

Mississippi Board of Education
Educator Quality Subcommittee
October 11, 2018
12:15 p.m.
Room 311
Central High School Building
359 North West Street
Jackson, Mississippi

I. Call to Order

Dr. Karen Elam called the Educator Quality Subcommittee meeting to order on Thursday, October 11, 2018 at 12:16 p.m. She shared that the purpose of the meeting was for the Office of Teaching and Leading to update the members of the subcommittee regarding several initiatives underway among other proposed solutions for addressing the identified needs related to the state's teacher shortage, educator preparation, and educator effectiveness and support. Introductions were made and those who were in attendance included the following Board Members and MDE staff:

Educator Quality Subcommittee Members:

Dr. Karen Elam
Mr. Charles McClelland

Visiting Members of the State Board of Education:

Dr. John Kelly

Mississippi Department of Education (MDE) Staff:

Dr. Paula Vanderford, Chief, Division of Accountability
Dr. Cory Murphy, Executive Director, Office of Teaching and Leading
Mr. Phelton Moss, Bureau Director, Division of Educator Talent Acquisition and Effectiveness
Dr. Debra Burson, Bureau Director, Division of Educator Preparation
Mrs. Whitney Young, Special Projects Officer II, Division of Educator Licensure

II. Introductions

Dr. Murphy informed the members of the Board that the Office of Teaching and Leading is divided into three divisions which are:

- A. Division of Educator Licensure
- B. Division of Educator Talent Acquisition and Effectiveness
- C. Division of Educator Preparation

Dr. Vanderford mentioned to the members the recommendation for a Director of Educator Licensure that should be on the agenda for October 12, 2018 board meeting.

III. General Overview of each of the three (3) Divisions that make up the Office of Teaching and Leading and Discussion of Educator Quality Related Identified Issues and Solutions Employed Over the Course of the Past Twelve (12) Months.

Dr. Murphy notified the members that the Office of Teaching and Leading conducted focus groups using external stakeholders to address concerns and provide solutions pertaining to Educator Licensure. Issues such as:

A. Division of Educator Licensure:

- Delayed processing times
- Lack of consistency and communication
- Long call waiting
- Submission of supporting documentation through postal mail
- Communication of licensure changes
- Special non-renewable requirements
- Educator Licensure Management System (ELMS)

Proposed solutions involved:

- Increased staff
- Automated licensure application processing for select licensure requests
- Updated ELMS system
- Establishment of a Call Center with fulltime staff
- Automated information system for licensure updates through ELMS (Call Center – ELMS integration)

Dr. Vanderford shared with the members that the number of positions in the Division of Educator Licensure had decreased from about twenty-five (25) to seven (7) before Dr. Murphy was appointed as Director. She also reported that the Division is number one (1) within MDE regarding the number of calls received.

Mr. McClelland voiced overall concerns about MDE staff not returning calls to district leadership and educators. Specifically, about the Licensure Office, he expressed concerns about the discontinuance of walk-in services and call center hours. Dr. Vanderford shared with Mr. McClelland that the decision to eliminate walk-in service was based on safety issues.

Dr. Murphy informed the members on other updates such as:

- Superintendents will be assigned a Licensure Specialist who will serve as their respective districts' direct point of contact for addressing licensure needs.
- Local district request application will become an online submission process which will enable districts to submit the initial request online, make revisions online, as well as view updates pertaining to the applications submitted on behalf of prospective teachers in their district.
- Educators will be able to view and print select documents that were submitted to the Division through their ELMS account.
- Requirement letters will state explicitly the reason a license was not granted and information for meeting requirements for the issuance of the license will be provided.

Dr. Burson informed the members that the Division will be sending email alerts and text messages regarding renewal; Dr. Murphy provided the details. Educators will receive notice one year prior to the expiration of the renewable license. This is a proactive measure which is being implemented to aid in preventing educators from having to reinstate the license and to encourage engagement in ongoing professional learning to address targeted areas in need of improvement.

Dr. Murphy stated that the Division has ongoing meetings with HR/Personnel Directors, Educator Preparation Faculty and Staff regarding individuals who are affected by licensure changes. This is one communications strategy. Those meetings are scheduled to take place every February and October. Memorandums are also sent to all Educator Preparation Providers (EPP) and districts upon final approval of any Office of Teaching and Learning related initiatives/policy implementation.

