

Office of Teaching and Leading (OTL): Division Updates

*Mississippi Department of Education Auditorium
February 13, 2019*



Paula A. Vanderford, Ph.D., Chief Accountability Officer
Cory M. Murphy, Ph.D., Executive Director
Debra Burson, Ph.D., Bureau Director, Educator Preparation
Phelton Cortez Moss, Bureau Director, Educator Talent Acquisition
and Effectiveness

Welcome



Cory M. Murphy, Ph.D., Executive Director

Session Norms



Prepare your technology for Learning

Restroom locations



shutterstock - 89590753

Division of Educator Talent Acquisition and Effectiveness



Mr. Phelton Cortez Moss, Director, Educator Effectiveness

Dr. Vernesia Wilson, Associate Director, Educator Effectiveness

Dr. Lisa White, Educator in Residence, Educator Effectiveness

Mrs. Beth Loflin, Data Reporting Specialist, Educator Effectiveness

Mrs. Sheila Shavers, Operations and Logistic Support, Educator Effectiveness

Mrs. Tracey Wright-Miller, Teacher Recruiter, Educator Effectiveness

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



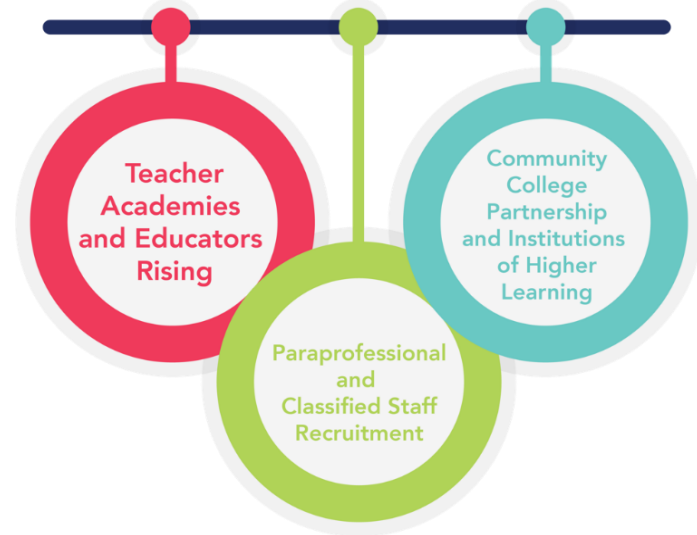
Talent Development Framework



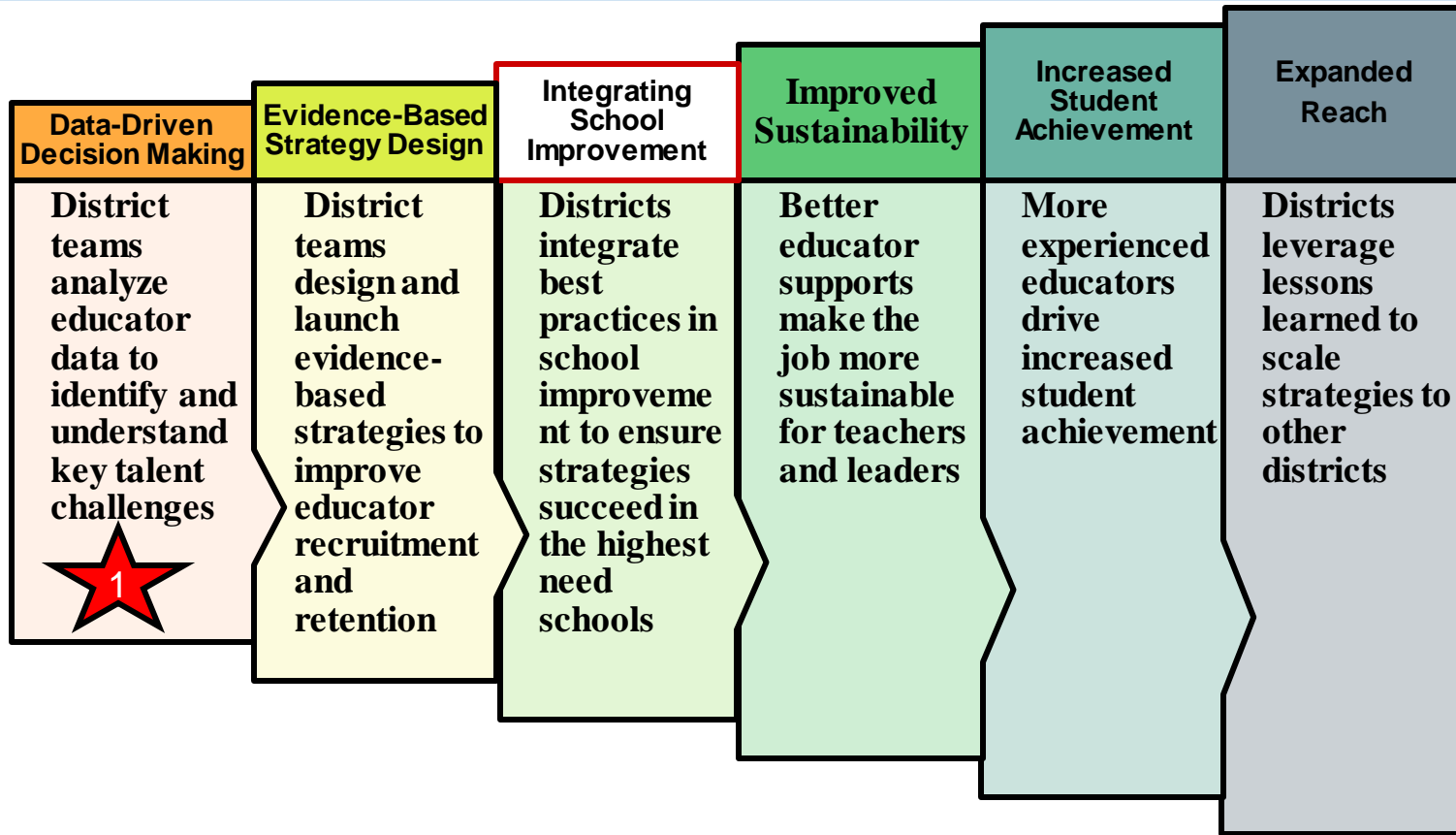
Source: GTL Center, 2014.

