over educator preparation programs leading to licensure with the Mississippi Department of Education (MDE). To be considered for initial approval to prepare candidates for licensure in Mississippi, all new EPP applicants shall maintain a physical location in the state and meet all standards adopted by the Mississippi State Board of Education (SBE) as codified in Miss. Code Ann. § 37-3-2 and Mississippi Administrative Code Title 7 Part 107.

Process for Closing an EPP

If an EPP makes the decision to discontinue providing educator preparation for the state, the EPP shall submit the appropriate form designated for Program Deletion for each program approved by the state. The EPP shall discontinue admitting candidates into the program(s) and notify existing candidates that the EPP will no longer recommend candidates for licensure with the Mississippi Department of Education. The EPP shall submit a teach out plan to ensure all existing program candidates matriculate through the licensure process. Copies of candidate notification letters shall be submitted to the MDE's Divisions of Licensure and Educator Preparation along with a list of the candidates that were notified. The list shall include candidates' names, social security numbers, and anticipated date of program completion.

The following steps shall be taken when closing an EPP.

1. The EPP shall submit written notice to the Division of Educator Preparation of its plan to close.
2. The EPP shall submit the appropriate form designated for Program Deletion to the Division of Educator Preparation.
3. The Division of Educator Preparation schedules a meeting with the EPP to discuss the teach out plan, timeline for closing the EPP, and the required elements needed to ensure exiting program candidates are supported through the licensure process.
4. The EPP closure request shall be presented to the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission).
5. The Licensure Commission's recommendation shall be presented to the State Board of Education for approval.

NOTE: Program deletion forms shall be submitted to the Division of Educator Preparation once the closure date is established by an EPP's internal leadership and Institutions of Higher Learning (IHL) if applicable. EPPs have up to 90 days from the completion of the approved teach out plan to recommend candidates for licensure. The EPP is responsible for communicating with candidates enrolled in programs that are scheduled to close that they will have up to 90 days from institutional recommendation to submit a complete application for licensure. An application is considered complete once all supporting documentation is received by the Division of Licensure.

Process for Continuing State Approval

The Mississippi State Board of Education (SBE) approved the [CAEP Partnership Agreement](#) to guide state review of educator preparation programs. EPPs have the option to further demonstrate program quality by voluntarily pursuing national recognition through Specialized Professional Associations (SPAs); however, the MDE maintains sole authority for program review and approval. Comprehensive program reviews shall be conducted at the EPP level on a seven-year cycle in coordination with an EPP's national accreditation schedule or at the individual licensure program level on an as needed basis. Complete guidance on program review procedures is found in the EPP Program Review Workbook.

The MDE's process for EPP review is comprised of multiple measures which include, but are not limited to, program reviews, annual reports, student teacher placement information, and satisfaction surveys from candidates and employers.

Annual Report

Each institution of higher learning 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 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 to meet the requirements of Miss. Code Ann. §37-101-29 which include but are 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;
- number of program completers scoring at or above the proficiency level (passing score) on the state licensure test. (Praxis II exams, Foundations of Reading Test, and School Leaders Licensure Assessment); and
- statewide common assessment scores for all applicable programs.

Student Teacher Placement Report

Each EPP with a teacher education program approved by the SBE shall submit to the MDE student teacher placement information each spring and fall semester. Placement information shall include:

- teacher candidate information to include name, educator identification number, email, licensure area, number of hours of student teaching, placement start and end dates, placement school and district, and grade level of placement.
- cooperating teacher information to include name, educator identification number, email, employing school/grades, and licensure area.
- university supervisor information to include name, educator identification number and email.

For CAEP Standard 2 SSR reporting purposes, EPPs should consider documenting calibration scores each year to demonstrate inter-rater reliability.

Comprehensive Program Reviews

The purpose of program review is to ensure programs leading to licensure with the Mississippi Department of Education have undergone review within a seven-year cycle and have met all standards. Complete guidance on program review procedures is found in the EPP Program Review Workbook.

The program review allows the MDE to conduct reviews of EPP programs at the mid-point or in the fourth year after a national accreditation visit. The Mid-Cycle Review will be an electronic review of licensure program content and pedagogical knowledge, clinical practice and partnerships, and candidate quality and selectivity. This review will serve to provide the EPP with feedback which may assist in preparing for the national accreditation self-study. The visit schedule is based on a seven-year accreditation cycle as outlined in the CAEP/State Review Schedule (see page 9).

The MDE reserves the right to conduct an onsite visit at the discretion of the Office of Teaching and Learning, in particular when documentation or other evidence suggests that a program is not in compliance with state policy, procedures, and guidelines for educator preparation programs and/or is not effectively preparing candidates in approved programs of study.

