



2006 Process Guide: Annual Process and Performance Reviews of Mississippi Educator Programs

Mississippi Department of Education
Office of Quality Professionals

Dr. Daphne Buckley, Deputy Superintendent/Office of Quality Professionals
Ms. Gail Gettis, Director/Teacher and Administrator Preparation

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Introduction

Annual Process Review of approved teacher education programs was an outgrowth of the Mississippi Education Reform Act of 1982. This Act called for the setting of standards and criteria for all teacher education programs in Mississippi colleges and universities. Two critical elements of teacher preparation had considerable impact upon this process - (1) what professional knowledge is essential for beginning teachers, and (2) what teaching skills and abilities are most effective.

In 1997 a major update of the teacher licensure process as well as the revision of standards for teacher licensure programs was undertaken. The following components are the basis for the teacher education process.

Each applicant for entry into a teacher licensure program shall demonstrate minimum academic ability on a test approved by the Licensure Commission and the State Board of Education.

Each applicant for a standard license shall graduate from a National Council for Accreditation of Teacher Education (NCATE) or state-approved teacher education program and shall be able to pass a state-approved test in order to demonstrate knowledge of pedagogy and competency of the subject to be taught.

Each educator shall successfully complete individual professional development requirements during a five-year timeframe for continued licensure.

Scheduling of Teacher Education Process Review Visits

Process reviews are scheduled annually during the months of February, March, April and May at each of the 15 teacher education programs sites in the state. A mutually acceptable date is agreed upon in advance of the visit. An attempt will be made by the Mississippi Department of Education (MDE) to honor requests by institutions for specific visitation dates whenever possible. Cancellation of visits by institutions, once a date has been established, should only occur under emergency conditions.

Selection and Composition of Visiting Teams

The Coordinator of Professional Program Approval selects the members of the Process Review Team. Team members will include a representative from the Office of Educator Licensure, a local school administrator, and a representative from another institution of higher learning within the state. The Mississippi Department of Education will reimburse expenses for the mileage incurred by team members while traveling to and from Process Review visits.

Personnel and Document Needs by Institutions for Review

The following personnel should be available for consultation with the visiting team:

Dean or Department Chair or their designee.

Director of Student Teaching or Licensure Officer

Other faculty or administrators as requested by team prior to a visit.

The following documents should be available for review by the visiting team:

- Student records, including transcripts and program admission test scores for students admitted to the teacher education program since the last Process Review visit.
- Current college/university catalogue and student handbook and course syllabi for professional education courses.
- Program advisement forms for all teacher education programs.
- Official college/university graduation programs for the previous calendar year's graduation(s).
- A list of the previous calendar year's graduates and their social security numbers.
- Verification of the use of approved national and/or state standards.
- Documentation of collaborative events with local school districts.
- Teacher evaluation rating sheets for the previous year's graduates from school districts where teachers are employed.

On-site Report to Dean/Department Chair

At the completion of the site visit, a brief report will be given to the Dean/Department Chair indicating whether standards that can be monitored on-site have been met. A written response will be given when other data are analyzed. Deans/Department Chairs will sign a Process Review Team Report indicating that they have been informed of initial visit results.

Computer Analysis of Data by MDE

Data collected on a site visit will be analyzed by MDE for Performance Standards 1 and 2. This analysis will be done as soon as possible but will be completed within 30 days of the last scheduled Process Review.

Notification of Possible Violation of Standards

If a preliminary check indicates that a college or university is in violation of Process or Performance Standards, notification in writing will be given to the Dean or Department Chair. This notification will contain names and social security numbers of students in order that the report can be checked for errors by the institution. A written response to the notification is required within thirty days so that a final recommendation can be made to the Licensure Commission.

Report to Commission and State Board

After a response is received from institutions in possible violation of Process and Performance Review Standards, a final report is prepared for the Licensure Commission. Upon review and consideration of the adequacy of the report in addressing Process and Performance Standards, the Commission will make a recommendation to the State Board of Education with respect to program approval at the earliest practical date.

Process and Performance Review Rating Categories

Upon review of the visiting team report, the Commission will recommend to the State Board of Education programs, which will be assigned to one of the following categories.

Approved - Program which is in compliance with **all** Process and Performance Standards.

Approved with Reservation - Program which has not effectively demonstrated that all Process and Performance Standards for teacher education have been met. A program receiving approved with reservation status will develop a plan that will correct the deficiencies noted within a maximum of two years. The Commission will facilitate the development and implementation of the plan and will offer assistance through the Mississippi Department of Education during the *approved with reservation* period. This plan will be reviewed and approved by the Commission. The program will file an annual report to the Commission on the success of the remediation plan, and a visiting team will annually monitor the progress of the plan. If the program has not corrected deficiencies after the second year of the three-year period, the institution must inform all students presently enrolled in the program and those making application to the teacher education program of its status.

