

OFFICE OF CHIEF OF ACCOUNTABILITY
Summary of State Board of Education Agenda Item
April 15, 2021

DIVISION OF EDUCATOR PREPARATION

04. Action: Begin the Administrative Procedures Act process: To establish the 2021 Mississippi Educator Preparation Provider Process and Performance Guidelines [Goal 4 – MBE Strategic Plan]

Background Information: Mississippi Code Ann. § 37-3-2 authorizes the Commission on Teacher and Administrator Education, Certification and Licensure and Development (Licensure Commission) to recommend to the Mississippi State Board of Education (SBE) the standards for educator licensure and the approval of Mississippi Educator Preparation Provider (EPP) licensure programs. Through a rigorous review process and enforcement of the standards, the Commission and SBE assures the public and Mississippi's P-12 students that EPP programs meet state and national standards. On January 8, 2021, during its regular meeting, the Licensure Commission granted approval to begin the Administrative Procedures Act (APA) process to establish the *2021 Mississippi Educator Preparation Provider Process and Performance Guidelines*.

The Division of Educator Preparation has collaborated with education shareholders to strengthen the current educator preparation process and performance guidelines. The proposed *2021 Mississippi Educator Preparation Provider Process and Performance Guidelines* shall provide EPPs with guidance on the processes and standards necessary for earning and maintaining approval of programs that lead to licensure. In addition, the *2021 Mississippi Educator Preparation Provider Process and Performance Guidelines* shall replace Miss. Admin. Code 7-107, the *2006 Administrative Process and Performance Review*.

This item references Goal 4 of the *Mississippi Board of Education 2018 – 2022 Strategic Plan*.

Recommendation: Approval

Back-up material attached

EPP Comments (prior to APA) to the 2021 EPP Process and Performance Guidelines

Summary of Comment	MDE Response
<p>1. Lack of collaboration between MDE and the EPPs The EPP Process and Performance Guidelines were taken to the Licensure Commission (LC) without any EPP input some months ago. Thankfully, the LC tabled the issue and did not carry the document forward. The EPP Process and Performance Guidelines were taken back to the LC this month, this time it was stated that the EPPCC had provided extensive feedback on and approved the contents therein. In reality, the EPPCC had not viewed the document in its entirety and a good number of the members of the EPPCC were not in agreement with at least some of the contents in the document. When asked if it would be possible to halt the process and postpone the document being sent to the State Board until the EPPCC could have time to go through the document and really give their feedback, to MDE, and possibly make changes (much as has been done in the past with EPPs around the table in rich discussions in what resulted in the 2006 and 2012 versions of the same) the response was, “No, it would not be possible.”</p>	<p>This has been addressed and suggested feedback has resulted in some edits that are being shared with EPPs prior to the April SBE meeting.</p>
<p>2. Close alignment of the Process and Performance guidelines to CAEP standards – Why when CAEP is continually changing?</p>	<p>This is being addressed in collaboration with IHL and MACTE.</p>
<p>3. Page 17 – 3rd bullet under Annual Reporting MDE is now mandating that we report the number of attempts on ETS or Foundations standardized exams. Some TCs practice taking the exams so they have more than one attempt. Why does MDE need this data?</p>	<p>The MDE requests these data to ensure programs are aligned to licensure tests and that candidates are receiving rigorous preparation for such exams. Multiple attempts to pass an exam may be indicative of programmatic concerns. (No changes to the document were made in response to this item.)</p>
<p>4. Page 17 - Student Teacher Placement Report This report is required each semester. Why? How is the information used? The Student Teacher Placement report is a new report that was mandated during a pandemic. The timing for EPPs to be required to provide additional data that may, or may not, have been collected prior was terrible. This caused an undue burden on EPPs as well as on mentor teachers already under a tremendous amount of stress.</p>	<p>The MDE must ensure candidates receive high-quality clinical experiences supported by high-quality mentors. The report is necessary to ensure the MDE has contact information for survey dissemination. The survey information is used to measure quality and diversity of the clinical experiences. (No changes to the document were made in response to this item.)</p>

<p>5. Page 17 - “The SBE approved the CAEP Partnership Agreement to guide state review of educator preparation programs. EPPs have the option to further demonstrate program quality by voluntarily pursuing national recognition through the Specialized Professional Association (SPA); however, the MDE seems to ignore the SPAs. If MDE is only over program review, why is national accreditation, CAEP, being emphasized?”</p>	<p>Agreement with CAEP is with a state review instead of SPA review of programs. MDE recognizes that some EPPs still want to pursue SPA review and has exempted Program Review indicators 1.2 - 1.7 in leu of current SPA report. This has been addressed with MACTE and IHL. Page 23 was added: EPP Program Review Directions This page was added to clarify concerns regarding program approvals and SPA reporting.</p>
<p>6. Page 18 - “Note: Cooperating teachers and university supervisors shall be trained every three (3) years on statewide common assessments. EPPs shall document calibration scores each year for inner-rater reliability.” Why? This should be every 3 years not every year.</p>	<p>This is a CAEP requirement not program requirement. The MDE requires documentation that cooperating teachers are trained on a three-year cycle. (Guidelines were edited to reflect). (No changes to the document were made in response to this item.)</p>
<p>7. Page 19 - Program Review Report section -last sentence first paragraph – “Final program approval recommendations shall be made to the Licensure Commission upon the completion of the CAEP accreditation cycle.” EPPs need the final program approval recommendations before the CAEP SSR submission to address R1.2 (initial) and A1.2 (advanced).</p>	<p>Final program approval is not needed before the SSR submission date. A letter from MDE stating that your programs are in good standing is needed when submitting the SSR. EPPs may provide documentation of program updates within the SSR, Addendum, and/or onsite visit. This is evidence of continuous improvement. It is the intent for EPPs to have completed deficiencies by the time of the onsite visit. (No changes to the document were made in response to this item.)</p>
<p>8. Page 20 - EPP Addendum states what the EPPS are to do. What is the timeframe for MDE to respond?</p>	<p>We will provide additional guidance pending the analysis of the Pilot 2.0, spring 202 (No changes to the document were made in response to this item.)</p>
<p>9. Page 23 – Program of Study Page 57 - Curriculum Teacher preparation programs are approved by the Licensure Commission. These sections require a standalone Data Analysis/Evaluation course. This was not a collaborative decision. It was a decision made by MDE personnel. This will require additional faculty (funding issue), new syllabi, and modification to some programs of study. This will also require programs to eliminate some courses to meet the 124-hour mandate.</p>	<p>Not a new requirement and has been in effect since 1972 and was included in the 2006 PPR document (did not state number of hours required). (No changes to the document were made in response to this item.)</p>
<p>10. Page 23 – Syllabi This section requires that objectives are aligned to MSCCRS. CAEP has removed this from their requirements because of the confusion.</p>	<p>Inaccurate wording in original document. Page 25 now reads: The narrative highlights opportunities to learn and practice a variety of instructional methods in accordance with the Mississippi College and Career Standards (MSCRRS)</p>

<p>11. Page 27 - The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas. “What is MDE doing to attract teachers to the field in critical shortage areas? What are the incentives? Additionally, what are they doing to encourage teachers to enter "hard to staff" schools?”</p>	<p>This is the responsibility of the Division of Talent Acquisition (No changes to the document were made in response to this item.)</p>
<p>12. Page 29 – Program of Study – Educational Leadership In 1.1, it states, “Program includes a literacy course and contains a minimum of 30-credit hours.” Page 57 – Literacy-based Promotion Act It includes Educational Leadership. When was the requirement proposed and approved? According to on the Educational Leadership faculty, MELFA did not approve the reading course.</p>	<p>The document was edited based on feedback. Page 30, Standard 1.1, now reads: <i>Program ensures candidates have the skills and knowledge to support teachers’ instructional practice in explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. Program also contains a minimum of 30-credit hours.</i></p>
<p><i>EPPCC Google Doc Concerns</i></p>	
<p>Section I: The Guidelines go into programmatic design requirements more than outcome standards. It seems as if the document is attempting to tell EPPs how to achieve outcomes.</p>	<p>(No changes to the document were made in response to this item.)</p>
<p>Section I: National accreditation is required. However, MDE retains final say. This seems counter-intuitive.</p>	<p>The MDE’s “final say” is approval for EPP programs to be licensed. The MDE does not accredit EPPs. (No changes to the document were made in response to this item.)</p>
<p>Section I: It would be useful for MDE, IHL, and MACTE to design a workflow process for collaboration.</p>	<p>This has been addressed with MACTE and IHL representatives (No changes to the document were made in response to this item.)</p>
<p>Section II: The timeline is based on current CAEP partnership, but Mississippi has no future agreement with CAEP to our knowledge. (p.9)</p>	<p>This is TBD with input from MACTE and IHL (No changes to the document were made in response to this item.)</p>
<p>Section II: MDE reserves right to ask for anything they deem necessary for program review purposes. This has the potential to be used as a means to amend the guidelines year to year without EPP feedback (p.9)</p>	<p>The program review process is based upon best practice; therefore, it is subject to change. The PPR Guidelines should be a living document. (No changes to the document were made in response to this item.)</p>
<p>Section II: This describes CAEP and CAEP resources. If we are considering another accrediting body, this should not be in prescriptive guidelines. (pp. 11-13)</p>	<p>The MDE intentionally aligned the program review process to the current national accreditor’s standards. These standards are also closely aligned to the new accreditor’s standards. (No changes to the document were made in response to this item.)</p>

<p>Section III: Document States: "Note: Cooperating teachers and university supervisors shall be trained every three (3) years on statewide common assessments. EPPs shall document calibration scores each year for inner-rater reliability. " The calibration of scores should be done every three years just like the online trainings. (p. 18)</p>	<p>This has been addressed and edits were made to the document. Page 18 now reads: <i>Note: Cooperating teachers and university supervisors shall be trained every three years on statewide common assessments.</i> <i>For CAEP Standard 2 SSR reporting purposes, EPPs should consider documenting calibration scores each year to demonstrate inter-rater reliability.</i></p>
<p>Section III: Document States: "In accordance with the Mississippi Equitable Access Plan, syllabi shall explicitly contain content related to Culturally Responsive Pedagogy (CRP) and course objectives aligned to the following standards: Mississippi College and Career Readiness Standards (MSCCRS), CAEP Standards, InTASC Standards, Discipline specific professional standards (i.e., NCTM, NCSS, NCTE, NASM)" The MCCRS cannot be aligned to college level course objectives for pre-service teachers. The MSCCRS are P12 student standards. I believe the intent is that it is evident on the syllabi where MSCCRS are introduced, discussed, and used by the pre-service teacher. Maybe change the wording around "aligning" the MSCCRS to objectives to something about showing where the MSCCRS are used by pre-service teachers. (23, 37, and other pages where the standards are listed for program review)</p>	<p>Inaccurate wording in original document. Page 25 now reads: <i>The narrative highlights opportunities to learn and practice a variety of instructional methods in accordance with the Mississippi College and Career Standards (MSCRRS)</i></p>
<p>Section III: Document States: Candidates are provided a variety of clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, apply content knowledge, and develop and refine professional skills. Practicum is comprised of at least 100 contact hours completed over 10 weeks with 40 direct service hours. Internship is comprised of at least 600 contact hours completed over two semesters with at least 240 hours direct service. Would this mean that candidates have to be in different sites for practicum and internship? How is multiple environments defined? (p.38)</p>	<p>Yes, candidates should complete internship in multiple (more than one) environments. K-12 licensure programs should provide candidates with the opportunity to work across all levels: elementary, middle, and high. (No changes to the document were made in response to this item.)</p>
<p>Section III: Will EPPs who submit SPA reports be required to complete the entire State Review Process for those programs? Will any of the state process be waived if a SPA report has been submitted? Since the state process is now very involved, this may discourage programs from seeking SPA approval. This is not a criticism- only an observation. Since</p>	<p>This has been addressed with MACTE and IHL. Page 23 was added: EPP Program Review Directions This page was added to clarify concerns regarding program approvals and SPA reporting.</p>