Program Review Report

The Program Review Report includes each standard/component reviewed, with recommendations based on the reviewers' findings.

The report cites evidence that shows compliance with or deviation from each component/standard that applies to the EPP's programs. The initial report and recommendation contain feedback on the evidence related to standards met and/or not met and a timeline for receiving the response from the EPP. The EPP may make amendments necessary to ensure factual information. In the event the reviewers determine the evidence presented at the mid-cycle review did not meet the standards, an addendum shall be required by the EPP. Final program approval recommendations shall be made to the Licensure Commission upon the completion of the CAEP accreditation cycle.

The EPP shall submit to CAEP the required program review documentation as provided by the Division of Educator Preparation which shall be indicative of formative feedback with a proposed recommendation that shall be made to the Licensure Commission:

- **Recommendation of State Approved:** The evidence indicates the licensure or endorsement program fully meets the program review standards.
- **Recommendation of State Approved with Conditions:** The evidence indicates the licensure or endorsement program does not fully meet the program review standards and conditions exist that require the EPP to provide additional information about the program in an addendum.
- **Recommendation of Not Approved – Further Development Required:** The evidence does not indicate the licensure or endorsement program meets the program review standards and extreme deficiencies exist that require the EPP to provide substantial information about the program in an addendum.

EPP Addendum

Programs failing to meet full state approval upon initial review shall have 90 days after receipt of the state report to submit an addendum that includes a plan of action and timeline for remediating deficiencies. The MDE will work with the EPP to provide support as needed.

Targeted Assistance Visit

A targeted assistance visit may be required for EPPs with programs not meeting state requirements and were recommended as needing further development. The MDE shall establish a team of state approved reviewers to work directly with the EPP to assist with remediating areas of deficiency. The assistance team members shall be comprised of members with specific expertise in the area(s) of need.

- **Length** - Length of visit shall be one to two days as needed per conditions cited in state or national reports.
- **Purpose** - The purpose of the visit is to provide support to the targeted EPP to assist in ensuring successful continuation of state program approval and/or national accreditation.
- **Timing** - Timelines are based on state and/or national review cycles.
- **Size of review team** – The team shall consist of one representative from MDE, one representative from MS-IHL, and a minimum of two representatives from four-year EPPs.
- **Representation from four-year institutions** - Team members shall be selected based on variables specific to the targeted program(s).
- **Cost of visit** - The EPP will be responsible for costs associated with the peer assistance visit (onsite team travel to and from campus, food, and lodging) and reimburse mileage for the state team's travel to the visit site and travel home.
- **Action plan** - The EPP develops and submits an action plan to address all areas of deficiency.
- **Annual electronic data** - Reports will continue to be submitted to MDE for continuity of record keeping at the state level, even during years of assistance visits.

Final Program Recommendation

Final program recommendations shall be presented to the Licensure Commission in concurrence with the EPP's national accreditation decision.

Program Deletion

If an EPP chooses to sunset or delete a licensure program, the EPP shall submit notice to the MDE and submit the appropriate form for Program Deletion, discontinue admitting candidates into the program, and notify existing candidates that the program no longer leads to licensure. The EPP shall submit a teach out plan to ensure program matriculation includes candidate licensure. Copies of candidate notification letters shall be submitted to the MDE's Division of Licensure and Division of Educator Preparation along with a list of the candidates that were notified. The list shall include the candidate's name, social security number, and anticipated date of program completion.

The following steps shall be taken when programs are being deleted.

1. The EPP shall submit written notice to the Division of Educator Preparation of its plan to delete a program.
2. The EPP submits the appropriate form designated for Program Deletion to the Division of Educator Preparation.
3. The Division of Educator Preparation schedules a meeting with the EPP to discuss the teach out plan, timeline for deleting the program, and the required elements needed to ensure exiting program candidates are supported through the licensure process.
4. The program deletion request shall be presented to the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission).
5. The Licensure Commission's recommendation is presented to the State Board of Education for final approval.

NOTE: Program deletion notices shall be submitted to the Division of Educator Preparation once the closure date is established by an EPP's internal leadership and Institutions of Higher Learning (IHL) as applicable. EPPs have up to 90 days from the completion of the approved teach out plan to recommend candidates for licensure. The EPP is responsible for communicating with candidates enrolled in programs that are scheduled to close that they will have up to 90 days from institutional recommendation to submit a complete application for licensure. An application is considered complete once all supporting documentation is received.

Confidentiality and Code of Ethics

Program Review and Code of Ethics

The program review processes are sensitive by nature. Therefore, objectivity and credibility are essential. The purpose of Educator Preparation Code of Ethics is to prevent both actual and perceived conflicts of interest and unethical behavior by MDE representatives, including staff.