Non-Approved - Teacher education program not in compliance with all program approval standards after the remediation period

Note: at any time that a possible process or performance standard violation is reported to the MDE, the Coordinator of Professional Program Approval will initiate an investigation. Deans/Chairs of programs will be contacted and the results of the initial investigation will be shared with them and the President of the Institution. Results of the investigation, if appropriate, will be reported to the Licensure Commission for action.

Teacher Education Process and Performance Standards

Process Standards

Standard 1 Prior to being admitted to a teacher education program, students shall have completed minimum of 44 semester hours of coursework achieving a minimum grade point average of 2.5 on this coursework (4.0 system).

Standard 2 Prior to being admitted to a teacher education program, students shall attain a minimum score set by the Commission on an instrument approved by the Commission. The Commission has established minimum scores of the following test for entry in to a teacher education program: Praxis I (Pre-Professional Skills- Reading, Writing, and Math or Computer-Based Academic Skills Assessment – Reading, Writing, and Math) or a or a minimum ACT score of 21 (with no score lower than 18 in any subcategory) or a minimum SAT score of 860.

Standard 3 Prior to completing a teacher education program, all elementary, secondary, and special area teacher education candidates shall have successfully completed a teacher education program that is accredited by the National Council for Accreditation of Teacher Education or state-approved guidelines.

Standard 4 Prior to completing a teacher education program, students shall have successfully completed a minimum of 12 weeks (60 working days), full day student teacher experience.

Standard 5 Beginning September 1, 2000 and thereafter, teacher education programs must document that State or National standards, as approved by the Commission, are incorporated into all their elementary, secondary, and special area programs. Documentation of the approved standards should be found in course syllabi, practicum, student teaching, and student portfolios.

Standard 6 Teacher candidates shall be required to complete specific programs of study:

K-3 teacher candidate program of study.

An interdisciplinary program of study, which shall include, but is not limited to courses (or their equivalents) in:

English- 12 semester hours
Mathematics- 9 semester hours
Science- 9 semester hours
Social Studies- 12 semester hours
Fine Arts/Teaching of Fine Arts- 6 semester hours
Reading- 15 semester hours
Special Education- 3 semester hours

Classroom Management
Data Analysis/Evaluation

K-6 or K-6 with 4-8 Subject Area teacher candidate program of study

An interdisciplinary program of study, which shall include two 18 or 21- hour content concentrations* which shall include, but not be limited to, courses (or their equivalents) in:

English – 12 semester hours
Mathematics – 9 semester hours
Science – 9 semester hours
Social Studies – 12 semester hours
Fine Arts/Teaching of Fine Arts – 6 semester hours
Reading – 15 semester hours
Special Education – 3 semester hours

Classroom Management
Data Analysis/Evaluation
Middle Grade Pedagogy

***[K-6 Candidate]** = 18 semester hours of academic content courses, a total which can include 3 semester hours of academic pedagogy courses in each of the concentration areas.

***[4-8 Subject Area Candidate]** = 21 semester hours of academic content courses, a total which can include 3-6 hours of pedagogy courses in each of the concentration areas.

7-12 Subject Area Teacher candidate program of study:

The 7-12 teacher candidate must have a major in a content area licensed by the state and complete a program of study, which shall include, but is not limited to courses (or their equivalents) in:

Special Education – 3 semester hours

Classroom Management

Data Analysis/Evaluation

Pedagogy/Literacy/Reading Integration

Standard 7 Teacher candidates shall complete a teacher education program accredited by NCATE or by the State utilizing NCATE standards. The annual AACTE/NCATE report or the State equivalent report shall be provided to the Office of Educator Licensure, Mississippi Department of Education, by March 1 of each calendar year.

Standard 8 Each school/department of education shall annually document that they maintain collaborative relationships, programs, and projects with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.

Standard 9 Teacher candidates shall be able to manage a classroom. In accordance with Section 37-3-89 of the MS Code of 1972 Annotated, teacher education programs shall require a course or courses on school discipline or classroom management for all majors. The Licensure Commission shall approve syllabi for the course(s) on school discipline or classroom management. Best practices for discipline and classroom management shall also be incorporated into all elementary, secondary, and special area programs. Documentation should be found in course syllabi, practicums and student teaching, field experiences, and student portfolios.