Growing Your Own Teachers Concept

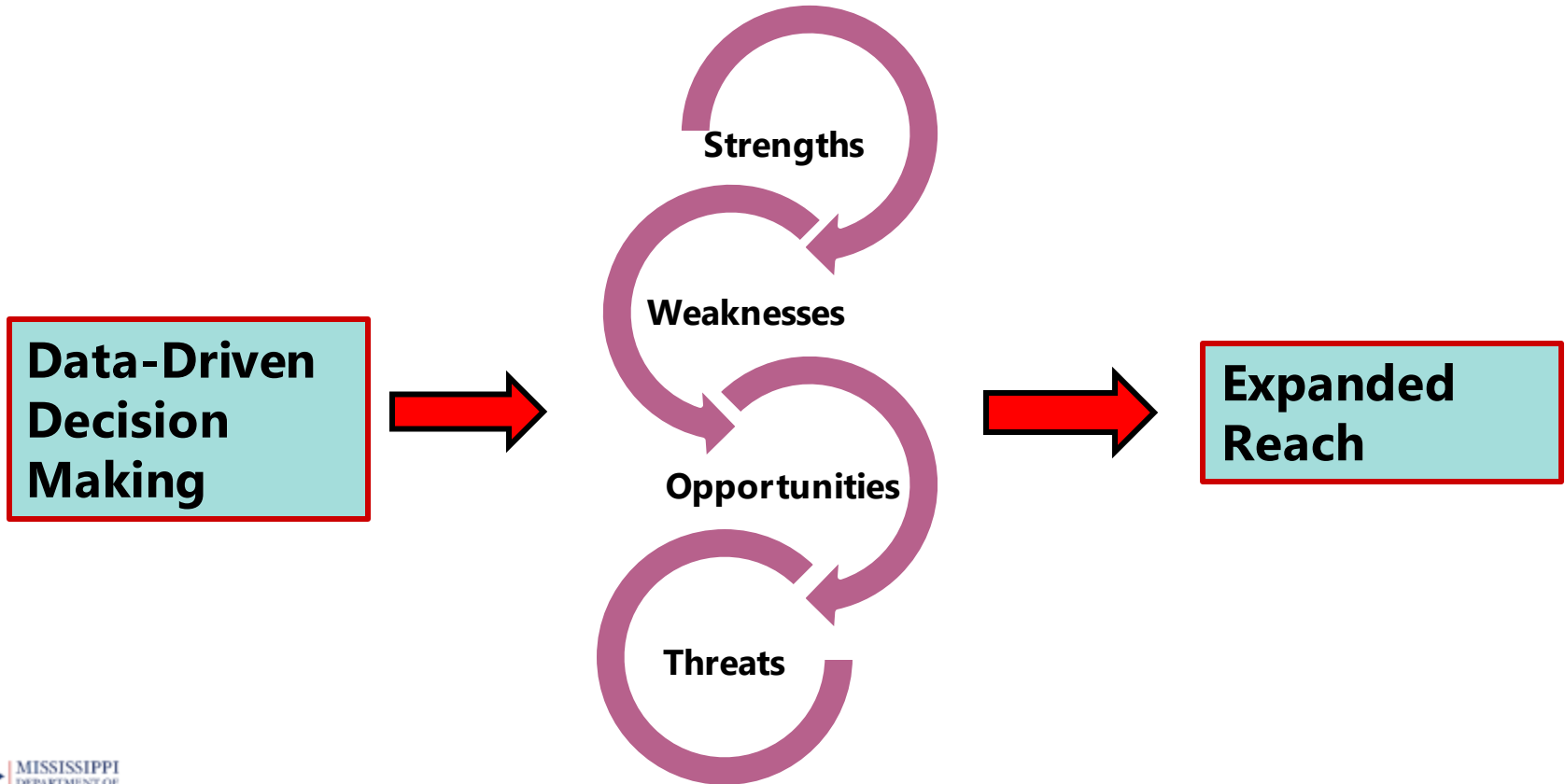
GROW-YOUR-OWN



Talent for Turnaround Theory of Change



Strengths, Weaknesses, Opportunities, & Threats (S.W.O.T)