Educator Preparation Code of Ethics

Program review team members, site visit review team members, and Division of Educator Preparation representatives and staff shall conduct themselves as thoughtful, competent, well-prepared, and impartial professionals at all times while representing the Mississippi Department of Education and Office of Teaching and Leading.

To ensure institutions and the public that MDE program reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the review process, representatives, program reviewers, site visit reviewers, and staff shall follow this Code of Ethics. They shall also exclude themselves from MDE activities for any other reasons not listed in the Code that may represent an actual or perceived conflict of interest. Violation of any part of the Code will result in the individual's removal from the current program review or site visit and from future consideration for program review or site visit review teams.

Fairness

Representatives, program and site visit reviewers, and staff shall:

- not advance personal, non-MDE, or non-CAEP approved agendas in the conduct of accreditation reviews by attempting to apply personal or partisan interpretations of standards;
- examine the facts as they exist and not as they are influenced by past reputation, media accounts about EPPs or programs being reviewed;
- exclude themselves from participating in MDE and CAEP activities if, to their knowledge, there is some predisposing factor that could prejudice them with respect to the accreditation of EPPs, partnerships with states, or approval of a professional organization's guidelines; and
- exclude themselves from MDE and CAEP activities if they are philosophically opposed to or are on record as having made generic criticism about a specific type of EPP or program allowable under the standards.

Compensation or Gifts

Program or site visit review team members, and MDE staff shall not request or accept any compensation for serving on a review team.

If the giving of small tokens (e.g., coffee mugs, key chains, tee shirts, and articles that cost less than \$50) is customary to an institution's culture, these items may be accepted from the EPP. If unsure, program or site visit review team members, and MDE staff shall err on the side of caution and decline the gifts.

Conflict of Interest

Program and review team members and staff shall not participate in any decision-making capacity if they are engaged in a close, active association with an institution.

Confidentiality

Confidentiality is an integral part of the review process. The Licensure Commission, program and review team members, and staff shall have access to sensitive information in order to conduct reviews of professional education programs. MDE, review team members, and staff shall protect the confidentiality of this information. It is expected that program reviewers, site visit review team members, and staff shall:

- treat as confidential all elements of the review process and information gathered as part of the process, including documents, interviews, data, discussions, interpretations, and analyses related to the review of educator preparation programs;
- not discuss in public places the particulars of a program review or site visit, or the specifics of any case; and
- not discuss details about an EPP related to a review or site visit with anyone other than site review team members before, during, or after the review or visit. MDE staff and Licensure Commission members shall refrain from discussing the specifics of individual cases and decisions regarding programs or EPPs with individuals who are not Licensure Commission members.

Section IV: NEW PROGRAMS and PROGRAM MODIFICATIONS

New Program Approval

New program requests shall go to the Licensure Commission for initial approval, and if approved, submitted to the SBE for final approval. To add a new program, complete the information listed on the appropriate form designated for New Programs. If the particular program has never existed or if the program was inactivated, it is considered a new program. For example, an EPP has an approved program for a Master of Arts in Middle Level Education and desires to offer a Master of Arts in Secondary Education. Although the EPP has an approved program for the Middle School Level, the Secondary route would be considered a new program. Therefore, the EPP should follow the guidelines for a new program.

| Implementation Semester | Deadline for Submission to MDE | Initial Recommendation Made to EPP by MDE | Licensure Commission Recommendation | SBE Decision |
|--------------------------------|---------------------------------------|--|--|---------------------|
| Fall | February 15 | March | May | July |
| Spring | June 15 | August | September | November |

New Program Proposal Requirements

The teacher education program approval process requires the following:

- The EPP provides documentation of institutional administrative approval and/or Mississippi Institutions of Higher Learning approval, if public.
- The program requires candidates to learn, apply and reflect upon Mississippi College and Career Readiness Standards.
- The program is based upon and aligned to state and national program standards.
- The program shall identify and meet appropriate licensure/certification requirements.
- All degree programs shall meet the MS-IHL minimum core curriculum requirement to receive a baccalaureate degree (see Section V: Curriculum).