B. Division of Educator Preparation

Dr. Vanderford shared that the Department has begun the practice of only considering newly proposed programs that lead to licensure that are designed to meet the specific needs of the state.

Dr. Burson provided the members with handouts that consisted of:

- Process and performance guidelines which was the draft form that was submitted to the licensure commission at the September 2018 meeting. It is currently under review and should have an update at the November 2018 meeting.

- Rubric for program review with emails from EPPs concerning accreditation.
- Emails showing what is sent to EPPs before Mid-Cycle Review evaluation.
- Data showing current approval process of EPPs.
- Confidential document from the Barksdale Reading Institute. It included reviews from the course syllabi for literacy courses and elementary education.

Dr. Burson updated the members that the information has been submitted to the Licensure Commission for review. She re-iterated that the goal is to make sure that the EPP programs understand that MDE is bound by the statues of the Literacy Based Promotion Act. The expectations are that all EPP elementary programs leading to licensure will enable candidates to teach reading.

Dr. Burson informed the members that:

- The Elementary Education programs include Literacy I and II, and three (3) additional courses will be prescribed for a total of fifteen (15) hours of literacy. (see documentation of Barksdale Reading Institute)
- All faculty who are teaching Early Literacy I and II must receive professional development in LETRS (Language Essentials for Teachers of Reading and Spelling) training.
- The Reading Panel and the Governor's Taskforce want to require faculty to pass a test related to LETRS training.
- Educator Preparation is requesting that all SPED, Child Development, Early Childhood, and Educational Leadership programs include courses related to literacy instruction.
- Culturally Responsive Practice, as related to the equity plan for educators, to be a component of a licensure programs.
- Clinical Experiences (page 23) requires twelve (12) weeks of student teaching. Mr. Moss is working closely with Kellogg to model Louisiana's teacher residency program to possibly implement a program for Mississippi with a year-long placement for teachers prior to entering the field.

- Dr. Burson stated that EPP reviews occur annually; however, the goal is to ensure all *programs* leading to licensure are reviewed every seven (7) years based on the National Accreditation Cycle. EPPs will receive feedback from reviews to improve preparation.
- The Mid-Cycle review is conducted at the fourth year after national accreditation review and focuses on the largest 2-3 programs at the EPP. The site visit team will consist of MDE staff, IHL representative (Dr. Susan Lee, IHL Associate Commissioner for Academics), as well as 2-3 peer institution faculty members.
- The Mid-Cycle Review was piloted spring 2018 at Mississippi College, Teach for America, Belhaven, and Mississippi Community College Foundation (MAPQT program).
- Dr. Burson stated that MDE has received great feedback about the Mid-Cycle Review because it prepares EPPs for national accreditation.
- IHL has guidelines for low performing programs and discontinued programs that are not stated in our current guidelines.
- Dr. Burson updated the members on how the ELMS system will work cohesively with educator effectiveness and licensure so that MDE will be able to view the code of conduct, professional growth system rating, etc.
- Pre-service career level will be added when they are admitted into the program
- Collaboration with Professional Development, School Improvement, and Educator Effectiveness to redesign Orientation for School Leaders and SEMI credits to build a continuum for educational leadership for preparation through career level.
- Hardin Foundation grant with RESAs to redesign OSL.
- Require induction within the licensure survey for satisfaction of preparation. Must be completed to go to Induction Level II.
- MDE has been working with CCSSO School Leadership Development and Support to have a systemized way to monitor and track data.

- Redesign Leadership Program
 - o New licensure exam went into effect in September 2018 and a taskforce was implemented with faculty from the EPPs, practicing administrators, and MDE in getting the programs aligned with the new standards.
 - o Dr. Wright signed a new MOU with CCSSO and CEEDAR for a two (2) year initiative around inclusive leadership practices.
- Surveys for student teachers and cooperating teachers have been added to the annual reports in the state.
- Alcorn, University of Southern Mississippi, Tougaloo, and Delta State will be visited fall 2018.
- Alternate route will be redesigned and the meeting will be held with stakeholders on November 5th.

C. Division of Talent Acquisition and Effectiveness

Mr. Moss informed the members that the current goal is to find an alternative for dealing with the teacher shortage for the state of Mississippi, creating different pathways for onboarding, and preserving quality in the education field.

