

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
October 11, 2018

OFFICE OF TEACHING AND LEADING
OFFICE OF EDUCATOR PREPARATION

- E. Approval of educator preparation programs mid-cycle program approval reports as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development on September 14, 2018

Background Information: The Mississippi Department of Education’s mid-cycle onsite review of Education Preparation Providers (EPPs) are based on approved standards and criteria required for all EPPs in Mississippi. All 2018 reviews were pilots to inform the official, more rigorous process which is currently under revision. Trained state members conduct peer reviews of the educator preparation programs and prepare a report of their findings based on the prescribed standards. In accordance with Mississippi Code Annotated § 37-3-2, the Commission on Teacher and Administrator Education, Certification and Licensure and Development reviews the state team findings and recommends to the State Board of Education each year the approval of each educator preparation program in the state and assigns a status of “Met,” “Met with Conditions” or “Not Met.” If an EPP Onsite Program Review Report has a status recommendation of “Met with Conditions” or “Not Met” the EPP is required to provide a response which outlines corrective actions.

Mississippi has 15 Institutions of Higher Learning (IHL) plus additional alternate providers that are subject to annual review and approval through the state’s Process and Performance Review and Council for the Accreditation of Educator Preparation (CAEP) accreditation onsite review.

The attached reports are results from four (4) mid-cycle onsite reviews:

- Belhaven University – Met
- Mississippi College – Met
- Mississippi Community College Foundation (MAPQT) – Met with Conditions
- Mississippi Community College Foundation (MAPQSL) – Met with Conditions

On September 14, 2018, the Commission on Teacher and Administrator Education, Certification and Licensure and Development approved the attached reports and responses for the four (4) mid-cycle onsite reviews referenced above.

Recommendation: Approval

Back-up material attached



PILOT

ONSITE PROGRAM REVIEW REPORT

BELHAVEN UNIVERSITY

2018



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Pilot Draft

OVERVIEW

On February 26, 2018, a team of 5 individuals, consisting of representatives from the Mississippi Department of Education (MDE), Mississippi Institutions of Higher Learning (IHL), education faculty from Mississippi institutions, and a K-12 public school educator, convened for a review of education programs at Belhaven University (BU), Jackson, MS. The purpose of the review, as mandated by legislation, is to help ensure that Mississippi educator preparation programs would “produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn”. This pilot visit was conducted under the MDE’s revised onsite visit review format and will serve to inform future visits and the revision of the MDE Educator Preparation Performance Review processes.

The BU review focused on two programs: Elementary Education and Master of Arts in Teaching. During the review, the team analyzed course syllabi to ascertain alignment to national and state standards, ensured educator preparation program (EPP) collected and analyzed data appropriately for a minimum of 3 cycles, reviewed assessments, determined EPP’s impact on completers and the education community, interviewed program faculty members and leadership faculty, and monitored for other areas of program compliance.

The following recommendations will be used for recognition of the EPP’s individual licensure or endorsement programs:

Met: The preponderance of the evidence indicates the licensure or endorsement program fully meets or exceeds the program review standards.

Met 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.

Not Met: The EPP did 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 submitted by the EPP is reviewed and determined by program team members after an evaluation of the “met,” “met with conditions,” and “not met” designations for each rubric item. The EPP has 30 days after receipt of the state report to submit a rejoinder. MDE will either accept evidence in the rejoinder 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.

This report contains the completed review rubric and overall report for each program reviewed. The report rubric contains the individual components that were reviewed. The review report summarizes the evidence submitted by category and gives a summary of the review of the program. The overall review of a program will consist of the three parts: Program Review Status Report, Annual Report, and Survey Data (Student Teacher, Cooperating Teacher, First Year Teacher, and Principal of First Year Teacher).

Belhaven University Program Review Status Report

Elementary Education: **MET**

Additional Documentation Requested: No

Master of Arts in Teaching: **MET**

Additional Documentation Requested: No

PROGRAM REVIEW DATE: FEBRUARY 26, 2018



MDE MID-CYCLE PROGRAM REVIEW REPORT

INSTITUTION: Belhaven University – Jackson, MS PROGRAM: Elementary Education

DATE OF REVIEW: 2.26.2018

STATUS OF REVIEW: MET MET WITH CONDITIONS NOT MET

Provide a narrative of the evidence submitted to meet each component.

| FIELD EXPERIENCES (Clinical hours will vary between teaching and administrator programs) | Evidence Cited |
|---|---|
| The EPP provides a variety of effective field or clinical experiences. The EPP co-constructs with P-12 school and community partners for field and clinical experiences. | <ul style="list-style-type: none"> • Candidates complete diverse field experiences in a variety of field placements throughout the metro area. Faculty shared the process for working with the candidates and district personnel to determine placement for field experiences. |
| COURSE INFORMATION | |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | <ul style="list-style-type: none"> • Textbook, resource and faculty information are included. |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | <ul style="list-style-type: none"> • While the syllabi indicate alignment with standards, there is inconsistency across the syllabi. Some syllabi are missing CCSS standards. • Assessments are aligned to courses. |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | <ul style="list-style-type: none"> • Dispositions and ethics are monitored throughout program through various assignments, projects, and presentations. |

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| ASSESSMENTS | |
| Each assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. (A minimum of 3 assessments provided) | <ul style="list-style-type: none"> • Course assessments are specific to each course and appropriately aligned. • Course assessments contain detailed rubric and scoring guides. |
| The EPP provides 3 cycles of assessment data that is summarized and analyzed appropriately. | <ul style="list-style-type: none"> • Recommendation: Disaggregate the TIAI and Disposition scores by indicator. |
| PROGRAM IMPACT | |
| The EPP has a quality assurance system and uses multiple sources of data at various checkpoints to monitor candidates and to make improvements to the program. | <ul style="list-style-type: none"> • Assurance system does not specify check points nor how data is monitored and used to make program changes. |
| SUMMARY How well does the EPP use quality evidence within a continuous improvement system (CAEP Standard 5) that assures candidates are knowledgeable (CAEP Standard 1), have skills well-developed through clinical experiences (CAEP Standard 2), show readiness and promise (CAEP Standard 3), and are prepared to positively impact P-12 students (CAEP Standard 4)? | |
| <p>The data collected by the EPP show that candidates are knowledgeable and show readiness to be competent educators (CAEP 1, and CAEP 3). There is a plan to use data collected to make program changes, but there is little evidence to show this has occurred. Although conversations with faculty revealed that this does happen on occasion, it is not documented in a systematic way (CAEP 5).</p> <p>The program provides candidates with diverse field experiences across several districts (CAEP 2).</p> <p>The EPP has collected and analyzed data to show candidates are equipped to positively impact P-12 students; however, these analyses should be further developed to include additional candidate data (CAEP 4).</p> | |

MDE MID-CYCLE PROGRAM REVIEW RUBRIC

INSTITUTION: Belhaven University – Jackson, MS PROGRAM: Elementary Education

DATE OF REVIEW: 2.26.2018

STATUS OF REVIEW: MET MET WITH CONDITIONS NOT MET

| Program Name: | <i>Met (M)</i> | <i>Met with Conditions (MWC)</i> | <i>Not Met (NM)</i> | Rating |
|--|--|--|--|----------|
| Program Description | | | | |
| The licensure or endorsement program is indicated. | The licensure or endorsement program is provided. | | The licensure or endorsement program is not provided. | M |
| A general description of the program is provided (e.g. history of the program, special recognitions, etc.). | A general description of the program is provided. | | A general description of the program is not provided. | M |
| Pass rates indicate an 80% success rate over three years | 80% or more of candidates passed required assessment | | Less than 80% of candidates passed required assessment | M |
| The degree awarded is indicated. | The degree awarded is provided. | | The degree awarded is not provided. | M |
| A description is provided of any major or minor modifications made since the previous state recognition of the program or the provider indicated there were no major or minor modifications. | A description is provided of all relevant major or minor modifications made since the previous | Some of the description information is provided; however, some information is missing. | Modification information is not provided. | M |

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| | state recognition of the program. | | | |
| The provider must identify the standard delivery of the program, as well as variations to the delivery. Examples of variations include: Alternate locations, weekday/weekend offerings, online offerings, or hybrid programs, etc. | All program standard delivery and variations information is provided. | Some of the program standard delivery and variations information is provided; however, some information is missing. | The program standard delivery and variations information is not provided. | M |
| Field Experiences (Clinical hours will vary between teaching and administrator programs) | | | | Rating |
| The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching/administrator license. | The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license; however, some weaknesses were found. | The EPP does not provide a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | M |
| The EPP's supervisor(s) meet with the candidate and the cooperating teacher 3 or more times in joint conferences to discuss the candidate performance. Evidence of co-construction with P-12 partners. | The EPP requires the supervisor(s), candidate, and cooperating teacher meet 3 or more | The EPP requires the supervisor(s), candidate, and cooperating teacher meet less | The EPP does not require the supervisor(s), candidate, and cooperating | M |

| (Applies to teacher education program only) | times to discuss evaluations and the candidate's work samples or portfolios. | than three times to discuss candidate performance. | teacher to meet to discuss candidate performance. | |
|---|---|--|---|---|
| Course Information | | | | Rating |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | All relevant syllabi are provided. | Not all syllabi are provided; however, some information is missing. Syllabi lack rigor and specificity to detail. | The syllabi are not provided. | M |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | Assignments, assessments, syllabi, and other information indicate proper alignment to state and national standards. | Assignments, assessments, syllabi, and other information show some alignment to state and national standards but weaknesses exist. | Assignments, assessments, syllabi, and other information show little to no alignment to state and national standards. | MWC <i>While the syllabi indicate alignment with standards, there is inconsistency across the syllabi. Some syllabi are missing CCSS standards.</i> |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | Candidates taught and assessed on MS Educator Code of Ethics and dispositions for professional behavior on multiple occasions | Discussions and/or activities related to ethical behavior for educators is included in the program but not in great detail. | Discussions nor activities related to ethical behavior of educators is not incorporated into the program. | M |

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| | throughout program. | | | |
| Assessments and Rubrics/Scoring Guides (e.g. surveys, tests, grades, etc.) | | | | Rating |
| EPPs are required to provide a narrative summary for 3-5 assessments. EPPs must provide a rubric and/or scoring guide for the assessment, if appropriate, which the EPP uses for data collection. “If appropriate” signify that some types of assessments would not use or require a rubric or scoring guide. For example, a survey would not have a rubric or scoring guide. | | | | |
| Each Assessment will be evaluated based on the following elements. Summarize your review of each assessment to evaluate the overall quality of assessments. *See Assessment Scoring Table. | | | | |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | The assessment measures what it purports to measure. | Overall, the assessment measures what it purports to measure, but some weaknesses exist. | The assessment did not measure what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | The assessment is clearly defined. | Overall, the assessment is adequately defined but there are some areas that are vague or poorly defined. | The assessment is vague and poorly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student | Overall, the assessment addresses the specific assessment area but some weaknesses exist. For example, candidate content knowledge, content pedagogy, pedagogy | The assessment does not adequately address the specific assessment area. For example, candidate content knowledge, content pedagogy, | M |

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| | learning, dispositions, or technology. | and professional knowledge, student learning, dispositions, or technology. | pedagogy and professional knowledge, student learning, dispositions, or technology. | |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | The assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | Overall, the assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure, but some weaknesses exist. | The assessment is not consistent with the complexity, cognitive demands, and skill required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | The assessment is a fair measure. | Overall, the assessment is a fair measure, but some areas could be strengthened. | The assessment is not a fair measure or an evaluation for fairness was not completed. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | The assessment allows for different levels of candidate proficiency to be determined. | Overall, the assessment allows for levels of candidate proficiency to be determined, but some weaknesses exist. | The assessment does not allow for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with | The assessment instrument provides candidates or | Overall, the assessment instrument provides | The assessment instrument does not provide | M |

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| substantive guidance as to what is being sought. | supervisors with substantive guidance as to what is being sought. | candidates or supervisors with guidance as to what is being sought, but some weaknesses exist. | candidates or supervisors with substantive guidance as to what is being sought. | |
| Data from key assessments | | | | Rating |
| <p>Cycles of data for the assessment:</p> <ul style="list-style-type: none"> o Ongoing assessment: The EPP provides three cycles of data for the assessment; or o Revised assessments: The EPP provides a total of three cycles of data for the assessment, including as much data as is available from the revised assessment plus data from the original assessment, to total three cycles; or o New assessments that do not have a predecessor: The EPP indicates it is a new assessment and provides as many cycles of data as are available. | The EPP provided the required data for the assessment. For a new assessment, the EPP indicates it is a new assessment and provides as many cycles of data as are available. | The EPP provides fewer than the required number of cycles of data for the assessment; however, the EPP provides some data. | The EPP does not provide data for the assessment. | M |
| The assessment data demonstrate 80% candidates meet the standards being assessed: | The assessment data demonstrates most candidates meet or exceed the standards being assessed. | Overall, the assessment data demonstrates most candidates meet the standards being assessed; however, some weaknesses exist. | The assessment data does not demonstrate most candidates meet the standards being assessed. | M |
| The assessment data is summarized and analyzed | The assessment data is summarized and analyzed. | Overall, the assessment data is summarized and analyzed; however, | The assessment data does not demonstrate most candidates meet | MWC <i>Need to see the TIAI and Disposition scores disaggregated by</i> |

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| | | some weaknesses exist. | the standards being assessed. | <i>indicator. Indicate specific check points where these instruments are being monitored.</i> |
| The EPP is using assessment data, or has a plan in place to use assessment data, to improve candidate performance and strengthen the program: | The assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program. | Overall, the assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program; however, some weaknesses exist. | The assessment data results are not used to improve candidate performance or strengthen the program or the EPP does not have a plan in place to use assessment data results to improve candidate performance or strengthen the program. | MWC <i>No specific information given about ways the data has been used to make program changes. Interviews with faculty show that undergraduate council meetings are used for this, but no documentation was provided.</i> |
| Program Impact | | | | Rating |
| The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program. | Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance. | Program collects and uses few sources of high quality information, relying on data of inconsistent quality to monitor ongoing performance. | Sources of information collected and used for program monitoring are not high quality data. | M <i>Need to describe/document the various ways program performance is monitored. Most of the information we received about</i> |

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| | | | | <i>this came from faculty interviews. Need to show this in a systematic way through written documentation and data.</i> |
| <p>The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations)</p> | <p>Program leadership regularly and systematically monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. This includes regular examination of observation and feedback instruments and practices as well as regular training for mentor teachers</p> | <p>Program leadership inconsistently monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. Examination of observation and feedback instruments and practices is not regular nor is training for mentor teachers.</p> | <p>The program does not take steps to monitor the quality of coursework, candidate fieldwork clinical experiences, and/or the program's observation and feedback practices. Mentor teacher do not receive at least annual training to ensure consistency of approach in giving feedback to teacher candidates.</p> | M |

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| <p>The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program.</p> | <p>The program has and regularly uses rigorous and well-embedded quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes, and these processes are the basis for improvement planning and action steps.</p> | <p>The program inconsistently makes use of quality assurance systems, and these quality assurance systems need improvement to be used effectively in improvement planning and action steps.</p> | <p>Quality assurance systems are not used to examine the effectiveness of the program and secure further improvements in outcomes for individuals and groups of teacher candidates and completers.</p> | <p>MWC <i>Interviews indicated that the program is in a transition from TaskStream to WaterMark for collecting, organizing, and disaggregating data. The EPP is collecting useful information, but showed limited evidence that it uses the information in a systematic way to make program improvements.</i></p> |
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Assessment Scoring Table

| Assessment #1 Classroom Management Plan | Rating |
|--|--------|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |
| Assessment #2 Lesson Plan Project | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |

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| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |
| Assessment #3 Children's Book | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating <i>*EDU 303 Check description on p. 8</i> | M |

MDE MID-CYCLE PROGRAM REVIEW REPORT

INSTITUTION: Belhaven University – Jackson, MS PROGRAM: Master of Arts in Teaching

DATE OF REVIEW: 2.26.2018

STATUS OF REVIEW: MET MET WITH CONDITIONS NOT MET

Provide a narrative of the evidence submitted to meet each component.

| FIELD EXPERIENCES (Clinical hours will vary between teaching and administrator programs) | Evidence Cited |
|---|---|
| The EPP provides a variety of effective field or clinical experiences. The EPP co-constructs with P-12 school and community partners for field and clinical experiences. | <ul style="list-style-type: none"> Candidates complete Dimensions of Learning I and II where they are observed, assessed, and evaluated over one full academic P-12 school year. |
| COURSE INFORMATION | |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | <ul style="list-style-type: none"> Textbook, resource and faculty information are included. |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | <ul style="list-style-type: none"> Assessments are aligned to courses. |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | <ul style="list-style-type: none"> Dispositions and ethics are monitored throughout program through various assignments, projects, and presentations. |
| ASSESSMENTS | |

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| <p>Each assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. (A minimum of 3 assessments provided)</p> | <ul style="list-style-type: none"> • Course assessments are specific to each course and appropriately aligned. • Course assessments contain detailed rubric and scoring guides. • Assessment data show alignment with national standards. |
| <p>The EPP provides 3 cycles of assessment data that is summarized and analyzed appropriately.</p> | <ul style="list-style-type: none"> • The EPP collects and analyzes data in cycles. |
| <p>PROGRAM IMPACT</p> | |
| <p>The EPP has a quality assurance system and uses multiple sources of data at various checkpoints to monitor candidates and to make improvements to the program.</p> | <ul style="list-style-type: none"> • Assurance system (QAAS) does not specify how data is used to make program changes. QAAS was in beta test form for 2015-16. |
| <p>SUMMARY How well does the EPP use quality evidence within a continuous improvement system (CAEP Standard 5) that assures candidates are knowledgeable (CAEP Standard 1), have skills well-developed through clinical experiences (CAEP Standard 2), show readiness and promise (CAEP Standard 3), and are prepared to positively impact P-12 students (CAEP Standard 4)?</p> | |
| <p>The data collected by the EPP show that candidates are knowledgeable and show readiness to be competent educators. However, more documentation is needed as to how Candidate Professional Dispositions are assessed (CAEP 1, and CAEP 3). The EPP has a plan to use data collected to make program changes, but there is little evidence to show this has occurred. Although conversations with faculty revealed that this does happen on occasion, it is not documented in a systematic way. EPP can include items like meeting agendas, meeting minutes, documentation of course changes, etc. all tied to data (CAEP 5).</p> <p>The program provides candidates with diverse field experiences across several districts. Candidates are observed, monitored, and assessed in Dimensions of Learning courses. However, there is no documentation on how candidates in the 4-6 program are placed (CAEP 2).</p> <p>The EPP has collected and analyzed data to show candidates are equipped to positively impact P-12 students. The new electronic data system WaterMark should assist with capturing data more systematically (CAEP 4).</p> | |

MDE MID-CYCLE PROGRAM REVIEW RUBRIC

INSTITUTION: Belhaven University – Jackson, MS PROGRAM: Master of Arts in Teaching

DATE OF REVIEW: 2.26.2018

STATUS OF REVIEW: **MET** MET WITH CONDITIONS NOT MET

| Program Name: | <i>Met (M)</i> | <i>Met with Conditions (MWC)</i> | <i>Not Met (NM)</i> | Rating |
|---|--|--|--|----------|
| Program Description | | | | |
| The licensure or endorsement program is indicated. | The licensure or endorsement program is provided. | | The licensure or endorsement program is not provided. | M |
| A general description of the program is provided (e.g. history of the program, special recognitions, etc.). | A general description of the program is provided. | | A general description of the program is not provided. | M |
| Pass rates indicate an 80% success rate over three years | 80% or more of candidates passed required assessment | | Less than 80% of candidates passed required assessment | M |
| The degree awarded is indicated. | The degree awarded is provided. | | The degree awarded is not provided. | M |
| A description is provided of any major or minor modifications made since the previous state recognition of the program or | A description is provided of all relevant major or | Some of the description information is | Modification information is not provided. | M |

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|--|---|--|---|--|
| the provider indicated there were no major or minor modifications. | minor modifications made since the previous state recognition of the program. | provided; however, some information is missing. | | |
| The provider must identify the standard delivery of the program, as well as variations to the delivery. Examples of variations include: Alternate locations, weekday/weekend offerings, online offerings, or hybrid programs, etc. | All program standard delivery and variations information is provided. | Some of the program standard delivery and variations information is provided; however, some information is missing. | The program standard delivery and variations information is not provided. | M |
| Field Experiences (Clinical hours will vary between teaching and administrator programs) | | | | Rating |
| The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching/administrator license. | The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license; however, some weaknesses were found. | The EPP does not provide a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | M Dimensions I & II |
| The EPP's supervisor(s) meet with the candidate and the cooperating teacher 3 or | The EPP requires the supervisor(s), | The EPP requires the supervisor(s), | The EPP does not require the | M |

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| more times in joint conferences to discuss the candidate performance. Evidence of co-construction with P-12 partners. (Applies to teacher education program only) | candidate, and cooperating teacher meet 3 or more times to discuss evaluations and the candidate's work samples or portfolios. | candidate, and cooperating teacher meet less than three times to discuss candidate performance. | supervisor(s), candidate, and cooperating teacher to meet to discuss candidate performance. | Observation during Dimensions. Survey for candidates and administrator. |
| Course Information | | | | Rating |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | All relevant syllabi are provided. | Not all syllabi are provided; however, some information is missing. Syllabi lack rigor and specificity to detail. | The syllabi are not provided. | M |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | Assignments, assessments, syllabi, and other information indicate proper alignment to state and national standards. | Assignments, assessments, syllabi, and other information show some alignment to state and national standards but weaknesses exist. | Assignments, assessments, syllabi, and other information show little to no alignment to state and national standards. | M BEPP, InTASC, ILA |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | Candidates taught and assessed on MS Educator Code of Ethics and dispositions for professional behavior on multiple occasions | Discussions and/or activities related to ethical behavior for educators is included in the program but not in great detail. | Discussions nor activities related to ethical behavior of educators is not incorporated into the program. | M EDU 502 and 503 |

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| | throughout program. | | | |
| Assessments and Rubrics/Scoring Guides (e.g. surveys, tests, grades, etc.) EPPs are required to provide a narrative summary for 3-5 assessments. EPPs must provide a rubric and/or scoring guide for the assessment, if appropriate, which the EPP uses for data collection. “If appropriate” signify that some types of assessments would not use or require a rubric or scoring guide. For example, a survey would not have a rubric or scoring guide. | | | | Rating |
| Each Assessment will be evaluated based on the following elements. Summarize your review of each assessment to evaluate the overall quality of assessments. *See Assessment Scoring Table. | | | | |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | The assessment measures what it purports to measure. | Overall, the assessment measures what it purports to measure, but some weaknesses exist. | The assessment did not measure what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | The assessment is clearly defined. | Overall, the assessment is adequately defined but there are some areas that are vague or poorly defined. | The assessment is vague and poorly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and | Overall, the assessment addresses the specific assessment area but some weaknesses exist. For example, candidate content | The assessment does not adequately address the specific assessment area. For example, candidate content | M |

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| | professional knowledge, student learning, dispositions, or technology. | knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | The assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | Overall, the assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure, but some weaknesses exist. | The assessment is not consistent with the complexity, cognitive demands, and skill required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | The assessment is a fair measure. | Overall, the assessment is a fair measure, but some areas could be strengthened. | The assessment is not a fair measure or an evaluation for fairness was not completed. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | The assessment allows for different levels of candidate proficiency to be determined. | Overall, the assessment allows for levels of candidate proficiency to be determined, but some weaknesses exist. | The assessment does not allow for different levels of candidate proficiency to be determined. | M |

| <p>A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought.</p> | <p>The assessment instrument provides candidates or supervisors with substantive guidance as to what is being sought.</p> | <p>Overall, the assessment instrument provides candidates or supervisors with guidance as to what is being sought, but some weaknesses exist.</p> | <p>The assessment instrument does not provide candidates or supervisors with substantive guidance as to what is being sought.</p> | <p>M</p> |
|--|--|---|---|----------------------|
| <p>Data from key assessments</p> | | | | <p>Rating</p> |
| <p>Cycles of data for the assessment:</p> <ul style="list-style-type: none"> o Ongoing assessment: The EPP provides three cycles of data for the assessment; or o Revised assessments: The EPP provides a total of three cycles of data for the assessment, including as much data as is available from the revised assessment plus data from the original assessment, to total three cycles; or o New assessments that do not have a predecessor: The EPP indicates it is a new assessment and provides as many cycles of data as are available. | <p>The EPP provided the required data for the assessment. For a new assessment, the EPP indicates it is a new assessment and provides as many cycles of data as are available.</p> | <p>The EPP provides fewer than the required number of cycles of data for the assessment; however, the EPP provides some data.</p> | <p>The EPP does not provide data for the assessment.</p> | <p>M</p> |
| <p>The assessment data demonstrate 80% candidates meet the standards being assessed:</p> | <p>The assessment data demonstrates most candidates meet or exceed the standards being assessed.</p> | <p>Overall, the assessment data demonstrates most candidates meet the standards being assessed; however, some weaknesses exist.</p> | <p>The assessment data does not demonstrate most candidates meet the standards being assessed.</p> | <p>M</p> |

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| The assessment data is summarized and analyzed | The assessment data is summarized and analyzed. | Overall, the assessment data is summarized and analyzed; however, some weaknesses exist. | The assessment data does not demonstrate most candidates meet the standards being assessed. | M |
| The EPP is using assessment data, or has a plan in place to use assessment data, to improve candidate performance and strengthen the program: | The assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program. | Overall, the assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program; however, some weaknesses exist. | The assessment data results are not used to improve candidate performance or strengthen the program or the EPP does not have a plan in place to use assessment data results to improve candidate performance or strengthen the program. | M |
| Program Impact | | | | Rating |
| The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program. | Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance. | Program collects and uses few sources of high quality information, relying on data of inconsistent quality to monitor ongoing performance. | Sources of information collected and used for program monitoring are not high quality data. | M |

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| <p>The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations)</p> | <p>Program leadership regularly and systematically monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. This includes regular examination of observation and feedback instruments and practices as well as regular training for mentor teachers</p> | <p>Program leadership inconsistently monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. Examination of observation and feedback instruments and practices is not regular nor is training for mentor teachers.</p> | <p>The program does not take steps to monitor the quality of coursework, candidate fieldwork clinical experiences, and/or the program's observation and feedback practices. Mentor teacher do not receive at least annual training to ensure consistency of approach in giving feedback to teacher candidates.</p> | <p>M</p> |
| <p>The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program.</p> | <p>The program has and regularly uses rigorous and well-embedded quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality</p> | <p>The program inconsistently makes use of quality assurance systems, and these quality assurance insurance systems need improvement to be used effectively in improvement</p> | <p>Quality assurance systems are not used to examine the effectiveness of the program and secure further improvements in outcomes for individuals and groups of teacher</p> | <p>MWC More documentation needed to show improvements were made based on data.</p> |

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| | outcomes, and these processes are the basis for improvement planning and action steps. | planning and action steps. | candidates and completers. | |
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Assessment Scoring Table

| Assessment #1 EDU 621 Assessing Student Learning: Final Project (Course undergoing revision) | | Rating |
|--|--|--------|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | | M |
| Overall Rating | | M |
| Assessment #2 REA 617 Reading in the Content Areas: Final Project (In Revision Stage) | | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | | M |

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| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |
| Assessment #3 Capstone Paper (Pilot Stage) | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |



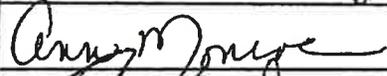
Educator Preparation Code of Ethics

While representing the Mississippi Department of Education and Office of Teaching and Leading, program review team members and Division of Educator Preparation representatives and staff shall conduct themselves as thoughtful, competent, well-prepared, and impartial professionals who maintain the confidences of all parties involved in the program review processes and resulting decisions contained in this report.