To implement a new teacher or administrator preparation program, EPPs shall submit a letter of request from the EPP's dean or vice president of academic affairs, and the appropriate form designated for New Programs, or include the MS-IHL proposal request submitted (if it fully addresses each MDE proposal section requirement) by the appropriate deadline. In addressing each section of the proposal, please be thorough and succinct. Where applicable, attach any EPP forms or guidelines provided the required information. The components of the proposal shall include a cover page and a contents page that outlines required sections. The cover page shall include the following information:

- Institution
- Name of Faculty Contact for Proposal
- Faculty Contact Telephone and Email Address
- Name of Program (Content Area) and Endorsement Code
- Level of Program (e.g., Bachelor's)
- Date Proposal Submitted to MDE

The contents page shall identify the following sections:

- I. Overview/Rationale
- II. Program Content
- III. Faculty
- IV. Comparison of two other programs
- V. Professional Accreditation
- VI. Support Documentation

Process for New Program Approval

The following steps shall be followed to present a new program to the Licensure Commission and/or SBE:

1. The EPP shall submit all required documentation for an initial review by MDE staff to ensure feasibility.
2. After the initial review, MDE disseminates the proposals to MDE program staff and EPP peer reviewers.
3. The MDE will compile all reviewers' comments and recommendations and determine if the proposal is ready to be presented to the Licensure Commission. If there are concerns regarding a proposal, the EPP will be provided an opportunity to address the concerns and resubmit the amended proposal.
4. Once approved by the Division of Educator Preparation, the item is slated for a Licensure Commission meeting.
5. If approved by the Licensure Commission, the item moves forward to the SBE meeting for a final decision.
6. EPPs will be provided formal notification of final SBE decisions and the date for which program completers will be eligible to apply for licensure under the new program.

Program Modification

A program modification request should be initiated when a change substantive enough to alter the program is needed. An EPP seeking approval to modify an existing program shall email the Division of Educator Preparation to provide an overview of the modifications to the program, the rationale for making the proposed modifications, and evidence that the program has satisfied university protocol. Additionally, the EPP shall access the appropriate form designated for Program Modification and complete all applicable sections. Major modifications may be subject to peer review. Modification forms and supporting documents shall be uploaded into the EPP's SharePoint folder.

Program Modification Requirements

The proposal shall include a cover page, and a content page for the required sections. The cover page shall include the following information:

- Institution
- Name of Faculty Contact for Proposal
- Faculty Contact Telephone and Email Address
- Name of Program (Content-Area) and Endorsement Code
- Level of Program
- Date of Submission to MDE

The contents page shall identify the following sections:

- I. Overview/Rationale
- II. Program Content
- III. Faculty
- IV. Comparison of two other programs
- V. Professional Accreditation
- VI. Support Documentation

All modifications to existing programs should be submitted to the Division of Educator Preparation for review and recommendation to the Licensure Commission. Although all program modifications are required to be submitted, only those that significantly impact a degree program or endorsement program will be presented for review and approval of the Licensure Commission and SBE.

A list of courses required (i.e., advising or program sheets) to complete the program and a syllabus for each course shall be included with a request for approval of modifications. If a public (state funded) institution governed by the Board of Trustees of the State Institutions of Higher Learning is not required to submit the proposal initially to MS-IHL for approval (in a manner consistent with the *Academic Guidelines* posted on the MS-IHL website, Academic and Student Affairs downloads), include that evidence. If all MDE required proposal content is addressed in the proposal for MS-IHL, the EPP may elect to submit or duplicate the MS-IHL proposal and attach that documentation to MDE's Modification Form for submission to MDE.

Process for Program Modification Approval

The following steps shall be followed to present a program modification to the Licensure Commission and/or SBE.

1. The EPP shall submit all required documentation for an initial review by MDE staff to ensure feasibility.
2. After the initial review, MDE disseminates the proposals to MDE program staff and EPP peer reviewers.
3. The MDE will compile all reviewers' comments and recommendations and determine if the proposal is ready to be presented to the Licensure Commission. If there are concerns regarding a proposal, the EPP will be provided an opportunity to address the concerns and resubmit the amended proposal.
4. Once approved by the Division of Educator Preparation, the item is slated for a Licensure Commission meeting.
5. If approved by the Licensure Commission, the item moves forward to the SBE meeting for a final decision.
6. EPPs will be provided formal notification upon final SBE decisions and the date for which program completers will be eligible to apply for licensure under the modified program.

Inactive Programs

While the definition of “inactive program” is not stipulated in SBE rule, a program not listed on the institution’s website and/or included in their course catalog is generally determined to be an inactive program. EPPs are asked to remove inactive programs. This process is equivalent to a program deletion and should be documented through formal processes outlined in Section III of this document and approved by the Licensure Commission and SBE, thus removing from the MDE list of approved licensure programs. Additionally, inactive programs may be determined through program review processes.

Section V: PROGRAM REQUIREMENTS

Curriculum

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:

Classroom Management (CM) (per Miss. Code Ann. § 37-3-89),
Special Education (SPED), and
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 |

Science of Reading and Structured Literacy Standards Alignment

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 2017 International Literacy Association's Standards.