<p>our EPP, has always participated in the SPA process, and now the SPA review and the state review would occur at about the same time, we would unlikely do both.</p>	
<p>Section III: Document States: "data on professional education faculty qualifications and participation in ongoing professional learning in collaboration with MDE state supported initiatives." Could more information be given here to describe what kinds of professional learning opportunities in collaboration with MDE should be noted. (p.17)</p>	<p>It is the intent for EPP faculty to stay abreast of current K-12 initiatives. Therefore, we request EPP faculty to document participation in ongoing K-12 PD. (No changes to the document were made in response to this item.)</p>
<p>Section III: EPPS should calibrate scores every three years for inter-rater reliability on the statewide common assessments. (p. 18)</p>	<p>This has been addressed and edits were made to the document. Page 18 now reads: <i>Note: Cooperating teachers and university supervisors shall be trained every three years on statewide common assessments.</i> <i>For CAEP Standard 2 SSR reporting purposes, EPPs should consider documenting calibration scores each year to demonstrate inter-rater reliability.</i></p>
<p>Section III: I believe the CAEP/State Review Schedule is page 9 and not page 10. (p.19)</p>	<p>Page numbers were updated based on feedback</p>
<p>Section III: Document States: Final program approval recommendations shall be made to the Licensure Commission upon the completion of the CAEP Accreditation Cycle. Does this mean that the state will not grant final program approval until after the CAEP cycle is complete? EPPs will need this formal state approval when submitting their SSR to CAEP. (p.19)</p>	<p>Final program approval is not needed before the SSR submission date. A letter from MDE stating that your programs are in good standing is needed when submitting the SSR. EPPs may provide documentation of program updates within the SSR, Addendum, and/or onsite visit. This is evidence of continuous improvement. It is the intent for EPPs to have completed deficiencies by the time of the onsite visit. (No changes to the document were made in response to this item.)</p>
<p>Section III: Document States: "Recommendation of State Approved with Conditions: The evidence indicates the licensure or endorsement program has not fully met the program review standards and conditions exist that require the EPP to provide additional information about the program in its annual report, provide follow-up documentation to the MDE, or receive a follow-up visit." Is there a timeline for MDE to respond to the mid-cycle state process review submission? Does this mean that this additional information should be submitted in the same year in the annual report (which is 60 days after the original</p>	<p>We will provide additional guidance pending the analysis of the Pilot 2.0, spring 2021. (No changes to the document were made in response to this item.)</p>

<p>submission)? or the next year's annual report? It would be helpful for EPPs to know when a response from MDE will be received. (p. 19-20)</p>	
<p>Section III: Document States: "In accordance with the Mississippi Equitable Access Plan, syllabi shall explicitly contain content related to Culturally Responsive Pedagogy (CRP) and course objectives aligned to the following standards: Mississippi College and Career Readiness Standards (MSCCRS), CAEP Standards, InTASC Standards, Discipline specific professional standards (i.e., NCTM, NCSS, NCTE, NASM)" I understand aligning the syllabi with the CAEP, InTASC, and Discipline-Specific Standards. Is the intent here to see where the MCCRCS standards, PGS, and MS Educator Code of Ethics are being introduced, taught, and measured? I agree with the previous comment that the MSCCRS Standards are P-12 standards. We all certainly use these standards in our methods classes and require our students to show proof of using them but would find it difficult to align syllabi to them. I know we have been aligning the TIAI and other statewide instruments to the PGS (TGR) and MS Educator Code of Ethics...this just isn't as clear. (pp. 23-24)</p>	<p>Inaccurate wording in original document. Page 25 now reads: <i>The narrative highlights opportunities to learn and practice a variety of instructional methods in accordance with the Mississippi College and Career Standards (MSCRRS)</i></p>
<p>Section III: In Assessment: Data-Driven Instruction 1.4 Document States: Supporting evidence shall include 3 cycles of data from TIAI indicators 7-8 and Impact on Student Learning (Teacher Work Sample)... I am assuming we should report all indicators from the Impact on Student Learning instrument. (p.25)</p>	<p>TBD in collaboration with the EPPCC (No changes to the document were made in response to this item.)</p>
<p>Section III: Standard 2: Clinical Practice and Partnerships will be answered at the EPP level. This is a very positive change from the original State Program Review. Thank you! (p. 26)</p>	<p>Thank you!</p>
<p>Section III: Should guidelines for required evidence be listed under Clinical Partnerships 2.2 and 2.3? (p.27)</p>	<p>We will discuss with Clinical Field Directors. This is an EPP decision; however, the MDE will provide more direction. (No changes to the document were made in response to this item.)</p>
<p>Section III: Standard 3: Candidate Quality and Selectivity will be answered at the EPP level. This information will be very helpful when completing the CAEP SSR. (p.28)</p>	<p>Yes, that was the intent. (No changes to the document were made in response to this item.)</p>

<p>Section III: Cohort GPA is NCATE requirement. Do we need to keep it? (p.17)</p>	<p>It is statute, not NCATE. (No changes to the document were made in response to this item.)</p>
<p>Section III: Data on participation in ongoing professional learning in collaboration with MDE state supported initiatives implies that EPPs will be expected to have faculty participate in such events to serve as licensure faculty. This is eerily similar to the LETRS training initiative that was put forward at one time. (p. 17)</p>	<p>It is the intent for EPP faculty to stay abreast of current K-12 initiatives. Therefore, we request EPP faculty to document participation in ongoing K-12 PD. (No changes to the document were made in response to this item.)</p>
<p>Section III: EPPs can only report the number of test attempts (PRAXIS, Foundation, SLLA) on which students listed the EPP as a score recipient. Any further attempts would require solicitation of information from students. This is prohibitive of larger institutions. (p. 17)</p>	<p>Report what you have access to. (No changes to the document were made in response to this item.)</p>
<p>Section III: Unclear why MDE would need a listing of seminar/professional disposition topics conducted by the EPP for student teachers. This is operational level information to be managed by the EPP in accordance with the EPP's operational guidelines (pp 17-18)</p>	<p>The seminars should support the placements. The MDE views this as clinical experience data. (No changes to the document were made in response to this item.)</p>
<p>Section III: The MDE has all information requested on cooperating teachers except names of those used by the EPP. This seems like the EPP is being asked to compile information on behalf of MDE (pp. 17-18)</p>	<p>The Division of Educator Preparation does not have access to this information. (No changes to the document were made in response to this item.)</p>
<p>Section III: Student teacher placement report section doesn't distinguish alt route from traditional even though this applies to the state review process. Alt route candidates do not have cooperating teachers, for instance. This section is only applicable to Undergraduate Initial Licensure programs (pp. 17-18)</p>	<p>Unclear as to the question. Alternate Route candidates are not a part of the student teacher placement report. (No changes to the document were made in response to this item.)</p>
<p>Section III: CAEP based guidelines do not take into account ongoing discussions regarding CAEP accreditation (p. 19)</p>	<p>Unclear question/concern (No changes to the document were made in response to this item.)</p>
<p>Section III: Does the statement, "Final program approval shall be made following CAEP," mean that MDE has the authority to overrule a CAEP, or any national accrediting body's, decision? (p. 19)</p>	<p>The MDE does not accredit. (No changes to the document were made in response to this item.)</p>
<p>Section III: Mandates standalone courses with specific credit hours rather than programmatic outcomes. (p. 23)</p>	<p>(No changes to the document were made in response to this item.)</p>

Section III: Alignment to MSCCRS is often impractical. Yes, all candidates should be required to align their instruction with MSCCRS so asking teaching candidates to align instruction is key. However, how do EPP Initial Programs align their design and work to these standards which are designed for P-12 outcomes? (p. 23)	Inaccurate wording in original document. Page 25 now reads: <i>The narrative highlights opportunities to learn and practice a variety of instructional methods in accordance with the Mississippi College and Career Standards (MSCRRS)</i>
Section III: There seems to be a removal of alternate route programming from this section. At this time, alternate route programming is an initial licensure program. (p. 23)	(No changes to the document were made in response to this item.)
Section IV: Program modification can request identification of any faculty member changes. If MDE doesn't approve the faculty, would the modification be pulled? (p. 51)	MDE does not approve/disapprove EPP faculty. (No changes to the document were made in response to this item.)
Section V: Why is there no information on alternate route? When will this be available for review?	This will be forthcoming pending collaborative discussions with MDE and MACTE. (No changes to the document were made in response to this item.)
Section V: Approval of a document with placeholder pages is problematic. Alternate route programming is an initial licensure programming and is accredited as such	This will be forthcoming pending collaborative discussions with MDE and MACTE. (No changes to the document were made in response to this item.)
Section VI: Required Syllabi Elements: The document states the elements are required and then says they strongly suggest a format. Most universities, schools and departments have required templates/formats. I assume this means a common syllabus format at that university/institution and not common among the EPPs. Obviously EPPs cannot have a common syllabus format they all use as many universities and departments have their own requirements. I think this needs to be clarified. When I first read it I thought MDE was saying we all need to use the same template for our syllabi: a clear over-step. I do not think this was the intent of MDE. I think MDE wants a particular EPP's syllabi to look the same across courses at that EPP. (p. 107)	This has been addressed and the document edited. Page 111 now reads: <i>To facilitate greater consistency in program review processes, an EPP-level common syllabus format is suggested.</i>

<p>Section VI: Document States: University supervisors shall have at least three (3) years of effective counseling experiences. It is highly recommended that supervisors are licensed counselors. Supervisors are required to make face-to-face/virtual visits during internship. Does this apply to both clinical counseling and school counseling (p. 60)</p>	<p>School counseling only. (No changes to the document were made in response to this item.)</p>
<p>Section VI: Document States: Internship requires experiences in elementary, middle, and high school diverse settings. Evidence shall be provided. This needs to be made clear in pg 38; 2.1. Does it have to be the three different settings or evidence of experience with students from the three groups? (p. 60)</p>	<p>The licensure is K-12. The MDE must ensure candidates receive clinical experiences at all levels of licensure. (No changes to the document were made in response to this item.)</p>
<p>Section VI: The prescription of 3-hour content classes is troublesome. The addition of required coursework goes against IHL’s initiative to reduce degree size (p. 57)</p>	<p>The majority of EPPs currently have a 3-hour DAE course. This requirement brings consistency across all programs. LEAs consistently report new teachers lack the skills and knowledge to use data effectively. DAE is a necessary course to ensure student teachers are equipped with the skills and knowledge to complete the state-wide assessment, Impact on Student Learning. (No changes to the document were made in response to this item.)</p>
<p>Section VI: The document appears to misrepresent IHL Policy 512 and MS Code 37-177-L by omitting the IHL Social and Behavior Science (6hr) requirement from all programs of study. There also appears to be a comingling of IHL Core Curriculum definition with the Core Curriculum defined on page 66 which is also in error due to the mention of the 44 hour minimum core (p. 57-58)</p>	<p>This has been corrected. The document does not define the number of hours in the Core Curriculum. All references to 44 hours have been removed.</p>
<p>Section VI: Internship experiences are to demonstrate a diversity of placement experiences for candidates in educational administration. It is not required by standard that a candidate have experiences at ALL levels of administration (p. 59)</p>	<p>The licensure is K-12. The MDE must ensure candidates receive clinical experiences at all levels of licensure. (No changes to the document were made in response to this item.)</p>
<p>Section VI: COVID Suspensions: The language is contradictory to meetings held with MDE where it was clearly articulated that for alternate route licensure, the five-year license is not dependent on testing but rather internship completion and could be obtained past December 31, 2021 (p. 61)</p>	<p>Unsure of question (No changes to the document were made in response to this item.)</p>