Belhaven University Program Review Status Report

Elementary Education: MET

Master of Arts in Teaching: MET

| Program Review Committee | Signature | Date |
|---------------------------------|--|-------------|
| Dr. Ann Monroe |  | 8-23-18 |
| Mr. Darein Spann |  | 8-27-18 |
| Dr. Susan Lee | SUSAN LEE | 8-27-18 |
| Dr. Debra Burson |  | 8-29-2018 |
| Dr. Albert Carter |  | 8-29-2018 |

By signing this document, Program Review Committee members agree to comply with the Mississippi Educator Preparation Code of Ethics, serve voluntarily as a reviewer, and agree with the contents included in the Belhaven University Program Review report as submitted by the Mississippi Department of Education's Bureau of Educator Preparation.



| State Policy Board | Status Recommendation | Date Approved |
|---------------------------|------------------------------|----------------------|
| Program Review Committee | MET | August 29, 2018 |
| Licensure Commission | MET | September 14, 2018 |
| State Board of Education | MET | |



PILOT
ONSITE PROGRAM REVIEW REPORT
MISSISSIPPI COLLEGE
2018



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OVERVIEW

On February 12, 2018, a team of 6 individuals, consisting of representatives from the Mississippi Department of Education (MDE), Mississippi Institutions of Higher Learning (IHL), and education faculty from Mississippi institutions, convened for a review of education programs at Mississippi College (MC), Clinton, MS. The purpose of the review, as mandated by legislation, is to help ensure that Mississippi educator preparation programs would “produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn”. This pilot visit was the first conducted under the MDE’s revised onsite visit review format and will serve to inform future visits and the revision of the MDE Educator Preparation Performance Review processes.

The MC review focused on three programs: Educational Leadership (Masters and Specialist), Elementary Education, and Mathematics Education. During the review, the team analyzed course syllabi to ascertain alignment to national and state standards, reviewed specialized professional association (SPA) reports, ensured educator preparation program (EPP) collected and analyzed data appropriately for a minimum of 3 cycles, reviewed assessments, determined EPP’s impact on completers and the education community, interviewed program faculty members and leadership faculty, and monitored for other areas of program compliance.

The following recommendations will be used for recognition of the EPP’s individual licensure or endorsement programs:

Met: The preponderance of the evidence indicates the licensure or endorsement program fully meets or exceeds the program review standards.

Met 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.

Not Met: The EPP did 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 submitted by the EPP is reviewed and determined by program team members after an evaluation of the “met,” “met with conditions,” and “not met” designations for each rubric item. The EPP has 30 days after receipt of the state report to submit a rejoinder. MDE will either accept evidence in the rejoinder 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.

This report contains the completed review rubric and overall report for each program reviewed. The report rubric contains the individual components that were reviewed. The review report summarizes the evidence submitted by category and gives an overall review of the program. The overall review of a program will consist of the three parts: Program Review Status Report, Annual Report, and Survey Data (Student Teacher, Cooperating Teacher, First Year Teacher, and Principal of First Year Teacher).

Mississippi College Program Review Status Report

Educational Leadership (Masters and Specialist): **MET**

Additional Documentation Requested: Yes

Elementary Education: **MET**

Additional Documentation Requested: No

Mathematics Education: **MET**

Additional Documentation Requested: No

PROGRAM REVIEW DATE: FEBRUARY 12, 2018



MDE MID-CYCLE PROGRAM REVIEW REPORT

INSTITUTION: Mississippi College – Clinton, MS PROGRAM: Educational Leadership (Advanced Level)

DATE OF REVIEW: 2.12.2018

STATUS OF PROGRAM REVIEW BASED ON EVIDENCE SUBMITTED: MET MET WITH CONDITIONS NOT MET

Provide a narrative of the evidence submitted to meet each component.

| FIELD EXPERIENCES (Clinical hours will vary between teaching and administrator programs) | Evidence Cited |
|--|---|
| The EPP provides a variety of effective field or clinical experiences. The EPP co-constructs with P-12 school and community partners for field and clinical experiences. | <ul style="list-style-type: none"> • MC provides very effective practicum and internship experiences at both the M.Ed. Ed Leadership and the Ed.S. Leadership programs. M.Ed. = 9 credit hours 150 hrs. with additional Field Experience hours for a total of 360. ED.S. = 300 Internship & Practicum Hours. • The EPP uses school Principals and Asst. Principal by partnering with diverse schools and districts. Principals serve as the cooperating mentors. |
| COURSE INFORMATION | |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | <ul style="list-style-type: none"> • Most syllabi (not all) have clear objectives that are tagged with either ELCC or ISLLC standards. • Some syllabi are tagged with CAEP Standards. • Assignments include case studies, article reviews, resource files. • Some have field assignments attached to the course. • Some syllabi have numbers behind the objectives, but the standards' agency is not defined (i.e. 3.2, instead of ELCC 3.2) • Course descriptions are clear. • Textbook and faculty information are included. • Some syllabi reviewed did not have MS Code of Ethics stated. |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course | <ul style="list-style-type: none"> • The Advanced School Leadership programs are in line with MDE policy. MC currently has aligned the Advanced Leadership program – M.Ed. and Ed.S. programs with the ELCC (Educational Leadership Constituent Council). |

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| <p>assignments, syllabi, and other information provided will be used to determine if standards are met.</p> | <ul style="list-style-type: none"> • EPP is revising all courses to move into all online delivery format and in doing so is planning to align the Leadership programs to be aligned with the NPBEA (National Policy Board for Educational Administration) and the NLEP (National Educational Leadership Preparation) standards • The syllabi do not clearly convey that standards are being met. • Assessments' rubrics are insufficient and do not tag standards properly or show how students can move from one competency level to another. |
| <p>The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program.</p> | <ul style="list-style-type: none"> • The M.Ed. Leadership program incorporates the MS ED Code of Ethics into two courses EDU 6526: Instructional Dimensions of Leadership and EDU 6565: Dyslexia Assessment. • There is no data for dispositions for either Masters or EDS programs. • Dispositions are not administered at all points in the program (entry, midpoint, and exits). |
| ASSESSMENTS | |
| <p>Each assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. (A minimum of 3 assessments provided)</p> | <ul style="list-style-type: none"> • Rubrics are insufficient because in most cases they do not clearly show students move from one competency level to the other. • In most cases the assessments are long and entail numerous projects within one assessment. • It is difficult to understand what data reflect what part of the assessments. • Assessments lack organization and clear conveyance of what is being measured and what the outcomes are. |
| <p>The EPP provides 3 cycles of assessment data that is summarized and analyzed appropriately.</p> | <ul style="list-style-type: none"> • Three cycles of data are presented; however, there is no written analysis of data. • No assessment in the SPA has summary or data analysis. • At the Advanced levels: M.Ed. and Ed.S. Educational Leadership requires candidates to take the SLLA Leadership Test prior to graduation at the M.Ed. level 9 not a degree completion requirement. The SLLA is a requirement for graduation/degree completion at the Ed.S. program. SLLA Pass Rate Averages for M.Ed. = 83% (n=6) at the Ed.S. = 75% (n=80) • The ED Leadership programs have begun employing current school administrators to provide consulting and mentoring/tutoring candidates to assist with passing the SLLA with higher cut scores. |

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| | <ul style="list-style-type: none"> The EPP Graduate School of Education Committee is currently reviewing this data and is making improvements as they revise their course syllabi and move to full online delivery format. The EPP is making improvements to align with the new NLEP (National Educational Leadership Preparation) standards. |
| PROGRAM IMPACT | |
| <p>The EPP has a quality assurance system and uses multiple sources of data at various checkpoints to monitor candidates and to make improvements to the program.</p> | <ul style="list-style-type: none"> The EPP at the Advance ED Leadership program has identified its Key Assessments for all courses in the program and uses TK-20 as its electronic computer program for assessing data and producing information on aggregated data to inform the Grad Committee, which then makes decisions for program improvement. Data has been collected for over at least a three data collection cycle. The EPP submitted no evidence of quality assurance from entry, midpoint, and exit levels. There is no evidence that dispositions are assessed throughout the program. |
| <p>SUMMARY How well does the EPP use quality evidence within a continuous improvement system (CAEP Standard 5) that assures candidates are knowledgeable (CAEP Standard 1), have skills well-developed through clinical experiences (CAEP Standard 2), show readiness and promise (CAEP Standard 3), and are prepared to positively impact P-12 students (CAEP Standard 4)?</p> | |
| <p>The EPP, at both the Ed.D. and Ed.S. Ed Leadership programs, has made many changes and improvements since the last NCATE visit and has addressed the AFIs by making improvements in its assessment system by employing the TK20 electronic computer based program to collect and aggregate candidate data. However, the assessment system needs to assure that the assessments and measurements reflect the compulsory data required by both MDE and CAEP standards (CAEP 5 & CAEP 1). There is little evidence of sufficient, adequate development of rubrics and assessments. Data are not analyzed and summarized. There is no evidence of how data are presented to faculty to impact the changes that were indicated in the program.</p> <p>The EPP at the Advanced M.Ed. and Ed.S. program levels does reflect a well-developed and thorough clinical intern and practicum experiences with 510 internship/practicum hours at the M.Ed. Leadership level and 300 hours intern/practicum (CAEP 2).</p> <p>The EPP will need to concentrate on making improvements to identify the impact of their Advanced program candidates are having to make a positive impact on school improvement and teaching and learning (CAEP 4).</p> <p>There are inconsistencies in labeling standards on the syllabi within the programs. There is no evidence of how the MS Code of Ethics are implemented in instructions or via seminars, internship, etc.</p> <p style="text-align: center;">Additional Documentation Requested:</p> <p>The EPP should submit additional documentation that addresses rubric items cited as Not Met. Documentation should include evidence that EPP has met the item or a plan to ensure the item will be met.</p> | |

MDE MID-CYCLE PROGRAM REVIEW RUBRIC

INSTITUTION: Mississippi College – Clinton, MS PROGRAM: Educational Leadership (Advanced Level)

DATE OF REVIEW: 2.12.2018

| Program Name: Educational Leadership | <i>Met (M)</i> | <i>Met with Conditions (MWC)</i> | <i>Not Met (NM)</i> | Rating |
|--|--|--|--|---------------|
| Program Description | | | | |
| The licensure or endorsement program is indicated. | The licensure or endorsement program is provided. | | The licensure or endorsement program is not provided. | M |
| A general description of the program is provided (e.g. history of the program, special recognitions, etc.). | A general description of the program is provided. | | A general description of the program is not provided. | M |
| Pass rates indicate an 80% success rate over three years | 80% or more of candidates passed required assessment | | Less than 80% of candidates passed required assessment | NM |
| The degree awarded is indicated. | The degree awarded is provided. | | The degree awarded is not provided. | M |
| A description is provided of any major or minor modifications made since the previous state recognition of the program or the provider indicated there were no major or minor modifications. | A description is provided of all relevant major or minor modifications made since the previous | Some of the description information is provided; however, some information is missing. | Modification information is not provided. | M |

| | | | | |
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| | state recognition of the program. | | | |
| The provider must identify the standard delivery of the program, as well as variations to the delivery. Examples of variations include: Alternate locations, weekday/weekend offerings, online offerings, or hybrid programs, etc. | All program standard delivery and variations information is provided. | Some of the program standard delivery and variations information is provided; however, some information is missing. | The program standard delivery and variations information is not provided. | M |
| Field Experiences (Clinical hours will vary between teaching and administrator programs) | | | | Rating |
| The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching/administrator license. | The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license; however, some weaknesses were found. | The EPP does not provide a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | M |
| The EPP's supervisor(s) meet with the candidate and the cooperating teacher 3 or more times in joint conferences to discuss the candidate performance. (Applies to teacher education program only) | The EPP requires the supervisor(s), candidate, and cooperating teacher meet 3 or more times to discuss evaluations and the | The EPP requires the supervisor(s), candidate, and cooperating teacher meet less than three times to discuss | The EPP does not require the supervisor(s), candidate, and cooperating teacher to meet to | M |

| | candidate's work samples or portfolios. | candidate performance. | discuss candidate performance. | |
|---|---|--|---|---------------|
| Course Information | | | | Rating |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | All relevant syllabi are provided. | Not all syllabi are provided; however, some information is missing. Syllabi lack rigor and specificity to detail. | The syllabi are not provided. | M |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | Assignments, assessments, syllabi, and other information indicate proper alignment to state and national standards. | Assignments, assessments, syllabi, and other information show some alignment to state and national standards but weaknesses exist. | Assignments, assessments, syllabi, and other information show little to no alignment to state and national standards. | MWC |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | Candidates taught and assessed on MS Educator Code of Ethics and dispositions for professional behavior on multiple occasions throughout program. | Discussions and/or activities related to ethical behavior for educators is included in the program but not in great detail. | Discussions nor activities related to ethical behavior of educators is not incorporated into the program. | MWC |

| Assessments and Rubrics/Scoring Guides (e.g. surveys, tests, grades, etc.) | | | | Rating |
|---|--|--|---|---------------|
| EPPs are required to provide a narrative summary for 3-5 assessments. EPPs must provide a rubric and/or scoring guide for the assessment, if appropriate, which the EPP uses for data collection. "If appropriate" signify that some types of assessments would not use or require a rubric or scoring guide. For example, a survey would not have a rubric or scoring guide. | | | | |
| Each Assessment will be evaluated based on the following elements. Summarize your review of each assessment to evaluate the overall quality of assessments. *See Assessment Scoring Table. | | | | |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | The assessment measures what it purports to measure. | Overall, the assessment measures what it purports to measure, but some weaknesses exist. | The assessment did not measure what it purports to measure. | MWC |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | The assessment is clearly defined. | Overall, the assessment is adequately defined but there are some areas that are vague or poorly defined. | The assessment is vague and poorly defined. | MWC |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | Overall, the assessment addresses the specific assessment area but some weaknesses exist. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, | The assessment does not adequately address the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, | M |

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| | | dispositions, or technology. | student learning, dispositions, or technology. | |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | The assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | Overall, the assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure, but some weaknesses exist. | The assessment is not consistent with the complexity, cognitive demands, and skill required by the standard it is designed to measure. | NM |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | The assessment is a fair measure. | Overall, the assessment is a fair measure, but some areas could be strengthened. | The assessment is not a fair measure or an evaluation for fairness was not completed. | MWC |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | The assessment allows for different levels of candidate proficiency to be determined. | Overall, the assessment allows for levels of candidate proficiency to be determined, but some weaknesses exist. | The assessment does not allow for different levels of candidate proficiency to be determined. | NM |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | The assessment instrument provides candidates or supervisors with substantive | Overall, the assessment instrument provides candidates or supervisors with | The assessment instrument does not provide candidates or supervisors with | MWC |

| | | | | |
|--|---|--|---|---------------|
| | guidance as to what is being sought. | guidance as to what is being sought, but some weaknesses exist. | substantive guidance as to what is being sought. | |
| Data from key assessments | | | | Rating |
| <p>Cycles of data for the assessment:</p> <ul style="list-style-type: none"> o Ongoing assessment: The EPP provides three cycles of data for the assessment; or o Revised assessments: The EPP provides a total of three cycles of data for the assessment, including as much data as is available from the revised assessment plus data from the original assessment, to total three cycles; or o New assessments that do not have a predecessor: The EPP indicates it is a new assessment and provides as many cycles of data as are available. | The EPP provided the required data for the assessment. For a new assessment, the EPP indicates it is a new assessment and provides as many cycles of data as are available. | The EPP provides fewer than the required number of cycles of data for the assessment; however, the EPP provides some data. | The EPP does not provide data for the assessment. | M |
| The assessment data demonstrate 80% candidates meet the standards being assessed: | The assessment data demonstrates most candidates meet or exceed the standards being assessed. | Overall, the assessment data demonstrates most candidates meet the standards being assessed; however, some weaknesses exist. | The assessment data does not demonstrate most candidates meet the standards being assessed. | NM |
| The assessment data is summarized and analyzed | The assessment data is summarized and analyzed. | Overall, the assessment data is summarized and analyzed; however, some weaknesses exist. | The assessment data does not demonstrate most candidates meet the standards being assessed. | NM |

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|---|--|---|--|----------------------|
| <p>The EPP is using assessment data, or has a plan in place to use assessment data, to improve candidate performance and strengthen the program:</p> | <p>The assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program.</p> | <p>Overall, the assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program; however, some weaknesses exist.</p> | <p>The assessment data results are not used to improve candidate performance or strengthen the program or the EPP does not have a plan in place to use assessment data results to improve candidate performance or strengthen the program.</p> | <p>NM</p> |
| <p>Program Impact</p> | | | | <p>Rating</p> |
| <p>The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program.</p> | <p>Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance.</p> | <p>Program collects and uses few sources of high quality information, relying on data of inconsistent quality to monitor ongoing performance.</p> | <p>Sources of information collected and used for program monitoring are not high quality data.</p> | <p>MWC</p> |
| <p>The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations)</p> | <p>Program leadership regularly and systematically monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support</p> | <p>Program leadership inconsistently monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates.</p> | <p>The program does not take steps to monitor the quality of coursework, candidate fieldwork clinical experiences, and/or the program's observation and feedback practices.</p> | <p>M</p> |

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|---|---|--|---|----------|
| | development of teacher candidates. This includes regular examination of observation and feedback instruments and practices as well as regular training for mentor teachers | Examination of observation and feedback instruments and practices is not regular nor is training for mentor teachers. | Mentor teacher do not receive at least annual training to ensure consistency of approach in giving feedback to teacher candidates. | |
| The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program. | The program has and regularly uses rigorous and well-embedded quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes, and these processes are the basis for improvement planning and action steps. | The program inconsistently makes use of quality assurance systems, and these quality assurance systems need improvement to be used effectively in improvement planning and action steps. | Quality assurance systems are not used to examine the effectiveness of the program and secure further improvements in outcomes for individuals and groups of teacher candidates and completers. | M |

Assessment Scoring Table

| Assessment #1 Internship Project Rubric | Rating |
|--|---------------|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | MWC |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | MWC |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | MWC |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | NM |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | MWC |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | MWC |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | MWC |
| Overall Rating | MWC |
| Assessment #2 Action Research Project | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | NM |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | NM |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | NM |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | NM |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | NM |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | NM |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | NM |
| Overall Rating | NM |

| Assessment #3 Artifact Portfolio | Rating |
|--|--------|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | MWC |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | MWC |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | MWC |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | MWC |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | MWC |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | MWC |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | MWC |
| Overall Rating | MWC |

MDE MID-CYCLE PROGRAM REVIEW REPORT

INSTITUTION: Mississippi College – Clinton, MS PROGRAM: Elementary Education

DATE OF REVIEW: 2.12.2018

STATUS OF PROGRAM REVIEW BASED ON EVIDENCE SUBMITTED: MET MET WITH CONDITIONS NOT MET

Provide a narrative of the evidence submitted to meet each component.

| FIELD EXPERIENCES (Clinical hours will vary between teaching and administrator programs) | Evidence Cited |
|---|---|
| The EPP provides a variety of effective field or clinical experiences. The EPP co-constructs with P-12 school and community partners for field and clinical experiences. | <ul style="list-style-type: none"> • Candidates complete diverse field experiences in a variety of field placements. |
| COURSE INFORMATION | |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | <ul style="list-style-type: none"> • Textbook, resource and faculty information are included. |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | <ul style="list-style-type: none"> • Course syllabi included appropriate standards (ACEI and InTASC). • Assessments are aligned to courses. |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | <ul style="list-style-type: none"> • Dispositions and ethics are monitored throughout program through various assignments, projects, and presentations. |
| ASSESSMENTS | |
| Each assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. (A minimum of 3 assessments provided) | <ul style="list-style-type: none"> • Course assessments are appropriately aligned. • Course assessments contain detailed rubric and scoring guides. |

| | |
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| <p>The EPP provides 3 cycles of assessment data that is summarized and analyzed appropriately.</p> | <ul style="list-style-type: none"> • ACEI report describes some analyses of data; however, EPP use of survey data, completer rates, etc. is incomplete. |
| <p>PROGRAM IMPACT</p> | |
| <p>The EPP has a quality assurance system and uses multiple sources of data at various checkpoints to monitor candidates and to make improvements to the program.</p> | <ul style="list-style-type: none"> • TEP Annual Reports and PEAC (meets twice per year) provided as evidence. |
| <p>SUMMARY How well does the EPP use quality evidence within a continuous improvement system (CAEP Standard 5) that assures candidates are knowledgeable (CAEP Standard 1), have skills well-developed through clinical experiences (CAEP Standard 2), show readiness and promise (CAEP Standard 3), and are prepared to positively impact P-12 students (CAEP Standard 4)?</p> | |
| <p>Key assessment data were used to make program some improvements and show candidates have appropriate content knowledge as evidenced in ACEI reports (CAEP 5, CAEP 1, and CAEP 3).</p> <p>The program provides candidates with diverse field experiences across several districts (CAEP 2).</p> <p>The EPP has collected and analyzed data to show candidates are equipped to positively impact P-12 students, however, some data are incomplete (CAEP 4).</p> | |