Data Updates

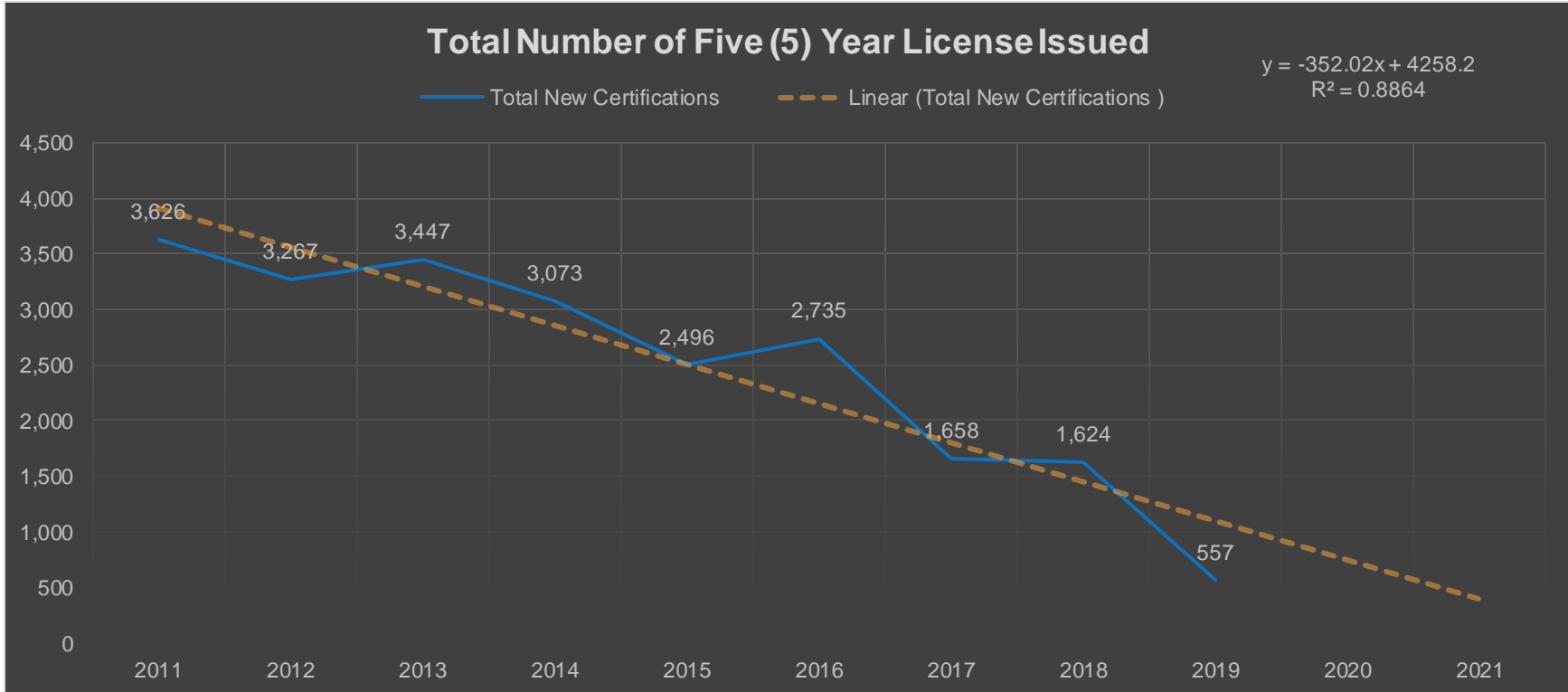


Beth Loflin

Office of Teaching and Leading

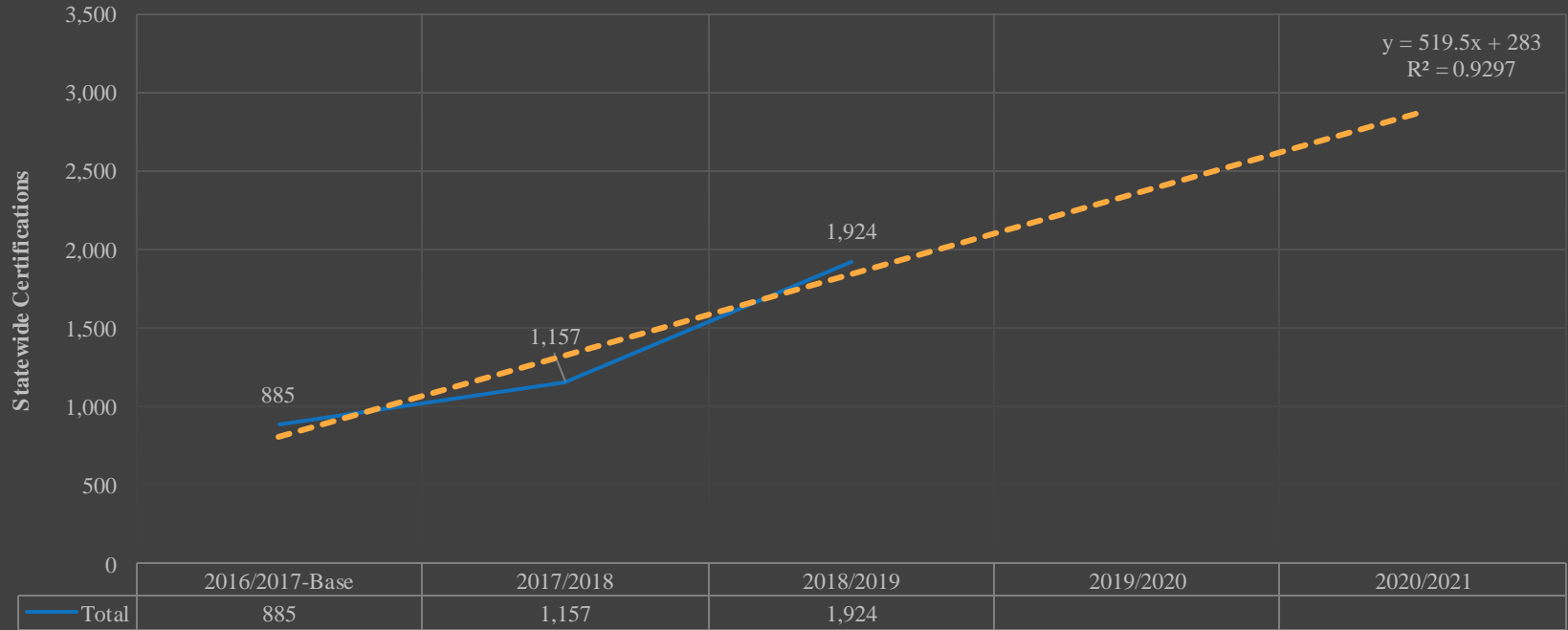
Division of Educator Talent Acquisition & Effectiveness