Standard 10 All persons receiving instruction provided by an approved teacher education program shall receive and provide signed acknowledgement of the receipt of the “Teacher Candidate Licensure Advisory” provided by the Mississippi Department of Education. Approved programs shall provide teacher licensure information and a copy of the “Advisory” to these persons as part of the program admissions process or upon initial instructional contact, depending upon which is first. A student-signed and dated “Advisory,” in its current revision, shall be retained as a permanent part of student records and made available during program reviews and accreditation visits.

PERFORMANCE STANDARDS

Standard 1 A minimum of eighty percent of all teacher education graduates from an institution over a three- year period shall score at or above the proficiency level on the Praxis II (Principles of Learning and Teaching and Subject Area Test).

Standard 2 The Mississippi Department of Education (MDE) and the Institutions of Higher Learning Board (IHL), as mandated by House Bill 609, shall issue an annual Teacher Education Performance Report. One component of the report shall consist of a job satisfaction survey sent to all school districts asking them to rate the job performance of their first year teachers. The returned surveys shall be tallied by the MDE and mailed to the teacher education program. Programs not receiving a satisfactory rating of eighty percent over a three period from the total returns shall prepare a plan of improvement. The Licensure Commission must approve plans.

Program Approval for New Teacher Education Programs

New programs shall be submitted to the Licensure Commission and State Board twice annually – in January and July of each year. To be considered by the Commission and Board in July, the Coordinator of Professional Program Approval must receive a program no later than January 15 of that year. The Coordinator of Professional Program Approval must receive a program submitted for consideration in January no later than July 15 of the previous year.

The following process should be followed whenever an institution is seeking approval for a **new** teacher education program.

1. A letter signed by the Dean or Department Chair should be sent to the Coordinator of Professional Program Approval, which identifies the new program and gives a rationale for its implementation. A list of courses needed to complete the program and a syllabus for each course should be included. Additionally, if the institution seeking approval is a public (state funded) institution governed by the institutions of Higher Learning Board, assurances should be included that the program is also being submitted to this body for approval. Prior to program submission for MDE review, an institutional review of the program keyed to criteria established by a recognized external agency such as the Council for Exceptional Children should be carried out. An alternative to this procedure would be for an evaluation of the program to be done in accordance with a set of recognized standards by one or more external authorities.
2. After review by the Coordinator of Professional Program Approval to ensure that all needed documents are included, the request will be sent to Licensure Commission members along with backup material, and then to the State Board of Education for action at their next scheduled meeting. If the Board approves, the Coordinator of Professional Program Approval of the State Board's action will inform the institution requesting approval of the new program in writing.
3. If a new program is not recommended for approval by the Licensure Commission, a letter detailing the reason for not approving the program will be sent to the Dean/Department Chair of the institution.

Accreditation of Teacher Education Programs Through NCATE or State Standards

The National Council must accredit all approved teacher education programs for the Accreditation of Teacher Education (NCATE) or through state standards. Loss of NCATE approval or state approval for a teacher education program will automatically call for program graduates to be licensed through the alternate route only. Only when accreditation has been reestablished through NCATE or the state of Mississippi will graduates be licensed through the regular licensure process.

Guidelines for State Accreditation Visits Under Modified NCATE Standards

In July of 1997 the Mississippi State Board of Education approved the current NCATE standards as the criteria for five-year accreditation visits to state approved teacher education programs with the following additions and modifications:

Standard III. A Professional Education Faculty Qualifications

The unit ensures that the professional education faculties are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.

- III. A. 1 Professional faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach. **These activities are consistent with the mission of the college.**
- III. A. 2 Higher education faculties are actively involved in professional associations and provide education related services at the local, state, national, and/or international levels in their areas of expertise and assignment.

Modification: *Higher education faculty participate in professional associations and provide education-related services at the local and state levels in their areas of expertise and assignment.*

Standard III. B Composition of Faculty

The unit recruits, hires, and retains a diverse higher education faculty.

- III. B. 1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty. **If the unit shows sufficient diversity, a plan is not required.**
- III. B. 2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.
- III. B. 3 The faculty is culturally diverse.

- III. B. 4 The unit's higher education faculty includes males and females from two or more of the following groups: White, not Hispanic, Black, not Hispanic; Hispanic; Asian or Pacific Islander, Native American; or other.
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Standard III. C Professional Assignments of Faculty

The unit ensures that policies and assignments allow faculty to be effectively involved in teaching, scholarship, and service.