MDE MID-CYCLE PROGRAM REVIEW RUBRIC

INSTITUTION: Mississippi College – Clinton, MS PROGRAM: Elementary Education

DATE OF REVIEW: 2.12.2018

| Program Name: | <i>Met (M)</i> | <i>Met with Conditions (MWC)</i> | <i>Not Met (NM)</i> | Rating |
|--|--|--|---|---|
| Program Description | | | | |
| The licensure or endorsement program is indicated. | The licensure or endorsement program is provided. | | The licensure or endorsement program is not provided. | M |
| A general description of the program is provided (e.g. history of the program, special recognitions, etc.). | A general description of the program is provided. | | A general description of the program is not provided. | M |
| Pass rates indicate an 80% success rate over three years | 80% or more of candidates passed required assessment | | Less than 80% of candidates passed required assessment | M 3 years ¹ |
| The degree awarded is indicated. | The degree awarded is provided. | | The degree awarded is not provided. | M |
| A description is provided of any major or minor modifications made since the previous state recognition of the program or the provider indicated there were no major or minor modifications. | A description is provided of all relevant major or minor modifications made since the previous state recognition of the program. | Some of the description information is provided; however, some information is missing. | Modification information is not provided. | M ACEI 2017 Sections I and IV provided ² |
| The provider must identify the standard delivery of the program, as well as variations to the delivery. Examples of variations include: | All program standard delivery and variations information is provided. | Some of the program standard delivery and variations | The program standard delivery and variations information is not provided. | M none |

| | | | | |
|--|---|--|---|---|
| Alternate locations, weekday/weekend offerings, online offerings, or hybrid programs, etc. | | information is provided; however, some information is missing. | | |
| Field Experiences (Clinical hours will vary between teaching and administrator programs) | | | | Rating |
| The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching/administrator license. | The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license; however, some weaknesses were found. | The EPP does not provide a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | M MOU w/7 districts; descriptions/charts ³ Interview clarified diverse placements |
| The EPP's supervisor(s) meet with the candidate and the cooperating teacher 3 or more times in joint conferences to discuss the candidate performance. (Applies to teacher education program only) | The EPP requires the supervisor(s), candidate, and cooperating teacher meet 3 or more times to discuss evaluations and the candidate's work samples or portfolios. | The EPP requires the supervisor(s), candidate, and cooperating teacher meet less than three times to discuss candidate performance. | The EPP does not require the supervisor(s), candidate, and cooperating teacher to meet to discuss candidate performance. | M Not clear in student handbook; Interview: formal feedback to candidates 2 times for supervisor and 2 times for cooperating |

| Course Information | | | | Rating |
|---|---|--|---|--------------------------------|
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | All relevant syllabi are provided. | Not all syllabi are provided; however, some information is missing. Syllabi lack rigor and specificity to detail. | The syllabi are not provided. | M |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | Assignments, assessments, syllabi, and other information indicate proper alignment to state and national standards. | Assignments, assessments, syllabi, and other information show some alignment to state and national standards but weaknesses exist. | Assignments, assessments, syllabi, and other information show little to no alignment to state and national standards. | M ACEI and InTASC |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | Candidates taught and assessed on MS Educator Code of Ethics and dispositions for professional behavior on multiple occasions throughout program. | Discussions and/or activities related to ethical behavior for educators is included in the program but not in great detail. | Discussions nor activities related to ethical behavior of educators is not incorporated into the program. | M In all syllabi |
| Assessments and Rubrics/Scoring Guides (e.g. surveys, tests, grades, etc.) | | | | Rating |
| EPPs are required to provide a narrative summary for 3-5 assessments. EPPs must provide a rubric and/or scoring guide for the assessment, if appropriate, which the EPP uses for data collection. "If appropriate" signify that some types of assessments would not use or require a rubric or scoring guide. For example, a survey would not have a rubric or scoring guide. | | | | |
| Each Assessment will be evaluated based on the following elements. Summarize | | | | |

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|--|--|---|--|--|
| your review of each assessment to evaluate the overall quality of assessments. *See Assessment Scoring Table. | | | | |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | The assessment measures what it purports to measure. | Overall, the assessment measures what it purports to measure, but some weaknesses exist. | The assessment did not measure what it purports to measure. | M (unable to determine for some assessments) |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | The assessment is clearly defined. | Overall, the assessment is adequately defined but there are some areas that are vague or poorly defined. | The assessment is vague and poorly defined. | M (unable to determine for some assessments) |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | Overall, the assessment addresses the specific assessment area but some weaknesses exist. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment does not adequately address the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M (unable to determine for some assessments) |

| | | | | |
|--|---|---|--|--|
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | The assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | Overall, the assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure, but some weaknesses exist. | The assessment is not consistent with the complexity, cognitive demands, and skill required by the standard it is designed to measure. | M (unable to determine for some assessments) |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | The assessment is a fair measure. | Overall, the assessment is a fair measure, but some areas could be strengthened. | The assessment is not a fair measure or an evaluation for fairness was not completed. | NM (information unavailable) |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | The assessment allows for different levels of candidate proficiency to be determined. | Overall, the assessment allows for levels of candidate proficiency to be determined, but some weaknesses exist. | The assessment does not allow for different levels of candidate proficiency to be determined. | M (unable to determine for some assessments) |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | The assessment instrument provides candidates or supervisors with substantive guidance as to what is being sought. | Overall, the assessment instrument provides candidates or supervisors with guidance as to what is being sought, but some weaknesses exist. | The assessment instrument does not provide candidates or supervisors with substantive guidance as to what is being sought. | M (unable to determine for some assessments) |

| Data from key assessments | | | | Rating |
|--|--|---|--|--|
| <p>Cycles of data for the assessment:</p> <ul style="list-style-type: none"> o Ongoing assessment: The EPP provides three cycles of data for the assessment; or o Revised assessments: The EPP provides a total of three cycles of data for the assessment, including as much data as is available from the revised assessment plus data from the original assessment, to total three cycles; or o New assessments that do not have a predecessor: The EPP indicates it is a new assessment and provides as many cycles of data as are available. | <p>The EPP provided the required data for the assessment. For a new assessment, the EPP indicates it is a new assessment and provides as many cycles of data as are available.</p> | <p>The EPP provides fewer than the required number of cycles of data for the assessment; however, the EPP provides some data.</p> | <p>The EPP does not provide data for the assessment.</p> | <p>M For ACEI assessments</p> |
| <p>The assessment data demonstrate 80% candidates meet the standards being assessed:</p> | <p>The assessment data demonstrates most candidates meet or exceed the standards being assessed.</p> | <p>Overall, the assessment data demonstrates most candidates meet the standards being assessed; however, some weaknesses exist.</p> | <p>The assessment data does not demonstrate most candidates meet the standards being assessed.</p> | <p>M</p> |
| <p>The assessment data is summarized and analyzed</p> | <p>The assessment data is summarized and analyzed.</p> | <p>Overall, the assessment data is summarized and analyzed; however, some weaknesses exist.</p> | <p>The assessment data does not demonstrate most candidates meet the standards being assessed.</p> | <p>M</p> |
| <p>The EPP is using assessment data, or has a plan in place to use assessment data, to</p> | <p>The assessment data results are used to</p> | <p>Overall, the assessment data</p> | <p>The assessment data results are not used to</p> | <p>M</p> |

| | | | | |
|--|--|---|--|---|
| improve candidate performance and strengthen the program: | improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program. | results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program; however, some weaknesses exist. | improve candidate performance or strengthen the program or the EPP does not have a plan in place to use assessment data results to improve candidate performance or strengthen the program. | |
| Program Impact | | | | Rating |
| The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program. | Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance. | Program collects and uses few sources of high quality information, relying on data of inconsistent quality to monitor ongoing performance. | Sources of information collected and used for program monitoring are not high quality data. | M 6 Program Assessments in the ACEI report; 5 gates |
| The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations) | Program leadership regularly and systematically monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher | Program leadership inconsistently monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of | The program does not take steps to monitor the quality of coursework, candidate fieldwork clinical experiences, and/or the program's observation and feedback practices. Mentor teacher do not | MWC Partial: ACEI report describes some; EPP use of survey data, completer rates, etc. incomplete |

| | | | | |
|---|---|--|---|---|
| | candidates. This includes regular examination of observation and feedback instruments and practices as well as regular training for mentor teachers | teacher candidates. Examination of observation and feedback instruments and practices is not regular nor is training for mentor teachers. | receive at least annual training to ensure consistency of approach in giving feedback to teacher candidates. | |
| The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program. | The program has and regularly uses rigorous and well-embedded quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes, and these processes are the basis for improvement planning and action steps. | The program inconsistently makes use of quality assurance systems, and these quality assurance systems need improvement to be used effectively in improvement planning and action steps. | Quality assurance systems are not used to examine the effectiveness of the program and secure further improvements in outcomes for individuals and groups of teacher candidates and completers. | MWC Partial: see above TEP Annual Reports and PEAC (meets twice per year) provided |

Assessment Scoring Table

| Assessment #1 Licensure Praxis II | Rating |
|--|----------------|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | NA |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | NA |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | NA |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | NA |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | NA |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | NA |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | NA |
| Overall Rating | 100% pass rate |
| Assessment #2 Course Grades | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | ? |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | ? |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | ? |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | NM |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | NM |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | NM |
| Overall Rating | MWC |

| Assessment #3 Unit (UbD) | Rating |
|--|---|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | ? |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M Partial some vague terms |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M Partial more specification would improve (look at target some language more applicable to acceptable) |
| Overall Rating | M |
| Assessment #4 TIAI | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | NA evaluate when revised instrument is in use |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | |

| | |
|--|---|
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | |
| Overall Rating | NA |
| Assessment #5 Teacher Work Sample | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M (# 22 could use some specifics) |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | ? |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |
| Assessment #6 Classroom Management/Research Paper | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |

| | |
|--|----------|
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | ? |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |

¹ Praxis II 100% for 3 years ending with 2016-2017 Foundations of Reading test: 94% 2016-2017

²Foundations of Reading Test; multiple strengths listed and weakness in adaptation to diverse students and students with exceptionalities: faculty working to ensure differentiation is integrated into all candidate lessons instead of as separate set of objectives; also working to help candidates engage students in the use of technology; implementing Parent and Community Engagement training for candidates

³Before senior year 80 hours in the field; 1st semester senior year 86 hours; student internship 450 hours; 6 hours in PSY 435 at MS School for the Blind and 6 hours in EDU 304 with at-risk students at In His Hands after school program

MDE MID-CYCLE PROGRAM REVIEW REPORT

INSTITUTION: Mississippi College – Clinton, MS PROGRAM: Mathematics Education

DATE OF REVIEW: 2.12.2018

STATUS OF PROGRAM REVIEW BASED ON EVIDENCE SUBMITTED: **MET** MET WITH CONDITIONS NOT MET

Provide a narrative of the evidence submitted to meet each component.

| FIELD EXPERIENCES (Clinical hours will vary between teaching and administrator programs) | Evidence Cited |
|---|--|
| The EPP provides a variety of effective field or clinical experiences. The EPP co-constructs with P-12 school and community partners for field and clinical experiences. | <ul style="list-style-type: none"> • Candidates complete math field experiences between two schools. Recommendation for more variety in field placement. |
| COURSE INFORMATION | |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | <ul style="list-style-type: none"> • Textbook and faculty information are included. |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | <ul style="list-style-type: none"> • Course syllabi did not include standards, but standards were included in assessments. • Assessments are aligned to courses. |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | <ul style="list-style-type: none"> • Dispositions are monitored throughout program through various assignments, projects, and presentations. |
| ASSESSMENTS | |
| Each assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. (A minimum of 3 assessments provided) | <ul style="list-style-type: none"> • Course assessments are appropriately aligned. • Course assessments contain detailed rubric and scoring guides. |
| The EPP provides 3 cycles of assessment data that is summarized and analyzed appropriately. | <ul style="list-style-type: none"> • Three cycles of data are presented with written analysis of data in the SPA summary. |

| | |
|---|---|
| PROGRAM IMPACT | |
| <p>The EPP has a quality assurance system and uses multiple sources of data at various checkpoints to monitor candidates and to make improvements to the program.</p> | <ul style="list-style-type: none"> • The EPP has identified its Course and Key Assessments for all courses in the program and uses TK-20 as its electronic computer program for assessing data and producing information on aggregated data, which then makes decisions for program improvement. • Data has been collected for over at least a three-year data collection cycle. • The SPA summary shows how the collected data were used to make improvements to the program. |
| <p>SUMMARY How well does the EPP use quality evidence within a continuous improvement system (CAEP Standard 5) that assures candidates are knowledgeable (CAEP Standard 1), have skills well-developed through clinical experiences (CAEP Standard 2), show readiness and promise (CAEP Standard 3), and are prepared to positively impact P-12 students (CAEP Standard 4)?</p> | |
| <p>The EPP has made many changes and improvements since the last NCATE visit and has addressed the AFIs by making improvements in its assessment system by employing the TK20 electronic computer based program to collect and aggregate candidate data. Key assessment data were used to make program improvements and show candidates have appropriate content knowledge (CAEP 5, CAEP 1, and CAEP 3).</p> <p>The program provides candidates field experiences between to settings to allow upper and lower level experience. More variety and diversity in field experiences is recommended (CAEP 2).</p> <p>The EPP has collected and analyzed data to show candidates are equipped to positively impact P-12 students (CAEP 4).</p> | |

MDE MID-CYCLE PROGRAM REVIEW RUBRIC

INSTITUTION: Mississippi College – Clinton, MS PROGRAM: Mathematics Education

DATE OF REVIEW: 2.12.2018

| Program Name: | <i>Met (M)</i> | <i>Met with Conditions (MWC)</i> | <i>Not Met (NM)</i> | Rating |
|--|--|--|---|----------------------------------|
| Program Description | | | | |
| The licensure or endorsement program is indicated. | The licensure or endorsement program is provided. | | The licensure or endorsement program is not provided. | M |
| A general description of the program is provided (e.g. history of the program, special recognitions, etc.). | A general description of the program is provided. | | A general description of the program is not provided. | M |
| Pass rates indicate an 80% success rate over three years | 80% or more of candidates passed required assessment | | Less than 80% of candidates passed required assessment | M 3 years¹ |
| The degree awarded is indicated. | The degree awarded is provided. | | The degree awarded is not provided. | M |
| A description is provided of any major or minor modifications made since the previous state recognition of the program or the provider indicated there were no major or minor modifications. | A description is provided of all relevant major or minor modifications made since the previous state recognition of the program. | Some of the description information is provided; however, some information is missing. | Modification information is not provided. | M |
| The provider must identify the standard delivery of the program, as well as variations to the delivery. Examples of variations include: | All program standard delivery and variations information is provided. | Some of the program standard delivery and variations | The program standard delivery and variations information is not provided. | M none |

| | | | | |
|--|---|--|---|---|
| Alternate locations, weekday/weekend offerings, online offerings, or hybrid programs, etc. | | information is provided; however, some information is missing. | | |
| Field Experiences (Clinical hours will vary between teaching and administrator programs) | | | | Rating |
| The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching/administrator license. | The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license; however, some weaknesses were found. | The EPP does not provide a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | M Recommendation for more variety in Math field placements. |
| The EPP's supervisor(s) meet with the candidate and the cooperating teacher 3 or more times in joint conferences to discuss the candidate performance. (Applies to teacher education program only) | The EPP requires the supervisor(s), candidate, and cooperating teacher meet 3 or more times to discuss evaluations and the candidate's work samples or portfolios. | The EPP requires the supervisor(s), candidate, and cooperating teacher meet less than three times to discuss candidate performance. | The EPP does not require the supervisor(s), candidate, and cooperating teacher to meet to discuss candidate performance. | M |

| Course Information | | | | Rating |
|--|---|--|---|---|
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | All relevant syllabi are provided. | Not all syllabi are provided; however, some information is missing. Syllabi lack rigor and specificity to detail. | The syllabi are not provided. | M |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | Assignments, assessments, syllabi, and other information indicate proper alignment to state and national standards. | Assignments, assessments, syllabi, and other information show some alignment to state and national standards but weaknesses exist. | Assignments, assessments, syllabi, and other information show little to no alignment to state and national standards. | M Standards not indicated in syllabi, however, it is included in the assessments. |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | Candidates taught and assessed on MS Educator Code of Ethics and dispositions for professional behavior on multiple occasions throughout program. | Discussions and/or activities related to ethical behavior for educators is included in the program but not in great detail. | Discussions nor activities related to ethical behavior of educators is not incorporated into the program. | M |
| Assessments and Rubrics/Scoring Guides (e.g. surveys, tests, grades, etc.) EPPs are required to provide a narrative summary for 3-5 assessments. EPPs must provide a rubric and/or scoring guide for the assessment, if appropriate, which the EPP uses for data collection. "If appropriate" signify that some types of assessments would not use or require a rubric or scoring guide. For example, a survey would not have a rubric or scoring guide. | | | | Rating |
| Each Assessment will be evaluated based on the following elements. Summarize | | | | |

| | | | | |
|--|--|---|--|----------|
| your review of each assessment to evaluate the overall quality of assessments. *See Assessment Scoring Table. | | | | |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | The assessment measures what it purports to measure. | Overall, the assessment measures what it purports to measure, but some weaknesses exist. | The assessment did not measure what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | The assessment is clearly defined. | Overall, the assessment is adequately defined but there are some areas that are vague or poorly defined. | The assessment is vague and poorly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | Overall, the assessment addresses the specific assessment area but some weaknesses exist. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment does not adequately address the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |

| | | | | |
|--|---|---|--|--|
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | The assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | Overall, the assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure, but some weaknesses exist. | The assessment is not consistent with the complexity, cognitive demands, and skill required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | The assessment is a fair measure. | Overall, the assessment is a fair measure, but some areas could be strengthened. | The assessment is not a fair measure or an evaluation for fairness was not completed. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | The assessment allows for different levels of candidate proficiency to be determined. | Overall, the assessment allows for levels of candidate proficiency to be determined, but some weaknesses exist. | The assessment does not allow for different levels of candidate proficiency to be determined. | M (unable to determine for some assessments) |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | The assessment instrument provides candidates or supervisors with substantive guidance as to what is being sought. | Overall, the assessment instrument provides candidates or supervisors with guidance as to what is being sought, but some weaknesses exist. | The assessment instrument does not provide candidates or supervisors with substantive guidance as to what is being sought. | M (unable to determine for some assessments) |

| Data from key assessments | | | | Rating |
|--|--|---|--|---------------------------------------|
| <p>Cycles of data for the assessment:</p> <ul style="list-style-type: none"> o Ongoing assessment: The EPP provides three cycles of data for the assessment; or o Revised assessments: The EPP provides a total of three cycles of data for the assessment, including as much data as is available from the revised assessment plus data from the original assessment, to total three cycles; or o New assessments that do not have a predecessor: The EPP indicates it is a new assessment and provides as many cycles of data as are available. | <p>The EPP provided the required data for the assessment. For a new assessment, the EPP indicates it is a new assessment and provides as many cycles of data as are available.</p> | <p>The EPP provides fewer than the required number of cycles of data for the assessment; however, the EPP provides some data.</p> | <p>The EPP does not provide data for the assessment.</p> | <p>M (NTM information)</p> |
| <p>The assessment data demonstrate 80% candidates meet the standards being assessed:</p> | <p>The assessment data demonstrates most candidates meet or exceed the standards being assessed.</p> | <p>Overall, the assessment data demonstrates most candidates meet the standards being assessed; however, some weaknesses exist.</p> | <p>The assessment data does not demonstrate most candidates meet the standards being assessed.</p> | <p>M</p> |
| <p>The assessment data is summarized and analyzed</p> | <p>The assessment data is summarized and analyzed.</p> | <p>Overall, the assessment data is summarized and analyzed; however, some weaknesses exist.</p> | <p>The assessment data does not demonstrate most candidates meet the standards being assessed.</p> | <p>M</p> |
| <p>The EPP is using assessment data, or has a plan in place to use assessment data, to</p> | <p>The assessment data results are used to</p> | <p>Overall, the assessment data</p> | <p>The assessment data results are not used to</p> | <p>M</p> |

| | | | | |
|--|--|---|--|-------------------------------|
| improve candidate performance and strengthen the program: | improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program. | results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program; however, some weaknesses exist. | improve candidate performance or strengthen the program or the EPP does not have a plan in place to use assessment data results to improve candidate performance or strengthen the program. | |
| Program Impact | | | | Rating |
| The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program. | Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance. | Program collects and uses few sources of high quality information, relying on data of inconsistent quality to monitor ongoing performance. | Sources of information collected and used for program monitoring are not high quality data. | M |
| The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations) | Program leadership regularly and systematically monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher | Program leadership inconsistently monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of | The program does not take steps to monitor the quality of coursework, candidate fieldwork clinical experiences, and/or the program's observation and feedback practices. Mentor teacher do not | M (NTM information) |

| | | | | |
|---|---|--|---|----------|
| | candidates. This includes regular examination of observation and feedback instruments and practices as well as regular training for mentor teachers | teacher candidates. Examination of observation and feedback instruments and practices is not regular nor is training for mentor teachers. | receive at least annual training to ensure consistency of approach in giving feedback to teacher candidates. | |
| The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program. | The program has and regularly uses rigorous and well-embedded quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes, and these processes are the basis for improvement planning and action steps. | The program inconsistently makes use of quality assurance systems, and these quality assurance insurance systems need improvement to be used effectively in improvement planning and action steps. | Quality assurance systems are not used to examine the effectiveness of the program and secure further improvements in outcomes for individuals and groups of teacher candidates and completers. | M |

Assessment Scoring Table

| Assessment #1 Lesson Plan Unit and Presentation | Rating |
|--|---|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating <i>Overall Data shows success</i> | M |
| Assessment #2 TIAI | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | NA evaluate when revised instrument is in use |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | |

| | |
|--|---------------|
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | |
| Overall Rating | |
| Assessment Teacher Work Sample | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |



Educator Preparation Code of Ethics

While representing the Mississippi Department of Education and Office of Teaching and Learning, program review team members and Division of Educator Preparation representatives and staff shall conduct themselves as thoughtful, competent, well-prepared, and impartial professionals who maintain the confidences of all parties involved in the program review processes and resulting decisions contained in this report.

Mississippi College Program Review Status Report

Educational Leadership (Masters and Specialist): MET

Elementary Education: MET

Mathematics Education: MET

| Program Review Committee | Signature | Date |
|---------------------------------|-----------------------|-------------|
| Dr. Lynn Varner | <i>Lynn Varner</i> | 8-27-18 |
| Dr. David Hand | <i>David B. Hand</i> | 8.27.2018 |
| Dr. Jennifer Young-Wallace | <i>Jay Wallace</i> | 8-27-18 |
| Dr. Susan Lee | <i>SUSAN LEE</i> | 8-27-18 |
| Dr. Debra Burson | <i>Debra B Burson</i> | 8-29-2018 |
| Dr. Albert Carter | <i>Albert Carter</i> | 8-29-2018 |

By signing this document, Program Review Committee members agree to comply with the Mississippi Educator Preparation Code of Ethics, serve voluntarily as a reviewer, and agree with the contents included in the Mississippi College Program Review report as submitted by the Mississippi Department of Education's Division of Educator Preparation.



| State Policy Board | Status Recommendation | Date Approved |
|--------------------------|-----------------------|--------------------|
| Program Review Committee | MET | August 29, 2018 |
| Licensure Commission | MET | September 14, 2018 |
| State Board of Education | MET | |



PILOT

ONSITE PROGRAM REVIEW REPORT
MISSISSIPPI COMMUNITY COLLEGE FOUNDATION
2018



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| | |
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Pilot Draft

OVERVIEW

On May 7, 2018, a team of 5 individuals, consisting of representatives from the Mississippi Department of Education (MDE), Mississippi Institutions of Higher Learning (IHL), and education faculty from Mississippi institutions, convened for a review of the education program at the Mississippi Community College Foundation (MCCF). The purpose of the review, as mandated by legislation, is to help ensure that Mississippi educator preparation programs would “produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn”. This pilot visit was conducted under the MDE’s revised onsite visit review format and will serve to inform future visits and the revision of the MDE Educator Preparation Performance Review processes.

MCCF was incorporated on October 21, 1986 to promote, encourage and assist all forms of education, research and economic development conducted by the fifteen community and junior colleges in the state of Mississippi by receiving, soliciting, accepting and administering funds for educational purposes. The MCCF review focused on understanding the organizational structure, format for delivery, instructional content, data collection, program impact, recruitment, and program evaluation.

Two programs were reviewed: Mississippi Alternate Path to Quality Teachers (MAPQT) and Mississippi Alternate Path to Quality School Leaders (MAPQSL). MAPQT is designed as an alternative teacher training track for those who desire to become classroom instructors. MAPQSL is designed as an alternate administrator training track and is offered in collaboration with the Institute for Education and Workforce Development and utilizes the National Institute for School Leadership’s research-based curriculum. During the review, the team analyzed course sessions to ascertain alignment to national and state standards, ensured educator preparation provider (EPP) collected and analyzed data appropriately for a minimum of 3 cycles, reviewed assessments, determined EPP’s impact on completers and the education community, interviewed program instructors and leadership, and monitored for other areas of program compliance.

The following recommendations will be used for recognition of the EPP’s individual licensure or endorsement programs:

Met: The preponderance of the evidence indicates the licensure or endorsement program(s) fully meets or exceeds the program review standards.

Met with conditions: The evidence indicates the licensure or endorsement program(s) 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.

Not Met: The EPP did not present substantial evidence to indicate the licensure or endorsement program(s) has met the program review standards and should not receive state approval.

The evidence submitted by the EPP is reviewed and determined by program team members after an evaluation of the “met,” “met with conditions,” and “not met” designations for each rubric item. The EPP has 30 days after receipt of the state report to submit a rejoinder. MDE will either accept evidence in the rejoinder 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.

This report contains the completed review rubric and overall report for each program reviewed. The report rubric contains the individual components that were reviewed. The review report summarizes the evidence submitted by category and gives a summary of the review of the program. The overall review of a program will consist of the three parts: Program Review Status Report, Annual Report, and Survey Data (Student Teacher, Cooperating Teacher, First Year Teacher, and Principal of First Year Teacher).