Data Updates



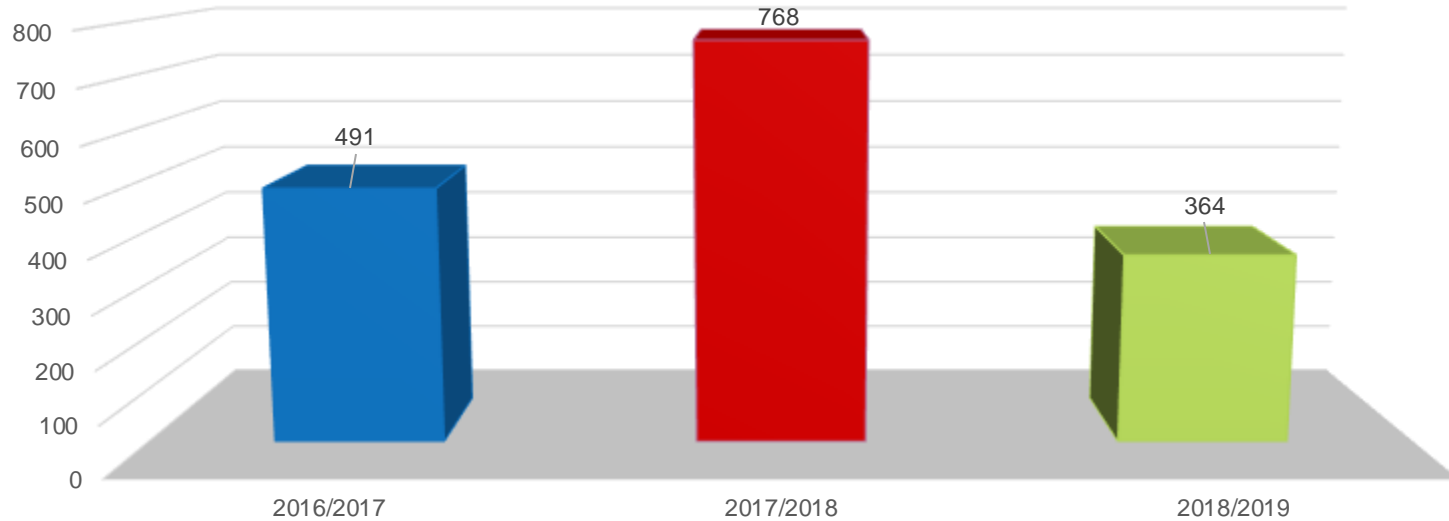
Data Updates

Total Statewide Emergency License Certifications by School Year with Projected Trend