Elementary Education Program of Study

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 |
| Literacy I or Structured Literacy I, Literacy II or Structured Literacy II, 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 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/Structured Literacy | 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 |
| Discipline Pedagogy | 3 semester hours |

Alternate Route Programs

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

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

Elementary Education K-6 non-traditional licensure shall include instruction in four 3-hour literacy courses:

Literacy I or Structured Literacy I,
Literacy II or Structured Literacy II,
Integrating Reading and Writing Across the Curriculum, and

Diagnosing and Assessing Reading Difficulties

Student Teaching/Internships

Student teaching and internships are the most important components of educator preparation programs. All programs leading to initial licensure shall include multiple opportunities for candidates to practice skills in field-based clinical settings. Clinical experiences should expose candidates to multiple opportunities to practice skills learned through coursework in actual school settings.

Student Teaching General Requirements:

- Candidates will be required to complete 12 weeks (60 full days) of student teaching. Placements may be virtual or face-to-face depending on the local context.
- All placements shall be in a MDE accredited school. Nonpublic accredited schools can be accessed on the [Accreditation Index](#) webpage.
- Cooperating (in-service) teachers shall have at least three years of effective teaching experiences and be recommended by the principal and/or the district's Office of Human Resources.
- University supervisors shall have at least three years of effective P-12 teaching experience. It is highly recommended that university supervisors are licensed educators. Supervisors are required to make at least **four** face-to-face/virtual visits during the student teaching semester.
- The EPP shall provide documentation of EPP supervisor and cooperating teacher training in the administration of the EPP Statewide Common Assessments.
- EPPs shall submit a copy of the syllabus for Student Teaching.
- EPPs shall submit a student teaching placement report each semester.

Administration Internship General Requirements:

- Candidates shall be required to complete a minimum of 300 contact hours of internship.
- All placements shall be in a MDE accredited school.
- Mentors shall be active educational leaders within a building setting, have a minimum of a master's degree in educational leadership, a minimum of three years of pertinent professional experience, and engage regularly during the internship. Mentors are selected collaboratively by the intern, a representative of the school and/or district, and program faculty.
- University supervisors shall have at least three years of effective P-12 administrative experiences. It is highly recommended that supervisors are licensed administrators. Supervisors are required to make face-to-face/virtual visits during internship.
- Internship shall require experiences in elementary, middle, and high school diverse settings. Evidence shall be provided.

School Counseling Internship General Requirements:

- Practicum is comprised of at least 100 contact hours completed over 10 weeks with 40 direct service hours.
- Internship is comprised of at least 600 contact hours completed over two semesters with

at least 240 hours direct service.

- Mentors shall regularly engage during the internship and have a minimum of a master's degree preferably in school counseling, relevant certifications and/or licenses, and a minimum of three years of pertinent professional experience. Mentors are selected collaboratively by the intern, a representative of the school and/or district, and EPP program faculty.
- University supervisors shall have at least three years of effective counseling experiences. It is highly recommended that supervisors are licensed counselors. Supervisors are required to make face-to-face/virtual visits during internship.
- Internship shall require experiences in elementary, middle, and high school diverse settings. Evidence shall be provided.

Other Advanced Program Internship General Requirements:

- Candidates shall be required to complete an internship.
- All placements shall be in a MDE accredited school.
- Mentors shall regularly engage during the internship and have a minimum of a master's degree, relevant certifications and/or licenses, and a minimum of three years of pertinent professional experience. Mentors are selected collaboratively by the intern, a representative of the school and/or district, and EPP program faculty.
- University supervisors shall have at least three years of effective P-12 teaching experience. It is highly recommended that university supervisors are licensed educators. Supervisors are required to make face-to-face/virtual visits during the internship semester.
- Internship shall require experiences in diverse school settings at the level where licensure is being requested. Evidence shall be provided.

Content Knowledge Tests

In order to obtain a license to practice as an educator in the state of Mississippi, all prospective teachers, administrators, and instructional support personnel shall achieve Mississippi's minimum qualifying passing score on the state's required licensing assessment(s) as appropriate. Praxis information is posted on the [Praxis Information](#) page and at the [ETS website](#). Information about the Foundations of Reading test preparation materials, test registration is available at [Mississippi Foundations of Reading](#).

Program Admittance and Exit Requirements

Teacher Candidate Admittance Requirements

Each applicant for entry into a teacher licensure program shall demonstrate minimum academic ability prior to being admitted to a teacher education program. For traditional and alternate route candidates these skills are:

- completion of a minimum of 60-hours of course credit with a minimum 3.0 GPA on a 4.0 system; or
- ACT 21 or SAT equivalent; or
- qualifying passing score on the Praxis CORE.