Pilot Draft

Mississippi Alternate Path to Quality Teachers (MAPQT) Review Status Report

Alternate Route Program: **MET WITH CONDITIONS**

Additional Documentation Requested: Yes

Mississippi Alternate Path to Quality School Leaders (MAPSL) Review Status Report

Alternate Route Program: **MET WITH CONDITIONS**

Additional Documentation Requested: Yes

PROGRAM REVIEW DATE: MAY 7, 2018



MDE MID-CYCLE PROGRAM REVIEW REPORT

INSTITUTION: MS Community College Foundation

PROGRAM: Ms Alternate Path to Quality Teachers (MAPQT)

DATE OF REVIEW: 5.7.2018

STATUS OF REVIEW: MET **MET WITH CONDITIONS** NOT MET

Provide a narrative of the evidence submitted to meet each component.

| FIELD EXPERIENCES (Clinical hours will vary between teaching and administrator programs) | Evidence Cited |
|---|--|
| The EPP provides a variety of effective field or clinical experiences. The EPP co-constructs with P-12 school and community partners for field and clinical experiences. | <ul style="list-style-type: none"> Candidates complete clinical experiences during their first year of teaching. Candidates receive constant monitoring and coaching during their placement as the full-time teacher of record. Candidates must attend Saturday sessions during their first year of teaching. |
| COURSE INFORMATION | |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | <ul style="list-style-type: none"> Course session topics and agendas are included in manual. |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | <ul style="list-style-type: none"> EPP does not provide alignment to national and state standards with course sessions. |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | <ul style="list-style-type: none"> The MS Code of Ethics is mentioned in course session 19. However, there is no evidence of assignments, activities, or how candidates are assessed on Code of Ethics. |
| ASSESSMENTS | |
| Each assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. (A minimum of 3 assessments provided) | <ul style="list-style-type: none"> The EPP included 3 assessments that assessed student knowledge and growth, candidate knowledge via coursework, and classroom performance. |

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| <p>The EPP provides 3 cycles of assessment data that is summarized and analyzed appropriately.</p> | <ul style="list-style-type: none"> The EPP collects and analyzes data in cycles. The data includes survey results from participants, mentors, and principals. Neither the Summer Session Evaluation nor the New Teacher Practicum Portfolio Evaluation data were included. |
| <p>PROGRAM IMPACT</p> | |
| <p>The EPP has a quality assurance system and uses multiple sources of data at various checkpoints to monitor candidates and to make improvements to the program.</p> | <ul style="list-style-type: none"> Although a Quality Assurance System was not included, candidate data is collected at multiple check points. The EPP uses survey data to make improvements to the program. A list of program changes/solutions related to analyses of data is included. However, data on candidate knowledge from assessments are not included. |
| <p>SUMMARY How well does the EPP use quality evidence within a continuous improvement system (CAEP Standard 5) that assures candidates are knowledgeable (CAEP Standard 1), have skills well-developed through clinical experiences (CAEP Standard 2), show readiness and promise (CAEP Standard 3), and are prepared to positively impact P-12 students (CAEP Standard 4)?</p> | |
| <p>The EPP assesses candidate knowledge through evaluation of portfolios and completion of assignments. However, the EPP does not provide data related to candidate knowledge. Also, more documentation is needed on how candidates are taught and assessed on MS Code of Ethics (CAEP 1). The EPP recruits in all areas of the state and provides trainings in 7 sites across the state (CAEP 3). The EPP provides a list of programmatic changes that occurred based on data. However, this data were not included (CAEP 5).</p> <p>Candidates are observed, monitored, and assessed through ongoing coaching, monitoring, and professional development. During the first year of teaching, candidates must attend Saturday sessions (CAEP 2).</p> <p>The EPP uses several stakeholder surveys to determine program impact. The EPP should seek additional ways to determine program impact (CAEP 4).</p> <p style="text-align: center;">Additional Documentation Requested:</p> <p>The EPP should submit additional documentation that details how various components will be unified to form a quality assurance system to inform continuous improvement to the overall program. The EPP should submit a plan for assessing candidate knowledge and performance and how this data will be collected and analyzed. The EPP should submit a plan for alignment of sessions to national/state standards. Ensure all components labeled as “Not Met (NM)” are addressed.</p> | |

MDE MID-CYCLE PROGRAM REVIEW RUBRIC

INSTITUTION: Ms Community College Foundation

PROGRAM: MAPQT

DATE OF REVIEW: 5.7.2018

STATUS OF REVIEW: MET MET WITH CONDITIONS NOT MET

| Program Name: | <i>Met (M)</i> | <i>Met with Conditions (MWC)</i> | <i>Not Met (NM)</i> | Rating |
|--|--|--|--|------------|
| Program Description | | | | |
| The licensure or endorsement program is indicated. | The licensure or endorsement program is provided. | | The licensure or endorsement program is not provided. | M |
| A general description of the program is provided (e.g. history of the program, special recognitions, etc.). | A general description of the program is provided. | | A general description of the program is not provided. | M |
| Pass rates indicate an 80% success rate over three years | 80% or more of candidates passed required assessment | | Less than 80% of candidates passed required assessment | M |
| The degree awarded is indicated. | The degree awarded is provided. | | The degree awarded is not provided. | M |
| A description is provided of any major or minor modifications made since the previous state recognition of the program or the provider indicated there were no major or minor modifications. | A description is provided of all relevant major or minor modifications made since the previous | Some of the description information is provided; however, some information is missing. | Modification information is not provided. | N/A |

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| | state recognition of the program. | | | |
| The provider must identify the standard delivery of the program, as well as variations to the delivery. Examples of variations include: Alternate locations, weekday/weekend offerings, online offerings, or hybrid programs, etc. | All program standard delivery and variations information is provided. | Some of the program standard delivery and variations information is provided; however, some information is missing. | The program standard delivery and variations information is not provided. | M |
| Field Experiences (Clinical hours will vary between teaching and administrator programs) | | | | Rating |
| The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching/administrator license. | The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license; however, some weaknesses were found. | The EPP does not provide a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or administrator license. | M The EPP observes and monitors candidates during first year of teaching. Candidates attend Saturday sessions during first year of teaching. |
| The EPP's supervisor(s) meet with the candidate and the cooperating teacher 3 or more times in joint conferences to discuss | The EPP requires the supervisor(s), candidate, and | The EPP requires the supervisor(s), candidate, and | The EPP does not require the supervisor(s), | M |

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| the candidate performance. Evidence of co-construction with P-12 partners. (Applies to teacher education program only) | cooperating teacher meet 3 or more times to discuss evaluations and the candidate's work samples or portfolios. | cooperating teacher meet less than three times to discuss candidate performance. | candidate, and cooperating teacher to meet to discuss candidate performance. | Joint conferences exist among candidate, classroom observer, and instructor. |
| Course Information | | | | Rating |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | All relevant syllabi are provided. | Not all syllabi are provided; however, some information is missing. Syllabi lack rigor and specificity to detail. | The syllabi are not provided. | M Agendas for sessions are provided. |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | Assignments, assessments, syllabi, and other information indicate proper alignment to state and national standards. | Assignments, assessments, syllabi, and other information show some alignment to state and national standards but weaknesses exist. | Assignments, assessments, syllabi, and other information show little to no alignment to state and national standards. | MWC EPP should tag each session/ activity with appropriate InTASC and/or MCCR standards |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | Candidates taught and assessed on MS Educator Code of Ethics and dispositions for professional behavior on multiple occasions | Discussions and/or activities related to ethical behavior for educators is included in the program but not in great detail. | Discussions nor activities related to ethical behavior of educators is not incorporated into the program. | MWC It is mentioned but more focus should be placed on Code of Ethics. |

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| | throughout program. | | | |
| Assessments and Rubrics/Scoring Guides (e.g. surveys, tests, grades, etc.) EPPs are required to provide a narrative summary for 3-5 assessments. EPPs must provide a rubric and/or scoring guide for the assessment, if appropriate, which the EPP uses for data collection. “If appropriate” signify that some types of assessments would not use or require a rubric or scoring guide. For example, a survey would not have a rubric or scoring guide. | | | | Rating |
| Each Assessment will be evaluated based on the following elements. Summarize your review of each assessment to evaluate the overall quality of assessments. *See Assessment Scoring Table. | | | | |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | The assessment measures what it purports to measure. | Overall, the assessment measures what it purports to measure, but some weaknesses exist. | The assessment did not measure what it purports to measure. | NM What standards are assessments aligned to? |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | The assessment is clearly defined. | Overall, the assessment is adequately defined but there are some areas that are vague or poorly defined. | The assessment is vague and poorly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student | Overall, the assessment addresses the specific assessment area but some weaknesses exist. For example, candidate content knowledge, content pedagogy, pedagogy | The assessment does not adequately address the specific assessment area. For example, candidate content knowledge, | M |

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| | learning, dispositions, or technology. | and professional knowledge, student learning, dispositions, or technology. | content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | The assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | Overall, the assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure, but some weaknesses exist. | The assessment is not consistent with the complexity, cognitive demands, and skill required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | The assessment is a fair measure. | Overall, the assessment is a fair measure, but some areas could be strengthened. | The assessment is not a fair measure or an evaluation for fairness was not completed. | MWC |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | The assessment allows for different levels of candidate proficiency to be determined. | Overall, the assessment allows for levels of candidate proficiency to be determined, but some weaknesses exist. | The assessment does not allow for different levels of candidate proficiency to be determined. | MWC Not all scoring guides/ rubrics provided |

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| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | The assessment instrument provides candidates or supervisors with substantive guidance as to what is being sought. | Overall, the assessment instrument provides candidates or supervisors with guidance as to what is being sought, but some weaknesses exist. | The assessment instrument does not provide candidates or supervisors with substantive guidance as to what is being sought. | M |
| Data from key assessments | | | | Rating |
| Cycles of data for the assessment: o Ongoing assessment: The EPP provides three cycles of data for the assessment; or o Revised assessments: The EPP provides a total of three cycles of data for the assessment, including as much data as is available from the revised assessment plus data from the original assessment, to total three cycles; or o New assessments that do not have a predecessor: The EPP indicates it is a new assessment and provides as many cycles of data as are available. | The EPP provided the required data for the assessment. For a new assessment, the EPP indicates it is a new assessment and provides as many cycles of data as are available. | The EPP provides fewer than the required number of cycles of data for the assessment; however, the EPP provides some data. | The EPP does not provide data for the assessment. | MWC *See comment below |
| The EPP provided cycles of data only on surveys. However, EPP should collect data on all assessments, specifically those that assess candidate knowledge. | | | | |
| The assessment data demonstrate 80% candidates meet the standards being assessed: | The assessment data demonstrates most candidates meet or exceed the standards being assessed. | Overall, the assessment data demonstrates most candidates meet the standards being assessed; however, some weaknesses exist. | The assessment data does not demonstrate most candidates meet the standards being assessed. | M |

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| The assessment data is summarized and analyzed | The assessment data is summarized and analyzed. | Overall, the assessment data is summarized and analyzed; however, some weaknesses exist. | The assessment data does not demonstrate most candidates meet the standards being assessed. | MWC |
| The EPP is using assessment data, or has a plan in place to use assessment data, to improve candidate performance and strengthen the program: | The assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program. | Overall, the assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program; however, some weaknesses exist. | The assessment data results are not used to improve candidate performance or strengthen the program or the EPP does not have a plan in place to use assessment data results to improve candidate performance or strengthen the program. | MWC *See comment below |
| EPP uses data to improve candidate performance but needs to strengthen ways the data has been used to make programmatic changes. Only partial data are provided. | | | | |
| Program Impact | | | | Rating |
| The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program. | Program collects and uses multiple sources of high-quality internally and externally | Program collects and uses few sources of high quality information, relying on data of | Sources of information collected and used for program monitoring are | MWC *See comment below |

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| | validated data to monitor ongoing performance. | inconsistent quality to monitor ongoing performance. | not high quality data. | |
| The EPP needs to assess and collect candidate performance data in a consistent and systematic way using quantitative and qualitative measures. | | | | |
| The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations) | Program leadership regularly and systematically monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. This includes regular examination of observation and feedback instruments and practices as well as regular training for mentor teachers | Program leadership inconsistently monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. Examination of observation and feedback instruments and practices is not regular nor is training for mentor teachers. | The program does not take steps to monitor the quality of coursework, candidate fieldwork clinical experiences, and/or the program's observation and feedback practices. Mentor teacher do not receive at least annual training to ensure consistency of approach in giving feedback to teacher candidates. | NM *See comment below |
| Although candidate performance is monitored and observed, it is difficult to determine how data are systematically monitored and adjustments are made for program improvement. Data are not monitored on individual candidates. It is difficult to identify a unifying quality assurance system used to inform overall program improvements. | | | | |

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| <p>The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program.</p> | <p>The program has and regularly uses rigorous and well-embedded quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes, and these processes are the basis for improvement planning and action steps.</p> | <p>The program inconsistently makes use of quality assurance systems, and these quality assurance systems need improvement to be used effectively in improvement planning and action steps.</p> | <p>Quality assurance systems are not used to examine the effectiveness of the program and secure further improvements in outcomes for individuals and groups of teacher candidates and completers.</p> | <p>NM *See comment below</p> |
| <p>The EPP lacks a well-defined assessment system for the overall program as a complete program. The quality assurance system needs to be defined, articulating the stages and time frames of data collection and use.</p> | | | | |

Assessment Scoring Table

| Assessment #1 Summer Session Evaluation | Rating |
|--|------------------|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | MWC No rubric |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |
| Assessment #2 Observation of Participant Presentation | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | MWC No rubric |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |

| Assessment #3 New Teacher Practicum Portfolio Evaluation | Rating |
|--|-------------------|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | MWC No rubric |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |
| Assessment #4 Observation of Participant Classroom Performance | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M Based on PGS |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |
| | |

MDE MID-CYCLE PROGRAM REVIEW REPORT

INSTITUTION: Ms Comm College Foundation PROGRAM: Ms Alt Path to Quality School Leadership (MAPSL)

DATE OF REVIEW: 5.7.2018

STATUS OF REVIEW: MET MET WITH CONDITIONS NOT MET

Provide a narrative of the evidence submitted to meet each component.

| FIELD EXPERIENCES (Clinical hours will vary between teaching and administrator programs) | Evidence Cited |
|---|--|
| The EPP provides a variety of effective field or clinical experiences. The EPP co-constructs with P-12 school and community partners for field and clinical experiences. | <ul style="list-style-type: none"> The MAPQSL program requires that candidates have 1,000 of internship hours and includes the collection of a portfolio which documents the clinical practice with a final “action learning project.” |
| COURSE INFORMATION | |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | <ul style="list-style-type: none"> As an alternate program not linked to a degree seeking program, MAPQSL does not have syllabi as other EPPs associated with higher learning institutions. However, the program does have an instructor outline defining the goals and standards to be covered during the three week intensive summer sessions and the nine Saturday sessions. |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other information provided will be used to determine if standards are met. | <ul style="list-style-type: none"> The MAPSQL EPP program has been aligned to the ISLLC and ELLC standards. The program is now in transition and has adopted the PSEL and NELP standards. |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | <ul style="list-style-type: none"> The program addresses the Code of Ethics but how it is assessed is unclear. |

| ASSESSMENTS | |
|--|--|
| Each assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. (A minimum of 3 assessments provided) | <ul style="list-style-type: none"> MAPQSL needs to develop a quality assurance assessment system with well-developed assessment instruments including rubrics with a unifying design for data collection to inform program improvement. Data collected needs to be evaluated to inform program improvements with records kept of those decisions. |
| The EPP provides 3 cycles of assessment data that is summarized and analyzed appropriately. | <ul style="list-style-type: none"> The EPP has provided records of 3 cycles of SLLA pass rates but it does not appear that there is an intentional assessment system tracking, reviewing, and evaluating continuous yearly data with the goal to inform program improvements. |
| PROGRAM IMPACT | |
| The EPP has a quality assurance system and uses multiple sources of data at various checkpoints to monitor candidates and to make improvements to the program. | <ul style="list-style-type: none"> The EPP has not developed a systematic quality assessment assurance system for the purpose of applying and collecting multiple sources of data at various checkpoints to monitor candidates and to make improvements to the program. |
| SUMMARY How well does the EPP use quality evidence within a continuous improvement system (CAEP Standard 5) that assures candidates are knowledgeable (CAEP Standard 1), have skills well-developed through clinical experiences (CAEP Standard 2), show readiness and promise (CAEP Standard 3), and are prepared to positively impact P-12 students (CAEP Standard 4)? | |
| <p>MAPQSL appears to have a strong academic and internship program for candidate development in becoming qualified administrators (CAEP 2, 4). The EPP recruits candidates from all regions of the state and provides regional sites for training. All candidates must receive approval from their district superintendent to participate (CAEP 3). The EPP does not assess or capture data on candidate knowledge (CAEP 1). The program does not have evidence gathered through a quality assessment system to provide data indicating and to assure that candidates have been prepared to have a positive impact on P-12 students, teaching, and learning (CAEP 5).</p> <p style="text-align: center;"><i>Additional Documentation Requested:</i></p> <p>The EPP should submit additional documentation that details how various components will be unified to form a quality assurance system to inform continuous improvement to the overall program. The EPP should submit a plan for assessing candidate knowledge and performance and how this data will be collected and analyzed. Ensure all components labeled as “Not Met (NM)” are addressed.</p> | |

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MDE MID-CYCLE PROGRAM REVIEW RUBRIC

INSTITUTION: Ms Community College Foundation PROGRAM: MAPSL

DATE OF REVIEW: 5.7.2018

STATUS OF REVIEW: MET **MET WITH CONDITIONS** NOT MET

| Program Name: | <i>Met (M)</i> | <i>Met with Conditions (MWC)</i> | <i>Not Met (NM)</i> | Rating |
|---|--|--------------------------------------|--|------------|
| Program Description | | | | |
| The licensure or endorsement program is indicated. | The licensure or endorsement program is provided. | | The licensure or endorsement program is not provided. | M |
| A general description of the program is provided (e.g. history of the program, special recognitions, etc.). | A general description of the program is provided. | | A general description of the program is not provided. | M |
| Pass rates indicate an 80% success rate over three years | 80% or more of candidates passed required assessment | | Less than 80% of candidates passed required assessment | M |
| The degree awarded is indicated. | The degree awarded is provided. | | The degree awarded is not provided. | N/A |

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| A description is provided of any major or minor modifications made since the previous state recognition of the program or the provider indicated there were no major or minor modifications. | A description is provided of all relevant major or minor modifications made since the previous state recognition of the program. | Some of the description information is provided; however, some information is missing. | Modification information is not provided. | M MAPQSL addresses modifications – and is currently making ongoing modifications of their program to align to the new NLEP Standards |
| The provider must identify the standard delivery of the program, as well as variations to the delivery. Examples of variations include: Alternate locations, weekday/weekend offerings, online offerings, or hybrid programs, etc. | All program standard delivery and variations information is provided. | Some of the program standard delivery and variations information is provided; however, some information is missing. | The program standard delivery and variations information is not provided. | M |
| Field Experiences (Clinical hours will vary between teaching and administrator programs) | | | | Rating |
| The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching/administrator license. | The EPP provides a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful | The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a teaching or | The EPP does not provide a variety of field or clinical experiences in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and | M The EPP incorporates 1,000 hours of internship experience including mentoring and supervision with a current certified administrator |

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| | candidate for a teaching or administrator license. | administrator license; however, some weaknesses were found. | abilities necessary to be a successful candidate for a teaching or administrator license. | |
| The EPP's supervisor(s) meet with the candidate and the cooperating teacher 3 or more times in joint conferences to discuss the candidate performance. Evidence of co-construction with P-12 partners. (Applies to teacher education program only) | The EPP requires the supervisor(s), candidate, and cooperating teacher meet 3 or more times to discuss evaluations and the candidate's work samples or portfolios. | The EPP requires the supervisor(s), candidate, and cooperating teacher meet less than three times to discuss candidate performance. | The EPP does not require the supervisor(s), candidate, and cooperating teacher to meet to discuss candidate performance. | M *See comment below |
| MAPQSL has developed strong agreements with school principals and school districts and interfaces with the school leadership and mentoring supervisors on a continuous basis by visiting the schools on an on-going basis throughout out the 1,000 hrs of internship | | | | |
| Course Information | | | | Rating |
| Syllabi: For this section, the EPP is required to provide program course syllabi. This information is used to provide program review team members with course descriptions. Include faculty information, resources (textbooks and readings). | All relevant syllabi are provided. | Not all syllabi are provided; however, some information is missing. Syllabi lack rigor and specificity to detail. | The syllabi are not provided. | M *See comment below |
| Course instructor notes for the three week training were presented identifying and aligned to the ISLLC and ELCC Standards | | | | |
| Program Alignment to State and National Standards: For this section, a license or endorsement program must meet its specific state and national standards. Courses, assessments, course assignments, syllabi, and other | Assignments, assessments, syllabi, and other information indicate proper alignment to state | Assignments, assessments, syllabi, and other information show some alignment to state and national | Assignments, assessments, syllabi, and other information show little to no alignment to | M MAPQSL Aligns its curriculum to ISLLC and |

| | | | | |
|--|---|---|---|---|
| information provided will be used to determine if standards are met. | and national standards. | standards but weaknesses exist. | state and national standards. | ELCC Standards |
| The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program. | Candidates taught and assessed on MS Educator Code of Ethics and dispositions for professional behavior on multiple occasions throughout program. | Discussions and/or activities related to ethical behavior for educators is included in the program but not in great detail. | Discussions nor activities related to ethical behavior of educators is not incorporated into the program. | MWC It is mentioned but more focus should be placed on Code of Ethics. |
| Assessments and Rubrics/Scoring Guides (e.g. surveys, tests, grades, etc.) EPPs are required to provide a narrative summary for 3-5 assessments. EPPs must provide a rubric and/or scoring guide for the assessment, if appropriate, which the EPP uses for data collection. "If appropriate" signify that some types of assessments would not use or require a rubric or scoring guide. For example, a survey would not have a rubric or scoring guide. | | | | Rating |
| Each Assessment will be evaluated based on the following elements. Summarize your review of each assessment to evaluate the overall quality of assessments. *See Assessment Scoring Table. | | | | |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | The assessment measures what it purports to measure. | Overall, the assessment measures what it purports to measure, but some weaknesses exist. | The assessment did not measure what it purports to measure. | NM |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | The assessment is clearly defined. | Overall, the assessment is adequately defined but there are some | The assessment is vague and poorly defined. | M |

| | | | | |
|--|--|---|--|------------|
| | | areas that are vague or poorly defined. | | |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | Overall, the assessment addresses the specific assessment area but some weaknesses exist. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | The assessment does not adequately address the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | The assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | Overall, the assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure, but some weaknesses exist. | The assessment is not consistent with the complexity, cognitive demands, and skill required by the standard it is designed to measure. | MWC |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the | The assessment is a fair measure. | Overall, the assessment is a fair measure, but some | The assessment is not a fair measure or an | MWC |

| | | | | |
|---|---|--|--|--------------------------------------|
| same results even if applied by different observers under different circumstances or at different points in time. | | areas could be strengthened. | evaluation for fairness was not completed. | |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | The assessment allows for different levels of candidate proficiency to be determined. | Overall, the assessment allows for levels of candidate proficiency to be determined, but some weaknesses exist. | The assessment does not allow for different levels of candidate proficiency to be determined. | MWC *See comment below |
| Rubrics need to be developed or improvements need to be made to assure validity and reliability for intern evaluations | | | | |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | The assessment instrument provides candidates or supervisors with substantive guidance as to what is being sought. | Overall, the assessment instrument provides candidates or supervisors with guidance as to what is being sought, but some weaknesses exist. | The assessment instrument does not provide candidates or supervisors with substantive guidance as to what is being sought. | MWC |
| Data from key assessments | | | | Rating |
| Cycles of data for the assessment: o Ongoing assessment: The EPP provides three cycles of data for the assessment; or o Revised assessments: The EPP provides a total of three cycles of data for the assessment, including as much data as is available from the revised assessment plus data from the original assessment, to total three cycles; or o New assessments that do not have a predecessor: The EPP indicates it is a new | The EPP provided the required data for the assessment. For a new assessment, the EPP indicates it is a new assessment and provides as many cycles of data as are available. | The EPP provides fewer than the required number of cycles of data for the assessment; however, the EPP provides some data. | The EPP does not provide data for the assessment. | M |

| | | | | |
|---|---|---|--|--------------------------------------|
| assessment and provides as many cycles of data as are available. | | | | |
| The assessment data demonstrate 80% candidates meet the standards being assessed: | The assessment data demonstrates most candidates meet or exceed the standards being assessed. | Overall, the assessment data demonstrates most candidates meet the standards being assessed; however, some weaknesses exist. | The assessment data does not demonstrate most candidates meet the standards being assessed. | M *See comment below |
| Development of an overall quality assurance assessment system would benefit the program | | | | |
| The assessment data is summarized and analyzed | The assessment data is summarized and analyzed. | Overall, the assessment data is summarized and analyzed; however, some weaknesses exist. | The assessment data does not demonstrate most candidates meet the standards being assessed. | MWC *See comment below |
| Stronger gathering, aggregating and disaggregating data needs to be part of a complete assessment system | | | | |
| The EPP is using assessment data, or has a plan in place to use assessment data, to improve candidate performance and strengthen the program: | The assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and | Overall, the assessment data results are used to improve candidate performance and strengthen the program or the EPP has a plan in place to use assessment data to improve candidate performance and strengthen the program; however, | The assessment data results are not used to improve candidate performance or strengthen the program or the EPP does not have a plan in place to use assessment data results to | NM *See comment below |

| | | | | |
|---|---|--|--|--|
| | strengthen the program. | some weaknesses exist. | improve candidate performance or strengthen the program. | |
| No information from assessed data is provided indicating how data is collected and used for program improvement | | | | |
| Program Impact | | | | Rating |
| The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program. | Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance. | Program collects and uses few sources of high quality information, relying on data of inconsistent quality to monitor ongoing performance. | Sources of information collected and used for program monitoring are not high quality data. | NM *See comment below |
| The provider does not have a strong program for monitoring the performance of its candidates' progress | | | | |
| The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations) | Program leadership regularly and systematically monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. This includes regular examination of observation and | Program leadership inconsistently monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. Examination of observation and feedback instruments and practices is not regular nor is | The program does not take steps to monitor the quality of coursework, candidate fieldwork clinical experiences, and/or the program's observation and feedback practices. Mentor teacher do not receive at least annual | NM *See comment below |

| | | | | |
|---|---|--|---|---|
| | feedback instruments and practices as well as regular training for mentor teachers | training for mentor teachers. | training to ensure consistency of approach in giving feedback to teacher candidates. | |
| <p>MAPQL does monitor and oversees and observes its administrator candidates. However, it is difficult to determine how data is systematically monitored and adjustments made for program improvement. Some data is monitored on individual candidates and surveys are conducted but it is difficult to identify a unifying quality assurance assessment system used and applied to inform overall program improvements.</p> | | | | |
| The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program. | The program has and regularly uses rigorous and well-embedded quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes, and these processes are the basis for improvement planning and action steps. | The program inconsistently makes use of quality assurance systems, and these quality assurance insurance systems need improvement to be used effectively in improvement planning and action steps. | Quality assurance systems are not used to examine the effectiveness of the program and secure further improvements in outcomes for individuals and groups of teacher candidates and completers. | <p>NM</p> <p>*See comment below</p> |
| <p>A well-defined quality assurance assessment system of the overall program as a program provider is lacking. The quality assessment system needs to be more defined articulating the stages and time frames of data collection with an explanation of how the data is used for evaluation and informing program improvements.</p> | | | | |

Assessment Scoring Table

| Assessment #1 Action Learning Project | Rating |
|--|---|
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | NM What standards is assessment aligned to? |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M Description included |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | MWC |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | NM No descriptors to assist observers with measuring |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | MWC |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | MWC |
| Overall Rating | MWC |
| Assessment #2 Portfolio | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | MWC Goals identified, no standards identified |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M Goals identified |

| | |
|--|--|
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | MWC Goals but no standards |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | MWC Need more descriptors for measuring |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | MWC |
| Rubric attached. However, consider revising to add performance levels with descriptive criteria for each component. | |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | MWC |
| Assessment #3 School Leadership Licensure Assessment (SLLA) | Rating |
| A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure. | M |
| A2: The assessment, including any rubric/scoring guide (if appropriate), is clearly defined. | M |
| A3: The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology. | M |
| A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. | M |
| A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time. | M |
| A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined. | M |
| A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought. | M |
| Overall Rating | M |



Educator Preparation Code of Ethics

While representing the Mississippi Department of Education and Office of Teaching and Learning, program review team members and Division of Educator Preparation representatives and staff shall conduct themselves as thoughtful, competent, well-prepared, and impartial professionals who maintain the confidences of all parties involved in the program review processes and resulting decisions contained in this report.