<p>Section VI: The inclusion of a 60 hour course credit requirement for admission of a 3.0 was not vetted with EPPs. We would suggest a minimum admit credit hour of limit (p. 62)</p>	<p>This was an MDE decision based upon feedback from an email to deans dated 8/29/18. (No changes to the document were made in response to this item.)</p>
<p>Section VI: Exit requirements are confusing. Opening paragraph focuses on traditional candidates only. Alternate route candidates are added in final bullet (p. 62)</p>	<p>Statement (No changes to the document were made in response to this item.)</p>
<p>Section VI: Mississippi Department of Education requires three years of educator experience for licensure. It is not necessary for a candidate being admitted to a program to have the three years of experience upon entrance (p. 63)</p>	<p>The document has been edited and now reads: (Page 64)</p> <ul style="list-style-type: none"> • verification of minimum 2.75 GPA on last 60 hours; • copy of standard teaching license; • verification of at least three (3) years education experience <u>completed</u> prior to program entry, and • verification of background check.
<p>Section VI: The internship requires a diversity of placements. It does not require specific experience at elementary, middle, and high school settings (p. 63)</p>	<p>The licensure is K-12. The MDE must ensure candidates receive clinical experiences at all levels of licensure. (No changes to the document were made in response to this item.)</p>
<p>Section VI: Cohort of Program Completers – This needs to be clarified for alternate route. Is a completer a degree recipient or a 5-year licensure recipient? (p. 65)</p>	<p>For Title II purposes, a completer is one who receives a 5-year renewable license. For CAEP’s purposes, a completer is one who earns a master's degree at the initial level (MAT). (No changes to the document were made in response to this item.)</p>
<p>Section VI: Core Curriculum—the 44 hour minimum core is not a requirement. This has been clarified by MDE. This is also inconsistent with the 60 hour core, the IHL core, and EPP core course (p.66)</p>	<p>Statement The reference to 60 hours is not intended to mean Core. (No changes to the document were made in response to this item.)</p>
<p>Section VI: The rubric for 1.1 seems misaligned. It also seems to ignore Alternate Route programs which are an initial program. This rubric seems to be based heavily on TIAI/InTASC and no other outcome measures (p. 74)</p>	<p>Statement (No changes to the document were made in response to this item.)</p>

<p>Section VI: 2.1 – The rubric is advanced programs, but the wording is for initial programs. (p. 103)</p>	<p>These are initial licensure programs at the Advanced Level. (No changes to the document were made in response to this item.)</p>
<p>Section VI: The rubric references Assessments which are still being piloted at this time (p. 83)</p>	<p>Yes (No changes to the document were made in response to this item.)</p>
<p>Section VI: How does requiring the items on the template for syllabi address licensure guidelines. Syllabi templates should be the responsibility of the EPP (p. 107)</p>	<p>Correct. We are not requiring a common syllabus, only making a recommendation in an effort to facilitate a more seamless review process for review teams. This is an EPP decision. Language was edited in the document for clarity. Document now reads: <i>To facilitate greater consistency in program review processes, an EPP-level common syllabus format is suggested.</i></p>
<p>MC Concerns</p>	
<p>1. For Advanced Programs--Educational Leadership on page 29, I am still concerned about the statement, "Program includes a literacy course and contains a minimum of 30-credit hours." The content and competencies that are required could be infused into other courses and as long as the EPP can provide documentation of such alignment and coverage leading to assessment. As we have looked at our existing program and revisions that could be made, it is going to be difficult to "lose" a 3-hour course (and our program is already 36 hours with 510 hours of field/internship) and still be able to meet the PSEL/NELP standard requirements. We currently have 8 hours of coursework in Instructional Leadership and could work to revise these courses to build sufficient focus on "literacy" as defined by MDE, specifically for Educational Leaders.</p>	<p>The document was edited based on feedback. Page 30, Standard 1.1, now reads: <i>Program ensures candidates have the skills and knowledge to support teachers' instructional practice in explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. Program also contains a minimum of 30-credit hours.</i></p>
<p>2. For Advanced Programs--Educational Leadership on page 30, I am concerned with the term "shall" under 1.2. . . "Supporting evidence 'shall' included School Leaders Licensure Assessment (SLLA) test results." The SLLA is a very expensive test and many masters level candidates are working to increase their pay with the AA license and are not interested in spending the money at this time to take the licensure test. Shouldn't this be for those who opt to sit for the exam?</p>	<p>Test results for those candidates taking the exam shall be reported. The MDE understands not all candidates sit for the exam. (No changes to the document were made in response to this item.)</p>

<p>3. For Other Advanced Programs--on page 42, I am concerned about the "shall" in the statement, "Supporting evidence 'shall' include Content Knowledge, PLT, and Foundations of Reading." For our M.Ed. in Special Education students, for example, they must have a teaching license as an admission requirement. Successful completion of the coursework leads to the endorsement area (SPED M/M) without any testing required since it is an MDE Approved Program. This requirement is not relevant for all other advanced programs.</p>	<p>The prompt states that any nationally normed test or comprehensive exam may be used as evidence if Praxis is not required. (No changes to the document were made in response to this item.)</p>
<p>USM Concerns</p>	
<p>1. The document contradicts itself and exhibits a lack of consistency throughout. For example, “a minimum of 60-hours of course credit” is referenced on page 62. However, page 66 references a “Core Curriculum” of 44 hours required by the state, something that was never a state requirement.</p>	<p>This has been corrected. The document does not define the number of hours in the Core Curriculum. All references to 44 hours have been removed.</p>
<p>2. It is also worth noting that there is no information provided on Alternate Route Process and Performance Guidelines. Without knowing information that could be added to this document, it is difficult to support the entire document. These inconsistencies illustrate a hasty process without meaningful review.</p>	<p>The Alternate Route information will be added as the program is redesigned. These guidelines are intended to be subject to updates per best practice and updated standards, etc. (No changes to the document were made in response to this item.)</p>
<p>3. Instead of relying on the professional knowledge essential to beginning teachers and effective teaching skills and abilities, the document relies on proprietary instruments, such as the TIAI. While the use of proprietary instruments is beneficial in CAEP accreditation, incorporating those instruments into rubrics within the guidelines is potentially problematic.</p>	<p>Data are being collected annually on state proprietary instruments (i.e., TIAI, Dispositions, Impact on Student Learning for initial programs and for the School Improvement, Safety, PGS, and Community for Administration). Data from the proprietary instruments help to support EPP’s response to standard elements and data should not be the based on the sole purpose for meeting that element. (No changes to the document were made in response to this item.)</p>
<p>4. As evidenced by the time between iterations of the EPP Process and Performance Guidelines, should a proprietary instrument change, the rubrics provided in the guidelines would not hold validity to actual day-to-day operations.</p>	<p>The Process and Performance Guidelines are subject to change upon approval of the Licensure Commission and State Board. Upon changes, rubrics will be updated. TIAI and Disposition rubrics were designed by EPPCC. Ed Leadership’s assignments and rubrics were designed by MELFA. (No changes to the document were made in response to this item.)</p>

<p>5. Despite the question of CAEP affiliation, the document is based on CAEP standards. This document is reflective of a full CAEP Self-Study report, references the CAEP accreditation cycle, and has rubrics built on reporting measures which meet CAEP sufficiency standards. At the time of this review, Mississippi does not have an existing contractual obligation to CAEP and is actively exploring other accreditation bodies for partnership. Should Mississippi leave the CAEP partnership, the document potentially no longer aligns with the standards of the new body.</p>	<p>37-3-2 gives the SBE the authority to set standards for licensure. The CAEP partnership is valid until July 2021. CAEP and AAQEP Standards are basically the same for unit accreditation. CAEP has SPA partners and AAQEP is in negotiations with potential SPA partners. (No changes to the document were made in response to this item.)</p>
<p>6. Finally, the EPP Process and Performance Guidelines gives acknowledgment to the Title II/Westat report and the CAEP Annual report. The MDE Annual reporting window falls between the Title II reporting window and the CAEP Annual reporting window. There is considerable redundancy in the reporting which requires extensive personnel commitments to complete and review. The MDE Annual reporting could certainly be reduced to the mid-cycle review, particularly if this document is allowed to stand in its current scope and sequence</p>	<p>The MDE Annual Report was purposefully designed to triangulate with Title II and CAEP to ensure data quality and consistency in reporting. (No changes to the document were made in response to this item.)</p>
<p>7. It is also noted that Mississippi has <i>opted</i> to use the Institution and Program Report Card reporting system (IPRC) in order to collect the required Title II data from their teacher preparation programs.</p>	<p>Statement (No changes to the document were made in response to this item.)</p>
<p>8. The most critical issue brought forward with the EPP Process and Performance Guidelines centers on the Mississippi Department of Education’s clear shift toward program design requirements. Rather than focus on standard-based process outcomes which would address the two guiding questions of the document, the guidelines now focus on programmatic design requirements at the credit hour and content specific level, typically the domain of the EPP. Furthermore, as EPPs are asked to be more efficient in program delivery by IHL, MDE would potentially increase course requirements, a problematic role for a P-12 administrative body. The University of Southern Mississippi notes that the guidelines present critical issues which will negatively impact enrollment, progression, and timely completion of students, as well as operational concerns of the EPP. Some examples include:</p>	<p>The MDE has statute authority through the SBE to establish guidelines for licensure. EPP programs lead to licensure; therefore, the MDE must ensure programs earning licensure are aligned to standards set forth by the SBE. Programs shall be aligned to the needs of the state. (No changes to the document were made in response to this item.)</p>

<ul style="list-style-type: none"> • The inclusion of a Reading Pedagogy course, not content literacy, in all 7-12 and K-12 licensure programs. There is considerable concern that this will become a LETRS based requirement which would create a need for increased faculty positions. It is our position that research does not offer consistent support for this approach for secondary students. • The requirement that School Counseling programs contain the 60 hours of CACREP programs. Adding 12 more hours to our part-time program would have a negative impact on enrollment and require a total program redesign and faculty hires. 	
<p>The EPP Process and Performance Guidelines also bring to light issues which, although not programmatically critical, are certainly major in terms of the impact on operations. Foremost among these issues is the burden created by redundant reporting and reporting of data which the Mississippi Department of Education already houses. The Title II report and the CAEP annual report are similar and expansive, and as previously noted, Mississippi has opted to use the IPRC reporting system to gather extensive data on the EPPs. The excessive reporting requirements pull the EPP away from our mission of using our data to improve our Educator Preparation Programs.</p>	<p>Opinion statement. (No changes to the document were made in response to this item.)</p>
<p>In addition to this overall concern, there are specific concerns around reporting.</p> <ul style="list-style-type: none"> • The necessity of reporting programs with SPA or national accreditation. • Any feedback from MDE which is inconsistent with University or programmatic accreditation decisions create an undue burden on EPP faculty and staff. These issues may also require programmatic changes at the EPP which will require coordination while the curriculum process evolves. • Accurate reporting of testing attempts outside of those reported to the EPP is not possible without considerable effort to gain that information from students. Large enrollment programs would find this prohibitive. • Reporting data related to ongoing professional learning in collaboration with MDE state supported initiatives carries the implication that such faculty qualification processes will be an 	<p>Mississippi’s partnership with CAEP is state program review. The MDE has taken into consideration that not all EPPs want to complete the SPA process, but has designed the program review to exempt elements 1.2-1.7 of the program review reports if seeking national recognition. Program review reports were created to assist EPPs not wanting to obtain national recognition with reviewing their programs. (No changes to the document were made in response to this item.)</p>