- Focus groups were created across the state to develop a better understanding of the reasoning behind the teacher shortage.
- With that, feedback was given and the solutions that were proposed with the Diverse and Learner Ready Teacher (DLRT) Initiative included:
 1. Grow Your Own Taskforce which involved twenty- six (26) IHL, community colleges, principals, and superintendents.
 - Over the course of a three (3) month period, the process consisted of discovering how to onboard new assistant teachers, Teacher Academy, community colleges relationships, and onboarding traditional individuals into education.
 - Subcommittee will develop a framework for districts and EPPs working cohesively for onboarding purposes. The report will be released in January 2018.

2. Minority Male Educators Initiative Impact Leader which is in five (5) regions of the state and is involved in increasing the number of minority educators.
 - Funding was allocated towards Minority Male Educators Initiative for the upcoming year to not only drive more minority educators to the education field, but also keep those individuals long-term.
3. Kellogg Foundation grant for \$4.2 million. Human Capital Highway was created in collaboration with Educator Effectiveness with the purpose of addressing the teacher shortage.
 - Teacher residency was developed and over the course of the next four (4) years, 35 diverse teacher candidates will be recruited. With this:
 - The grant will be able to pay for all the tuition.
 - Direct training will be received from a National Board-certified teacher over a two (2) year span in a classroom setting.
 - The candidate will be in a dual program which will allow the educator to be certified in Elementary Education and Special Education.
 - Provides a two (2) year long clinical experience which involves night classes.
 - The districts included in the program at this time are Jackson, Biloxi, and Sunflower Public-School Districts.
 - Candidates must commit to teaching in the school district three (3) years after the program completed.
 - Performance Based Licensure is a pathway for educators who are already in the teaching field but are

struggling with the Praxis exams. Nevertheless, they are having a positive effect on the youth.

- The grant will target areas with a large number of educators who are operating with an emergency license, but also has high performance-based results.
- Funding for diversifying the teacher pipeline. This process engages in work with NSPARC at Mississippi State University to effectively research potential applicants who are ready to start the education program. They will make recommendations for those candidates.
- Teacher Leadership Pilot creates an avenue to encourage educators to consider the administration field.
 - Includes seven (7) districts and meetings take place every other month.
 - Goal is to potentially create a teacher leadership endorsement for people who aspire to be an instructional coach or an interventionalist; but do not necessarily want to be become a principal. This will prevent those individuals from acquiring more debt by enrolling into a program.
- Mentoring and Induction starts statewide in January 2018. It involves training mentors within eight (8) districts in order to effectively train their mentees.
- Talent for Turnaround involves three (3) districts who have a great deal of persons that are teaching out of field, being employed with a special non-renewable license, or are inexperienced.

IV. Discussion of Educator Quality Related Items Presented on Consent Agenda Requesting Consideration for State Board Approval

- D. Approval of educator preparation programs as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development on September 14, 2018 (Paula Vanderford)

- 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 (Paula Vanderford)

Dr. Vanderford noted that the Licensure Commission will meet in November 2018.

- V. Discussion of Revising the Language of Goal Four (4) to Reflect the Current Contextual Framework Related to the Initiatives Underway in the Office of Teaching and Leading

Adjournment

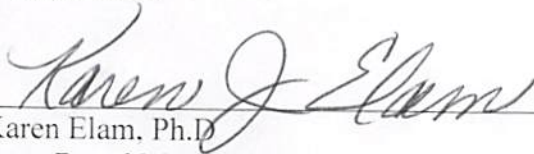
Dr. Elam entertained a motion to adjourn the meeting.

Mr. McClelland made a motion to adjourn.

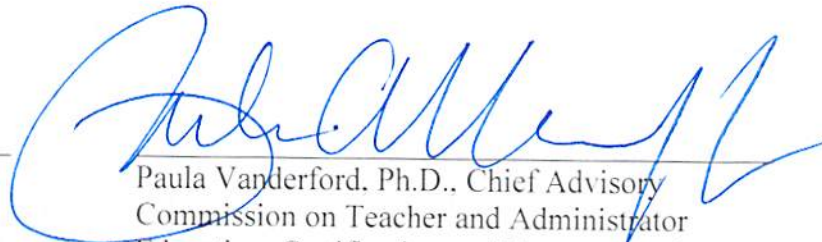
Dr. Elam seconded the motion to adjourn the meeting.

The Subcommittee adjourned at 1:54 p.m.

Approved:



Karen Elam, Ph.D.
State Board Member



Paula Vanderford, Ph.D., Chief Advisory
Commission on Teacher and Administrator
Education, Certification and Licensure and
Development