Mississippi Community College Foundation Review Status Report

MAPQT: MET With Conditions

MAPQSL: MET With Conditions

| Program Review Committee | Signature | Date |
|---------------------------------|------------------------|-------------|
| Dr. David Hand | <i>David B Hand</i> | 8-27-2018 |
| Dr. Jennifer Young-Wallace | <i>Jenny Wallace</i> | 8-27-2018 |
| Dr. Susan Lee | <i>Susan Lee</i> | 8-27-18 |
| Dr. Debra Burson | <i>Debra B. Burson</i> | 8-29-18 |
| Dr. Albert Carter | <i>Albert Carter</i> | 8-29-18 |

By signing this document, Program Review Committee members agree to comply with the Mississippi Educator Preparation Code of Ethics, serve voluntarily as a reviewer, and agree with the contents included in the Mississippi Community College Program Review report as submitted by the Mississippi Department of Education's Division of Educator Preparation.



| State Policy Board | Status Recommendation | Date Approved |
|---------------------------|------------------------------|----------------------|
| Program Review Committee | MET WITH CONDITIONS | August 29, 2018 |
| Licensure Commission | MET WITH CONDITIONS | September 14, 2018 |
| State Board of Education | MET WITH CONDITIONS | |

Dr. Howell C. Garner
Executive Director



A Coalition of
Community and Junior
Colleges in Mississippi

Participating Colleges

- Coahoma Community College
- Copiah-Lincoln Community College
- East Central Community College
- East Mississippi Community College
- Hinds Community College
- Holmes Community College
- Itawamba Community College
- Jones County Junior College
- Meridian Community College
- MS Delta Community College
- MS Gulf Coast Community College
- Northeast MS Community College
- Northwest MS Community College
- Pearl River Community College
- Southwest MS Community College

To: MCCF Onsite Program Review Committee

From: Dr. Howell Garner, Executive Director

Date: August 17, 2018

RE: Response to Onsite Program Review Report, MCCF

As a result of the May 7, 2018 onsite review, the responses for items that were coded as MWC and or NM for both the MAPQT and MAPQSL programs are attached. These documents provide specific responses to indicators that required additional information and/or clarifications needed as a result of the visiting committee's written report.

Please let us know if you need further clarification or information to the provided information.

Sincerely,

A handwritten signature in black ink that reads "Howell C. Garner".

Howell C. Garner
Executive Director

HCG/EJ

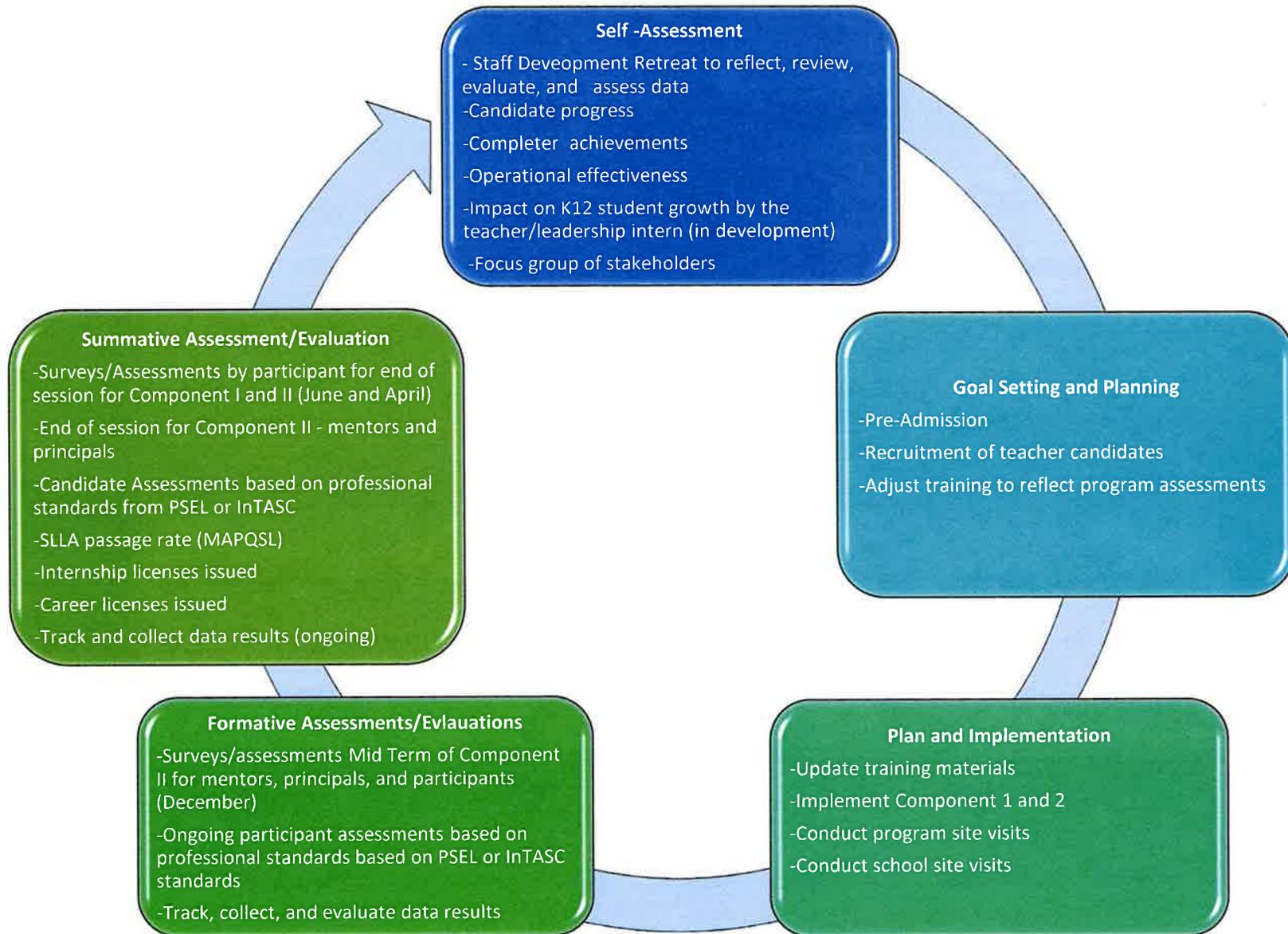
cc: Dr. Daphne Buckley, MAPQSL
Karen Maily, MAPQT

Executive Director, MCCB

*Community Participation
through At-Large Members*

Cycle of Continuous Improvement Chart

**Cycle of Continuous Improvement for the Mississippi Alternate Path to Quality Teachers and School Leadership Programs
Sponsored by the Mississippi Community College Foundation**



**Course Information
Response
to Standards**

**RESPONSE TO:
MDE MID-CYCLE PROGRAM REVIEW REPORT FOR MAPQT PROGRAM
August 17, 2018**

COURSE INFORMATION:

Indicator: Program Alignment to State and National Standards (MWC) *(page 10 of MDE Program Review Report)*

MDE Task Recommendation: EPP should tag each session/activity with appropriate InTASC standards.

RESPONSE:

InTASC standards for each lesson in our MAPQT binder are noted on the attached chart. These standards are also now listed on each Goals/Objectives page in our MAPQT instructional binder.

InTASC Standards for MAPQT Training Materials

Summer Practicum - Component 1

| MAPQT Summer Practicum | Performances | Essential Knowledge | Critical Dispositions |
|---|--|--|--|
| Effective Teaching | 2(c), 2(d), 3(b), 3(e), 4(a), 4(b), 4(d), 4(e), 4(h), 5(c), 5(e), 6(c), 6(d), 6(e), 6(f), 8(a), 8(d), 9(e), 10(a), 10(c), 10(d), 10(h), 10(i), 10(j) | 1(d), 3(i), 3(k), 4(j), 4(n), 5(i), 5(p), 9(g), 9(i), 9(k) | 2(m), 2(n), 3(p), 4(o), 4(r), 5(r), 8(q), 9(n) |
| Rules and Procedures | 3(d), 3(f) | | |
| Framework | 6(e) | | 5 (s) |
| Class Starters | 8(a), 8(b), 8(g) | | 8(q), 8(s) |
| Writing Objectives | 2(a), 4(l), 5(b), 5(c), 5(f), 5(g), 5(h), 6(e) | | |
| Assessments- Questioning | 4(c), 4(d), 4(f), 5(c), 5(d), 6(a), 6(b), 6(c), 6(d), 6(e), 6(g), 7(d), 7(f), 8(b), 8(f), 8(i) | 4(j), 4(n), 5(k), 5(m), 6(j), 6(k), 6(l), 6(m), 6(n), 6(o), 9(h), 9(k) | 6(q), 6(s), 6(t), 6(v), 8(q), 9(l) |
| Multiple Intelligences- Learning Styles | 2(f), 8(e), 10(b), 10(j) | 1(e), 2(g), 2(j), 3(l), 7(i) | 1(h), 1(i), 1(j), 4(p), 8(s) |
| Teaching Strategies | 2(f), 3(c), 8(g), 8(h), 8(i), 9(c), 10(j) | 1(f), 2(g), 4(k), 5(j), 5(n), 5(o), 6(k), 6(l), 8(k), 8(l), 8(m) | 5(q), 5(r), 6(r), 6(t), 6(v), 8(q) |
| Technology | 4(g), 5(c), 6(i), 8(g), 9(d), 10(g) | 3(m), 5(l), 5(n), 7(k), 7(l), 8(m), 8(n), 8(o) | 8(r) |
| Designing A Unit | 3(g), 5(a), 6(c), 6(d), 7(a), 9(c) | 5(o), 6(k), 6(l), 6(p), 7(h), 7(i), 7(j), 7(k), 8(j), 8(l), 8(m) | 6(r), 6(t), 7(o), 7(p), 7(q) |
| Planning Lessons | 6(c), 7(b), 7(c), 7(d), 7(e), 7(f), 9(c), 10(i) | 6(k), 6(l), 6(p), 7(g), 7(h), 7(i), 7(j), 7(k), 7(l), 7(m), 8(o) | 6(r), 6(t), 7(n), 7(o), 7(p), 7(q), 8(p), 8(r) |
| Cooperative Learning | 3(h), 8(c), 10(i) | 3(i), 8(m) | 3(o) |
| Reading & Writing Across the Curriculum | 2(e) | 7(j) | |
| Exceptional Students | 2(b), 6(h) | 2(h) | 2(o) |
| Philosophy of Education | | | 2(l) |
| Communicating with Principals, Parents & Community | 1(c), 2(d), 3(a), 9(d), 10(a), 10(c), 10(d), 10(e), 10(f), 10(g), 10(l) | 2(k), 10(l), 10(m), 10(n), 10(o) | 1(k), 3(n), 3(q), 10(q), 10(r) |
| Professionalism/Code of Ethics | 9(a), 9(b), 9(f) | 9(j), 9(k) | 9(o), 10(p), 10(r), 10(s), 10(t) |
| First Week of School | | 9(i) | 9(l), 9(o) |
| Clinicals | 3(d), 3(e), 3(f), 4(c), 4(e), 4(g), 8(g), 8(i) | 3(i), 3(j), 3(m), 8(n) | 3(r), 4(p) |

InTASC Standards for MAPQT Training Materials New Teacher Practicum - Component 2

| MAPQT New Teacher Practicums | Performances | Essential Knowledge | Critical Dispositions |
|--|---------------------------------------|----------------------------|------------------------------|
| Practicum 1 Survival | 3(c), 7(e),7(m) | 7(o), 9(d), 9(k) | 10(e) |
| Practicum 2 A Closer Look | 3(d) | 3(k), 9(k) | |
| Practicum 3 SPED and Legal Issues | 6(h) | 6(p) | 6(u), 9(o) |
| Practicum 4 What Am I Doing Wrong? | 3(d), 9(d) | 3(i), 3(j), 3(k) | |
| Practicum 5 Communication and Relationships | 10(h), 10(k) | 10(0) | |
| Practicum 6 Reading Focus | | 1(g), 2(k) | 9(m) |
| Practicum 7 I Need A Vacation! | 1(b), 4(b), 4(g), 4(h), 5(c), 5(e) | 1(e), 5(o) | 4(r) |
| Practicum 8 Review and Reflection | 9(a), 9(c) | 9(g), 9(j) | 9(l), 9(m), 9(n) |
| Practicum 9 We Made It! | | 9(k) | |

**Course Information
Response
to Code of Ethics**

**RESPONSE TO:
MDE MID-CYCLE PROGRAM REVIEW REPORT FOR MAPQT PROGRAM
August 17, 2018**

COURSE INFORMATION

Indicator: The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program (MWC) (page 10 of MDE Program Review Report)

MDE Task Recommendation: More focus should be placed on Code of Ethics.

Previous Response in report submitted on May 7, 2018:

Mississippi Educator Code of Ethics

Tab 19 (Professionalism) contains a copy of the Mississippi Educator Code of Ethics. Copies of the Code of Ethics, provided by MDE, is provided to each participant during the summer training session and reviewed/addressed through multiple channels – journal responses, scenarios, role play, etc... Professionalism is modeled and stressed throughout the training program by the instructors, coordinators, and guest speakers. Guest speakers include special education directors, administrators, teacher organizations, etc...

RESPONSE ADDENDUM:

In addition to the above response:

During the summer program (Component 1), one half a day is **dedicated** to the review and discussion of the MCOE. Also, to clarify our original response, 10 journal entries are required during the three-week summer session in which participants may formulate responses to ethical educator conduct. All journals are read by and commented on by the instructors and lead to an instructor-led discussion that directly links the MCOE standards to appropriate teacher behavior. Each instructor generates their own journal topics, but we have developed a list of suggested journal topics that directly relate to the MCOE standards and can be pulled from as needed. In addition, instructors will present an MCOE standard scenario daily for class discussion or written response.

In addition, an assessment has been created that will assess the teacher candidates knowledge of various standards of the MS Code of Ethics during the summer and New Teacher Practicum sessions. This assessment will be analyzed by the instructor and assigned a score based on a 10 point grading scale. The 10 point grading scale will then be converted to a score of 4-1 as noted on the Analytic Scoring of Course Rubrics. (Scoring Guide is part of the Quality Assurance Plan – Table 4 under Program Impact tab)

**Assessments and Scoring
Guide Response**

**RESPONSE TO:
MDE MID-CYCLE PROGRAM REVIEW REPORT FOR MAPQT PROGRAM
August 17, 2018**

ASSESSMENTS AND SCORING GUIDES

Indicator A1: The assessment, including any rubric/scoring guide measures what it purports to measure (NM) (page 11 of MDE Program Review Report)

MDE Task Recommendation: What standards are assessments aligned to?

MAPQT Response: All assessments are linked to **InTASC standards** as they are reflective of the instructional materials utilized in our training program. A score of M was received on the individual assessment scoring guides so an assumption was made that we just needed to denote the teacher standards utilized for each major assessment.

| Assessment | InTASC Standards |
|----------------------------------|----------------------------------|
| Content Assessments Week 1 and 2 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Code of Ethics Assessment | 9, 10 |
| Lesson Presentation | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Portfolios (Component 1 and 2) | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| Classroom Observations | Professional Growth System Model |

Indicator A5: The assessment, including any rubric/scoring guide is a fair measure. (MWC)
(page 12 of MDE Program Review Report)

MAPQT Response:

5.2 The provider's quality assurance system relies on relevant, verifiable representative cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (in development)

All assessments in the Quality Assurance System are being reviewed during this program year (2018-2019). We believe that validity is an important characteristic of the assessment scores; therefore, the Foundation will start the steps to establish validity by providing program instructors the opportunity to participate in a calibration training for specific assessments during the next staff and stakeholder retreat. The cycle of validation will be an ongoing process as we update our curriculum to meet the requirements of an ever changing educational system. Additionally, the following plan of action will be implemented to provide further evidence to ensure that our data is valid and consistent.

- Consult with experts and institutions who have successful track records regarding this topic.
- Conduct training sessions for instructors during the 2018/2019 and 2019/2020 program year.
- Review the current research and theoretical bases available on the topic and create a summary.
- Develop, pilot, refine and review current assessments utilizing instructors and key partners.
- Focus on assessment use and conduct additional training.
- Establish how assessments and other key data are integrated into the curriculum.
- Develop and describe the types of validity.
- Review results and interpretations.
- Train instructors on scoring.

Indicator A6: The assessment, including any rubric/scoring guide, allows for different levels of candidate proficiency to be determined. (MWC) (page 12 of MDE Program Review Report)

MDE Task Recommendation: Not all scoring guides/rubrics provided.

MAPQT Response: Rubrics have been added where indicated on the Assessment Scoring Table on page 17 and 18 of Onsite Program Review Report and along with deemed additional scoring information.

- Lesson Presentation – Summer Session – Component 1 (This was a part of our original response but was scripted only – a scaled score has now been added)
- Final Portfolio – Summer Session – Component 1 (The final portfolio contains many assignments that are checked and assessed throughout the session as stated in original response. This rubric assigns a scaled score to the completed portfolio)
- Final Portfolio – Saturday Session – Component 2 (The final portfolio contains many assignments that are checked and assessed throughout the session as stated in original response. This rubric assigns a scaled score to the completed portfolio)
- There are also three written assessments that are based on a 10 point grading scale during the summer session (Content Assessment Week 1, Content Assessment Week 2, and Code of Ethics Assessment). The following will be used to convert to a scaled score of 4-1.
 - 9-10 correct = 4*
 - 7-8 correct = 3*
 - 4-6 correct = 2*
 - 0-3 correct = 1*
- Professional Growth System Model Form Option A will be used for the two classroom observations during the onsite visits during the internship year.

MAPQT PORTFOLIO RUBRIC – Summer Session (Component 1)

Name:

Date:

Score:

| | 4 | 3 | 2 | 1 | |
|---------------------------------|--|---|--|--|-------------------|
| CONTENTS | Portfolio contains all of the required materials | Portfolio contains most of the required materials | Portfolio contains some of the required materials | Portfolio contains little of the required material | Item Score |
| Work Samples | Samples show student progress and knowledge of InTASC principles. | Samples show student progress and a some knowledge of InTASC principles. | Samples show some student progress and some knowledge of InTASC principles. | No knowledge of InTASC principles displayed. | |
| Organization | Portfolio is completely and neatly organized. A reviewer can easily find completed assignments. | Portfolio is well organized. A reviewer has little difficulty finding completed assignments. | Portfolio is fairly well organized. A reviewer may have a little difficulty finding completed assignments. | Portfolio shows some attempt at organization. A reviewer has difficulty finding completed assignments. | |
| Mechanics | There are no errors in spelling, punctuation or grammar. | There are few errors in spelling, punctuation or grammar. | Errors in spelling, punctuation or grammar are evident. | Errors in spelling, punctuation or grammar are numerous. | |
| Reflective Responses | All reflective responses include personal reactions that are descriptive, insightful and relate to the stated principle. | Most reflective responses include personal reactions that are descriptive, insightful and relate to the stated principle. | Some reflective responses include personal reactions that are descriptive, insightful and relate to the stated principle. | Few reflective responses include personal reactions that are descriptive, insightful and relate to the stated principle. | |
| Lesson Presentation | Student spoke clearly, made appropriate eye contact with audience and confidently answered questions. | Student spoke clearly, usually made appropriate eye contact with audience and confidently answered most questions. | Student spoke relatively clearly most of the time, made appropriate eye contact with audience and was able to answer some questions. | Student spoke unclearly, seldom made appropriate eye contact with audience and had difficulty answering questions. | |
| Overall Portfolio Impact | The portfolio demonstrates the student's skills, abilities, and knowledge of effective teaching skills. | The portfolio helped to demonstrate the student's skills, abilities, and knowledge of effective teaching skills. | The portfolio does little to demonstrate the student's skills, abilities, and knowledge of effective teaching skills. | The portfolio does not demonstrate the student's skills, abilities, and knowledge of effective teaching skills. | |

MAPQT PORTFOLIO RUBRIC – New Teacher Practicum Session (Component 2)

Name:

Date:

Score:

| | 4 | 3 | 2 | 1 | |
|---------------------------------|--|---|--|--|-------------------|
| CONTENTS | Portfolio contains all of the required materials | Portfolio contains most of the required materials | Portfolio contains some of the required materials | Portfolio contains little of the required material | Item Score |
| Work Samples | Samples show student progress and knowledge of InTASC principles. | Samples show student progress and some knowledge of InTASC principles. | Samples show some student progress and some knowledge of InTASC principles. | No knowledge of InTASC principles displayed. | |
| Organization | Portfolio is completely and neatly organized. A reviewer can easily find completed assignments. | Portfolio is well organized. A reviewer has little difficulty finding completed assignments. | Portfolio is fairly well organized. A reviewer may have a little difficulty finding completed assignments. | Portfolio shows some attempt at organization. A reviewer has difficulty finding completed assignments. | |
| Mechanics | There are no errors in spelling, punctuation or grammar. | There are few errors in spelling, punctuation or grammar. | Errors in spelling, punctuation or grammar are evident. | Errors in spelling, punctuation or grammar are numerous. | |
| Reflective Responses | All reflective responses include personal reactions that are descriptive, insightful and relate to the stated principle. | Most reflective responses include personal reactions that are descriptive, insightful and relate to the stated principle. | Some reflective responses include personal reactions that are descriptive, insightful and relate to the stated principle. | Few reflective responses include personal reactions that are descriptive, insightful and relate to the stated principle. | |
| Lesson Presentation | Student spoke clearly, made appropriate eye contact with audience and confidently answered questions. | Student spoke clearly, usually made appropriate eye contact with audience and confidently answered most questions. | Student spoke relatively clearly most of the time, made appropriate eye contact with audience and was able to answer some questions. | Student spoke unclearly, seldom made appropriate eye contact with audience and had difficulty answering questions. | |
| Overall Portfolio Impact | The portfolio demonstrates the student's skills, abilities, and knowledge of effective teaching skills. | The portfolio helped to demonstrate the student's skills, abilities, and knowledge of effective teaching skills. | The portfolio does little to demonstrate the student's skills, abilities, and knowledge of effective teaching skills. | The portfolio does not demonstrate the student's skills, abilities, and knowledge of effective teaching skills. | |

**Data from Key
Assessment Response**

**RESPONSE TO:
MDE MID-CYCLE PROGRAM REVIEW REPORT FOR MAPQT PROGRAM
August 17, 2018**

DATA FROM KEY ASSESSMENTS

Indicators: Cycles of data for the assessments (MWC) (*page 13 & 14 of MDE Program Review Report*)

MDE Task Recommendation: The EPP provided cycles of data only on surveys. However, the EPP should collect data on all assessments, specifically those that assess candidate knowledge.