<p>expectation for serving within the instructional faculty group. This is similar language to what was used in the initiative to require LETRS training or similar training of all literacy faculty.</p> <ul style="list-style-type: none"> • The student teacher placement report, which the Mississippi Department of Education indicated they would revisit prior to roll out, requires reporting of any seminar/professional disposition topics conducted by the EPP. This is an operational concern which will be unique to each EPP and current climates. • The same report also provides a “Note” that cooperating teachers must be trained every three years. The current system housed by the University of Mississippi is email specific which prevents “retraining” of anyone in the database. • The depth of information required by the student teacher placement report on cooperating teachers is excessive, and other than name and email address is information already housed by MDE. The EPP is asked to serve as a data compiler for the Mississippi Department of Education. 	
<p>The Educator Preparation Provider Process and Performance Guidelines, while well intentioned, confuses the roles of the EPP, the Mississippi Department of Education, and national accrediting bodies. In so doing, the guidelines hinder the work of the EPP in providing the state of Mississippi with quality teachers. The document further takes the Mississippi Department of Education from the role of service agent to that of enforcement agent with the ability to issue punitive consequences on EPPs. The requirement of Educator Preparation Programs to form collaborative partnerships should serve as the model for development of all process standards rather than relegating institutions to the level of public comment providers. It is the hope of The University of Southern Mississippi that feedback such as this will open the door to the requisite dialogue for appropriate service collaboration.</p>	<p>§37-3-2 It shall be the duty of the commission to: Set standards and criteria, subject to the approval of the SBE for all EPPs in the state. (No changes to the document were made in response to this item.)</p>
<p>Counseling Concerns</p>	
<p>1. Page 35 – Program of Study Why is there a requirement of 60 hours for school counseling when only 30 hours are required to lead to entire school??? School counselors are</p>	<p>With the development of the 2016 CACREP Standards, CACREP established a minimum program requirement of 60 hours to be</p>

<p>paid on the teacher salary scale - what is the incentive for a person to complete twice as many graduate hours? Additionally, administrators dictate the responsibilities of the school counselor and the vast majority are not allowed to do what they are trained to do in a 60-hour program, which is to provide counseling. Until this expectation is reversed, there is no need for a 60-hour program in counseling - they could easily complete 30 hours to do cumulative records, scheduling, and data management.</p>	<p>implemented by July 1, 2023 (http://cacrepdev.wpengine.com/wp-content/uploads/2018/02/CACREP-Special-Announcement-48-to-60.pdf).</p> <p>(No changes to the document were made in response to this item.)</p>
<p>2. Page 35 - Curriculum Mapped to ASCA Preparation Program Standards</p> <p>Why the partnership with ASCA who further support a more administrative role rather than counseling? The 60-hour program more closely aligns with ACA. They need to make up their mind about the true role of the school counselor, adjust the pay accordingly, and determine how many hours are actually needed to get the job done.</p>	<p>ASCA is a CAEP SPA Partner.</p> <p>(No changes to the document were made in response to this item.)</p>
<p>3. Page 37 - So are EPPs going to be required to provide curriculum alignment for CACREP in addition to curriculum alignment with these other standards? This will require a ton of time because CACREP does not want all this additional information - so EPPs will be writing 2 separate reports.</p>	<p>Administration is required to align to both PSEL and NELP.</p> <p>CACREP requires documentation of each lettered standard is covered in the curriculum (https://www.cacrep.org/section-5-entry-level-specialty-areas-school-counseling/).</p> <p>(No changes to the document were made in response to this item.)</p>
<p>4. Page 38 - The program and its P-12 partners collaborate to ensure that candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings... “This is impossible. They will never be able to see a complete school counseling program if they are completing internships at different schools. This is NOT a CACREP requirement.”</p>	<p>School Counseling is a K-12 licensure. Candidates must receive clinical experiences across all levels of licensure.</p> <p>(No changes to the document were made in response to this item.)</p>
<p>5. Page 38 - Practicum is comprised of at least 100 contact hours completed over 10 weeks with 40 direct service hours. “Current MDE requirements state that if they are not a teacher, then the practicum is 600 hours. Has this changed?”</p>	<p>Unsure of existing MDE policy being cited. New guidelines adhere to national standards.</p> <p>CACREP requirement for practicum is 100 hours (https://www.cacrep.org/section-3-professional-practice/).</p>

	(No changes to the document were made in response to this item.)
6. Page 38 - Internship is comprised of at least 600 contact hours completed over two semesters with at least 240 hours direct service... “Why are they spreading this out over 2 semesters? This is going to make the 60-credit program last even longer! Students currently do internship in 1 semester.”	CACREP requirement for internship is 600 hours (https://www.cacrep.org/section-3-professional-practice/). (No changes to the document were made in response to this item.)
MELFA Requests	
1. Define literacy.	<p>Contextual Information: When “literacy” is cited in the Guidelines it specifically is regarding reading instruction.</p> <p>The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.</p> <p>Structured Literacy is representative of reading instruction that applies the Science of Reading to classroom practice. Structured Literacy teaches all the components that evidence has found to be foremost in ensuring reading success.</p> <ul style="list-style-type: none"> Phonological Awareness Phonics & Word Recognition Fluency Vocabulary Listening and Reading Comprehension Written Expression
2. Reading literacy and standalone course p. 29, 57, 82	<p>The document was edited based on feedback. Page 30, Standard 1.1, now reads: <i>Program ensures candidates have the skills and knowledge to support teachers’ instructional practice in explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. Program also contains a minimum of 30-credit hours.</i></p> <p>Pages 58 and 83 were also edited same.</p>

ELMS Concerns	Not related to Guidelines
<p>1. Communication between MDE and EPPs is very poor.</p> <p>a. MDE-Office of Educator Licensure (OEL) refuses to answer questions pertaining to whether they will count courses toward endorsements until the entire application is made and transcripts submitted. This has caused an undue burden on teacher candidates. Example: MDE has allowed teacher candidates to be admitted to alternate route programs with 18 hours in a content area in lieu of passing scores on the Praxis Subject Area assessment. A number of times, a question about a course that meant the difference in our admitting a student. A syllabus was sent along with other supporting documents asking whether the course would be counted toward the particular content area with the answer being the same. “No. Use your professional judgement. We won’t answer until your teacher candidate provides a full application and supporting transcript.”</p> <p>b. The ELMS system is glitchy. All too often, it will not let EPPs put in a candidate’s recommendation. Also, graduates have been marked “complete” and they haven’t been able to apply to the recommendation. Also, some graduates are marked “complete” and it shows “PR for pending review” as it should when in fact, the application does not show to the analyst. EPPs have to go in a second time and manually put in another recommendation and ask the graduate to apply to it in order to get the application to show for the analyst.</p> <p>c. MDE is stating that they are very collaborative and that they listen to EPPs; however, actions are speaking louder than words.</p> <p>d. EPPs were not given an opportunity to have input as to how the MDE would interpret SB 2511 and the addition of another means for being admitted to Teacher Education with a 3.0. The “60 hours” poses issues for some teacher candidates. EPPs should have been invited to the table to discuss how this was interpreted.</p>	<p>Opinion Statement</p> <p>This was an MDE decision based upon feedback from an email to deans dated 8/29/18. (No changes to the document were made in response to this item.)</p>

<p>2. Teacher candidates call to complain about the difficulty in contacting the OEL. Many teacher candidates have teaching positions at the time that they are making the calls which makes it very difficult to get the service that they need. Additionally, for many years the OEL would speak to EPPs and allow us to help teacher candidates. As of a few years ago, EPPs were told that it is confidential, and they can't speak to us concerning our students. Occasionally, you can get through to an analyst fairly quickly; however, most often one must place back-to-back calls from 10-20 times just to get in line to wait 30-45 minutes. We have also experienced having their system hang up on us while in the waiting room. However, once through, the analysts that do assist are very cordial and as helpful as they are allowed to be.</p>	<p>Not related to Guidelines</p>
<p>NEEDS</p>	
<p>1. MDE needs to deploy surveys for employer and completer satisfaction results. This was done in the past and has been discontinued</p>	<p>We are working to reinstate.</p>
<p>2. MDE needs to provide Impact on Student Learning Report Cards for initial and advanced programs as an output publication to assist with accountability and accreditation. EPPs submit annual reports to MDE with abundance of data on admits and completer information and never receive any output from MDE.</p>	<p>Work is ongoing.</p>
<p>3. MDE needs to provide employment opportunities for the state of Mississippi for teacher candidates.</p>	<p>Not related to Guidelines</p>
<p>4. MDE needs to provide a state recruitment plan and strategies.</p>	<p>Not related to Guidelines</p>
<p>5. MDE needs to provide information from the Teacher Growth Rubrics used in schools to EPPs on their completers.</p>	<p>Not related to Guidelines</p>
<p>6. MDE needs to be supportive, collaborative, and provide assistance for EPPs.</p>	<p>Not related to Guidelines</p>

Newly added based upon feedback	
Page 23 EPP Program Review Directions This page was added to clarify concerns regarding program approvals and SPA reporting.	
Pages 107-109 New Appendix These pages were added to provide clarity on how to upload items of evidence for the program review.	



2021

Educator Preparation Provider Process and Performance Guidelines

Approved by the Commission on Teacher and Administrator
Education, Certification and Licensure and Development
January 8, 2021

Recommended to the Mississippi Board of Education
April 15, 2021

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Section I: OVERVIEW

Mississippi EPP Process and Performance Guidelines

Authority

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

It shall be the purpose and duty of the Licensure Commission to make recommendations to the MBE regarding standards for the certification and licensure and continuing professional development of those who teach or perform tasks of an educational nature in the public schools of Mississippi. The Licensure Commission's specific duties are prescribed further in Miss. Code Ann. § 37-3-2. The Licensure Commission is responsible for the following:

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

Statement of Assurance

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

Purpose of Guidelines

These guidelines are designed to provide EPPs with guidance on the processes and standards necessary to earn licensure program approval. The 2021 Mississippi Educator Preparation Provider Process and Performance Guidelines replaces the Administrative Process and Performance Review Process 2006.

These guidelines provide information on:

- traditional and alternate preparation pathways
- licensure for educators and administrators
- EPP accreditation and state program review
- EPP annual reporting processes
- EPP curriculum requirements

- program entrance and exit requirements
- new or modified program proposal requests

Common Abbreviations

CAEP	Council for the Accreditation of Educator Preparation
EPP	Educator Preparation Provider
EPPCC	Educator Preparation Provider Collaborative Committee
ELMS	Educator Licensure Management System
ESOL	English for Speakers of Other Languages
HELC	Higher Education Literacy Council
IHE	Institutions of Higher Education
LC	Commission on Teacher and Administrator Education, Certification and Licensure and Development
MACTE	Mississippi Association of Colleges for Teacher Education
MBE	Mississippi Board of Education
MDE	Mississippi Department of Education
MELFA	Mississippi Educational Leadership Faculty Association
MS-IHL	Mississippi's Public Institutions of Higher Learning
OTL	MDE Office of Teaching and Learning
SPED	Special Education

Introduction and Background

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

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

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

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

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

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

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

NCATE standards until full transition to CAEP was complete. In 2017, the MBE approved the CAEP partnership and accepted CAEP standards and Mississippi standards for program review and approval. In 2018, the MBE established Mississippi Administrative Code 7-3: 14.2, State Board Policy Chapter 14, Rule 14.20 which required all EPPs to obtain national accreditation as recommended by the Licensure Commission. As a result, the MDE began redesigning guidelines for EPPs. Stakeholder feedback was solicited throughout the developmental process of the Mississippi Educator Preparation Provider Guidelines for Process and Performance Review, and the first program review pilot was conducted in the fall 2019.

