

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
June 13, 2019

DIVISION OF EDUCATOR LICENSURE

- M. Approval to establish a *Special, Non-renewable Performance-Based License (PBL) for Prospective Teachers* to be used during the three-year PBL Pilot Study

Background Information: On May 3, 2019, the Commission on Teacher and Administrator Education, Certification and Licensure and Development met in its regularly scheduled meeting and approved the recommendation from the Division of Educator Licensure to establish a *Special, Non-renewable Performance-Based License (PBL)* to be issued to only those candidates participating in the PBL pilot study. The PBL pilot study will be conducted in select local school districts in Mississippi during school years 2019-2020, 2020-2021 and 2021-2022. The PBL pilot study is being offered through a grant received from the W.K. Kellogg Foundation to address the achievement gaps in high poverty, high minority schools and schools that lack a diverse teaching staff. The MDE developed the performance-based teacher licensure pilot study in collaboration with school districts and focus groups to address the state's critical teacher shortage by exploring alternative pathways to teacher licensure. Many educational stakeholders requested a licensure pathway for teachers who are making a positive impact on student learning but are experiencing difficulty meeting requirements for obtaining a Mississippi teaching license.

Pilot participation is voluntary, and while standard licensure will be pending policy recommendations for the State Board of Education based on student achievement and evaluation data collected during the study, candidates will be offered a teacher salary by their district and the opportunity to engage in intense Praxis and/or ACT assessment preparation sessions during the study. Upon obtaining Mississippi's qualifying score on required program entry and licensure assessments, teachers may also enter one of Mississippi's approved teacher educator preparation programs while in the pilot.

The performance-based teacher licensure pilot study will use information gathered over a three-year period, beginning in school year 2019-2020, to inform policy recommendations to the Mississippi State Board of Education regarding criteria for establishing an alternative route performance-based teacher licensure pathway.

During the three-year pilot study, the MDE will learn from individuals currently serving in the role of teacher who hold at a minimum a bachelor's degree with teaching experience (possibly as a long-term substitute, emergency, special non-renewable licensed teacher, or licensed out-of-content teacher) OR classroom experience as a teacher assistant. Candidates meeting eligibility will be issued a three-year performance-based pilot study special, nonrenewable license that will remain valid during the time of active participation in the pilot study. Throughout the study's duration, its impact will be monitored based on evidence of student achievement on state assessments and candidates' educator effectiveness scores using the Mississippi Educator and Administrator Professional Growth System.

Recommendation: Approval

Back-up material attached

MISSISSIPPI DEPARTMENT OF EDUCATION SPECIAL, NON-RENEWABLE PERFORMANCE-BASED LICENSE FOR PROSPECTIVE TEACHERS
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The Special, Non-Renewable Performance-Based License (PBL) for Prospective Teachers is a three-year license that can only be requested by an employing local school district or an eligible nonpublic school selected to serve as a pilot site in the state of Mississippi for a candidate who has not met all certification requirements under the Miss. Code Ann. § 37-3-2(6)(a), (b), and (c), at the time the application is submitted to the Division of Educator Licensure. This Special, Non-renewable PBL license type can only be requested for a prospective teacher meeting all eligibility criteria for participation in the PBL pilot study.

Specific restrictions apply:

- This license is not transferable between Mississippi Department of Education (MDE) approved PBL pilot sites. For example, if a candidate is employed by an MDE approved PBL pilot site and wishes to transfer to a different MDE approved PBL pilot site, the license is no longer valid. The candidate must remain in the MDE approved pilot site for the three-year duration of the pilot study. If the PBL pilot study license holder is nonrenewed by the MDE approved pilot site for any reason, the PBL pilot study license will be invalidated and will not be reissued at the request of nonrenewing pilot site or any other MDE approved pilot site. The MDE approved PBL pilot site must notify the Division of Educator Licensure in writing when a participant is removed from the pilot study or is no longer able to continue participation for any reason.
- The PBL pilot license will only be issued in the approved endorsement areas.
- Additional endorsements will not be added to the Special, Non-renewable PBL pilot study license.

Obtaining the Special, Non-renewable Performance-Based License (PBL) for Prospective Teachers requires completion of the application process as outlined below.