MAPQT Response: A scoring rubric has been created in order to collect and assess candidate knowledge and growth during the program year. (Table 4 MAPQT Analytic Scoring of Course Rubric Table attached) The data collection will be piloted with the New Teacher Practicum for the 2018-19 school year. A data analysis session will be conducted at mid-term (December) and at the conclusion of the program (April) to determine assessment data collection time frames.

Indicators: The assessment data is summarized and analyzed. The EPP is using assessment data, or has a plan in place to use assessment data, to improve candidate performance and strengthen program (MWC) (*page 14 of MDE Program Review Report*)

MDE Task Recommendation: The EPP uses data to improve candidate performance but needs to strengthen ways the data has been used to make programmatic changes. Only partial data is provided.

MAPQT Response: Data from stakeholder surveys has been utilized to drive program improvement. We have begun the process of using data to analyze candidate performance as well as to review and validate the assessment methods we use. See Quality Assurance Plan for specifics on data assessment.

TABLE 4 MAPQT Analytic Grouping of Course Rubrics

DRAFT

| Name | Content Assessment Week 1 | Content Assessment Week 2 | Content Assessment Code of Ethics | Content Assessment Average | Lesson Presentation | Portfolio Component 1 | Component 1 Course Average | PGS #1 | PGS #2 | Portfolio Component 2 | Component 2 Course Average | Cumulative Course Average |
|---|---------------------------|---------------------------|-----------------------------------|----------------------------|---------------------|-----------------------|----------------------------|--------|--------|-----------------------|----------------------------|---------------------------|
| Student A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student D | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student E | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student F | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student G | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student H | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student I | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student J | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student K | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student L | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student M | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student O | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student Q | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student R | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student S | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student T | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student U | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Item Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Outcome: Students will be able to demonstrate effective teaching skills. | | | | | | | | | | | | |
| Measure: Students will be able to properly apply educational standards, pedagogy, and professionalism. | | | | | | | | | | | | |
| Scoring Guide: (see specific rubrics for each assessment) | | | | | | | | | | | | |
| Content and Code of Ethics Assessment are based on a 10 point scale and will be converted to a 4-1 scale as noted below. These 3 tests will be averaged together. | | | | | | | | | | | | |
| 9-10 correct = 4 | | | | | | | | | | | | |
| 7-8 correct = 3 | | | | | | | | | | | | |
| 4-6 correct = 2 | | | | | | | | | | | | |
| 0-3 correct = 1 | | | | | | | | | | | | |

**RESPONSE TO:
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PROGRAM IMPACT

Indicator: The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program (MWC) *(page 14 & 15 of MDE Program Review Report)*

MDE Task Recommendation: The EPP needs to assess and collect candidate performance data in a consistent and systematic way using quantitative and qualitative data.

MAPQT Response: A plan for the collection of data is currently in progress. The following has been created in order to provide data information in a more systematic way in addition to the methods that were described in the original document (May 7, 2018) under the program impact section:

- ❖ Created a summative assessment cycle

| Assessments | Annual Data Cycles |
|---|--|
| Content Assessments (week 1, 2, and Code of Ethics) | Component 1 (Summer Session – June) |
| Lesson Presentation | Component 1 (Summer Session – June) |
| Portfolio | Component 1 (Summer Session – June) |
| Classroom Observation – school site | Component 2 (September-November – New Teacher Practicum) |
| Classroom Observation – school site | Component 2 (January – March – New Teacher Practicum) |
| Portfolio | Component 2 (March – New Teacher Practicum) |

- ❖ Created an analytical scoring guide (attached on previous section)

Indicators: The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations) (NM) *(page 15 of MDE Program Review Report)*

The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program. (NM) *(page 16 of MDE Program Review Report)*

MDE Task Recommendation: Although candidate performance is monitored and observed, it is difficult to determine how data is systematically monitored and adjustments are made for program improvement. Data is not monitored on individual candidates. It is difficult to identify a unifying quality assurance system used to inform overall program improvements.

The EPP lacks a well-defined assessment system for the overall program as a complete program. The quality assurance system needs to be defined, articulating the stages and time frames of data collection and use.

MAPQT Response: A Quality Assurance System Outline (CAEP #5) is attached. Portions of this plan are in development as we work with getting familiar with and toward satisfying the CAEP standards. It is obvious as we work through this process, that our organization will benefit from additional training in applying these standards. We hope to be involved in any future training opportunities so that we are confident in producing documentation that will satisfy the standards for which we are held accountable for.

In conclusion, the data from various outside sources have noted that the MAPQT program is an effective teacher training program. We have relied on and will continue to rely on all stakeholder reports, assessments, surveys, etc... to make sound decisions that bring program improvement. As a result of this report, we have been afforded an opportunity to review our program through a set of "different eyes" to make improvements in the way which we provide evidence for program effectiveness. The continuum of change has begun and will continue to evolve as our program works through this assurance plan.

**RESPONSE TO:
MDE MID-CYCLE PROGRAM REVIEW REPORT FOR MAPQT PROGRAM
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The Mississippi Alternate Path to Quality Teachers program diligently works toward the goal of training effective teachers to aid in increasing the teacher workforce in the state of Mississippi. The methods that the program practices and utilizes were developed by practicing National Board Certified teachers who were identified as effective school educators in the school districts that they currently serve or have served. The relevant, practical knowledge that is shared with participants, combined with proven educational resource materials and research, has created an effective training program. The InTASC standards are embedded in every aspect of the rigorous training program to ensure that the training program reflects standards that all teachers should be introduced to.

MAPQT Quality Assurance System Outline (CAEP #5)

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provide operational effectiveness.

Measures for Candidate Progress

MAPQT participants are required to complete a rigorous three week training program during Component 1 which is held the first full three weeks in June. Teacher candidates are required to complete a portfolio during the summer session that reflects teacher standards that are covered during this component of training. Instructors assign and review assignments daily during this three week program. The instructors review and provide a critique of each assignment (see portfolio checklist). As assignments are successfully completed, the instructor signs the portfolio rubric. Remediation is provided to each candidate as needed in order to have the opportunity to meet expected requirements. In order to successfully complete the summer session, the candidate must successfully complete each component of the portfolio and submit to the instructor by a prescribed deadline. A four point rubric has been attached for the final portfolio. A teacher candidate must score an overall score of four or three in order to be recommended for a three year alternate route teacher license.

Component 2 (internship year) also requires the completion of a portfolio reflective of the first year of teaching. Assignments are assigned and assessed monthly following the same method as previously indicated.

Within the training program multiple assessments are provided to ensure that students are on track with goals and objectives that have been established. Student growth and understanding of what it takes to be an effective teacher is priority with our instructional program. Ongoing assessments through various modes are incorporated into every lesson not only to assess learner knowledge but also to model the various methods of assessments that our teacher candidates will be able to use during their teaching career.

Pre-Admission

The pre-admission standards have been set by the Mississippi Department of Education. In order to be admitted to the MAPQT Program, candidates must meet the standards as listed below on the Mississippi Department of Education website.

Program Entrance Requirements

- 1. Bachelor's degree from a regionally/nationally accredited institution of higher learning*
- 2. Twenty-one (21) ACT equivalent or achieve the nationally recommended passing score on the Praxis Core Academic Skills for Educators examination; and No less than 2.75 GPA on content coursework in the requested area of certification or passing Praxis II scores at or above the national recommended score provided that the accepted cohort of candidates of the institution's teacher education program meets or exceeds a 3.0 GPA on pre-major coursework.*

3. Praxis II (Specialty Area Test) in one of the areas listed below:

Art-5134, Biology-5235, Business- 5101, Chemistry-5245, Chinese-5665, Economics-5911, English-5038, French-5174, German-5183, Health-5551, Home Economics-5122, Latin-5601, Library Media-5311, Music- 5113, Marketing-5561, Math- 5161, Physics-5265, Physical Education-5091, Social Studies-5081, Spanish-5195, Speech Communications-5221, Special Education (K-12)-5354

Application to MAPQT Program

The application procedure begins in January of the program year for the upcoming school year. Applicants must meet current MDE licensure requirements in order to be considered for the MAPQT program as stated above under program entrance requirements. Applicants can choose from seven sites which are geographically situated to meet the needs of teacher candidates throughout the state of Mississippi.

Internship Year

The first year of teaching is considered the internship year. The MAPQT completer must be the “teacher of record” in a K-12 public or private school in the state of Mississippi in order to complete the second component. While the MAPQT program offers guidance and provides employment information, it is up to the teacher candidate to secure employment in a school district of his/her choosing.

During the internship year, the intern will continue his/her training by:

- Participation in nine Saturday sessions “The New Teacher Practicums”
- Assignment of a mentor by the school principal and completion of a mentor/mentee checklist
- Peer Evaluations
- Two on-site classroom observations by a MAPQT coordinator using the Professional Growth System Model
- Compilation of a portfolio that is reflective of the first year of teaching
- Survey responses from the school principal, mentor and participant to gauge the effectiveness of the training program and participant

At the completion of the internship year, the participating school district will provide verification of teacher service by completing the Mentorship/Induction/Evaluation Form (Form #OEL 02-04, Sec.F) and submitting to the Mississippi Department of Education. In conclusion, MAPQT personnel will submit verification of program completion and a recommendation into the ELMS system for a five year standard educator license when all components of the training program are successfully completed by the program participant.

Table 1: MAPQT Quality Assurance Program Progression Overview

| Stages of Program | Criteria |
|--------------------|---|
| MAPQT Prerequisite | <p><i>Program Entrance Requirements</i></p> <p><i>1. Bachelor’s degree from a regionally/nationally accredited institution of higher learning</i></p> <p><i>2. Twenty-one (21) ACT equivalent or achieve the nationally recommended passing score on the Praxis Core Academic Skills for Educators examination; and No less than 2.75 GPA on content coursework in the requested area of certification or passing Praxis II scores at or above the national recommended score provided that the accepted cohort of candidates of the institution's teacher education program meets or exceeds a 3.0 GPA on pre-major coursework.</i></p> <p><i>3. Praxis II (Specialty Area Test) in one of the areas listed below:</i> <i>Art-5134, Biology-5235, Business- 5101, Chemistry-5245, Chinese-5665, Economics-5911, English-5038, French-5174, German-5183, Health-5551, Home Economics-5122, Latin-5601, Library Media-5311, Music-5113, Marketing-5561, Math- 5161, Physics-5265, Physical Education-5091, Social Studies-5081, Spanish-5195, Speech Communications-5221, Special Education (K-12)-5354</i></p> |

| | |
|--|--|
| Application to MAPQT | Submit application and all supporting documents between January-April of each program year for review of entrance requirements as listed above |
| First Internal Program Review, Check, Track, and Evaluate | MAPQT staff will review applications for admittance into the program annually – April |
| Program Progression -Summer Training (component 1) | <ol style="list-style-type: none"> 1. Acceptance into program/orientation 2. Participation in 90 clock hours of teacher training (held the first 3 full weeks in June of each year) – Component 1 3. Successfully complete all assignments and/or assessments with an overall average of no less than a three in order to be recommended for a three year alternate route license. 4. Complete participant survey of training program at the conclusion of the teacher training program. 5. Apply for and receive alternate route teaching license. 6. Seek employment in a K-12 school as the teacher of record. |
| Second Internal Program Review, Check, Track, and Evaluate | MAPQT staff will complete analysis of assessments to include the final portfolio, lesson presentation and surveys at the end of summer session. (June) |
| Program Progression - Internship Year | <ol style="list-style-type: none"> 1. Secure a position as the teacher of record at a K-12 school 2. Submit application for and submit verification of employment to the MAPQT office 3. Participate in the New Teacher Practicum (Component 2) – 9 Saturday sessions 4. Assignment of mentor by Principal of school in which intern is employed 5. Two on site observations by a MAPQT coordinator using the PGS model during the fall and winter semesters of the school year 6. Successfully complete all assignments and/or assessments with an overall average of no less than a three in order to be recommended for program completion. 7. Participant, mentor, and principal will complete mid-term and end of the year program/intern surveys. 8. Apply for a five year standard teacher license. |
| Third Internal Program Review, Check, Track and Evaluate | MAPQT staff will complete analysis of observations based on fall PGS, mid-term portfolio check, and stakeholder (participant, principal, and mentor) surveys at the end of the first semester of the school year. (December) |
| Fourth Internal Program Review, Check, Track, and Evaluate | <p>MAPQT staff will complete analysis of observations based on PGS for spring classroom observation, final portfolio check, and stakeholder (participant, principal, and mentor) surveys given during March/April of the school year.</p> <p>A staff development retreat for all staff will be held in April to review and analyze the program year data, participate in professional development sessions, review and update training materials, meet with MDE representatives, etc...</p> |

5.2 The provider’s quality assurance system relies on relevant, verifiable representative cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (in development)

Assessments are being reviewed during the program year (2018-2019). We are in the beginning stages of establishing validity and reliability on our assessments. Program instructors will begin the process of calibration training for key assessments during the staff development retreat in April 2019. We will also hold stakeholder sessions once the assessments are reviewed for further input and validation. The cycle of validation will be an ongoing process as we update our curriculum to meet the requirements of an ever changing educational system.

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and process. (in development)

The MAPQT program will assess performance against the program’s performance outcomes, measurement goals and the Professional Growth System rubric. Data will be collected from assessments, surveys, portfolios, and special projects/presentations. The instructors will track individual student progress by utilizing both formative and summative assessments (see analytical score form). This information will be compiled by the Mississippi Community College Foundation to be used for program planning, review and improvement during retreats and planning sessions.

All assessments are linked to **InTASC standards** as they are reflective of the instructional materials utilized in our training program.

Table 2: Summative Assessment Cycle – Participant (see analytical scoring guide)

| Assessments | Annual Data Cycles |
|---|--|
| Content Assessments (week 1, 2, and Code of Ethics) | Component 1 (Summer Session – June) |
| Lesson Presentation | Component 1 (Summer Session – June) |
| Portfolio | Component 1 (Summer Session – June) |
| Classroom Observation – school site | Component 2 (September-November – New Teacher Practicum) |
| Classroom Observation – school site | Component 2 (January – March – New Teacher Practicum) |
| Portfolio | Component 2 (March – New Teacher Practicum) |

Table 3: Participant, Principal and Mentor Surveys

| Surveys | Annual Data Cycle |
|--------------------|---------------------------|
| Participant Survey | June, December, and April |
| Principal Survey | December and April |
| Mentor Survey | December and April |

Table 4 – Analytical Scoring Form (see attachment following this page)

5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted up in decision making related to programs, resource allocation, and future direction. (in development)

Per state law, the Mississippi Alternate Path to Quality Teachers program does not have access to K-12 student performance data. The MAPQT program does plan to focus on mentor and principal surveys during the 2018-19 school year to analyze the survey information to look for connections between teacher performance and student learning.

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

The MAPQT program involves stakeholders by:

- Completion of surveys that provide feedback on our training program and teacher interns
- Partnering with school districts to fulfill their needs for hiring, supporting, and mentoring the intern teacher
- Presentations of various educational topics by MAPQT alumni at program sessions and staff development retreats
- Staff development training sessions are conducted each year for educational updates, trends, etc...
- A MDE representative attends our staff development retreat to provide updates on MDE policies, licensure requirements, etc...
- Submitting reports through Sharepoint to MDE for statistical review of completer status
- Utilizing a focus group that includes stakeholders to meet in the fall and spring of each program year (in development)
- Future plans to create a focus group with other Alternate Route Providers for collaboration of teacher/leadership training

TABLE 4 MAPQT Analytic Scoring of Course Rubrics

| Name | Content Assessment Week 1 | Content Assessment Week 2 | Content Assessment Code of Ethics | Content Assessment Average | Lesson Presentation | Portfolio Component 1 | Component 1 Course Average | PGS #1 | PGS #2 | Portfolio Component 2 | Component 2 Course Average | Cumulative Course Average |
|---|---------------------------|---------------------------|-----------------------------------|----------------------------|---------------------|-----------------------|----------------------------|--------|--------|-----------------------|----------------------------|---------------------------|
| Student A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student B | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student D | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student E | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student F | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student G | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student H | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student I | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student J | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student K | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student L | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student M | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student O | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student P | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student Q | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student R | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student S | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student T | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student U | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Item Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Outcome: Students will be able to demonstrate effective teaching skills. | | | | | | | | | | | | |
| Measure: Students will be able to properly apply educational standards, pedagogy, and professionalism. | | | | | | | | | | | | |
| Scoring Guide: (see specific rubrics for each assessment) | | | | | | | | | | | | |
| Content and Code of Ethics Assessment are based on a 10 point scale and will be converted to a 4-1 scale as noted below. These 3 tests will be averaged together. | | | | | | | | | | | | |
| 9-10 correct = 4 | | | | | | | | | | | | |
| 7-8 correct = 3 | | | | | | | | | | | | |
| 4-6 correct = 2 | | | | | | | | | | | | |
| 0-3 correct = 1 | | | | | | | | | | | | |

RESPONSE TO:

**MDE MID-CYCLE PROGRAM REVIEW
REPORT FOR MAPQSL PROGRAM**

AUGUST 17, 2018

COPY

**RESPONSE TO:
MDE MID-CYCLE PROGRAM REVIEW REPORT FOR MAPQSL PROGRAM
August 17, 2018**

Program Structure and Delivery

The MAPQSL program is a 12- to 24-month preparation program for leaders designed to place highly skilled instructional leaders in Mississippi schools each year. (The length of time candidates take to complete the program can vary depending on how they choose to schedule taking the SLLA and the two three-hour credits that round out the curriculum. A rigorous, research-based curriculum combined with a year-long school internship, linked by demanding, real-world clinical experiences, an Action Learning Project, and an PSEL Portfolio Project to give candidates state-of-the-art conceptual knowledge, practical tools, a base of developmental experience, and the vision, values, and determination necessary for success as instructional leaders. The instructional curriculum was reinforced in 2012 by the incorporation of the NISL Executive Development curriculum and more recently by the inclusion of the Action Learning Project, the Portfolio, and the PSEL alignment. The alloy of the state’s successful alternative certification program with the nationally regarded NISL as it has been refined to meet the current state review standards has produced a program that we believe meets all the requirements of a first-rate program for the preparation of school leaders. The MAPQSL program is committed to a continuous improvement process as outlined in the *Cycle of Continuous Improvement for the MAPQT and MAPQSL Programs* (Appendix A). The Mississippi Alternate Path to Quality Leaders program goals are listed below.

Program Goals

Goal #1: Program graduates demonstrate mastery of core program standards contained in the curriculum

Goal #2: Graduates are satisfied with program organization, content and instruction, and preparation for initial leadership position.

Goal #3: Candidates are certified and secure administrative position after graduation.

Goal #4: Candidates apply knowledge and tools from the program in first job assignment after graduation

Goal #5: Graduates’ leadership has positive impact on instruction, and student outcomes.

Goal #6: Graduates advance in their careers and remain in the profession

RESPONSE TO CAEP SITE VISIT REVIEW

AUGUST 17, 2018

| CAEP Standard used for Site Visit | NOT MET - Explanation | Issues to Be Addressed in the Response | Response and Documentation |
|---|---|---|--|
| <i>COURSE INFORMATION</i> | | | |
| <p><i>The Mississippi Educator Code of Ethics and dispositions for professional behavior is taught and assessed at multiple checkpoints in the program.</i></p> | <p><i>MWC - The program addresses the Code of Ethics but how it is assessed is unclear.</i></p> | <p><i>Assess the Code of Ethics</i></p> | <p><i>The Code of Ethics will be introduced during the Three-week summer session. Additionally, the instructors and cohort members will take a deeper dive into the Code during the Ethics session in the fall of each year. The Code will be included during discussions throughout the program as it relates to topics, and internship situations.</i></p> <p><i>Students will be assessed twice on the Code of Ethics during the internship component of the program.</i></p> |

ASSESSMENTS AND RUBRICS

| | | | |
|---|---|---|---|
| <p>A1: The assessment including any rubric/scoring guide (if appropriate), measures what it purports to measure.</p> | <p>NM -The assessment did not measure what it purports to measure.</p> | <p>Provide a rubric or scoring guide for key assessments.</p> | <p>Rubrics have been created for the Action Learning Project (Appendix C) and the Student Portfolios (Appendix B).</p> |
| <p>A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure.</p> | <p>MWC – Some areas could be strengthen</p> | <p>Provide a rubric or scoring guide for key assessments</p> | <p>Rubrics have been created for the Action Learning Project and the Portfolios.</p> |
| <p>A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time.</p> | <p>MWC – Rubric and Scoring guides yield the same results.</p> | <p>Rubrics have been developed for the Portfolios and Action Learning Projects.</p> | <p>The Foundation will provide an opportunity for the instructors to participate in a calibration training using the rubrics for the Portfolio and the ALP. The training will take place during the next staff retreat.</p> |
| <p>A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined.</p> | <p>MWC - Rubrics need to be developed or improvements need to be made to assure validity and reliability for intern evaluations</p> | <p>Proficiency levels included on the rubric.</p> | <p>Rubrics have been developed for the Portfolio and Action learning project that represent levels of proficiency.</p> |
| <p>A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought.</p> | <p>MWC- The rubric and/or scoring guide should provide guidance for the student and the instructor.</p> | <p>Additional guidance should be added to the rubric.</p> | <p>Rubrics have been developed for the Portfolio and Action learning project that provide candidates and instructors with substantive guidance as to what is being sought.</p> |

DATA FROM KEY ASSESSMENTS

| | | | |
|---|--|--|--|
| <p><i>The assessment data is summarized and analyzed.</i></p> | <p><i>MWC -Stronger gathering, aggregating and disaggregating data needs become part of a complete assessment system</i></p> | <p><i>A process is outlined for data monitoring and collection as part of the assessment system.</i></p> | <p><i>The Foundation will provide opportunities during the staff retreat, stakeholder retreat and individual staff meetings to review and analyze the data. Instructors will collect data and compile on the analytic scoring form (Table 5).</i></p> <p><i>Attached you will find the <u>Unifying Quality Assurance Assessment System (Appendix D)</u> which outlines the stages, timeframes, and processes for collecting and analyzing data.</i></p> |
| <p><i>The EPP is using assessment data, or has a plan in place to use assessment data, to improve candidate performance and strengthen the program:</i></p> | <p><i>NM - No information from assessed data is provided indicating how data is collected and used for program improvement</i></p> | <p>Unifying Quality Assurance Assessment System</p> | <p><i>The Foundation will provide opportunities during the staff retreat, stakeholder retreat and individual staff meetings to review and analyze the data.</i></p> <p><i>Attached you will find the <u>Unifying Quality Assurance Assessment System (Attached: Appendix D)</u> which outlines the stages, timeframes, and processes for collecting and analyzing data.</i></p> <p><i>Additionally, included in the plan is Table 2: Assessments for the MAPQSL Program 2018 – 2019 and a Plan to Assess the Candidate Knowledge and Performance which outlines the key assessments and how the data will be monitored, collected, tracked, and measured.</i></p> |

PROGRAM IMPACT

| | | | |
|--|--|--|---|
| <p><i>The EPP uses multiple sources of data for monitoring program performance and monitors candidate progress at various check points throughout the program.</i></p> | <p><i>NM - The provider does not have a strong program for monitoring the performance of its candidates' progress</i></p> | <p><i>Develop a process to monitor the performance of candidates.</i></p> | <p><i>The <u>Unifying Quality Assurance Assessment System</u> outlines the stages, timeframes, and processes for collecting and analyzing data. (Attached: Appendix D)</i></p> <p><i>Additionally, included in the plan is Table 2: Assessments for the MAPQSL Program 2018 – 2019 and Plan to Assess the Candidate Knowledge and Performance which describes the key assessments and how the data /performance is monitored, collected, tracked, and measured.</i></p> |
| <p><i>The EPP uses quality data to systematically monitor program and make adjustments to program components. (Data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations)</i></p> | <p><i>NM - MAPQL does monitor and oversees and observes its administrator candidates. However, it is difficult to determine how data is systematically monitored and adjustments made for program improvement. Some data is monitored on individual candidates and surveys are conducted but it is difficult to identify a unifying quality assurance assessment system used and applied to inform overall program improvements.</i></p> | <p><i>Develop a process to monitor program performance.</i></p> | <p><i>Attached you will find the <u>Unifying Quality Assurance Assessment System</u> (Attached: Appendix D) which outlines the stages, timeframes, and processes for collecting, and analyzing data.</i></p> <p><i>The Foundation will provide opportunities during staff retreats for instructors and partners to participate in focus groups (at least twice) during the program year.</i></p> |
| <p><i>The EPP has a well-developed quality assurance system that leads to ongoing improvement of the program.</i></p> | <p><i>NM - A well-defined quality assurance assessment system of the overall program as a program provider is lacking components of a strong assessment system. The quality assessment system needs to be more defined articulating the stages and time frames of data collection with an explanation of how the data is used for evaluation and informing program improvements.</i></p> | <p><i>The quality system should focus on informing program improvements.</i></p> | <p><i>Attached you will find the <u>Unifying Quality Assurance Assessment System</u> (Attached: Appendix D) which outlines the stages, timeframes, and processes for collecting, and analyzing data.</i></p> <p><i>The Foundation will provide opportunities during staff retreats for staff to participate discussions, analysis, and internal reviews regarding program changes and improvements.</i></p> |