Equity Information

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

The plan contains the following components:

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

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

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

The Office of Teaching and Leading (OTL)

The Office of Teaching and Leading is organized into five divisions:

Division of Educator Effectiveness 601-359-3631

<http://mdek12.org/OEE>

(trainings, mentoring, induction, professional growth, teacher residency, recognition)

Division of Educator Licensure 601-359-3483

<http://mdek12.org/OEL>

(licensing of educators and licensure testing)

teachersupport@mdek12.org

Division of Educator Misconduct 601-359-2742

<http://mdek12.org/OEM/Home>

(hearings on agreed orders and misconduct)

Division of Educator Preparation 601-359-3631

<http://mdek12.org/OTL/OEP/OEP>

(education preparation program approval and review, Title II, accreditation support)

Division of Educator Talent Acquisition 601-359-3631

<http://mdek12.org/OETA>

(recruitment, talent development, retention)

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

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

Educator Licensure Management System (ELMS). MDE's licensure system provides the capabilities for educators and the general public to perform license look-ups. Additionally, educators may set up accounts for the management of application renewal and downloads of required support documentation. EPP faculty may provide completer recommendations for licensure online. ELMS can be accessed from the MDE Division of Educator Licensure [webpage](#).

**Section II: NATIONAL AND STATE REVIEW
PROCESSES**

Accreditation and Program Review Schedule

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

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

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

Timeline of Yearly EPP Activity/Reporting Schedule

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

Council for the Accreditation of Educator Preparation (CAEP)

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

Summary of CAEP Standards

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

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

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

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

[Standard 4](#): Program Impact

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

Technology and Diversity

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

Advanced-Level Programs

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

Advanced-level programs subject to review by CAEP include:

Admin/Leadership (486)	Guidance Counselor (436)	SPED Mild/Mod (221)
Athletic Administration (495)	Health (143)	SPED Severe Disability (222)
Business Education (105)	Instructional Technology (18)	SPED Visual Impair (218)
Computer Application (111)	Psychometry (213)	Speech Language Path (215)
Dyslexia Therapy (203)	Reading (174)	STEM (983)
Gifted (207)	SPED Emo Disability (206)	

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

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

MDE Endorsements

- Add-on programs are designed for educators who hold valid teaching licensure and are seeking to add additional teaching field(s). These are not included in MDE Program Review or the CAEP Self-Study Report.

CAEP Resources

The [CAEP Consolidated Handbook](#) is the source for CAEP accreditation procedures.

- **Part A: Introduction** (general overview of CAEP accreditation)
- **Part B: Preparing For and Writing a Self-Study Report** (conducting the SSR, data use, program review, addressing cross-cutting themes)
- **Part C: CAEP Standards and Guidelines for Self-Study** (quality assurance and continuous improvement, candidate preparation, and results of preparation)
- **Appendices** (evaluation framework for EPP-created assessments; phase-in schedule and guidelines for plans; advanced-level preparation; evidence review guidelines; data quality: validity and other principles of good evidence; evidence from case studies; optional evidence for writing proficiency; and glossary)

Accreditation Information Management System (AIMS)

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

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

Recognition Reports

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

To access recognition reports:

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

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

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Title II of the Higher Education Act

Background

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

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

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

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

State Report Card

States submit Title II data through the State Report Card reporting system (STRC). The STRC is an online reporting system supported by the Title II Support Center at Westat.

Westat

1600 Research Blvd. Rockville, MD 20850

Toll-Free: 877-684-8532

Fax: 301-294-4475

Title2@westat.com

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

Twitter: [@Title2HEA](https://twitter.com/Title2HEA)

Pearson Support

Toll-Free: 800-998-3787

<https://www.educationreports.net>

Institutional and Program Report Card

Since 1998, Westat has partnered with the Office of Postsecondary Education (OPE) with the US Department of Education to collect the congressionally mandated accountability information. Westat supports EPPs in preparing their reports to states and collects the data from states that are reported to ED and annually to Congress. Westat has collected the data through the Institutional and Program Report Card (IPRC), an online survey tool, by which IHEs and other organizations with state-approved teacher preparation programs can meet the annual reporting requirements. IHEs will need to develop their own internal systems or processes to collect the necessary information to enter into the IPRC system.

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

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Section III: STANDARDS AND ETHICS

State Review Processes

The Mississippi Board of Education (MBE) approved the [CAEP Partnership Agreement](#) to guide state review of educator preparation programs. EPPs have the option to further demonstrate program quality by voluntarily pursuing national recognition through the Specialized Professional Association (SPA); however, the MDE maintains sole authority for program review and approval.

Annual Report

Each institution of higher learning with a teacher education program approved by the State Board of Education shall prepare and submit to the State Board of Education and to the Board of Trustees of State Institutions of Higher Learning an annual performance report on the institution's teacher education program. (Miss. Code Ann. §37-101-29)

The EPP annual report shall be submitted electronically to the MDE on or before March 31. The annual report submission shall align with CAEP and Title II annual reports. The annual report submitted by EPPs shall include:

- performance and demographic data on admitted candidates and completers, including individual GPAs and cohort GPAs for each academic year: fall, spring, summer;
- data on professional education faculty qualifications and participation in ongoing professional learning in collaboration with MDE state supported initiatives; and
- number of program completers scoring at or above the proficiency level (passing score) on the state licensure test *reported by number of attempts*. (Praxis II exams, Foundations of Reading Test, and School Leaders Licensure Assessment).

Student Teacher Placement Report

Each IHE with a teacher education program approved by the MBE shall prepare and submit to the MDE a semester report on student teaching.

The EPP semester report shall be submitted electronically to the MDE on or before November 1 for fall teacher candidates and April 1 for spring teacher candidates. The semester report submitted by EPPs shall include:

- candidate placement information on number completing student teaching, completing one and two placements, completing only face-to-face placements, completing only virtual placements, completing hybrid placements, completing within each school district;
- seminar/professional disposition topics conducted by the EPP;
- teacher candidate information to include name, email, and licensure area;
- cooperating teacher information to include name, email, employing school/grades, licensure area, common assessment training date, number of years teaching, and/or NBCT; and
- university supervisor information to include name, email, common assessment training date, number of years in K-12, highest degree held, and number of candidates supervised.

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

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

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State Program Review Process

The purpose of program review is to ensure programs leading to licensure with the Mississippi Department of Education have undergone review within a seven-year cycle and have met all standards.

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

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

Program Review Report

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

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

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

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

- **Recommendation of Not Approved - Further Development Required:** The EPP does not present substantial evidence to indicate the licensure or endorsement program has met the program review standards and should not receive state approval.

EPP Addendum

The EPP has 60 days after receipt of the state report to submit an addendum. MDE will either accept evidence in the addendum if it presents a solid case for amending the team recommendation or elect to confirm the initial recommendation. The EPP will be assigned a specific timeline for correcting any deficits before the program is recommended for non-approval status.

Targeted Assistance Visit

Targeted Assistance Visits will be scheduled for EPPs whose programs do not meet requirements upon submission of the Addendum and/or upon EPP request. The MDE will establish a team of state approved reviewers to work directly with the EPP to assist with remediating areas of deficiency. The assistance team members shall be comprised of members with specific expertise in the area of need.

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

Final Program Recommendations

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

Confidentiality and Code of Ethics

Program Review and CAEP Team Members' Code of Ethics

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

Educator Preparation Code of Ethics

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

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

Fairness

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

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

Compensation or Gifts

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

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

Conflicts of Interest

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

Confidentiality

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

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

EPP Program Review Directions

Each program submitting a review shall provide three years of data on candidates beginning with the current academic year. This shall include candidates admitted into the program, candidates enrolled in the program, and candidates who completed the program. Enrolled number should **include admitted and completed**. Report the data separately if offered at multiple sites. Create additional tables as necessary.

Name of Program: <i>ex. Elementary Education</i>			
Campus: <i>ex. Main Campus</i>			
Academic Year	# Candidates Enrolled	# Candidates Admitted	# Candidates Completed

Data Source: MDE Annual Report

Please provide the following contextual information:

- Summarize programmatic improvements and/or changes made over the past three years and cite specific examples of data used to make the decisions.
- Share two or three future program goals and cite specific examples of data that will be used to make these decisions. How will these goals impact P-12 learning outcomes for Mississippi?
- Any additional relevant information about the program.

Each program will provide evidence for meeting each standard in the space below the element. If program has submitted a SPA report, answer only 1.1. Include documentation of report in Program of Study folder (see pages 107-109) which will replace elements 1.2 through 1.7.

For programs completing reviews at the Initial Level: Each program will complete only Standard 1 (with the exception of the program that is submitting for SPA review). Standards 2 and 3 will be answered at the EPP level as one report. Program reviews completed at the Advanced Level (Administration, School Counseling, etc.) will complete all three standards.

Standards and Guidance

Initial Programs

INITIAL PROGRAMS
Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

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

Program of Study

1.1 The program’s sequence of courses provides multiple opportunities to learn, apply, and reflect on content specific national standards as each candidate progresses through the program. Program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education.

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

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

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

ex. Curriculum Alignment to InTASC Domains

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

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

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

- *Mississippi Educator Code of Ethics*

Upload artifacts separately in Program of Study folder.

Content Knowledge

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

Narrative highlights how the program prepares candidates with the critical concepts, principles, and practices to ensure preparation for recommended licensure. Supporting evidence shall include Content Knowledge, PLT, and Foundations of Reading (if applicable) test results. Evidence includes the last 3 years of licensure exam pass rates of completers as reported in the MDE Annual Report. Provide a brief analysis of data findings and interpretation of data (limitations, steps for improvement, etc.). Indicate which course(s) prepare for the test and when in the program the candidates are suggested to take the test. Include data charts using the following conventions for reporting data (create a new chart for each campus):

ex. PLT Data

Program: <i>ex. Elementary Education</i>								
Campus: <i>ex. Main campus</i>								
Test and Test Code: <i>ex. PLT K-6 (5622)</i>								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
<i>ex. 2020-21</i>	N=64	160	175.13	173.03	174.41	151-193	95%	89%
<i>ex. 2019-20</i>	N=80		175.25	172.49	174.76	160-193	100%	90%
<i>ex. 2018-19</i>	N=60		175.23	173.00	176.58	161-193	100%	85%

Program: <i>ex. Elementary Education</i>						
Campus: <i>ex. Main campus</i>						
Test and Test Code: <i>ex. PLT K-6 (5622) Sub-scores</i>						
Academic Year	# Tested	Category	Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
<i>ex. 2020-21</i>	N=64	I. Students as Learners	21	72.31	67.69	72.11
		II. Instructional Process	21	74.03	71.67	77.10
		III. Assessment	13-14	71.21	71.32	76.17
		IV. Prof Dev Lead & Comm	13-14	82.22	76.96	80.72
		V. Analysis of Instr Scenarios	16	72.94	70.79	74.11

Instruction: Pedagogical Skills

- 1.3 Candidates experience multiple opportunities to learn core content and lesson planning using high-quality instructional materials aligned to standards and can apply skills in diverse P-12 settings.