Data Updates

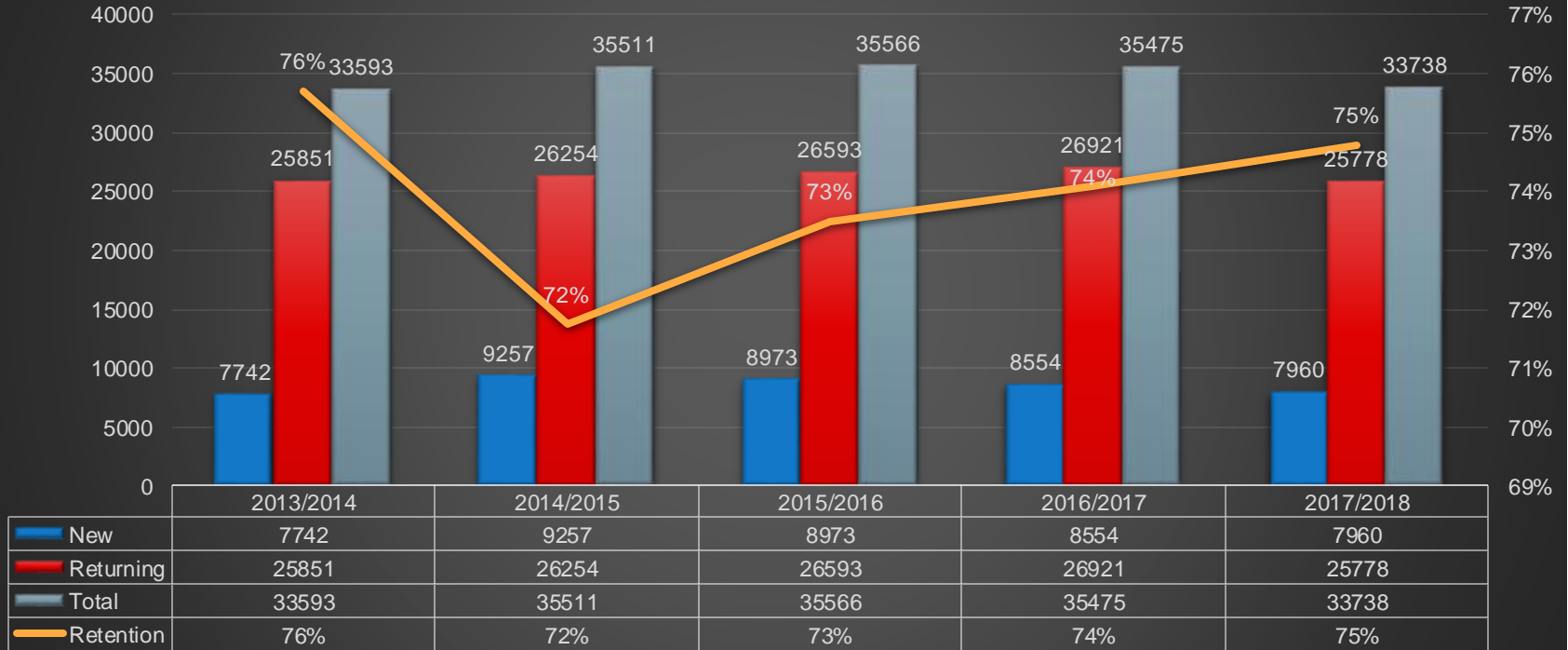
TOTAL OF STATEWIDE LONG TERM SUBSTITUTES



	2016/2017	2017/2018	2018/2019
Number of Substitutes	491	768	364

Data Updates

Overall Statewide Retention Data-2013/2014-2017/2018





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Beth Loflin

Data and Reporting Specialist

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Mississippi Grow-Your-Own (GYO) Teacher Task Force



Purpose of MS GYO Teacher Task Force

- To examine the Mississippi educator pipeline and identify “leaks” through which Mississippi educator candidates/teachers exit, worsening the teacher shortage
- To identify GYO strategies designed to strengthen the educator pipeline and provide equitable access to effective teachers for all students
- To make recommendations to legislators, educational leaders, educator preparation providers, and other stakeholders regarding the implementation of GYO strategies in Mississippi to support a diverse, effective teacher workforce for all students

MS GYO Teacher Task Force

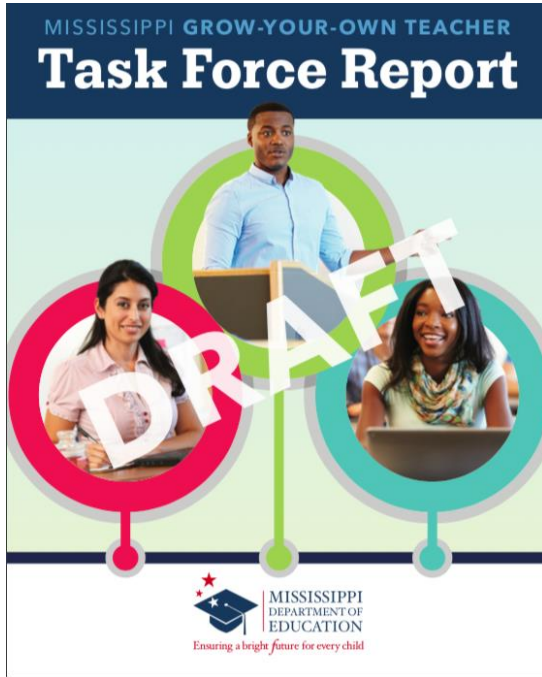
Thirty-one (31) Members representing the following:

- Business Community
- Philanthropic Community
- Public and Private Colleges and Universities/IHL
- Education Advocacy Group
- Charter School Authorizer Board
- Public School Districts
- MS Dept. of Education

Three (3) meetings to-date:

- October 30, 2018
- December 3, 2018
- February 1, 2019

Mississippi GYO Teacher Task Force Report



The report

- ✓ will be finalized this week
- ✓ includes recommendations to support implementation of Mississippi's GYO Teacher initiative
- ✓ will be shared with legislators, community stakeholders, and educational leaders

Recommendations

Grow-Your-Own Strategies Address Three (3) Subgroups:

- Middle and High School Students
- Paraprofessionals and Classified Staff
- Community Colleges and Educator Preparation Programs (EPPs)

Middle and High School Students

Recruitment Strategies include the following:

- Teacher Academy
- Educators Rising
- Statewide “Signing Day” for Prospective Education Majors
- Teacher Academy Cord for Graduation
- Clear Pathways to Licensure for Teacher Academy Graduates

Paraprofessionals and Classified Staff

Recommendations include the following:

- Differentiated Tuition Scale for Teacher Education
- Tuition Assistance (Legislative Recommendation)
- LEA and Educator Preparation Providers Partnerships to Support Enrollment in Teacher Education Program while Employed
- Pathway for Teacher Education Majors who Did Not Complete the Program/”Complete 2 Compete”

Community Colleges and EPPs

Recommendations include the following:

- Differentiated Tuition Scale for Teacher Education with 5-Year Teaching Commitment
- Teacher Mentoring and Induction Support from EPPs
- Teacher Leadership Endorsement Programs
- Scholarships and/or Dual Credit for Teacher Academy Graduates



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Lisa White, Ed.D.

Educator in Residence

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Conducting Exit Interviews: Best Practices



Vernesia Wilson, PhD, MPH
Office of Teaching and Leading
Division of Educator Talent Acquisition & Effectiveness

What are Exit Interviews?

Survey/Interview provided to all teachers and other certified staff who resign or retire from a school district during or after the school year.



Benefits of Exit Interviews

- Helps capture the “Why?”
- Helps transform/better the teacher working environment
- Helps improve the working culture and/or climate of the district
- Helps decrease future teacher turnover
- Helps guide action planning for the next school year
- Helps [indirectly] assess job satisfaction
- Helps increase consideration for the person to return or remain with the organization

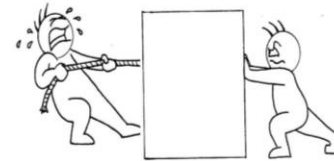
Exit Survey/Interview Research

Examining Push – Pull Factors

Several research studies indicate that two factors/variables characterize employee turnover:

- **Push Factors**

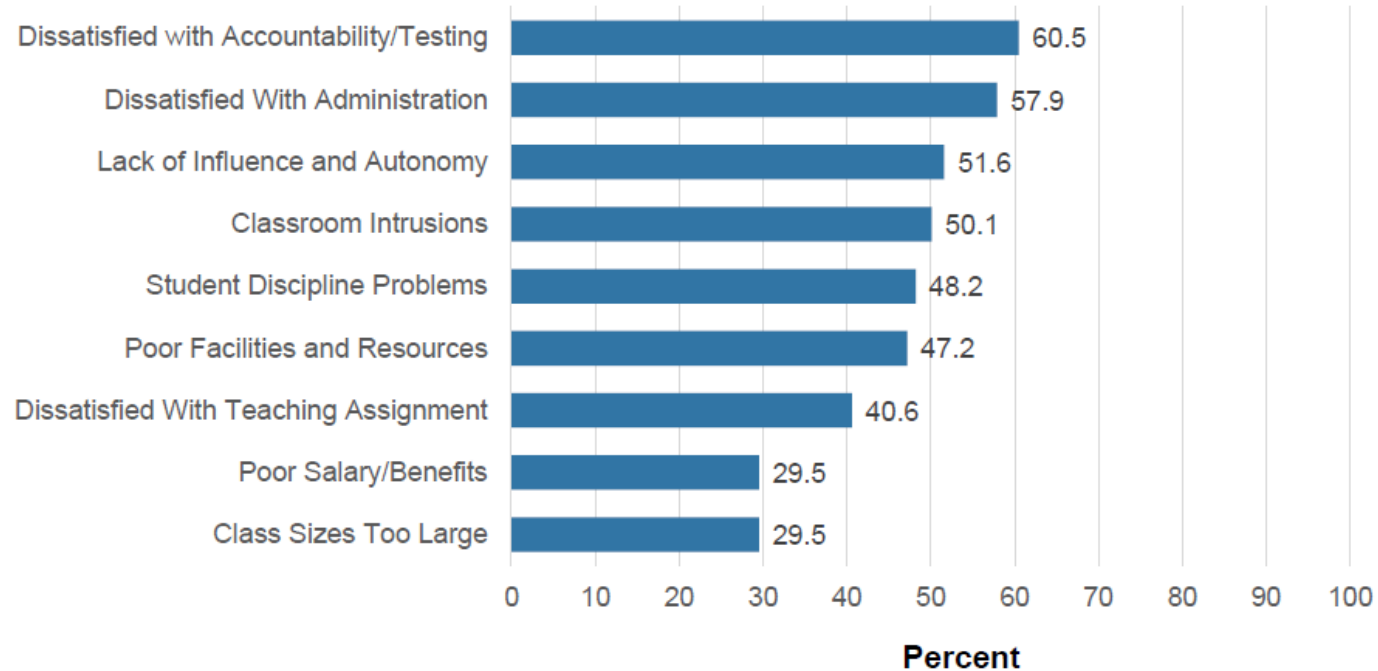
Controlled factors of why people leave (e.g. salary, benefits, lack of communication, job satisfaction, policies, job stress, supervisors, etc.)



- **Pull Factors**

Uncontrolled factors of why people leave (e.g. relocation, career advancement opportunities, great boss, autonomy, better working conditions, more benefits, etc.)