The employing local school district or eligible nonpublic school selected to serve as a pilot study site must submit the following documentation for each candidate who meets the following criteria to be granted the Special, Non-renewable Performance-Based License for Prospective Teachers:

- a) Standard Mississippi Licensure Application; **and**
- b) Local District Request Packet; **and**
- c) Letter of Request and Justification; **and**
- d) Vita or résumé; **and**
- e) Official, sealed transcript(s) showing completion of at least bachelor's degree from an institution of higher education that was regionally/nationally accredited at the time the degree was conferred; **and**
- f) Documentation verifying at least three (3) years lead teaching experience (possibly as a long-term substitute, emergency, special non-renewable licensed teacher, or licensed out-of-content teacher) OR five (5) years of classroom experience (possibly as a teacher assistant); **and**
- g) Documentation verifying evidence of student learning impact (STAR, NWEA/MAP, MKAS, MAAP, and/or ACT Aspire-tested teachers depending on existing pre-/post-assessments offered in the district)
- h) Three (3) year commitment to the district beyond initial licensure, not to supersede district policy/procedure for non-renewals.
- i) Documentation of attendance at and completion of MDE-required summer cohort kickoff session

Special Note:

Performance Evaluation

1. Evaluation period

Approved PBL pilot site shall communicate that PBL candidates have three (3) years to meet evaluation requirements in demonstrating eligibility for a performance-based license, not to supersede district policies and procedures for nonrenewal.

2. Performance measures

- PBL candidates have three (3) years to meet evaluation requirements for both of the following: Professional Growth System: Spring teacher growth rubric scores must average to a three (3) or above at least once within the three-year eligibility period but may not average to a 1 or below at any point.
- Student Learning: Spring student growth on one of the following measures must average to the following targets at least once within the 3-year eligibility period but may not average below the following minimums at any point.

Measure	Target	Minimum
Star Reading and Math	0.9 increase in grade equivalent (GE)	0.5 increase in GE
MKAS	79-65% of students achieve growth, as indicated by increased performance levels-- i.e. early to late emergent reader	49-0% of students achieve growth
MAAP	79-65% of students achieve growth, as indicated by increased performance levels-- i.e. Passing/Level 3 to Proficient/Level 4	49-0% of students achieve growth
ACT Aspire	Average student growth percentiles at 75% or above	Average student growth percentiles at 25% or below
NWEA	Mean begin-to-end school growth norms differentiated by grade level/content	More than one standard deviation below mean begin-to-end school growth norms

- Approved pilot site shall submit fall, winter, and spring PGS teacher growth rating scores for PBL candidates and non-PBL classrooms for comparison data as designated by MDE.
- Approved pilot site shall submit any fall, winter, and spring data on the above student learning measures for PBL candidates and non-PBL classrooms for comparison data as designated by MDE.

3. Test security

Approved PBL pilot site shall ensure the integrity and validity of PGS and student outcome results in evaluating PBL candidates;

- Examples: PGS co-observations with district administrators, test security plans and procedures, Mississippi Educator Code of Ethics training, etc.

Performance Verification

1. Verification requirements

To ensure that PBL candidates receive a fair and valid performance evaluation, approved PBL pilot site shall adhere to the following verification requirements:

- Student rosters are randomly assigned across PBL and grade-level comparison classrooms at the beginning of the year. **(NOTE: Not applicable for PBL candidates who are the only teacher in their grade-level or subject area.)**
- Independent evaluators may audit STAR, MKAS, MAAP, ACT Aspire, NWEA/MAP and/or additional district testing cycles.
- Master coders/independent evaluators may conduct PGS observations with principals to ensure inter-rater reliability

2. Communication and implementation

Approved PBL pilot site shall communicate the importance and ensure the implementation of randomly assigned student rosters across all school stakeholders—principals, teachers, school secretaries, counselors, and parents;

- PBL candidates shall be randomly assigned students to ensure student rosters are not inadvertently biased either for or against PBL candidates.

3. Collaboration

Approved PBL pilot site shall collaborate with independent evaluators, MDE, and/or education stakeholders interested in PBL;

- Examples: shared PGS debriefs with principals and independent evaluators, attending additional MDE-sponsored PGS development sessions, hosting school site visits for interested stakeholders, fall/winter data analysis and action planning with independent evaluators, panel presentations on PBL pilot results