The narrative highlights opportunities to learn and practice a variety of instructional methods in accordance with the Mississippi College and Career Standards (MSCRRS): sequence of lessons; concepts, strategies, and skills; constructive feedback, motivation, and student engagement; whole/small group instruction; and instruction that enhances each student’s learning. Supporting evidence shall include 3 cycles of data from TIAI indicators 1-5 and 9-19 (final summative by US) with the following: brief analysis of data findings and how data was used to improve the program. Include data charts using the following conventions for reporting data by using a

comparison point benchmark. If program is small, compare scores with EPP data. If program is large with multiple campuses, use combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus):

ex. TIAI Pedagogical Skills

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

N=number, M=Mean, R=Range

Assessment: Data-Driven Instruction

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

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

Diverse Learning Environments

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

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

Technology

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

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

Professional Responsibilities

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

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

ex. Mississippi Educator Code of Ethics Assessment Checkpoints

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

Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS

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

Clinical Experiences

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

Evidence is the field experience progression chart with the headings indicated. List courses sequentially in program. Upload chart to EPP folder.

ex. Clinical Continuum Chart

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

Clinical Partnerships

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

Collaboration with P-12 Partners

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

Standard 3: CANDIDATE QUALITY AND SELECTIVITY

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

Candidate Selection

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

Narrative highlights processes for admitting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. Supplemental evidence includes a 5-year recruitment plan based on EPP's mission with baseline points and goals (including academic ability, diversity,

and employment needs) such that results are used in planning and preparation for shifting cohorts including modifications to recruitment strategies.

Candidate Success

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

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

Candidate Support

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

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

Advanced Programs

Educational Leadership

EDUCATIONAL LEADERSHIP
Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

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

Program of Study

- 1.1 The program’s sequence of courses provides the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Program ensures candidates have the skills and knowledge to support teachers’ instructional practice in explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. Program also contains a minimum of 30-credit hours.

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

ex. Curriculum Mapped to NELP Standards

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

ex. Curriculum Mapped to PSEL Standards

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

ex. Curriculum Alignment to CAEP Specialty Areas

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

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

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

Upload artifacts separately in Program of Study folder.

Content Knowledge

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

Narrative highlights how the candidates are prepared with the critical concepts, principles, and practices to ensure preparation for recommended licensure. Supporting evidence shall include School Leaders Licensure Assessment (SLLA) test results. Evidence includes the last 3 years of licensure exam pass rates of completers as reported in the MDE Annual Report. Provide a brief analysis of data findings and interpretation of data (limitations, steps for improvement, etc.). Indicate which course(s) prepare for the test and when in the program the candidates are suggested to take the test. Include data charts using the following conventions for reporting data (create a new chart for each campus):

ex. SLLA Data

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

Program: ex. Educational Leadership MS
Campus: ex. Main campus
Test and Test Code: ex. SLLA (test code 6990) Sub-scores

Academic Year	# Tested	Category	Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
ex. 2020-21	N=19	I. Vision & Goals	13-14	77.85	76.17	77.68
		II. Instructional Leadership	23	70.54	68.40	70.81
		III. Climate & Cultural Leader	18	72.29	70.23	72.62
		IV. Ethical Leadership	14-16	64.84	60.88	65.56
		V. Organizational Leadership	12-14	67.93	64.11	64.54
		VI. Comm Engagement Leader	12-13	69.12	69.05	77.15
		VII. Analysis Const Response	24	64.72	60.32	68.45

Leadership for School Improvement

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

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

ex. Leadership for School Improvement

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

Professional Growth System

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

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

School Safety

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

Narrative highlights how the candidates are prepared to promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. Narrative targets specific courses where content is taught and assessed. Supporting evidence shall include 3 cycles of data from Assessment #5 School Safety Assessment with the following: brief analysis of data findings and how data was used to improve the program. Include data chart using the conventions as cited in 1.3 for reporting data (add additional 3 columns for each campus or degree).

Community Relations and Management

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

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

Professional Responsibilities

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

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

ex. Mississippi Educator Code of Ethics Assessment Checkpoints

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

Standard 2 CLINICAL PRACTICE AND PARTNERSHIPS

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

Clinical Experiences

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

Narrative highlights internship design and types of activities completed during internship. Supporting evidence is the field experience progression chart with the headings indicated. List courses sequentially in program.

ex. Clinical Continuum Chart

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

Clinical Partnerships

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

Collaboration with P-12 Partners

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

Standard 3 CANDIDATE QUALITY AND SELECTIVITY

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

Candidate Selection

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

Narrative highlights processes for admitting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. Supplemental evidence includes a 5-year recruitment plan based on EPP's mission with baseline points and goals (including academic ability, diversity, and employment needs) such that results are used in planning and preparation for shifting cohorts including modifications to recruitment strategies.

Candidate Success

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

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

Candidate Support

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

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

School Counseling Programs

SCHOOL COUNSELING
Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

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

Program of Study

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

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

ex. Curriculum Mapped to ASCA Preparation Program Standards

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

ex. Curriculum Mapped to CACREP Core Standards

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

ex. Curriculum Alignment to CAEP Specialty Areas

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

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

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

Upload artifacts separately in Program of Study folder.

Content Knowledge

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

Narrative highlights how the candidates are prepared with the critical concepts, principles, and practices to ensure preparation for recommended licensure. Supporting evidence shall include Professional School Counselor Assessment test results. Evidence includes the last 3 years of licensure exam pass rates of completers as reported in the MDE Annual report. Provide a brief analysis of data findings and interpretation of data (limitations, steps for improvement, etc.). Indicate which course(s) prepare for the test and when in the program the candidates are suggested to take the test. Include data charts using the following conventions for reporting data (create a new chart for each campus):

ex. School Counseling Data

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

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

Define

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

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

ex. Goals and Strategies

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

Manage

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

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

Deliver

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

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

Assess

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

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

Professional Responsibilities

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

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

ex. Mississippi Educator Code of Ethics Assessment Checkpoints

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

Standard 2 CLINICAL PRACTICE AND PARTNERSHIPS

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

Clinical Experiences

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

Narrative highlights internship design and types of activities completed during internship. Supporting evidence is the field experience progression chart with the headings indicated. List courses sequentially in program.

ex. Clinical Continuum Chart

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

Clinical Partnerships

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

Collaboration with P-12 Partners

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

Standard 3 CANDIDATE QUALITY AND SELECTIVITY

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

Candidate Selection

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

Narrative highlights processes for admitting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. Supplemental evidence includes a 5-year recruitment plan based on EPP’s mission with baseline points and goals (including academic ability, diversity, and employment needs) such that results are used in planning and preparation for shifting cohorts including modifications to recruitment strategies.

Candidate Success

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

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

Candidate Support

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

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

DRAFT

Other Advanced Programs

OTHER ADVANCED PROGRAMS
Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

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

Program of Study

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

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

ex. Curriculum Mapped to ILA Standards

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

ex. Curriculum Alignment to CAEP Specialty Areas

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

Upload artifacts separately in Program of Study folder.

Content Knowledge

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

Narrative highlights how the program prepares candidates with the critical concepts, principles, and practices to ensure preparation for recommended licensure. Supporting evidence shall include Content Knowledge, PLT, and Foundations of Reading (if applicable) test results. (If program is not required to take one of the Praxis tests for licensure, use another national normed test or comprehensive exam results as the evidence.) Evidence includes the last 3 years of licensure exam pass rates of completers as reported in the MDE Annual Report. Provide a brief analysis of data findings and interpretation of data (limitations, steps for improvement, etc.). Indicate which course(s) prepare for the test and when in the program the candidates are suggested to take the test. Include data charts using the following conventions for reporting data (create a new chart for each campus):

ex. Praxis Content Knowledge Data

Program: <i>ex. Special Education</i>								
Campus: <i>ex. Main campus</i>								
Test and Test Code: <i>ex. Special Education: Core Knowledge and Applications (5354)</i>								
Academic Year	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
<i>ex. 2020-21</i>	N=64	160	175.13	173.03	174.41	151-193	95%	89%
<i>ex. 2019-20</i>	N=80		175.25	172.49	174.76	160-193	100%	90%
<i>ex. 2018-19</i>	N=60		175.23	173.00	176.58	161-193	100%	85%

Program: <i>ex. Elementary Education</i>						
Campus: <i>ex. Main campus</i>						
Test and Test Code: <i>ex. PLT K-6 (5622) Sub-scores</i>						
Academic Year	# Tested	Category	Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
<i>ex. 2020-21</i>	N=64	I. Development and Characteristics of Learners	20	72.31	67.69	72.11
		II. Planning and the Learning Environment	27	74.03	71.67	77.10
		III. Instruction	27	71.21	71.32	76.17
		IV. Assessment	22	82.22	76.96	80.72
		V. Foundations and Professional Responsibilities	24	72.94	70.79	74.11

Instruction: Pedagogical Skills

- 1.3 Candidates experience multiple opportunities to learn core content and lesson planning using high-quality instructional materials aligned to standards and can apply skills in diverse P-12 settings.

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

combined program data as baseline and report additional columns disaggregated by campus (add additional 3 columns for each campus):

ex. TIAI Pedagogical Skills

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

N=Number, M=Mean, R=Range

Assessment: Data-Driven Instruction

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

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

Diverse Learning Environments

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

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

Technology

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

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

Professional Responsibilities

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

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

ex. Mississippi Educator Code of Ethics Assessment Checkpoints

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

Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS

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

Clinical Experiences

- 2.1 Diverse clinical experiences are embedded throughout the program and enable candidates to develop proficiency in the critical concepts, principles, and practices of the licensure area. *Evidence is the field experience progression chart with the headings indicated. List courses sequentially in program. Upload chart to EPP folder.*

ex. Clinical Continuum Chart

Program	Course Title and Prefix	Clinical Hours	Candidate's Role in the Experience (Observation, tutoring, small group, large group)	Grade Level (Elem K-6, Elem K-3, Elem 4-6, Mid Sch, High Sch, 7-12, K-12)	Clinical Setting (Urban, Suburban, Rural, Multi-level)	Intern Assessment
Special Education	SPE 631 Methods	10	Observation	Elem K-6	Urban	Professional Dispositions
	SPE 647 Internship	200	Multiple	K-12	Multi-level	TIAI Professional Dispositions Case Study

Clinical Partnerships

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

Collaboration with P-12 Partners

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

Standard 3: CANDIDATE QUALITY AND SELECTIVITY

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

Candidate Selection

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

Narrative highlights processes for admitting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. Supplemental evidence includes a 5-year recruitment plan based on EPP’s mission with baseline points and goals (including academic ability, diversity, and employment needs) such that results are used in planning and preparation for shifting cohorts including modifications to recruitment strategies.

Candidate Success

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

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

Candidate Support

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

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

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**Section IV: NEW PROGRAM APPROVAL/PROGRAM
MODIFICATION**

New Program Approval and Review

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

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

New Program Approval Proposal Requirements

The teacher education program approval process requires the following:

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

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

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

The contents page shall identify the following sections:

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

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

Section I: Overview/Rationale

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

Section II: Program Content

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

Section III: Faculty

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

Section IV: Comparison of Two Other Programs

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

Section V: Professional Accreditation

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

Section VI: Support Documentation

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

New Program Proposal Presentation Steps

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

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

Program Modification

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

Program modification proposal requirements

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

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

The contents page shall identify the following sections:

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

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

Section I: Overview/Rationale

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

Section II: Program Content

- An outline of the current program (advisement/program sheets may be submitted).
- A description of the proposed course of study (the new or proposed program/advisement sheet may be submitted if it identifies the required courses), how state and national

standards will be modified if any, related field experiences or clinical practice as applicable to specified course changes, and a brief description or statement of how the program or specific course changes will affect provisions for differentiation in instruction and technology.

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

Section III: Faculty

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

Section IV: Comparison of Two Other Programs

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

Section V: Professional Accreditation

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

Section VI: Support Documentation

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

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

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

Program Modification Proposal Presentation Steps

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

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

Inactive programs

While the definition of "inactive program" is not stipulated in MBE rule, a program not listed on the institution's website and/or included in their course catalog is generally determined to be an inactive program. EPPs are asked to remove inactive programs. This process is equivalent to a program modification and should be documented through formal processes by the Licensure Commission and MBE and thus removed from the MDE list of approved licensure programs. Additionally, inactive programs may be determined through program review.