One Major Reason Why Teachers Leave: **Dissatisfaction**



U.S. Company with lowest employee turnover:

Eastman Kodak Company

Recent Employee Reviews, Glassdoor.com (2018)
Eastman Kodak Company:

1. “Great atmosphere and work environment”
2. “Positive work environment. Good management. Good vacation time. Nice perks.”
3. “The work environment is generally friendly. Good people, flexible hours.”
4. “Great people to work with who are open to exchanging ideas.”
5. “Nice working environment, interesting work.”
6. “Good working environment with fantastic coworkers.”



Founders: George Eastman & Henry A. Strong

Elements of Informative Exit Interviews

Structuring Exit Interviews/Surveys

1. Ensure the educator that no identifying information will be disseminated.
2. Select questions that are more organization-targeted opposed to educator-targeted.
3. Relay to the educator the objective and importance of his/her completing the interview/survey.
4. Include **at least one** question addressing what could have been done better/differently to change his/her decision to leave.
5. Choose one person from the Human Resource team to interview or survey the educator.
6. When possible, ensure that the interview will be brief.

Important Note: Exit interviews should contain questions that address the actual root of why the educator is leaving.

Sample Exit Interview Questions

Note: Again, remind the educator that his or her responses to the interview/survey questions will remain confidential.

- What did we do for educators in this district that you liked most? Least?
- What would you say is your number one reason for resigning from/leaving our district?
- What would you recommend we do better to improve working conditions for teachers in our district?
- Did any one thing/factor/event trigger your decision to leave our district?
- What did you need from us that you did not receive?
- What can we do now to change your decision from leaving to remaining in our district?

Closing Quote

“People work for money but go the extra mile for praise, recognition, and rewards.”



--Dale Carnegie

Questions



References

Giang, V. (2013, Jul 25). A new report ranks America's biggest companies based on how quickly employees jump ship. *Business Insider*. Retrieved on January 18, 2019 from <https://www.businessinsider.com/companies-ranked-by-turnover-rates-2013-7>.

IALI SHAH, I., FAKHR, Z., AHMAD, M.S., and ZAMAN, K. (2010). Measuring push, pull, and personal factors affecting turnover intention: A case of university teachers in Pakistan. *Review of Economic Business Studies*, 3(1), 167-192.

Ingersoll, R. (2014). *LPI analysis of the Schools and Staffing Survey (SASS), 2012, and the Teacher Follow-up Survey (TFS), 2013, from the Schools and Staffing Surveys*, National Center for Education Statistics.



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Division of Educator Preparation



Debra Burson, Ph.D., Bureau Director, Educator Preparation
Ledora Harris, Ph.D., Office Director II, Educator Preparation
Ms. Regina Chatman, MBA, Division Director II, Educator Preparation

Educator Preparation Division Updates



Debra B. Burson, PhD
Office of Teaching and Leading
Division of Educator Preparation

Staffing Update

- Dr. Ledora Harris, Office Director of Program Review
- Ms. Regina Chatman, Division Director of Reporting and Communications

Educator Preparation Key Initiatives

- New Guidelines for Program Review
- New Program Review Process
- Leadership Program Redesign
- Advancing Inclusive Principal Leadership (AIPL)
- High Quality Instructional Materials (HQIM)
- CAEP Training – March 4-6, 2019

- Council for the Accreditation of Educator Preparation (CAEP) national accrediting organization for Educator Preparation Providers (EPPs)
- National Site Visitor Training – March 4-6, 2019

Program Review Guidelines

Redesigned Guidelines will be presented at March 1 Licensure Commission meeting

- To support Mississippi's Equity Plan, requesting all programs embed Culturally Responsive Pedagogy
- Requesting licensure pass rates based on number of attempts
- Requesting professional learning and testing for EPP faculty teaching Early Literacy I and II
- Requesting to prescribe 15 hour sequence for Reading
- Requesting additional clinical experiences

Program Review Pilots

- Fall 2018 Piloted new mid-cycle program review
- February 2019 team members assessed pilot
- Developing Program Review Pilot 2.0 for Fall 2019

Leadership Program Redesign

- MDE convened 3 task force meetings with EPP Leadership Faculty
- All programs will adhere to the same competencies
- All programs will require 3 common experiences with 3 common assessments
- To be presented to Licensure Commission in May for implementation Fall 2019

Advancing Inclusive Principal Leadership (AIPL)

- Council for Chief State School Officers (CCSSO) and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR)
- Mississippi one of 5 states selected
- Focus will be to ensure inclusive practices are a component of leader preparation and for leaders in schools identified as TSI and CSI

High Quality Instructional Materials (HQIM)

- CCSSO initiative with MDE Academic Offices and Educator Preparation
- To ensure educator preparation includes training in assessing and implementing HQIM in practice

Questions





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Lunch Break



Division of Educator Licensure



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Cory Murphy, Ph.D., Executive Director, Teaching and Leading
Tamika Lipsey, Assistant Director, Educator Licensure

Office of Teaching and Leading: Educator Licensure Update



Cory M. Murphy, Ph.D.