ASSESSMENT # 1 ACTION LEARNING PROJECT

| | | | |
|---|--|--|---|
| <p>A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure.</p> | <p>NM - What standards is assessment aligned to?</p> | <p>Provide evidence of performance levels and standards.</p> | <p>The rubric for the Action Learning Project (Appendix C) is attached.</p> <p>The (ALP) is aligned to the PSEL Standards. During the ALP presentations, cohort members must identify what standards they addressed in their project.</p> |
| <p>A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure.</p> | <p>MWC – Assessment is aligned to standards.</p> | <p>Provide evidence of PSEL Standards connected to the the Action Learning Project.</p> | <p>The (ALP) is aligned to the PSEL Standards. During the ALP presentations, cohort members must identify what standards they addressed in their project.</p> <p>Attached: Action Learning Project (ALP) Report Template – (Appendix F)</p> |
| <p>A5: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure.</p> | <p>NM - No descriptors to assist observers with measuring</p> | <p>The ALP's planning document includes information that guides the cohort member in preparing the project.</p> | <p>The ALP Rubric includes descriptors that will assist the instructor in assessing student learning. (Attached: Appendix C)</p> |
| <p>A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined.</p> | <p>MWC – The assessment provides for different levels of candidate proficiency.</p> | <p>ALP Rubric should provide evidence of proficiency levels</p> | <p>The ALP Rubric includes proficiency levels that will assist the instructor in assessing student learning. (Attached: Appendix C)</p> |
| <p>A7: The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought.</p> | <p>MWC - The assessment/Rubric provides guidance as to what is being sought.</p> | <p>The assessment/Rubric should provide evidence of what is being taught.</p> | |

| | | | |
|--|---|---|--|
| <p>Assessment #2 Portfolio</p> | | | <p>The Portfolio is aligned to the PSEL Standards. Program mentors monitor and provide feedback regarding the internship activities, roles, and responsibilities as they related to the standards and course content. Attached: Sample portfolio documentation guide and log show alignment. (Appendix G)</p> |
| <p>A1: The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure.</p> | <p><i>NM - Rubric should provide evidence of Standards</i></p> | <p><i>The assessment rubric is aligned with PSEL and program standards.</i></p> | <p>The Portfolio is aligned to the PSEL Standards. Each cohort member will turn in a log that will align standards and internship activities. Attached: Sample portfolio documentation geode and log (Appendix G)</p> |
| <p>A4: The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure.</p> | <p><i>MWC – The assessment is aligned to the standards</i></p> | <p><i>Provide evidence of PSEL Standards connected to the Action Learning Project</i></p> | <p>The Portfolio rubric has been revised to add descriptive criteria for each component. (Attached: Appendix B)</p> |
| <p>A5: The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time.</p> | <p><i>MWC - Rubric attached. However, consider revising to add performance levels with descriptive criteria for each component.</i></p> | <p><i>Add descriptive criteria to the rubric</i></p> | <p>The Portfolio rubric includes proficiency levels that will assist the instructor in assessing student learning. (Attached: Appendix B)</p> |
| <p>A6: The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined.</p> | <p><i>MWC – The assessment provides for different levels of candidate proficiency.</i></p> | <p><i>Portfolio rubric should provide evidence of proficiency levels</i></p> | |

**RESPONSE TO:
MDE MID-CYCLE PROGRAM REVIEW REPORT FOR MAPQSL PROGRAM
August 17, 2018**

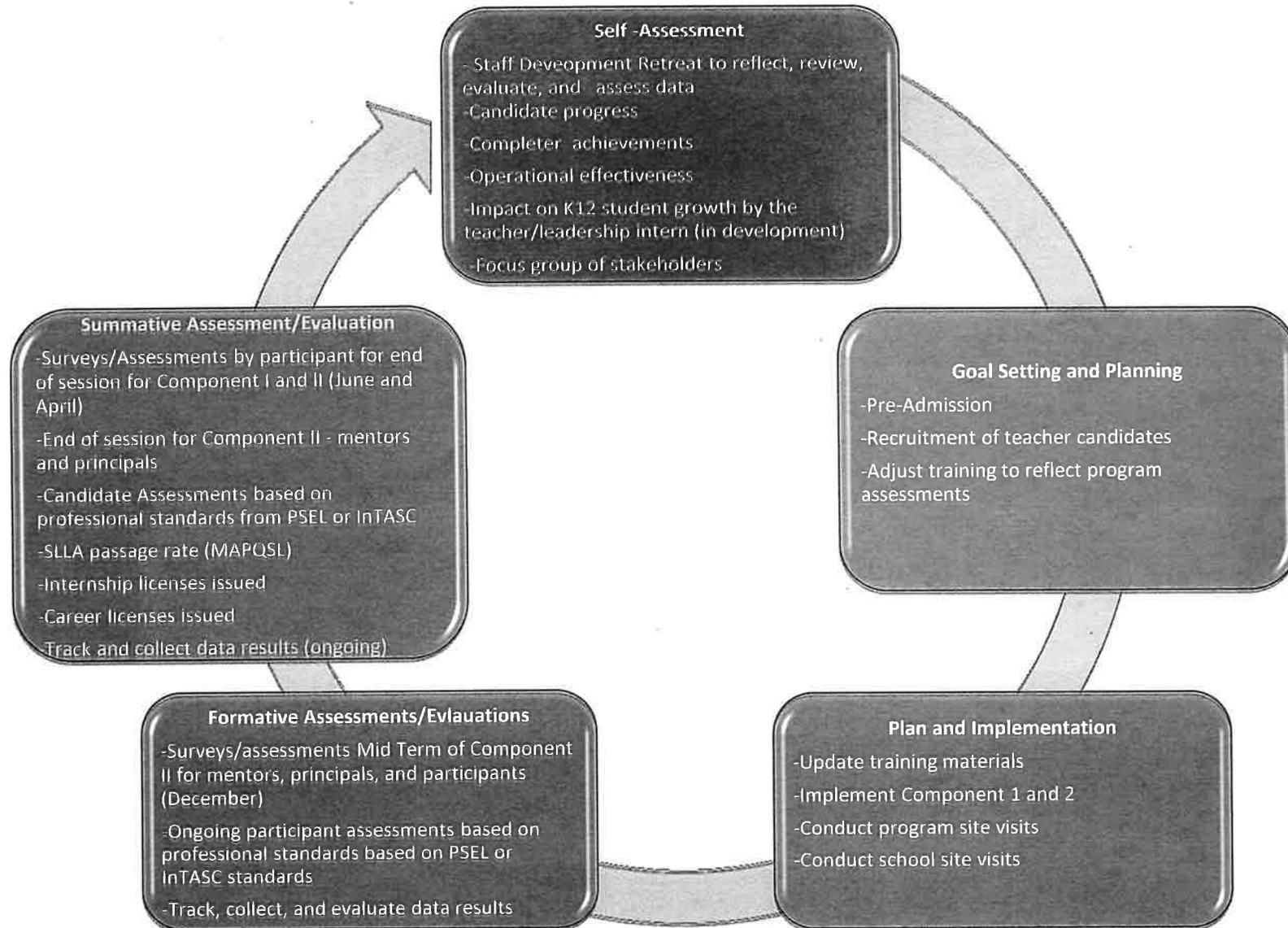
Appendices for CAEP Visit Responses

- Appendix A: Cycle of Continuous Improvement for the Mississippi Alternate Path to Quality Teachers and Mississippi Alternate Path to Quality School Leadership
- Appendix B: MAPQSL Portfolio Rubric
- Appendix C: MAPQSL Action Learning Project (ALP) Rubric
- Appendix D: Unifying Quality Assurance Assessment System (CAEP#5)
- Appendix E: MAPQSL Annual Analytic Scoring Cycle
- Appendix F: Action Learning Project (ALP) Report Template
- Appendix G: MAPQSL PSEL & Student Performance Portfolio Guide
- Appendix H: MAPQSL PSEL & Student Action Learning Project Log

APPENDIX A

Cycle of Continuous Improvement for the Mississippi Alternate Path to Quality Teachers and Mississippi Alternate Path to School Leadership Programs

Sponsored by the Mississippi Community College Foundation



ATTACHMENT B MAPQSL PORTFOLIO RUBRIC

Name:

Date:

Score:

| Proficiency Levels | 4 | 3 | 2 | 1 | |
|---|--|--|--|---|------------|
| CONTENTS | Portfolio contains all of the required materials | Portfolio contains most of the required materials | Portfolio contains some of the required materials | Portfolio contains little of the required material | Item Score |
| Documentation of Artifacts and Evidence of Success | Portfolio includes artifacts for all goals and evidence of success aligned to the PSEL Standards | Portfolio includes artifacts for most goals and evidence of success aligned to the PSEL Standards | Portfolio includes artifacts for some goals and evidence of success aligned to the PSEL Standards | Portfolio contains no evidence of artifacts for all goals and no evidence of success aligned to the PSEL Standards | |
| Organization | Portfolio is completely and neatly organized. A reviewer can easily find completed assignments. | Portfolio is well organized. A reviewer has little difficulty finding completed assignments. | Portfolio is fairly well organized. A reviewer may have a little difficulty finding completed assignments. | Portfolio shows some attempt at organization. A reviewer has difficulty finding completed assignments. | |
| Mechanics | There are no errors in spelling, punctuation or grammar | There are few errors in spelling, punctuation or grammar | Errors in spelling, punctuation or grammar are evident | Errors in spelling, punctuation or grammar are numerous. | |
| Log of Performance and Assessment | All descriptions include personal reactions, progress, assessment, recommendations for development and PSEL alignment. | Most descriptions include personal reactions, progress, assessment, recommendations for development and PSEL alignment | Some descriptions include personal reactions, progress, assessment, recommendations for development and PSEL alignment | Portfolio show little or few descriptions that include personal reactions, progress, assessment, recommendations for development and PSEL alignment | |
| Required 1000 Hours | Cohort member provided evidence of all 1000 hours | Cohort member provided evidence of most of the 1000 hours | Cohort member provided evidence of some of the required hours | Cohort member did not provide enough evidence of the required hours | |
| Overall Portfolio Impact | The portfolio demonstrates the student's skills, abilities, and knowledge of the MAPQSL program content | The portfolio helped to demonstrate the student's skills, abilities, and knowledge of the MAPQSL program content | The portfolio does little to demonstrate the student's skills, abilities, and knowledge of the MAPQSL program content | The portfolio does not demonstrate the student's skills, abilities, and knowledge of the MAPQSL program content | |

APPENDIX C

MAPQSL ACTION LEARNING PROJECT (ALP) RUBRIC

Name:

Date:

Score:

| Proficiency Levels | 4 | 3 | 2 | 1 | |
|--|--|--|--|--|-------------------|
| Components | ALP contains all of the required components | ALP contains most of the required components | ALP contains some of the required components | ALP contains little of the required components | Item Score |
| Consultancy Protocol Presentation | Students will present all of the components of the ALP during the consultancy protocol | Students will present most of the components of the ALP during the consultancy protocol | Students will some of the components of the ALP during the consultancy protocol | Students will not present any of the components of the ALP during the consultancy protocol | |
| Organization | ALP is completely and neatly organized. A reviewer can easily find completed assignments. | ALP is well organized. A reviewer has little difficulty finding completed assignments. | ALP is fairly well organized. A reviewer may have a little difficulty finding completed assignments. | ALP shows some attempt at organization. A reviewer has difficulty finding completed assignments. | |
| Mechanics | There are no errors in spelling, punctuation or grammar | There are few errors in spelling, punctuation or grammar | Errors in spelling, punctuation or grammar are evident | Errors in spelling, punctuation or grammar are numerous. | |
| Appendix B | All components of Appendix B have been completed and included in the ALP notebook. | Most components of Appendix B have been completed and included in the ALP notebook | Some of the components of Appendix B have been completed and included in the ALP notebook | None of the components of Appendix B have been included in the ALP notebook | |
| PowerPoint | Cohort members have completed all of the components of the power point | Cohort members have completed all of the components of the power point | Cohort members have completed some of the components of the power point | Cohort members have not completed any of the components of the power point | |
| Overall Action Learning Project (ALP) | The ALP demonstrates the student's, abilities, and knowledge of the MAPQSL program content | The ALP helped to demonstrate the student's abilities, and knowledge of MAPQSL program content | The ALP does little to demonstrate the student's abilities, and knowledge of MAPQSL program content | The ALP does not demonstrate the student's abilities, and knowledge of MAPQSL program content | |

Appendix D

Unifying Quality Assurance and Assessment System (CAEP #5)

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provide operational effectiveness.

The MAPQSL has the most important components of the program in place and is in the process of making the connections to solidify a coherent process, some aspects are still in the developmental stage and will be implemented during the 2019/2020 program year.

Multiple Measures for Candidate Progress

The Mississippi Alternative Path to Quality School Leaders (MAPQSL) offers an alternative path to certification of highly qualified instructional leaders prepared to create effective school learning communities where all students learn and perform to their highest potential. In Mississippi, as in states across the nation, there is a critical shortage of individuals who are prepared to provide such leadership, but personal economic responsibilities and the overwhelming time demands of traditional leadership preparation programs keep many highly qualified potential instructional leaders from enrolling and entering the administrative workforce. This program is designed to bring such candidates into the administrative ranks and to equip them with the highest caliber research-based instructional leadership preparation.

The core components of the program are the *Summer and School Year Intensive Instruction, Clinical Practice and Internship, and Additional Course Work*.

Summer Training. Candidates start the program by attending a 15-day program of summer instruction offered during the month of June from 8:00 a.m. – 4:00 p.m., Monday – Friday at one of the three community college program sites. In addition to the day's classroom instruction, they must also complete pre-work, class assignments and homework. Six of the core curriculum modules are offered during this summer session.

School Year Intensive Instruction. Participants take the remaining nine modules of the classroom instructional program in nine (9) Saturday sessions during the school year following the summer program (one per month from August to April).

Clinical Practice and Internship. Candidates serve a full-year internship in school as an assistant principal, coordinator or assistant coordinator. Interns are supervised and mentored by a successful principal selected against a stringent profile and trained for the role. The mentor must validate that the intern completes at least 1000 hours of administrative duties. During the internship, participants must also successfully complete the School Leadership Licensure Assessment (SLLA).

Clinical exercises link classroom instruction with the world of practice and problems encountered in the internship. A rich inventory of case studies, simulations, and practical exercises designed to develop the candidates' practical know-how and skill supports the academic instruction in each module and session.

Additional Course Work. Upon completion of the MAPQSL Summer Study Practice, successful passage of the SLLA test, and internship, the participant has three years to secure a commitment for an assistant administrative position with a school district. In order to move from entry to career, the MAPQSL candidate must also attend five days of the state's Orientation to School Leadership program and take two additional three-hour education courses.

The certificate of completion of each component is a requirement to obtain the One-Year Alternate Route Assistant Administrator license #494.

Table 1: MAPQSL Quality Assurance Program Progression Overview – Track and Review Process

| Stages of Program | Criteria |
|--|---|
| 1. MAPQSL Prerequisite | Program participants must have 3 years of teaching experience and must pass Praxis PLT. |
| 2. Application to Mississippi Alternate Path to School Leadership (MAPQSL) | <ol style="list-style-type: none"> 1. Candidates must have three years of teaching experience. 2. Candidates must have passed the Praxis Principles of Learning and Teaching assessment 3. Candidates must have a Master's Degree |
| 3. First Internal Program Review, Check, Track and Evaluate | <ol style="list-style-type: none"> 1. MAPQSL staff will review applications for admittance into the program annually – April. |
| 4. Program Progression | <ol style="list-style-type: none"> 1. Participant completes signature assignments during the summer session that includes the Instructional Leadership Institute, Instructional Coaching, Parental and Community Engagement, and Focused PSEL application during the summer session 2. Participants will complete surveys, evaluations, reflections, and assessments during the internship 3. Participants will develop a portfolio to demonstrate proficiency during the internship 4. Participants will complete an Action Learning Project (ALP) 5. Participants will complete 1000 hours of clinical experience 6. Internship Logs are completed to support 1000 hours 7. Participants will take the SLLA assessment at the end of the program |
| 5. Program Internship | <ol style="list-style-type: none"> 1. Participants continue to work on their Action Learning Project during the internship phase 2. Participants will complete surveys 3. Site Mentors will complete surveys on 4. Participants will complete reflections about their internship experience |
| 6. Second Internal Program Review, Check, Track and Evaluate | <ol style="list-style-type: none"> 1. MAPQSL instructors will complete analysis of assessments and compile program data from the internship phase by the end of May. (Individual instructors review and provide analysis during the annual staff retreat) |
| 7. Summer Training | <ol style="list-style-type: none"> 1. Participants will complete pre-work, class assignments, special projects, homework assignments and tests. |
| 8. Third Internal Program Review, Check, Track and Evaluate | <ol style="list-style-type: none"> 1. Data collected and compiled during the summer phase of the program will be reviewed during the annual retreat, the information will be used to inform program improvements. (July) |
| 9. Fall Internship | <ol style="list-style-type: none"> 1. MAPQSL program cohort members attend nine Saturday sessions that focus on the program's content, goals, Action Learning Projects, internship hours. Instructors conduct site visits to observe program participants. |
| 10. Fourth Internal Program Review, Check, Track and Evaluate | <ol style="list-style-type: none"> 1. Data is collected and compiled during the fall phase of the internship program and will be reviewed during the mid-year meeting with instructors and staff. The information will be used to inform program progress and improvements. (January) |

Table 2: Assessments Tracking for MAPQSL Program 2018 – 2019 and Plan to Assess Candidate Knowledge and Performance

| Key Assessments and other program assessments | Resource/ Documentation | When does this occur? | What is involved? | What does the assessment evaluate? | Which Standard is it aligned with? | Rubric/ Scoring Guide | How is data on candidate knowledge collected and analyzed? |
|--|---|---|--|---|---|---|--|
| <p>Key Assessment #1: Action Learning Project (ALP)</p> | <p>1. ALP Rubric Attached 2. Analytic Scoring of Course Rubrics (Attached)</p> | <p>The ALP is completed during the internship (August – May)</p> <p>Cohort member’s progress is monitored throughout the internship: completion of planning form, program mentor site visit #1 mid-point check on planning document data collection, site visit #2 and ALP presentations.</p> <p>Fall 2018 Spring 2019</p> | <p>Cohort members will select a project to work on during the course of the internship designed to impact student learning.</p> <p>Cohort members will complete a planning document at the end of the summer session. This will be used to track their progress during the internship.</p> <p>Program instructors will monitor the ALP during the two site visits conducted during the program year.</p> | <p>The assessment measures what it is designed to measure:</p> <p>The ALP assesses the cohort members’ knowledge of the PSEL standards through the development of action research by engaging students and staff in solving problems and issues that will result in improving student learning.</p> | <p>1. CAEP Standard 4 and 5. 2. MS Administrator Growth Model: Domain I and V 3 PSEL Standards</p> | <p>A program rubric has been created to reflect different levels of proficiency.</p> <p>An additional component will be added to the rubric to capture the cohort’s knowledge of the PSEL Standards as well as descriptors to assist the observe with measuring. A.6 A.7 (In Development)</p> | <p>Data from the rubric will be collected by the instructor and added to the analytical scoring form (attached), the form will be submitted to the Foundation for compilation.</p> <p>The compiled data will be reviewed during site visits and during the the instructor and stakeholder annual retreat. The results of the data will be used to inform program improvements.</p> |
| <p>Key Assessment #2: Portfolio</p> | <p>1. Student Performance Portfolio Rubric 2. Analysis Scoring of Content Rubrics</p> | <p>The Portfolio is completed during the internship component of the program (August – May). The purpose is to focus and organize learning around the PSEL standards, important program content, to document activities and program performance, and to provide data for formative and summative assessment of the cohort member’s performance.</p> <p>Instructors monitor the progress of the portfolio during the two scheduled site visits. Summer 2019</p> | <p>Each cohort member will keep a log of activities that support their development of skills (outlined in the portfolio) as well as document their application of standards and completion of internship hours.</p> | <p>The portfolio assesses the participant’s content knowledge as it relates to topics addressed in the MAPQSL program and the PSEL standards.</p> | <p>1. CAEP Standard 4 and 5 2. MS Administrator Growth Model: Domain I, II, III, IV, and V A.4 A.5</p> | <p>A program rubric has been created to reflect different levels of proficiency.</p> | <p>Data from the rubric will be collected by the instructor and added to the analytical scoring form, the form will be submitted to the Foundation for compilation.</p> <p>The compiled data will be reviewed during site visits and during the instructor and stakeholder annual retreat and used to inform program improvements.</p> |

| | | | | | | | |
|---|--|--|--|---|--|--|--|
| Key Assessment #3: School Leadership Licensure Assessment (SLLA) | SLLA | Program participants can take the SLLA assessment at the end of the internship program Summer 2019 . | The SLLA test is required by the state for standard administrator certification | The SLLA measures the professional knowledge needed by educators to safely practice as school administrators. | 1.CAEP Standard 4 and 5 2. MS Administrator Growth Model: Domain I and V | SLLA | The MAPQSL program staff will collect data on those individuals who receive administrator certification. The data will be reviewed during the annual program retreat. |
| Instructional Leadership Institute (ILI)Assessment | Tests | Two assessments are given during the summer session: On day five of the summer session there is an Instructional Leadership Exam; on the final day of the summer session there is a Final Exam. | The assessment involves participation in the instructional leadership team activities and tests during the three weeks. | The instrument will assess the student's knowledge during the Instructional Leadership Institute session. | CAEP Standard 1 – 10 MS Administrator Growth Model: Domain I, II, III, IV, and V | Tests | Data from the tests will be collected by the instructor and added to the analytical scoring form, the form will be submitted to the Foundation for compilation. The compiled data will be reviewed during the instructor and stakeholder annual retreat and used to inform program improvements. |
| Classroom Assessments | Rubric Teacher Exams Projects Readings Situations (In Development) | Throughout the summer session and during the internship component of the program. Instructors will make use of a variety of individual and group assessments. Spring 2018 Summer 2019 | Students are taught the concepts of leadership, they will learn to use the tools that give them leadership leverage, and they will apply the tools during the clinical experience. | The instruments will assess the student's content knowledge and the student's readiness to apply their skills to real situations. | CAEP Standard 1,2,3,4,5,8 MS Administrator Growth Model: Domain I, II, III, IV, and V PSEL Standards | Rubric Teacher Exams Projects Readings Situations | Data from the survey will be collected each month and submitted to the Foundation's office and compile for review. The data will be reviewed during the annual program review retreat. |
| Code of Ethics | Assessment (In Development) | Cohort members will take the Code of Ethics assessment twice, during the fall and again at the end of the program. | The cohort members will complete the test, and they will respond to questions, role playing, simulations and on-site issues during the internship component of the program | The instrument will assess the cohort member's knowledge of the Code of Ethics | CAEP Standard 1 MS Code of Ethics PSEL Standards | Assessment | Data from the assessment will be collected and submitted to the Foundation's office review. The data will be used to inform program decisions. |
| Final Summer Assessment | Survey Instrument | Cohort members will complete a survey at the end of the three week session. | Cohort members will rate different components of the summer program and share comments | The survey will assess the student's knowledge of the summer session content. They will also share open-ended comments about the delivery of the content. | C1. CAEP Standard 1,2,3,4,5,8,9,10 C2. MS Administrator Growth Model: Domain I, II, III, IV, and V | The evaluation rubric will consist of 4 levels | Data from the rubric will be collected by the instructor and added to the analytical scoring form, the form will be submitted to the Foundation for compilation. The compiled data will be reviewed during the instructor and stakeholder annual retreat and used to inform program improvements. |

| | | | | | | | |
|---|---|--|--|---|---|--|---|
| Mentor Site Visit Evaluations | Evaluation Rubric (Under Development) | The rubric will be used by the program mentor during the two visits. | The program mentor will travel to each cohort member's school site to evaluate their internship role and responsibilities. | The site visit instrument evaluates the progress of the cohort members as it relates to their portfolio and ALP development | 1.CAEP Standard 2.MS Administrator Growth Model: Domain I, IV and V | The evaluation rubric will consist of 4 proficiency levels | Data from the rubric will be collected by the instructor and added to the analytical scoring form, which will be submitted to the Foundation for compilation. The compiled data will be reviewed during the instructor and stakeholder annual retreat. Data collected will be used to inform program improvements. |
| End of Session Assessment | End of Class Session Survey | The on-line survey will be completed at the end of the class. | The cohort members answer questions about the content of the class, delivery methods, and related PSEL standards. | The survey provides an opportunity for cohort members to assess and rate multiple components of each session. | CAEP Standard 1,2,3,4,5,8,9,10 MS Administrator Growth Model: Domain I and V | Survey Rating Form | Data from the survey will be compiled, collected and submitted to the Foundation's office for review during the annual program retreat |
| Administrator Mentoring/ Evaluation Form | Mentor Evaluation Form Survey | The mentor will evaluate the cohort member at the end of the internship. | Cohort members will be assigned to a mentor who will work closely with them on their Action Learning Project and the Internship Portfolio. | The evaluation allows the mentor to assess the skills of the intern as they relate to the PSEL standards as they are embedded in the ALP and Portfolio. | CAEP Standard: 1,2,3,4,5,8,9,10 MS Administrator Growth Model: Domain I and V | Program recommendation based upon completion of summer program. | Data from the survey will be compiled each month and submitted to the Foundation's office and compile for review. The data will be reviewed during the annual program review retreat. |
| Internship License | Certificate of Program Completion | Documentation is submitted to the state agency. Summer 2018 | Cohort members must complete the intensive three week session which includes multiple measures (tests, team project, and reflections) of content knowledge. | The internship license designates that a cohort member has completed the three-week summer program. The license allows program participants to serve in an assistant principal or director's role | CAEP Standards 6, 8,,10 MS Administrator Growth Model: Domain I, II, III, IV, and V | | The program office collects and compiles licensure information at the end of the summer session. The program office will collect post licensure surveys from cohort members to further establish the impact of the program on student learning. (In Development) |
| End of Program Evaluation by Student (May) | Survey | The survey will be used once at the end of the program. | Cohort members will complete the survey and answer open ended questions about the inter. | The instrument will assess the student's knowledge of the internship session content. | 1.CAEP Standard 1,2,3,4,5,8,9,10 2.MS Administrator Growth Model: Domain I, II, III, IV, and V | The survey will have 4 proficiency levels. | Data from the rubric will be collected by the instructor and added to the analytical scoring form, the form will be submitted to the Foundation for compilation. The compiled data will be reviewed during the instructor and stakeholder annual retreat and used to inform program improvements. |
| PSEL Standards (Instructors will connect the standards with the Simulation and thread through each Saturday Class) | Rubric In Development (implement 2019-2020) | The assessment will evaluate the cohort member's understanding of the standards. | Cohort members will be introduced to the standards during the summer session. The will complete group presentations on how to apply the standards and their understanding of the standard. | * The assessment instrument will evaluate the students understanding of the PSEL standards. Additionally, connections will be made to real work situations during the principals decision simulation. | CAEP Standards: 1 – 10 MS Administrator Growth Model: Domain I, II, III, IV, and V | The rubric will include 4 proficiency levels. MS Administrator Growth Model: Domain I, II, III, IV, and V | Data from the tests will be collected by the instructor and added to the analytical scoring form, the form will be submitted to the Foundation for compilation. The compiled data will be reviewed during the instructor and stakeholder annual retreat and used to inform program improvements. |

Summary of Key Assessments

Action Learning Plan. As has been noted above, the students begin to plan their ALPs during the summer session. The completed ALP Project Planning Template provides the first occasion for assessment. Although the student will not have entered an internship yet, and thus will not have completed planning in concert with the mentor, the initial plan will demonstrate the student's understanding of the Instructional Leadership Gap Analysis Guide and the Instructional Systems Diagnostic Tool studied in the first week of summer session. Faculty feedback on the initial plan will focus both on the significance and logic of the proposed project and on demonstrated understanding of the two tools and their uses.