Section V: ALTERNATE ROUTE

Alternate Route

This page has been intentionally left as a placeholder for information and requirements on Alternate Route certification.

Elementary Education (K-3) (4-6)

Secondary Education (7-12)

Special Education (K-12)

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**Section VI: CURRICULUM, CONTENT KNOWLEDGE
TESTS, CANDIDATE ADMITTANCE REQUIREMENTS,
AND CANDIDATE EXIT REQUIREMENTS**

Curriculum

All educator preparation programs shall be appropriately accredited by the national accrediting body approved by the MBE and shall meet all Mississippi Department of Education standards to ensure program graduates are prepared with the skills and knowledge necessary for licensure with the Mississippi Department of Education.

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

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

Consistent with MS- IHL Policy 512, licensure core curriculum requirements for all programs consist of the following:

English Composition	6 semester hours
College Algebra, Quantitative Reasoning, or higher-level mathematics	3 semester hours
Natural Science	6 semester hours
Humanities and Fine Arts	9 semester hours
Social or Behavioral Science	6 semester hours

Literacy-based Promotion Act (Miss. Code Ann § 37-177-1) and Mississippi's Comprehensive Literacy Plan

To ensure licensure programs prepare candidates with the skills and knowledge to impact P-12 student learning outcomes in literacy, Special Education, and Child Development/Early Childhood licensure programs shall include a course or courses on research-based reading instruction to include the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Elementary Education programs shall include two courses, Literacy I and Literacy II. Educational Leadership programs shall ensure candidates have the skills and knowledge to support teachers' instructional practice in explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Elementary Education Program of Study

Interdisciplinary programs of study for elementary education teacher candidates shall include:

English	12 semester hours
Mathematics	9 semester hours
Science	9 semester hours
Social Studies	12 semester hours
Fine Arts/Teaching of Fine Arts	3 semester hours

Reading/Literacy	15 semester hours
*Shall include Literacy I and Literacy II	
Special Education	3 semester hours
Classroom Management	3 semester hours
Data Analysis/Evaluation	3 semester hours

Elementary Education teacher candidates seeking licensure in K-6 shall complete **two 18-hour content area concentrations.**

Secondary Subject Area Licensure Programs (7-12)

In addition to an academic major in the subject area, or equivalent hours, candidates seeking licensure in grades 7-12 shall complete the following:

English Composition	6 semester hours
College Algebra, Quantitative Reasoning, or higher-level mathematics	3 semester hours
Natural Science	6 semester hours
Humanities and Fine Arts	9 semester hours
Special Education	3 semester hours
Classroom Management	3 semester hours
Data Analysis/Evaluation	3 semester hours
Reading Pedagogy	3 semester hours

K-12 Subject Area Licensure Programs

Candidates seeking licensure in grades K-12 (i.e., Art, Dance, Foreign Language, Music, PE) shall complete the following:

English Composition	6 semester hours
College Algebra, Quantitative Reasoning, or higher-level mathematics	3 semester hours
Natural Science	6 semester hours
Humanities and Fine Arts	9 semester hours
Special Education	3 semester hours
Classroom Management	3 semester hours
Data Analysis/Evaluation	3 semester hours
Reading Pedagogy	3 semester hours

Student Teaching/Internships

Student teaching and internships are the most important components of teacher preparation programs. Candidates are provided clinical experiences to which they are exposed to the opportunities to practice skills learned through coursework.

Student Teaching General Requirements:

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

Administration Internship General Requirements:

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

School Counseling Internship General Requirements:

- Practicum is comprised of at least 100 contact hours completed over 10 weeks with 40 direct service hours.
- Internship is comprised of at least 600 contact hours completed over two semesters with at least 240 hours direct service.
- Mentors have a minimum of a master's degree preferably in school counseling, relevant certifications and/or licenses, and a minimum of two years of pertinent professional experience, and engages regularly during the internship. Mentors are selected

collaboratively by the intern, a representative of the school and/or district, and program faculty.

- University supervisors shall have at least three years of effective counseling experiences. It is highly recommended that supervisors are licensed counselors. Supervisors are required to make face-to-face/virtual visits during internship.
- Internship requires experiences in elementary, middle, and high school diverse settings. Evidence shall be provided.

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Content Knowledge Tests

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

COVID Related Suspension of Testing Criteria

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

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

CAEP Self-Study and Missing Test Scores

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

Candidate Admittance Requirements

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

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

Candidate Exit Requirements

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

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

Administrator Admittance Requirements

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

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

Administrator Exit Requirements

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

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

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Section VII: GLOSSARY

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

Academic Year (AY) - To remain consistent with annual reporting requirements to MDE and other agencies, the state defines an AY for institutions of higher learning as the period that includes the fall, spring, and summer semesters (e.g., fall 2018, spring 2019, summer 2019). The EPP shall be consistent with how it reports a year of data to MDE to ensure accurate statewide data comparisons.

Note: For Title II HEA reports to the USDE, an AY is defined as 12 consecutive months, starting September 1 and ending August 31.

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

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

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

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

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

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

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

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

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

body charged through **Miss. Ann. Code § 37-3-2** with the responsibility of making recommendations to the Mississippi Board of Education regarding standards for the preparation, licensure, and continuing professional development of those who teach or perform tasks of an educational nature in the public schools of the State of Mississippi.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Endorsements - Areas in which educators are licensed.

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

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

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

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

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

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

High-Quality Instructional Materials (HQIM) - Materials that are aligned to the Mississippi College and Career Readiness Standards and are externally validated and comprehensive.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(See: MDE licensure guidelines for specific information)

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

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

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

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

DRAFT

Section VIII: APPENDICES

APPENDIX A: INITIAL PROGRAM REVIEW RUBRIC

Initial Program Review Rubric

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

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

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

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

Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS

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

	Not Met	Met w/ Conditions	Met	Rating
2.1 Clinical Experiences. Diverse clinical experiences are embedded throughout the program and enable	The EPP's Clinical Experience Continuum Chart provides information for a few programs. Chart	The EPP's Clinical Experience Continuum Chart indicates each program's clinical	The EPP's Clinical Experiences Continuum Chart indicates how each initial program's clinical	

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

research to inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs.			while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs.	
Comments:				

Standard 3: CANDIDATE QUALITY AND SELECTIVITY

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

	Not Met	Met w/ Conditions	Met	Rating
3.1 Candidate Selection. The EPP admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.	The EPP admits candidates from a broad range of backgrounds and diverse populations.	The EPP admits and supports candidates from a broad range of backgrounds and diverse populations. The EPP recruits program candidates based on forecasted employment needs.	The EPP admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas. A recruitment plan based on mission with	

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

**APPENDIX B: EDUCATIONAL LEADERSHIP PROGRAM
REVIEW RUBRIC**

Educational Leadership Program Review Rubric

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

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

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

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

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

Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS

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

	Not Met	Met w/ Conditions	Met	Rating
2.1 Clinical Experiences. Candidates are provided a variety of clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders,	The focus of the narrative is centered on the number of contact hours in a non-diverse setting. The program's Clinical Experience Continuum	Narrative focuses on internship activities which may or may not be diverse. Internship is comprised of at least 300 contact hours completed over a minimum of six months. The	Narrative focuses on internship design and types of activities completed. Internship is comprised of at least 300 contact hours completed over a minimum of six months. The	

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

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

Standard 3: CANDIDATE QUALITY AND SELECTIVITY

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

	Not Met	Met w/ Conditions	Met	Rating
<p>3.1 Candidate Selection. The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff</p>	<p>The program admits candidates from a broad range of backgrounds and diverse populations.</p>	<p>The program admits and supports candidates from a broad range of backgrounds and diverse populations. The program recruits program candidates based on forecasted employment needs.</p>	<p>The program admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The program recruits program candidates based on forecasted employment needs including</p>	

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

**APPENDIX C: SCHOOL COUNSELING PROGRAM REVIEW
RUBRIC**

School Counseling Program Review Rubric

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

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

<p>1.4 Manage. Candidates are prepared with the capacity to effectively and efficiently manage the school counseling program.</p>	<p>The focus of the narrative is centered on managing school data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focuses on how candidates are prepared to manage goals, activities, and/or interventions. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focus on how the candidates are prepared to manage data, annual student outcome goals, action plans, lesson plans, annual administrative conference, use of time, calendars, and advisory council. Narrative targets specific courses where content is taught and assessed. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.</p>	
<p>1.5 Deliver. Candidates are prepared with the capacity to deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.</p>	<p>The focus of the narrative is centered on the data to improve P-12 student achievement. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focuses on how candidates are prepared to improve P-12 student achievement by providing individual direct and indirect services. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focus on how candidates are prepared to help P-12 students improve achievement, attendance and discipline by providing individual, small group, and individual direct student services (instruction, appraisal and advisement, and counseling) and indirect student services (consultation, collaboration, and referrals). Narrative targets specific courses where content is taught and assessed. Data from the last 3 cycles were provided</p>	

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

at multiple checkpoints throughout the program.			Mississippi Educator Code of Conduct Professional Dispositions were provided including data analysis and interpretation of how data was used to improve program.	
Comments:				

Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS

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

	Not Met	Met w/ Conditions	Met	Rating
<p>2.1 Clinical Experiences. Candidates are provided a variety of clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, apply content knowledge, and develop and refine professional skills. Practicum is comprised of at least 100 contact hours completed over 10 weeks with 40 direct service hours. Internship is comprised of at</p>	<p>The focus of the narrative is centered on the number of contact hours in a non-diverse setting. The program’s Clinical Experience Continuum Chart provides inaccurate or incomplete information.</p>	<p>Narrative focuses on internship activities which may or may not be diverse. The Practicum is comprised of at least 100 contact hours completed over a minimum of 10 weeks. The Internship is comprised of at least 600 contact hours completed over two semesters. The program’s Clinical Experience Continuum Chart indicates the program’s clinical experiences, but chart may</p>	<p>Narrative focuses on internship design and types of activities completed. Practicum is comprised of at least 100 contact hours completed over a minimum of 10 weeks with 40 direct service hours. The internship is comprised of at least 600 contact hours completed over two semesters with at least 240 direct service hours. The program’s Clinical Experiences Continuum</p>	

<p>least 600 contact hours completed over two semesters with at least 249 hours direct service.</p>		<p>include courses that are not represented in the program or may have left out courses that include field experiences as compared to the syllabi that were submitted. Plans for additional practicum/internship hours may be included.</p>	<p>Chart indicates how the clinical experiences provide a developmental and sequential set of diverse experiences.</p>	
<p>2.2 Clinical Partnerships. Candidates are provided mentor(s) who have a minimum of a master’s degree preferably in school counseling, relevant certifications and/or licenses, and a minimum of two years of pertinent professional experience; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and are trained/calibrated on the EPP’s evaluations.</p>	<p>The program partners with LEAs to select active school counselors who can serve as models of effective practice and have the skills to supervise candidates in a counseling capacity.</p>	<p>The program partners with LEAs to select, prepare, evaluate, support, and retain active educational leaders who can serve as models of effective practice and have the skills to supervise candidates in a counseling capacity.</p>	<p>The program partners with LEAs to select, prepare, evaluate, support, and retain active educational leaders who can serve as models of effective practice and have the skills to supervise candidates in a counseling capacity. The program has a process in place for collecting data not only on the training of mentors and supervisors, but also on the qualifications of selected mentors.</p>	
<p>2.3 Collaboration with P-12 Partners. The program maintains active partnerships and shares decision-making with</p>	<p>The program has a partnership with LEAs to share candidate outcomes.</p>	<p>The program maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, and</p>	<p>The program maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation,</p>	