Teacher Candidate Exit Requirements

All elementary, secondary, and special area teacher education candidates shall complete a teacher education program that is approved by the SBE and nationally accredited. Successful completion of a program is determined by the following criteria:

1. Candidate met program entrance requirements.
2. Candidate demonstrated proficiency on statewide common assessments for skills, knowledge, and dispositions.
3. Candidate successfully completed a clinical experience.
 - a. Traditional candidate successfully completed a minimum of 12 weeks (60 full days) student teacher experience.
 - b. Alternate route candidate successfully completed a full academic year as the teacher of record.

Administrator Admittance Requirements

Prior to being admitted to an educational leadership program, candidates shall submit a standard application packet that includes the following:

- verification of minimum 2.75 GPA on last 60 hours;
- copy of standard teaching license;
- verification of at least three (3) years education experience completed prior to program entry, and
- verification of background check.

Administrator Exit Requirements

Prior to completing an administration program, candidates shall have successfully completed a program that is nationally accredited and state approved program. These skills for traditional route candidates are:

- Candidate met program entrance requirements.
- Candidate completed statewide common assessments for skills, knowledge, and dispositions.
- Candidate successfully completed internship requirements that included a minimum of 300 hours of internship in elementary, middle, and high school diverse settings.

Section VI: GLOSSARY

Academic Major - The actual major granted to a candidate. For Title II reporting, IHEs should choose the closest match to the academic major choices within the annual Title II Report template (see Title II User Manual, Glossary for more details). The list will include teacher education majors and some non- education majors.

Academic Year (AY) - To remain consistent with annual reporting requirements to MDE and other agencies, the state defines an AY for institutions of higher learning as the period that includes the fall, spring, and summer semesters (e.g., fall 2018, spring 2019, summer 2019). The EPP shall be consistent with how it reports a year of data to MDE to ensure accurate statewide data comparisons. *Note:* For Title II HEA reports to the USDE, an AY is defined as 12 consecutive months, starting September 1 and ending August 31.

Accreditation - (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. The current national accrediting body is CAEP. (2) The decision rendered by CAEP when an EPP's professional education unit meets CAEP's standards and requirements.

Admit GPA - The grade point average calculated for eligible admission into an educator preparation program. For undergraduate candidates, the admit GPA of 3.0 shall be based upon a minimum of 60 hours of credit. For Alternate Route candidates, the 3.0 GPA may be the total undergraduate GPA, or last 60 hours of credit (undergraduate or graduate credit).

Admitted Candidates - For state reports, admitted candidates are individuals who are eligible and officially admitted into a teacher education program in a given semester or year, generally in the junior year; not to be confused with those listed as enrolled, which includes *all* candidates currently taking courses in the program from admission through to graduation.

Approved EPP Program - Any Mississippi EPP licensure program which prepares candidates to enter a specific area of education (e.g., math education, special education, science education, administration, counseling, etc.) that is approved by both the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the Mississippi State Board of Education.

Assessments - The term covers content tests, observations, projects or assignments, and surveys. Assessments and scoring guides are used by faculty to evaluate candidates and provide them with performance feedback. Assessments and scoring guides should address candidate knowledge, performance, and dispositions that are aligned with standards.

Candidate - An individual engaged in the preparation process for professional education licensure/certification with an Educator Preparation Provider (EPP).

CEEDAR (Collaboration for Effective Educator Development, Accountability, and Reform) - A technical assistance program operating out of the University of Florida dedicated to reform, revise, refine, and realign evidence-based practices within multi-tiered systems of support by building the capacity of the state personnel preparation system.

Cohort of Program Completers - Individuals who met all requirements of a Mississippi state-approved licensure program in a given *academic year* (See: program completer).

Commission (or Licensure Commission) - Most commonly used to refer to the **Commission on Teacher and Administrator Education, Certification and Licensure and Development**

that is the body charged through **Miss. Ann. Code § 37-3-2** with the responsibility of making recommendations to the Mississippi 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.

Content (Field of Study) - The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration).

Content Area Courses - Refers to course work in the area of endorsement (e.g., mathematics, science, special education, etc.).

Continuing Education Unit (CEU) - Unit of educational credit offered through an approved CEU granting agency. One CEU is earned through 10 contact hours of instruction/training.

Core Curriculum - Core courses that are required by the state to be used in determining a teacher candidate's GPA for admission into a teacher preparation program. These courses should be either a specific set pre-determined by EPP policy or a set of courses that the state recognizes as a common core of courses across major subject area.

Council for the Accreditation of Educator Preparation (CAEP) - A national accrediting body that ensures the preparation of highly qualified educators through the accreditation of programs in which data-driven decisions; resources and practices support candidate learning; and candidates demonstrate knowledge, skills, and professional dispositions geared toward raising student achievement. *Note:* TEAC and NCATE merged to form CAEP.