Indicators:

III. C. 1 Workload assignments accommodate faculty involvement in teaching, scholarship, and service, including curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

III. C. 2 Faculty teaching loads, including overloads and off campus teaching, are mutually agreed upon and limited to allow faculty to engage effectively in teaching, scholarship, and service.

The load for faculty teaching only undergraduate courses does not exceed 12 semester/quarter hours each semester/quarter.

The load for faculty teaching only graduate courses does not exceed 9 semester/quarter hours.

The load for faculty teaching a combination of undergraduate and graduate courses is an appropriate pro-ratio of 12 and 9 semester/quarter hours.

Modifications: *The load for faculty teaching graduate, undergraduate, or combination of courses does not exceed the normal load for faculty in other disciplines in the college. Consideration is given to class size and assignments.*

Selection and Training of State Accreditation Team Members

The Coordinator of Professional Preparation Programs will select a three-member team of NCATE trained evaluators for each visit. In addition, an MDE staff member will accompany the team as the state consultant. One member of the team will be designated as the team chair and will coordinate and supervise the visit along with the state consultant. Initial training for three to four team members from each state accredited institution along with selected K-12 teachers and administrators will be held in the fall of 1997. Additional training will be scheduled as needed. An NCATE-recommended trainer will conduct training. Accreditation visits will be conducted following the protocol and guidelines as set forth in the NCATE handbooks for initial and continuing visits.

Reporting Schedule

Each initial visit will be scheduled for Sunday through Wednesday. It shall be the team chair's responsibility to provide a copy of the team report to the Coordinator of professional Program Approval and the Dean/Department Chair of the institution visited within thirty days of the visit. Institutions shall have 30 days to submit a rejoinder to the report to the Coordinator of Professional Program Approval. Team reports and institutional rejoinders shall be submitted to a subcommittee of the Licensure Commission for review and recommendation to the full Commission and the State Board.

Annual Updates Through the AACTE Reporting Form

Weaknesses in meeting standards identified through initial NCATE visits shall be updated annually through the American Association of Colleges for Teacher Education (AACTE) annual report forms, a copy of which should be sent to the Coordinator of Professional Program Approval. Institutions who are not AACTE members shall submit annual reports on a form provided by the Mississippi Department of Education. These reports will be the basis for keeping the Licensure Commission and the State Board apprised of progress made in removing weaknesses identified in initial and continuing accreditation visits.

Educational Leadership Program Standards

Process Standards

1. Prior to being admitted to an education leadership program, students submit a standard application packet that assesses knowledge, background experiences related to teaching and learning, leadership ability or capacity, interpersonal skills, and written communication skills.
2. Prior to being admitted to an educational leadership program, students participate in a standard interview process that assesses background experiences related to teaching and learning, leadership ability or capacity, interpersonal skills and oral communication skills.
3. Prior to being admitted to an educational leadership program, candidates complete a standard portfolio that demonstrates evidence of successful teaching experiences, leadership ability or capacity, interpersonal skills, professional development activities, and written communication skills. Portfolios are evaluated using established criteria.
4. Prior to completing an educational leadership program, all candidates shall have successfully completed a program within a unit which is accredited by NCATE or which meets the NCATE Curriculum Guidelines for advanced programs in Educational Leadership.
5. Beginning January 1, 1998, and thereafter, programs must document that the Mississippi Administrator Standards and Indicators or other approved national standards are incorporated into their program.

Performance Standard 1

A minimum of eighty percent of all educational leadership graduates over a three-year period from an institution seeking initial licensure shall score at or above the proficiency level of the School Leaders Licensure Assessment (SLLA).

Performance Standard 2

The Mississippi Department of Education (MDE) and the Institutions of Higher Learning Board (IHL), as mandated by House Bill 609, shall issue an annual Teacher Education Performance Report. One component of the report shall consist of a job satisfaction survey sent to all school districts asking them to rate the job performance of their first year teachers. The returned surveys shall be tallied by the MDE and mailed to the teacher education program. Programs not receiving a satisfactory rating of eighty percent over a three period from the total returns shall prepare a plan of improvement. The Licensure Commission must approve plans.

Scheduling of Educational Leadership Program Process Review

Annual review of educational leadership programs will be scheduled concurrently with the Teacher Education Process and Performance Review at all institutions having an approved educational leadership program. Deans/Department Chairs will consult with heads of educational leadership programs to establish a convenient date for review of both programs subject to approval by the Coordinator of Professional Program Approval.