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

Standard 3: CANDIDATE QUALITY AND SELECTIVITY

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

	Not Met	Met w/ Conditions	Met	Rating
<p>3.1 Candidate Selection. The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment</p>	<p>The program admits candidates from a broad range of backgrounds and diverse populations.</p>	<p>The program admits and supports candidates from a broad range of backgrounds and diverse populations. The program recruits program candidates based on forecasted employment needs.</p>	<p>The program admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The program recruits program candidates</p>	

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

**APPENDIX D: OTHER ADVANCED PROGRAM REVIEW
RUBRIC**

Other Advanced Program Review Rubric

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE				
The program prepares candidates to develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices to advance the learning of all students toward college and career readiness standards.				
	Not Met	Met w/ Conditions	Met	Rating
<p>1.1 Program of Study. The program’s sequence of courses provides multiple opportunities to learn, apply, and reflect on content specific national standards as each candidate progresses through the program. Program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education.</p>	<p>The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted, but may be missing information or information is inaccurate as compared to the submitted syllabi.</p>	<p>The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted, but may be inaccurate as compared to the syllabi.</p>	<p>The degree/program plan, curriculum aligned to national standards, curriculum alignment to CAEP Specialty Areas, and syllabi were submitted.</p>	
<p>1.2 Content Knowledge. Candidates are prepared with the critical concepts, principles, and practices that ensure preparation for the recommended licensure area.</p>	<p>The focus of the narrative is centered on the licensure exams. Data from the licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focuses on one particular concept, principle, or practice to ensure candidate preparation for recommended licensure area. Data from the last 2/3 years of licensure exams were provided. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focuses how the program prepares candidates with critical concepts, principles, and practices to ensure preparation for recommended licensure area. Data from the last 3 years of licensure exams were provided including data analysis and interpretation of how data was used to improve program.</p>	
<p>1.3 Instruction: Pedagogical Skills. Candidates experience</p>	<p>The focus of the narrative is centered on the data. Data analysis and/or interpretation</p>	<p>Narrative focuses on an opportunity for candidates to learn and practice</p>	<p>Narrative focuses on opportunities to learn and practice a variety of</p>	

<p>multiple opportunities to learn core content and lesson planning using high-quality materials aligned to standards and can apply skills in diverse P-12 settings</p>	<p>of how data was used to improve program may or may not have been provided.</p>	<p>instructional methods. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p>	<p>instructional methods: sequence of lessons; concepts, strategies, and skills; constructive feedback, motivation, and student engagement; whole/small group instruction; and instruction that enhances each child's learning. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.</p>	
<p>1.4 Assessment: Data-Driven Instruction. Candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources to inform instruction and professional practice.</p>	<p>The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focuses on a type of assessment learned in coursework. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focuses on a range of types and assessments learned through all coursework: design, adapt, or selection of appropriate assessments used to plan and provide meaningful feedback to all learners. Data from the last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.</p>	
<p>1.5 Diverse Learning Environments. Candidates are prepared with the critical skills necessary for creating inclusive environments that support all students' cultural and linguistic diversity, social and emotional health, and use these as assets to support P-12 learning.</p>	<p>The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.</p>	<p>Narrative focuses on a skill learned in coursework needed to customize learning for learners with individual differences. Data from the last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.</p>	<p>Narrative highlights knowledge and skills learned in coursework needed to customize learning for learners with a range of individual differences (such as abilities, learning experiences, and talents) and potential biases that impact expectations for and relationships with learners. Supporting evidence shall</p>	

			include CRT are highlighted in syllabi. Data from last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.	
1.6 Technology. Candidates use technology effectively to design, implement, and assess learning experiences; propose solutions, forge new understandings, solve problems, and imagine possibilities by making content relevant to learners in both face-to-face and virtual environments.	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses on a skill learned through coursework on use of technology in lesson planning. Data from last 2/3 cycles were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.	Narrative focuses on knowledge and skills learned through coursework on use of technology to incorporate critical thinking skills in the curriculum's learning goals. Data from last 3 cycles were provided including data analysis and interpretation of how data was used to improve program.	
1.7 Professional Responsibilities. The Mississippi Educator Code of Conduct and professional dispositions are embedded and assessed at multiple checkpoints throughout the program.	The focus of the narrative is centered on the data from Professional Dispositions. Data analysis and/or interpretation of how data was used to improve program may or may not have been provided.	Narrative focuses on professional dispositions at exit. Data from last 2/3 cycles of Professional Dispositions were provided. Data analysis and/or interpretations of how data was used to improve program may or may not have been provided.	Narrative focuses on candidates' professional responsibility to learn the Mississippi Educator Code of Conduct in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Data from last 3 cycles of Professional Dispositions were provided including data analysis and interpretation of how data was used to improve program.	
Comments:				

Standard 2: CLINICAL PRACTICE AND PARTNERSHIPS

	Not Met	Met w/ Conditions	Met	Rating
<p>2.1 Clinical Experiences. Diverse clinical experiences are embedded throughout the program and enable candidates to develop proficiency in the critical concepts, principles, and practices of the licensure area.</p>	<p>The EPP’s Clinical Experience Continuum Chart provides information for a few programs. Chart omits several courses. EPP fails to provide diverse experiences.</p>	<p>The EPP’s Clinical Experience Continuum Chart indicates each program’s clinical experiences, but chart may include courses that are not represented in the program or may have left out courses that include field experiences. EPP may or may not provide diverse experiences.</p>	<p>The EPP’s Clinical Experience s Continuum Chart indicates how each initial program’s clinical experiences provide a developmental and sequential set of diverse experiences.</p>	
<p>2.2 Clinical Partnerships. The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. Candidates are evaluated by supervisors and mentor teachers trained/calibrated on the EPP’s teacher candidate evaluations.</p>	<p>The EPP partners with LEAs to select clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area.</p>	<p>The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area.</p>	<p>The EPP partners with LEAs to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates in the licensure area. EPP has a process in place for collecting data not only on the training of mentor teachers and supervisors, but also on the qualifications of selected mentors.</p>	
<p>2.3 Collaboration with P-12 Partners. The EPP maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared decision-making. The EPP relies on best practice and research to</p>	<p>The EPP has a partnership with LEA to share candidate outcomes.</p>	<p>The EPP maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate preparation and shares accountability for candidate outcomes,</p>	<p>The EPP maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared decision-making. The EPP relies on best practice and research to inform continuous</p>	

inform continuous improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs.			improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs.	
Comments:				

Standard 3: CANDIDATE QUALITY AND SELECTIVITY

The EPP produces candidates who are effective in P-12 schools and classrooms, including demonstrating professional practice and responsibilities, who are capable of collecting and analyzing data on multiple measures of program and use this data for continuous improvement.

	Not Met	Met w/ Conditions	Met	Rating
3.1 Candidate Selection. The EPP admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.	The EPP admits candidates from a broad range of backgrounds and diverse populations.	The EPP admits and supports candidates from a broad range of backgrounds and diverse populations. The EPP recruits program candidates based on forecasted employment needs.	The EPP admits and supports high quality candidates from a broad range of backgrounds and diverse populations and promotes their successful entry to the licensure program. The EPP recruits program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas. A recruitment plan based on mission with baseline points and goals for 5 years is submitted.	
3.2 Candidate Success. The EPP monitors candidate proficiency from admissions	The EPP monitors candidate progression.	The EPP documents measures/gateways of candidate progression by providing criteria for	The EPP documents two or more measures/gateways of candidate progression by providing explicit criteria for	

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

**APPENDIX E: FOLDERS FOR SUBMITTING PROGRAM
REVIEW DOCUMENTATION**

FOLDERS

<Approved Program of Study Name>
(If not submitting SPA report, upload the following artifacts)

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

OR

(If submitting SPA report, upload the following artifacts)

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

AND

EPP

(Upload the following artifacts)

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

EXAMPLES OF FOLDERS



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



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



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



Mathematics



Social Studies



Sciences

APPENDIX F: REQUIRED SYLLABI ELEMENTS

Syllabi Elements

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

Suggested Components:

Course Prefix

Course Title

Semester/Trimester Year

Course Meeting Time

Course Meeting Place

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

Appointment Policy

Drop Date

Course Prerequisite(s)

Credit Hours

Catalog Description of Course

Course Description/Overview

Clinical/Field Experience Hours Required (if applicable)

Required Text

Optional/Supplementary Text

Policy on Attendance and Make-Up Work

Online Learning Guidelines (if applicable)

Academic Integrity Statement

ADA Statement

Resources for Student Success

Tentative Schedule/Agenda

Major Assignments and Due Dates

Required Components:

Course Goals aligned to state and national standards

Candidate Learning Outcomes

Technology Competencies

Course Requirements

Grading Scale

Grading Policy and Calculations

APPENDIX G: NEW PROGRAM FORM
(For EPP Use)

New Program Request

Institution's Information:

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

Please check:

Teacher Education Program: Click or tap here to enter text.
 Edu Leadership/Administration Program
 Other Advanced Program: Click or tap here to enter text.

Please identify:

Type of Delivery: Choose an item.
Scope: Choose an item.
Licensure Area: Choose an item.
Endorsement Code: Click or tap here to enter text.
Degree: Choose an item.

Checklist of Supporting Documentation:

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

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

APPENDIX H: PROGRAM MODIFICATION FORM
(For EPP Use)

Modification to Program Request

Institution's Information:

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

Please check:

Teacher Education Program: _____ Click or tap here to enter text.
 Edu Leadership/Administration Program: _____
 Other Advanced Program: _____ Click or tap here to enter text.

Please identify:

Type of modification: _____ Choose an item.
Scope: _____ Choose an item.
Licensure Area: _____ Choose an item.
Endorsement Code: _____ Click or tap here to enter text.
Degree: _____ Choose an item.

Checklist of Supporting Documentation:

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

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

APPENDIX I: PROGRAM REVIEWER'S FORM
(For Reviewer's Use)

Program Proposal Review Form

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

(601) 359-3631

<http://www.mde.k12.ms.us/OEP>

Reviewer's Information:

Reviewer's Name: _____

Reviewer's Title: _____

Phone Number: _____

E-mail: _____

Name of Institution Submitting the Proposal: _____

Please check all that apply:

- Implementation of a New Program
- Modify an Existing Program

Please check all that apply:

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

Program Requested:

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

Recommendations:

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

APPENDIX J: ENDORSEMENT CODES

Licensure Endorsement Codes

Administrator Licenses

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

Pre-K/12 Licenses (degree programs)

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

Speech Communications (7-12)	196	Speech Correction (K-12)	216
Speech Language Clinician (K-12)	215	Visually Impaired (K-12)	218
Visual Arts (K-12)	127	Wellness & Physical Activity (K-6)	146

Occupational Licenses (CTE programs)

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

Tech Prep Licenses

LICENSE TITLE	CODE	LICENSE TITLE	CODE
Agriculture & Env Sc Tech (7-12)	992	Sci, Tech, Engineer & Math (STEM)	983
Career Discovery (7-12)	996	Technology Applications (7-12)	994
Computer Discovery (7-12)	997	Technology Discovery (7-12)	998
Information & Comm Tech (ICT I)	981	Work Based Learning (7-12)	995
Information & Comm Tech (ICT II)	982		

Supplemental Endorsement Added To A Valid License

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

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

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

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

Added by completion of MDE Approved Early Childhood Specialized Training

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

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

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

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

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

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

929 – SREB Math Ready (7-12)

930 – SREB Literacy (7-12)

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

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

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