Council for the Accreditation of Educator Preparation (CAEP) Coordinator - The person(s) identified by the EPP to manage preparations for the CAEP visit.

Critical Shortage Subject Area - A subject area in which the state has determined a deficit of candidates to recruit, train, employ, and retain as highly qualified teachers in that subject. Historically these have been defined as: Special Education, Mathematics, Science (Biology, Chemistry, Physics) and Foreign Language (French, German, Spanish).

Culturally Linguistically Responsive Pedagogy (CLRP) - A research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives.

Cut Score - The minimum score required by the state to pass a teacher certification or licensure assessment.

Cycle - A single collection of data over time (e.g., semester, year)

Data - Information with a user and a use that may include individual facts, statistics, or items of information.

Disaggregated Data - The process of breaking out aggregated data according to specific criteria in order to reveal patterns, trends, and other information.

Educator Preparation Provider (EPP) - The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. Also known as the “professional education unit.” The professional education unit shall include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.

Educator Preparation Provider (EPP) Head - The individual officially designated to provide leadership for the EPP (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

Endorsements - Areas in which educators are licensed.

Enrolled - Includes students who have been officially admitted into a teacher preparation program and those who are still actively completing coursework required for graduation.

Ethnicity - Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry, language, shared history, traditions, values, and symbols— all of which contribute to a sense of distinctiveness among members of the group.

Evidence - A factual report or documentation of events that support meeting a standard or indicator.

Formative Assessment - Evaluations based on rubrics designed to measure observable instructional and behavioral practices of an educator in training. Formative assessment is a method of continually evaluating student/candidate academic needs and development and precedes local benchmark assessments and summative assessments.

High-Leverage Practices (HLP) - Best practice as identified by the Council for Exceptional Children. These are organized around four major components.

- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction

High-Quality Instructional Materials (HQIM) - Materials that are aligned to the Mississippi College and Career Readiness Standards, externally validated, comprehensive and include knowledge-building complex texts, problems, and assessments.

Inclusive Principal Leadership - Inclusive principals create strong school cultures and distribute leadership across staff to serve all learners well and ensure all students feel safe, supported, and valued in school. In promoting equity for “all,” inclusive principals must respond effectively to the potential and needs of each student. Inclusive principals ensure high expectations and appropriate supports so that each student – across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income – can excel in school.

Indicator - The smallest category, measure, or gauge of an observable descriptor that provides data and information regarding a specific goal or point.

Institutional Standards - Standards set by an Educator Preparation Provider (EPP) that reflect its mission and identify important expectations for educator candidate learning that may be unique to EPP.

Institutions of Higher Education (IHE) - Section 101(a) of the *Higher Education Act (Title II)* provides a general definition of an “institution of higher education,” as follows: For purposes of this Act, other than Title IV [Student Financial Assistance], the term institution of higher education means an educational institution in any State that:

1. admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of Section 484(d)(3);
2. is legally authorized within such State to provide a program of education beyond secondary education;
3. provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
4. is a public or other nonprofit institution; and
5. is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre-accreditation status, and the Secretary has determined that there is a satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Section 101(b) defines additional institutions that are included: “For purposes of this Act, other than Title IV, the term Institution of higher education” also includes:

1. any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and
2. a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students, individuals—
 - a. who are beyond the age of compulsory school attendance in the State in which the institution is located; or
 - b. who will be dually or concurrently enrolled in the institution and a secondary school.

Institutions of Higher Learning (IHL) - The constitutional governing body responsible for policy and financial oversight of the eight public institutions of higher learning in the state of Mississippi. Public EPPs in Mississippi are often referred to as IHLs.

Knowledge Base - Empirical research, disciplined inquiry, informed theory, and the wisdom of practice that serves as the basis for requirements, decisions, and actions of an Educator Preparation Provider (EPP).

Licensure - The official recognition by a state governmental agency that grants professional recognition to an individual who meets specified qualifications/requirements.

Literacy - The ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.

Literacy (Reading) - Instructional strategies to support explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies shall also include effective methods for identifying characteristics of conditions such as dyslexia and the use of multisensory interventions.

Measures - The variety of observation and assessment tools and methods that are collected as part of a research effort.

Mississippi Association for Colleges of Teacher Education (MACTE) - MACTE is an organization comprised of the deans and/or designees of education for public and private universities and colleges in the state of Mississippi. MACTE is a state chapter of the American Association for Colleges of Teacher Education (AACTE).

MECCA - Mississippi Educator Career Continuum Archive is a customized cloud-based, all-in-one, single sign-on educator workforce information management system that serves as a hub to capture the lifecycle of a Mississippi educator from recruitment to retirement.