Executive Director, Office of Teaching and Leading

Tamika Lipsey

Assistant Director, Division of Educator Licensure

Educator Licensure: Reminders

- **Special, Non-renewable License for Prospective Non-traditional Teacher Preparation Program Completers (Alternate Route Program Enrollment No Longer Required Year One/No Test Requirement for the Issuance of Year One Special, Non-renewable License)**
 - 2018-2019 Year-One License Holders must be unconditionally admitted to nontraditional educator preparation program in order to receive Year-Two License
 - 2018-2019 Year-Three License Holders: Final Special, Non-renewable License
- **Submission of Data Collection/District Portal ELMS Access Request Form**
- **2019-2020 Local Districts Application Submission Begins March 1**

Educator Licensure: Status of Proposed Solutions

Communication of Licensure Changes to Education Stakeholders

- ✓ Official Memorandum sent via Superintendent's and Principal's Listservs
- ✓ Memoranda to be archived in a repository located on the OTL webpage
- ✓ Teachers/Educators may view relevant updates in ELMS

Consistency in communication of Licensure Requirements – Continuous Improvements

- ✓ Ongoing Engagement in Enrichment Wednesday Professional Learning Sessions for Current Team Members
- ✓ Implemented Comprehensive Onboarding/Training Process for New Members

Submission of Local School District Requested Application Packets Via Postal Mail Discontinued – Proposed Solution Complete

- ✓ All Local District Requested Licenses to be Accessible and Completed via ELMS

Local District Authorized Personnel Kept Abreast of Application Status – Available to Local District Authorized Personnel Upon Role Assignment by the MDE

- ✓ Visit Local District Portal in ELMS to view status of all applications submitted
- ✓ Requirements Letters sent to applicants will post to Local District Portal
- ✓ Revise open application to make corrections if required or changes needed

Submission Of Select Supporting Documents Via Postal Mail Discontinued –

Proposed Solution Complete

- ✓ Certain documents submitted directly into applicants ELMS account
 - Renewal/Reinstatement (CEU/SEMI Certificates, National Board Verification, Public Employee Retirement System letter)
 - Experience Verification Form
 - Institutional Program Verification Form
 - Verification of Accreditation Form
 - Advanced Placement (AP)/Project Lead the Way Certificates
 - Administrator Related: District Letter/OSL Certificates
 - Local District Related: Resume/Letters of Recommendation
 - Out of State Certificates/Verification Form

The above listing is not all inclusive and is subject to change.

Automated Application Processing for Certain Licensure Requests

- ✓ Student Intern License (with Electronic Documentation of Praxis Core Only)
- ✓ One Year Reinstatement
- ✓ Supplemental Endorsements Added by Praxis
- ✓ Year-one Emergency Certificate in Requested Teaching Field for Fully-Certified Teachers

Delayed Processing Time - Proposed Solution in Progress

- Increase number of Licensure Team Members
- ✓ Assistant Director of Educator Licensure Specialists/Data Entry Staff and Call Center
- ✓ Two (2) new Licensure Specialist positions posted
- ✓ Four (4) new Call Center Customer Service Representatives posted

Educator Licensure: Proposed Licensure Changes & Additional Updates

- Removal of Praxis Core/ACT/SAT Test Requirement for select licensure areas:
 - Guidance and Counseling (436)
 - Library/Media (440)
 - Psychometrist (213)
 - School Psychologist (451)
 - Speech Language Clinician (215)
 - Speech Associate (216)
 - Audiologist (202)
 - MAPQSL Administrator (494, 486 –A5)

- Removal of Praxis Principles of Learning and Teaching Test Requirement for select licensure areas:
 - MAPQSL Administrator (494, 486 –A5)
 - Library/Media (440)

- District has Access to List of Current Employees' Renewal Cycle Status
- Added New Electronic Transcript Vendor – National Student Clearinghouse
- Electronic Submission of ACT Score Reports to MDE (Projected Fall 2019)
- Preservice License with Auto-Issuance Feature (Projected Fall 2019) – Webinar to be Conducted Upon Development Completion

Communication of Licensure Changes and Licensure Requirements

- District point of contact to allow direct access to assigned analyst

Efforts to Decrease Call Wait Times

- Integration of Call Center with Educator Licensure Management System offering option to receive status update/account activity via telephone
- Dedicated Call Center Staff
- Other Applicant/Educator Communications Strategies
 - Text/Email Requirements Letter
 - Text/Email Application Expiration reminder
 - Text/Email Reminder regarding licensure renewal
 - Text/Email Professional Learning opportunities for licensure renewal

Licensure Auto-Issuance

- Preservice License (ACT/SAT equivalent test)
- Renewal by SEMI Credits for Career Level License Holders
- Conversion of Administrator License from Non-Practicing to Entry-Level License
- Renewals of School Business Administrator License

Proposed Division of Educator Misconduct Enhancements

- Educator Misconduct Portal within ELMS
- Exploring Background Checks to be Conducted at State Level

Educator Licensure: ELMS Demonstration & Review of Website Updates

ELMS LIVE DEMONSTRATION ENCORE AND WEBSITE UPDATES

Tamika Lipsey, Division of Educator Licensure

<https://www.mdek12.org/OTL/OEL>

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Note: Please remain mindful that any policies and/or guidelines provided herein reflects requirements in effect or proposed as of the date of presentation. Applicants for Mississippi educator licensure shall meet all requirements in effect on the date the complete licensure application packet is received in the Office of Educator Licensure at the MDE.



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