Student Portfolio. The portfolio is a record of student learning and performance and a compilation of artifacts that demonstrate that record. The portfolio is a dynamic learning tool and takes a considerable amount of effort to compile and use effectively. Students will be given careful instruction in the purpose and uses of the portfolio and its compilation. All students are required to include certain common artifacts and documentation in their portfolios. Required material includes exercises completed during the summer session (with instructor comments), the ALP instructor comments on this plan, the Internship Agreement, quarterly notes from meetings of intern and mentor, exercises completed during the Saturday sessions (with instructor comments), and presentations made to their cohort group on the ALP and Internship assignments. Each student will also be encouraged to include such other information as products of the ALP, evidence of performance and completion of internship assignments, and any other pertinent artifacts and reflections generated by the student's internship, classroom, or cohort experience. Since students are required to put in a considerable amount of out-of-class or out-of-school time preparing for and conducting various work assignments, the portfolio will be a useful method of documenting that work.

Internship performance measurement will consist of reports from the supervising principal and/or superintendent, reports from faculty, and reports from his/her program mentor. The supervising mentor at the district to verify will complete these reports weekly and document the hours worked and progress made to each predetermined goal. Quarterly reports that document the progress made to each goal stated in the portfolio and its relationship to one or more of the ISLLC standards as well as the action learning project milestones and action steps will be reviewed by the MAPQSL faculty and the supervising principal/superintendent. The reports will be documented in the portfolio and action learning report-coaching log. Entries to the log should be made at a minimum twice a month and can be completed weekly. These entries should include any artifacts discussed made to the progress of assignments and/or goals and any assignments due prior to the next coaching meeting and log entry.

Culminating Portfolio Review. Students will hand in their completed portfolios at the last Saturday class session. A team comprising of one NISL core team member, the intern's mentor, and one program graduate serving in an administrator's position will review the portfolio and make a pass/fail recommendation to the program coordinator. The ISLLC Student Performance Portfolio instruction (Appendix VII) will guide the review team and structure their comments and recommendation

School Leadership Licensure Examination (SLLA). During the one-year internship administrative license, the MAPQSL participant must also successfully complete the School Leadership Licensure Assessment (SLLA). Students take the SLLA for developmental purposes in the winter administration of the assessment. Their experience and results on this administration provide valuable information for focusing the student's further learning on area of particular need. During the school-year instruction, students are having the opportunity to study core content they will encounter in the SLLA, in particular, *Evaluations of Actions and Vignettes, Synthesis and Problem-Solving, and Analysis and Decision-Making*. Successful completion of the SLLA marks the candidate's readiness to apply for the Five-Year Entry-Level Administrator's License.

5.2 The provider's quality assurance system relies on relevant, verifiable representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

(IN DEVELOPMENT)

All assessments in the Quality Assurance System are being reviewed during this program year (2018-2019). We believe that validity is an important characteristic of the assessment scores; therefore, the Foundation will start the steps to establish validity by providing program instructors the opportunity to participate in a calibration training for two of the key assessments (Portfolio and Action Learning Project) during the next staff and stakeholder retreat. Additionally, the following plan of action will be implemented to provide further evidence to ensure that our data is valid and consistent.

1. Consult with experts and institutions who have successful track records regarding this topic.
2. Conduct training sessions for instructors during the 2018/2019 and 2019/2020 program year.
3. Review the current research and theoretical bases available on the topic and create a summary.
4. Develop, pilot, refine and review current assessments utilizing instructors and key partners.
5. Focus on assessment use and conduct additional training.
6. Establish how assessments and other key data are integrated into the curriculum.
7. Develop and describe the types of validity.
8. Review results and interpretations.
9. Train instructors on scoring.

5.3 The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes. (IN DEVELOPMENT)

The MAPQSL program assesses candidate performance against its goals and relevant standards throughout the program outlined in Table 3 and Table 4.

The MAPQSL program will assess performance against the program's performance outcomes and measurements goals as well as the PSEL standards and Educator Growth Model. Data will also be collected from assessments, surveys, portfolios, and special projects. The instructors will individually track student progress and record in on the MAPQSL Annual Analytic Scoring Cycle form (Table 4), which will be compiled by the Mississippi Community College Foundation to be used for program planning, review and improvement during staff retreats and planning meetings. The Foundation will host at least three planning retreats during the program year.

Table 3: Plan and Time Frame to Collect and Analyze Assessments

| Assessments | Annual Data Cycles |
|---|--|
| Instructional Leadership Assessment | Summer Program (2018) |
| Classroom Assessments | Summer Program and Fall Internship (In Development 2019) |
| Code of Ethics Assessment | End of Summer Sessions and Mid-Year (December 2019 and Summer 2020) |
| Final Summer Assessment | Last Day of Summer (2019) |
| Mentoring/Internship Site Visits | Fall 2018 and Spring (2019) |
| Action Learning Project (ALP) Key 1 Assessment | Reviewed during the The two Site Visits and at the end of the school year (2019) |
| Participant Portfolios Key 2 Assessment | Reviewed During Site Visits (November 2018) and at the end of the school year (2019) |
| Site Mentor Evaluation Form | Internship Spring End of Program Term (2019) |
| Participant End of Program Survey | Internship Spring Term (May 2019) |
| PSEL Standards Rubric (In Development) | PSEL Standards addressed throughout the MAPQSL Program (In Development) |
| School Leadership Licensure Assessment (SLLA) | Completed at the End of the MAPQSL Program |

Table 4: MAPQSL Annual Analytical Scoring Form (Attached – Appendix D) This includes plans for assessing candidate knowledge, performance, and the collection and analysis of data.

5.4 Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. (IN DEVELOPMENT)

Per state law, the Mississippi Alternate Path to Quality Leaders does not have access to K-12 student performance data from standardized tests. The MAPQSL program does plan to focus on a post candidate survey during the 2018-2019 program year. We will analyze the survey information to look for connections that would give a better picture of the cohort member’s impact on student learning. During staff retreats and focus group meetings, MAPQSL program staff will review the school data linked to cohort members who have received administrator certification and are currently serving in leadership roles. We will continue to seek out evidenced based high quality institutional programs to benchmark and guide our work as we develop ways to track, evaluate, and report the impact cohort members have on P-12 student growth.

5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

The MAPQSL program has worked with program partners since the beginning of the program. Include below is a description of the partnership work flow plan. Table 5 identifies the partnerships and their contribution to the program. The Foundation will review and update partnership involvement during the 2018 – 2019 program year to include the following:

- Partnerships will be reviewed and given an opportunity to give input regarding current curriculum and assessments during focused group meetings.
- Data from Assessments will be analyzed by a core group of partners.
- Program staff and partners will meet during the annual staff retreat to review data and make decisions about program improvement.

Partnership Work Flow Plan

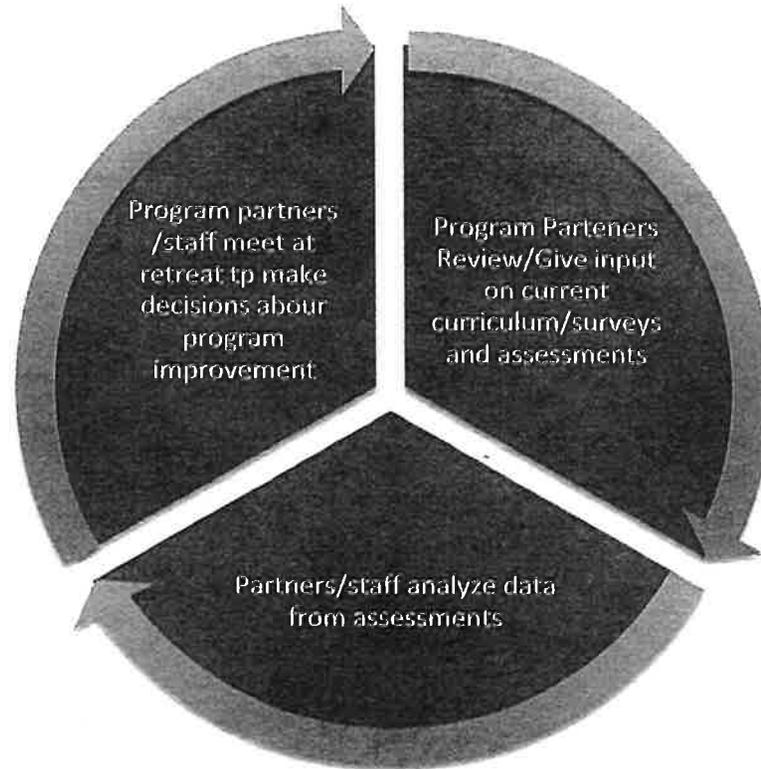


Table 5: Type of Partner Relationship and Contribution to Program

| Entity | Relationship | Contribution |
|--|--|---|
| MAPQSL Cohort Focus Groups | Current cohort members and graduate members will participate in annual stakeholder retreat and other topical meetings and seminars. | Focus group members will review and analyze data, as a result, they will share suggestions and insights that will support program changes and/or improvements. |
| Regional Service Centers North MS Education Consortium; Delta Area Association for Improvement of Schools; East MS Center for Educational Development; Southwest Mississippi Education Consortium; USM Education Service Center; Gulf Coast Education Institute Consortium | All school districts in Mississippi are members of one of the six regional service centers. We have been providing quality professional development programs for administrators and teachers in each center. Courses that have been provided include: Students with Disabilities, Literacy, Coaching, Common Core State Standards, and Instructional Leadership, and English Language Learners. | Assist in the recruitment of MAPQSL candidates by discussing the program as local meetings during the year with superintendents. Presentations are made and brochures are distributed to local administrators. At the yearly recruitment meeting, review the qualifications of the individuals that we are seeking to become our new instructional leaders. The RSC also serve as site coordinators of statewide courses offered regionally and required for licensure of the MAPQSL candidates |
| North MS Education Consortium Center - (NMEC) | In addition to the relationship as noted above, there has been a more comprehensive partnership developed with NMEC. Through a federal grant (Mississippi LEADS), administrators from nine school districts are involved in an intense 18-month professional development program in instructional leadership. Ongoing follow-up is provided for building leaders through coaching where experienced school administrators provide weekly contact and monthly visits to schools to improve student achievement. | Included the MAPQSL program in a federal school leadership grant. They are paying for candidate's tuition in the MAPQSL program and to enroll and participate in an 18 month NISL Executive Development Program. This grant is funded for another 4 years. This RS will support the selected candidates from 8 school districts in the grant program. |
| Educational Organizations Mississippi Association of School Superintendents – (MASS); Mississippi Association of Secondary School Principals – (MASSP); Mississippi Association of School Administrators – (MASA) | We attend conferences of these organizations and provide keynote and breakout sessions at each conference on various educational topics. In addition, we have a booth at the conferences where we recruit individuals for the MAPQSL program. | Allowed a presence at the conference with a booth space and concurrent sessions to get information distributed about the program and to receive feedback concerning the candidates enrolled in the program past and present. |
| Mississippi Department of Education – (MDE) | MDE provides program information and support for the MAPQSL program. | We have offered technical assistance in team building, literacy, students with disabilities. |
| Mississippi Community College Foundation – (MCCF) | A long-term relationship has been developed with the MCCF where we have a direct contact to all 82 county superintendents in the state through the leadership that they provide as board members on their local Community College Board. | Serve as an advisory board to the MCCF. They 15 community college presidents are kept updated on the activities of the MAPQSL program and have the authority to pass regulations concerning the program. Three community colleges serve as hosts to the MAPQSL summer and Saturday sessions. |
| 152 School Districts | Through the partnerships we have opportunities to work with the district leadership team to recruit. We have been involved with the partnership to determine the leadership needs of the district and will evaluate and revise the curriculum if necessary based upon the curriculum needs found throughout the partnership. | Recruitment of individuals that meet the needs of the district, agreement to allow the selected candidate to serve as an intern in a school or the district under a quality administrator, and agreement to highly consider to place them in a leadership role once they have successfully completed the program. |

Program Evaluation and Continuous Program Improvement

An effective preparation program works much along the same lines as an effective school, in the sense that it ought to function as a learning organization in which the community is committed to learning from its practice and to using what it learns to improve its performance. The essence of good program evaluation consists of a sound plan, implementation of the plan with good measures and sources of valid data, and a system for interpreting the findings and making decisions that can improve the quality of the program on a regular basis.

The starting point in developing a good plan is to specify the questions that will guide the evaluation, that is, that the evaluation will answer. However well done the evaluations are technically, the results will not be useful if the guiding research questions are not relevant. Leithwood (1996, in Kochan and Locke, 2009) points to one set of questions by encouraging preparation programs to (1) admit candidates with strong career intentions, (2) ensure that graduates leave the program with more knowledge and skill than they entered with, (3) and structure the program to include strong instruction, relevant and quality content, and cohorts.

A second layer of questions is implied by research findings showing that the principle leadership effect on student outcomes is indirect, felt most strongly in their work in setting direction, developing staff, and creating school conditions supportive of teaching and learning (Louis et al., 2010; Leithwood and Jantzi, 2006; Leithwood and Diehl, 2003). Student impact measures are important, and some experts assert that turn-around can be produced in as short a time as a year; but surely these are exceptional circumstances, and change authority Michael Fullan (1999) suggests that student outcome effects can best be observed some three to five years after the intervention.

Orr and colleagues (2010) have provided an excellent distillation of the research and practical guide for preparation program evaluation, "Developing Evaluation Evidence: A Formative and Summative Evaluation Planner for Education Leadership Preparation Programs." The authors list a useful set of impact areas for exploration of leadership effect: (1) teacher instructional practices, support for students in need of help, and collaboration; (2) organizational factors, including resources, use of time and space, staff professional development, systems for data-based decision making, distributed leadership, learning/professional community, and other support structures; (3) staff and school effects, including student attendance and behavior, student engagement and effort, teacher attendance and engagement, teacher commitment to the school vision, and greater parent involvement; and (4) student outcomes (with the caveat about the time needed for measurable results to emerge).

The planning guide also provides a useful guide to planning evaluations and a straightforward protocol for focusing and organizing the data collection. We have used this protocol to demonstrate the program's initial thinking in the planning of a comprehensive evaluation strategy to inform program improvement. The program currently has in place strong procedures for collecting formative and summative student performance data while in the program, student satisfaction along several dimensions of quality, student and graduate performance on the SLLA, and graduates' certification, hiring, and on-the-job accountability performance ratings. We recognize the need to add more objective measures of program quality and impact.

The program currently gathers a wealth of data on student learning and performance mastery from class assessments, exercises like simulations and case study analyses, and reports from program participants, instructors, supervising principals, district superintendents, program administrator, faculty, and mentors. These data are collected in every summer class and at numerous times throughout the internship year. Following each training day, participants also complete an End-of-Session Evaluation. This survey will serve as an assessment of the quality of the program, a measure of the participant's understanding of the key ideas, and the participant's understanding of how the PSEL Standards relate to the content of the sessions. The ALP and portfolio provide an ongoing record of performance that is assessed periodically, and both of these are given final, summative assessments at the completion of the program. Additionally, participants will complete an End-of-Program Evaluation. Ultimately the final program evaluation lies in each student's performance on the SLLA.

Future plans will include a follow up survey sent to graduates in their new jobs to begin to determine the extent to which they applied on the job what they learned in the program and the effects of their leadership on teaching and school structure and climate. We will survey graduates and their supervisors, and, probably to a more limited extent in the first year or two, conduct focus groups with faculty the of their schools. We will concurrently also survey the graduates' and their supervisors' satisfaction with the preparation program.

MAPQSL Annual Analytic Scoring Cycle
 Course Rubrics/Assessments

| Name | Instructional Leadership Assessment | Classroom Assessment (In Development) | Code Of Ethics Assessments (In Development) | Final Summer Assessment | Mentoring Site Visits | Portfolio | Action Learning Project (ALP) | Site Mentor Evaluation form | End of Program Survey (Participant) | PSEL Standards (In Development) |
|--|-------------------------------------|---------------------------------------|---|-------------------------|-----------------------|-------------|-------------------------------|-----------------------------|-------------------------------------|---------------------------------|
| Time Frame: | Summer | Summer | Summer/Fall | Summer | Fall/Spring | Fall/Spring | Summer - Spring | Spring | Spring | Spring |
| Student A | | | | | | | | | | |
| Student B | | | | | | | | | | |
| Student C | | | | | | | | | | |
| Student D | | | | | | | | | | |
| Student E | | | | | | | | | | |
| Student F | | | | | | | | | | |
| Student G | | | | | | | | | | |
| Student H | | | | | | | | | | |
| Student I | | | | | | | | | | |
| Student J | | | | | | | | | | |
| Student K | | | | | | | | | | |
| Student L | | | | | | | | | | |
| Student M | | | | | | | | | | |
| Student N | | | | | | | | | | |
| Student O | | | | | | | | | | |
| Student P | | | | | | | | | | |
| Student Q | | | | | | | | | | |
| Student R | | | | | | | | | | |
| Student S | | | | | | | | | | |
| Student T | | | | | | | | | | |
| Student U | | | | | | | | | | |
| Item Average | | | | | | | | | | |
| Outcome: Students will be able to demonstrate effective leadership skills. | | | | | | | | | | |
| Measure: Students will be able to properly apply PSEL standards. | | | | | | | | | | |

Scoring Guide: (see specific rubrics for each assessment)

- 73
- 10 point assessments will be converted to a 4-1 scale using the following:
- 9-10 correct = 4
 - 7-8 correct = 3
 - 4-6 correct = 2
 - 0-3 correct = 1

ACTION LEARNING PROJECT (ALP) REPORT TEMPLATE - APPENDIX F

| | |
|---|--|
| Project Leader: (Note: If this project involved several Institute participants, list all their names.) Project Team Members: Project Start Date: Project Report Date: | |
| 1 | What was your original vision? (From your project plan) |
| 2 | What was your purpose? Why did you want to achieve this vision? (From your project plan) |
| 3 | Did you achieve your vision? If not, describe the progress you made toward your vision. |
| 4 | What is your evaluation of your project results? What evidence do you have to support your evaluation? |
| 5 | Did the strategies you used differ from the strategies you intended to use? If so, describe the change and the reason for the change. |
| 6 | Was there anything about your context that was unexpected? Was there anything about your context that had a strong positive or negative effect? |
| 7 | What best practices that you used would you like to share? |
| 8 | What lessons did you (individually) learn from the experience? |
| 9 | What lessons did your team learn from the experience? |
| 10 | What concepts, models, or techniques from the NISL Program were most helpful to you? |

APPENDIX G

MAPQSL - PSEL & Student Performance Portfolio

| | | | |
|------------|---------|---------|-----------------|
| Candidate: | School: | Mentor: | MAPQSL Faculty: |
|------------|---------|---------|-----------------|

PART 1: PSEL Student Performance Portfolio

The candidate, mentor, and MAPQSL faculty member should jointly determine a minimum of four goals that will be a part of the candidate's work during the internship at the school or district, along with evidence of success in the form of data, artifacts, or written summaries to be completed during the internship. Sign and date the agreement for each goal. The Log of Performance and Assessment is to be completed on an ongoing basis by the candidate. The Log will be reviewed by the mentor and the MAPQSL faculty member (or other individual giving support to the candidate) who will make note of their assessment, feedback, and comments. This can be done by the mentor and the MAPQSL faculty during the monthly Saturday sessions with the MAPQSL faculty member, during onsite visits, and/or via email, phone calls, etc. Once a quarter, the candidate should reassess their progress toward meeting each goal and prepare their next steps.

Signatures: (Agreeing to the above stated goal and evidence of success)

| | | |
|------------|---------|-----------------|
| Candidate: | Mentor: | MAPQSL Faculty: |
|------------|---------|-----------------|

Vision for Internship:

Goal #1--Personal/Professional:

Strategies (Plan):

LOG OF ACTION STEPS - PERFORMANCE & ASSESSMENT

| PSEL Standard & Function: | Date: | Description of actions, type of communication (e.g. email, call, meeting, etc.), progress, assessment, feedback, recommendations for development | Artifact #: | Time (in minutes): | Accumulated Time: |
|---------------------------|-------|--|-------------|--------------------|-------------------|
| | | | | | 0 |
| | | | | | 0.0 |
| | | | | | |
| | | | | | |

Action Learning Project

| | | | |
|------------|---------|---------|-----------------|
| Candidate: | School: | Mentor: | MAPQSL Faculty: |
|------------|---------|---------|-----------------|

PART 2: Action Learning Project

The candidate will design and implement a significant improvement project intended to impact the school and/or district and contribute to the candidate's learning. Data gathered from the Instructional Gap Analysis tool may be used as baseline quantitative data for your project OR you may use data provided by your mentor OR data you and your mentor collect from other sources. The ALP should focus on an issue or area that, when implemented with fidelity, will result in growth, higher achievement, and/or better learning opportunities for students. Each intern is encouraged to identify (with the mentor) a topic that promises to have practical impact for students. Some projects may require more than a one-year timeframe. In that case, we will evaluate the project on what has been accomplished during the internship year. Quarterly, you will need to determine where you are, what you need to do next, and plan your progress. Prior to your on-site visit by MAPQSL faculty, you will email a copy of your logs. Before final submission, the candidate will complete *APPENDIX A* to describe, in detail, their Action Learning Project. *APPENDIX B* should be used as the guide for developing their final 15-minute ALP presentation.

Signatures: (Agreeing to the above stated goal and evidence of success)

| | | |
|------------|---------|-----------------|
| Candidate: | Mentor: | MAPQSL Faculty: |
|------------|---------|-----------------|

Vision for ALP:

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Goal(s) for ALP:

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Strategies (Plan) for ALP:

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LOG OF ACTION STEPS - PERFORMANCE & ASSESSMENT

| PSEL Standard & Function: | Date: | Description of actions, type of communication (e.g. email, call, meeting, etc.), progress, assessment, feedback, recommendations for development | Artifact #: | Time (in minutes): | Accumulated Time: |
|---------------------------|-------|--|-------------|--------------------|-------------------|
| | | | | | |
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