Selection and Composition of Visiting Teams

Each visiting team will consist of an MDE representative, a representative of another institution of higher learning, a local school district superintendent or his/her designee, and a representative of another approved educational leadership program in the state. The Coordinator of Professional Program Approval will make all team selections.

Personnel and Documents Needed by Educational Leadership Departments For Review

The following personnel should be available for consultation with the visiting team:

1. Dean/Chair of the educational leadership program or his/her designee.
2. Other faculty or administrators as requested by team prior to a visit.

The following documents should be available for review by the visiting team:

1. Records of students admitted to the program including transcripts and program admission documents.
2. A copy of the current approved course of study.
3. Program advisement forms for educational leadership programs.
4. Official college/university graduation programs for the previous calendar year's graduation(s).
5. A list of the previous calendar year's program graduates and their social security numbers.

On-site Report to Dean/Department Chair

At the completion of the site visit, a brief report will be given to the Dean and the Educational Leadership Department Chair indicating whether the process standards have been met. A written response that will include performance standards will be given when other data are analyzed. The Dean and the Educational Leadership department Chair will sign a Process Review Team Report indicating that they have been informed of process standards review results.

Computer Analysis of Data by MDE

Data collected on site will be analyzed by MDE for Performance Standards 1 and 2. This analysis will be done as soon as possible but will be completed within 30 days of the last scheduled Process Review.

Notification of Possible Violation of Performance Standards

If a preliminary check indicates that a college or university is in violation of Performance Standard 1 or 2, notification in writing will be given to the Dean and the Educational Leadership Department Chair. This notification will contain names and social security numbers of students so that the institution can check the report for errors. A written response to this notification is required within a specified time period so that a final recommendation can be made to the Licensure Commission.

Educational Leadership Process and Performance Review Rating Categories

Upon review of the visiting team report, the Commission will recommend to the State Board of Education programs in Educational Leadership that will be assigned to one of the following categories:

1. **Approved** - Program that is in compliance with **all** Process and Performance Standards.
2. **Approved with Reservation** - Program that has not effectively demonstrated that all Process and Performance Standards for Educational Leadership Programs have been met. An educational leadership program receiving approved with reservation status will develop a plan that will correct the deficiencies noted within a maximum of two additional years. The Commission will facilitate the development and implementation of the plan and will offer assistance through the MDE during the approved with reservation period. This plan will be reviewed and approved by the Commission on the success of the remediation plan, and a visiting team will annually monitor the progress of the plan. If the educational leadership program has not corrected deficiencies after the second year of the three-year period, the institution must inform all students in the program and those making application to the educational leadership program of its status.
3. **Non-Approved** - Educational leadership programs not in compliance with all program approval standards after the remediation period. Graduates of programs with non-approved status would **not** be eligible to receive licensure in Mississippi

Accreditation of Educational Leadership Programs Through Formal NCATE Review or State Oversight of NCATE Curriculum Standards

All approved Educational Leadership programs must be accredited by the National Council for the Accreditation of Teacher Education (NCATE) or by state accreditation through the NCATE Curriculum Guidelines. Loss of NCATE approval or state approval for an educational leadership program will automatically cause program graduates **not** to be licensed by the Office of Educator Licensure. Only when accreditation has been reestablished through NCATE or the state can program graduates be licensed as administrators. Educational leadership programs will be evaluated on a five-year cycle in conjunction with the teacher education program evaluations.

Administrator Preparation and Licensure Program Development Principles

Grounding Principles for Educational Leadership Programs

The preparation program:

- Has a well-defined philosophical base that informs all aspects of the program
- Is based on the standards of the profession - emphasizing professional values, beliefs, and ethics.
- Demonstrates program integrity and fidelity to defining values and viewpoints
- Has the commitment and support of the college and university and the practitioner community
- Promotes recognition of and commitment to service for children and youth
- Includes diverse perspectives

General Design Principles

The preparation program:

- Is anchored in learning and teaching
- Is grounded in the world of practice - problem based, clinically - focused, field based
- Is student centered, emphasizing personalized learning and promoting individual development
- Emphasizes active learning
- Highlights collaborative learning and opportunities for students to learn from colleagues in the program and school administrators in the field

- Is a collaborative effort between the college/university and K-12 school districts
- Includes rigorous entry standards
- Integrates state-of-the-art technology throughout
- Emphasizes integrated, thematic instruction
- Has a sequential, developmental curriculum
- Connects knowledge, beliefs, and skills to effective leadership behavior
- Highlights ongoing, performance-based assessments of students-including periodic checkpoints, exit examinations, and follow-ups
- Maintains accountability through ongoing internal and external program assessments and program revisions