Mississippi State Board of Education (SBE) - The Mississippi State Board of Education is made up of nine members appointed according to the rules in the Mississippi Constitution. The Board appoints the State Superintendent of Education, sets public education policy and oversees the Mississippi Department of Education.

Mississippi Department of Education (MDE) - The state education agency for the state of Mississippi. The State Board of Education is the governing body for policies of MDE.

Mississippi Educator Preparation Provider Annual Report - To satisfy annual program approval of EPPs, MDE requests a state review process for educator preparation program approval that requires reporting of specific data by April 30.

Mississippi Mid-Cycle Program Review - Is the state's review process conducted at the mid-point of an EPP's national accreditation cycle. The review is designed ensure Mississippi educator preparation programs meet state and national standards as well as the needs of local schools in preparing competent, caring, and qualified teachers and leaders capable of impacting P-12 student learning outcomes.

National Board for Professional Teaching Standards (NBPTS) - Is an independent, nonprofit organization working to advance accomplished teaching for all students.

PK–12 School Personnel - Licensed practitioners in PK–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments (See: Professional Education Faculty and School Faculty).

Part-Time Faculty - Professional education faculty who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pass Rate - The percentage of students who passed assessment(s) taken for initial certification or licensure in the field of preparation.

Professional Development - Opportunities for educators to develop new knowledge and skills

through professional learning activities and events such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in PK–12 schools.

Program Review – Mississippi Code Ann. § 37-101-29 mandates that education degree programs that lead to licensure be approved by the Mississippi State Board of Education. The program review process is conducted by the Division of Education Preparation. Standards are approved by the Licensure Commission and SBE.

Reliability - The degree to which test scores for a group of test takers are consistent over repeated request for evaluations of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker. A measure is said to have a high reliability if it produces consistent results under consistent conditions.

Scaled Score - A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading.

Self-Study Report (SSR) - The document that an Educator Preparation Provider (EPP) creates following its internal self-study, that assembles evidence demonstrating its case for CAEP Standards.

Single Assessment Pass Rate - The percentage of students who passed the assessment among all who took the assessment.

Site Review - The two-to-three days in which site reviewers conduct their summative review of an Educator Preparation Provider's (EPP) self-study report and evidence on location at the EPP's campus or organizational headquarters.

Specialized Professional Association (SPA) - A member of CAEP that is a national organization of teachers, professional education faculty, and/or other school professionals who teach a specific content area (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., special education teachers), or provide services to students (e.g., school counselors, school psychologists, or principals). EPPs may elect to have SPAs review programs for national recognition.

Stakeholder - Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

Standards - Normative statements about educator preparation providers (EPPs) and educator candidate practices, performances, and outcomes that are the basis for an accreditation review. Standards are written in broad terms with components that further explicate their meaning.

Student - A learner in a P-12 school setting or other structured learning environment but not a learner in an educator preparation program.

Student Teaching - Extensive and substantive clinical practice in P-12 schools for candidates preparing to teach.

Subject Area - A division of organized knowledge for which state curriculum guidelines have been prepared; the area in which candidates are prepared to teach. For Title II reporting, IHEs should choose the subject area that best describes the area the candidate is prepared (see Title II User Manual, Glossary for more details). For state reporting, IHEs should choose from the list of licensure areas provided by the state.

Summary Pass Rate - The percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

Summative Assessment – Assessment that occurs at the conclusion or end point of a course or program to determine whether candidate learning outcomes have been achieved.

Supervised Clinical Experience - A series of supervised field experiences (including student teaching) with P-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202 (d)(2) describes features of clinical experience. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.

Supervising Faculty - All persons the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, and who have an administrative link or relationship to the teacher preparation program.

Supplemental Teaching Endorsement - Areas of endorsement added to a valid five-year or three-year license by:

1. completing 18 hours in a content area with a grade of “C” or higher; or
2. an institutional program verification documenting completion of a state approved program in an additional content; or
3. meeting the minimum score on the Praxis II Specialty Area Test; or
4. completing an MDE approved program.

Teacher Candidates - Individuals admitted to, or enrolled in, programs for the initial preparation of teachers. Candidates are distinguished from “students” in P-12 schools. The term “students” refers to learners in the P-12 environment.

Teaching Experience - Experience accrued by a properly licensed staff member in a grade or subject under legal contract to an accredited public, private, elementary, or secondary (P-12) school; or teaching/administrative experience accrued at a state approved or regionally/nationally accredited EPP program.

Technology - The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

Validity - The extent to which a set of operations, test, or other assessment measures what it is

supposed to measure. Validity is not a property of a data set but refers to the appropriateness of inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort.