



**EDUCATOR PREPARATION PROVIDER
PROGRAM REVIEW WORKBOOK**

**MISSISSIPPI DEPARTMENT OF EDUCATION
DIVISION OF EDUCATOR PREPARATION
359 NORTH WEST STREET
JACKSON, MISSISSIPPI 39201**

2025

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Section I: OVERVIEW

Educator Preparation Provider Program Review Workbook

Authority

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 enforcement of the standards and rigorous review processes, the Licensure Commission and the SBE assures the public and Mississippi's P-12 students that EPP programs have met state and national standards prior to recommending candidates for licensure.

Purpose of Workbook

The Mississippi Educator Preparation Provider Workbook for Program Review provides EPPs with the procedures necessary for meeting policy requirements outlined in the Guidelines for Process and Performance Review for Educator Preparation Providers as codified in Title 7 Part 107 of the Mississippi Administrative Code.

Comprehensive Program Reviews

The Mississippi Department of Education conducts comprehensive EPP program review at the mid-point or in the fourth year (of a seven-year cycle) after a national accreditation visit. This mid-cycle review is 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.

The MDE reserves the right to conduct an onsite visit at the discretion of the Office of Teaching and Leading, 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.

Section II: PROGRAM REVIEW PROCESSES

EPP Program Review Directions

Each program submitting a review shall provide three years of data on candidates beginning with the most recently submitted MDE annual reporting year. This shall include candidates admitted into the program, candidates enrolled in the program, and candidates who completed the program. Enrolment number should **include admitted and completed (unduplicated)**. 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.
- Recruitment and/or sunseting plans for low enrollment and critical subject shortage programs.

Each program will provide evidence for meeting each standard in the space below the element. If the program has submitted a SPA report or is nationally accredited, answer only 1.1. Include documentation of report in Program of Study folder 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.

For programs submitting EPP Created assessments as evidence

For each EPP created assessment, include the following: the evaluation rubric, details describing where in the program the assessment is given, and validity/reliability information on the instrument. In addition to the data provided, EPPs must include an analysis of the results.

Standards and Guidance

Initial Programs

Elementary Education

ELEMENTARY EDUCATION 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.

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. The program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education. Elementary Education programs shall include the four literacy courses (Early Literacy I or Structured Literacy I, Early Literacy II or Structured Literacy II, Integrating Reading and Writing Across the Curriculum, and Diagnosing and Assessing Reading Difficulties in Children). Secondary programs shall include a structured literacy course.

Supporting documents shall include program/degree sheet, curriculum mapped to national standards (CAEP K-6, InTASC), Literacy courses mapped to national standards (ILA, and IDA KPS, and syllabi (licensure, pedagogy, methods, clinicals, and student teaching). Include in the curriculum map all licensure coursework with the Standard 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 Development & Learning Needs	S2. Content & Curricular Knowledge for Teaching	S3. Assess, Plan, & Design Content for Learning	S4. Using Effective Instruction	S5. Developing as a Professional
ED 301 Intro to Elem Ed	I	I	I	I	
SP 400 Exceptional Child	R		R	R	
CM 302 Classroom Mgt	R		R		
TM 465 Test & Measurements			R		I
ED 480 Student Teaching	M	M	M	M	M

ex. Curriculum Alignment to InTASC Domains

Course Title & Prefix	Learner & Learning	Content	Instructional Practice	Professional Responsibilities
TM 465 Test & Measurement			I	R
ED 480 Student Teaching	M	M	M	M

ex. Literacy Courses Mapped to ILA 2017 Elementary/Intermediate Classroom Teacher Standards

Standards	Early Lit I	Early Lit II	Integrating Reading & Writing Across the Curriculum	Diagnosing & Assessing Reading Diff in Children
S1. Foundational Knowledge	I	M	R	M
S2. Curriculum & Instruction	I	R	R	
S3. Assessment & Evaluation				
S4. Diversity & Equity				
S5. Learners & the Literacy Environment				
S6 Professional Learning & Leadership				

ex. Literacy Courses Mapped to IDA 2018 Knowledge and Practice Standards

Standards	Early Lit I	Early Lit II	Integrating Reading & Writing Across the Curriculum	Diagnosing & Assessing Reading Diff in Children
S1. Foundations of Literacy Acquisition	I	M	R	M
S2. Knowledge of Diverse Reading Profiles, Including Dyslexia	I	R	R	
S3. Assessment				
S4. Structured Literacy Instruction				
S5 Professional Dispositions and Practice				

Review of syllabi - The MDE requires syllabi for all courses in a licensure program. Syllabi objectives 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 Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:

- CAEP Initial Standards
- InTASC Standards
- Discipline specific professional standards (i.e., IDA, ILA, CAEP K-6 ETPS)
- Mississippi Educator Professional Growth System (PGS)
- Mississippi Educator Code of Ethics

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 test results. Evidence includes the last 3

years of licensure exam pass rates of completers as reported in the MDE Annual Report, and/or other EPP created assessments. 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. Licensure Test Data

Program: <i>ex. Elementary Education</i>								
Campus: <i>ex. Main campus</i>								
Test and Test Code: <i>ex. K-6</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 state 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 (MS CCRS): 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 were used to improve the program. Include data charts using the following conventions for reporting data by using a comparison point benchmark. If the 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 R1.2, InTASC 7, MSTGR 1	1. Develops appropriate grade and subject level objectives that are aligned with Mississippi Curriculum Standards/CCRS (MS CCRS).	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 (IoSL) indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2 with the following: brief analysis of data findings and how data were 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 the 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 and 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 CLRP embedded throughout the program. Additional supporting evidence shall include 3 cycles of data from TIAI indicators 20-24 and IoSL indicators 4.5, 5.1, and 5.2 with the following: brief analysis of data findings and how data were 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 effectively use technology 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 and IoSL indicators 1.2, 4.3, and 4.4 with the following: brief analysis of data findings and how data were 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 Ethics 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 Ethics in ongoing learning opportunities. Include information on how and when 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, TIAI indicator 25, and IoSL indicators 7.1-7.4 with the following: brief analysis of data findings and how data were 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 488 Practicum	R	R		R					R	
ED 480 Student Teaching	M	M	M	M	M	M	M	M	M	M

SECONDARY AND K-12
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.

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. The program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, Special Education. Secondary programs include a literacy course.

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

ex. Curriculum Mapped to NCSS National Standards for the Preparation of Social Studies Teachers

Course Title & Prefix	S1. Content Knowledge	S2. Application of Content Through Planning	S3. Design & Implementation of Instruction & Assessment	S4. Social Studies Learners & Learning	S5. Professional Responsibility & Informed Action
EDU 302 Classroom Mgt				I	I
EDU 469 Test & Measurement		I	I	R	R
EDU 400 Exceptional Children		R		R	R
HIS 487 So Studies Methods	I	R	R	R	R
HIS 488 So Studies Practicum	R	R	R	R	R
HIS 490 Student Teaching	M	M	M	M	M

ex. Curriculum Alignment to InTASC 2013 Domains

Course Title & Prefix	Learner & Learning	Content	Instructional Practice	Professional Responsibilities
EDU 469 Test & Measurement			I	R
EDU 480 Student Teaching	M	M	M	M

Review of syllabi - The MDE requires syllabi for all courses in a licensure program. Syllabi objectives 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 Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:

- CAEP Initial Standards
- InTASC Standards

- Discipline specific professional standards (i.e., NASM, NCSS, NCTE, NCTM)
- Mississippi Educator Professional Growth System (PGS)
- Mississippi Educator Code of Ethics

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 and PLT test results. Evidence includes the last 3 years of licensure exam pass rates of completers as reported in the MDE Annual Report and/or EPP created assessments. 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. Licensure Test Data

Program: <i>ex. English 7-12</i>								
Campus: <i>ex. Main campus</i>								
Test and Test Code: <i>ex. PLT 7-12 (5624)</i>								
Completers	# Tested	Qualifying Score	National Mean	State Mean	EPP Mean	EPP Range	% Passing	% Passing 1 st Attempt
<i>ex. 2020-21</i>	N=13	157	174.67	170.00	179.54	165-190	100%	92.31%
<i>ex. 2019-20</i>	N=11		174.90	171.20	175.45	161-190	100%	81.81%
<i>ex. 2018-19</i>	N=13		174.41	169.75	172.92	157-182	100%	100%

Program: <i>ex. English 7-12</i>						
Campus: <i>ex. Main campus</i>						
Test and Test Code: <i>ex. PLT 7-12 (5624) Sub-scores</i>						
Completers	# Tested	Category	Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
<i>ex. 2020-21</i>	N=13	I. Students as Learners	21	71.00%	68.29%	66.93%
		II. Instructional Process	21	74.53%	69.99%	70.36%
		III. Assessment	13-14	73.66%	71.71%	73.00%
		IV. Prof Dev Lead & Comm	13-14	74.40%	70.67%	70.06%
		V. Analysis of Instr Scenarios	16	65.89%	59.27%	59.30%

Instruction: Pedagogical Skills

- 1.3 Candidates experience multiple opportunities to learn core content and lesson planning using high-quality instructional materials aligned to state 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 (MS CCRS): 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 were used to improve the program. Include data charts using the following conventions for reporting data by using a comparison point benchmark. If the 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):

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Standards	Indicator	EPP			English Education		
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CAEP R1.2, InTASC 7, MSTGR 1	1. Develops appropriate grade and subject level objectives that are aligned with Mississippi Curriculum Standards/CCRS (MS CCRS).	N=62	N=69	N=61	n=10	n=5	n=9
		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 (IoSL) indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2 with the following: brief analysis of data findings for each indicator and how data were 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 the program is small, compare scores with EPP data. If a 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).

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Technology

- 1.6 Candidates effectively use technology 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.

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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
EDU 301 Intro to Education	I	I		I					I	
EDU 488 Practicum	R	R		R					R	
EDU 480 Student Teaching	M	M	M	M	M	M	M	M	M	M

CHILD DEVELOPMENT
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.

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. The program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, Special Education, Early Literacy I, and Early Literacy II.

Supporting documents shall include program/degree sheet, curriculum mapped to national standards (NAEYC and InTASC), literacy courses mapped to national standards (ILA and IDA KPS), syllabi (licensure, pedagogy, methods, clinicals, student teaching), and NAEYC and/or AAFCS Accreditation Report. Include in the curriculum map all licensure coursework with the Standard headings signifying where content is introduced (I), reinforced (R), and mastered (M).

ex. Curriculum Mapped to NAEYC Standards and Competencies 2022

Course Title & Prefix	S1. Relationships	S2. Curriculum	S3. Teaching	S4. Assessment of Child Progress	S5. Health	S6. Staff Competencies, Preparation & Preparation &	S7. Families	S8. Community Relationships	S9. Physical Environment	S10. Leadership & Management
ED 320 Methods		I	I	I	I	I				
ED 321 Child Development	I		R	R		R	I	I		
ED352 Behavior Mgt		R	R			R			I	R
ED 480 Student Teach	M	M	M	M	M	M	M	M	M	M

ex. Curriculum Alignment to InTASC 2013 Domains

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

ex. Literacy Courses Mapped to ILA 2017 Elementary/Intermediate Classroom Teacher Standards

Standards	Early Lit I	Early Lit II
S1. Foundational Knowledge	I	
S2. Curriculum & Instruction	I	
S3. Assessment & Evaluation		R
S4. Diversity & Equity	I	
S5. Learners & the Literacy Environment	I	
S6 Professional Learning & Leadership		I

ex. Literacy Courses Mapped to IDA 2018 Knowledge and Practice Standards

Standards	Early Lit I	Early Lit II
S1. Foundations of Literacy Acquisition	I	R
S2. Knowledge of Diverse Reading Profiles, Including Dyslexia		I
S3. Assessment		
S4. Structured Literacy Instruction		
S5 Professional Dispositions and Practice		

Review of syllabi - The MDE requires syllabi for all courses in a licensure program. Syllabi objectives 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 Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:

- CAEP Initial Standards (if undergraduate program) or Advanced Standards (if graduate program)*
- InTASC Standards*
- Discipline specific professional standards (i.e., NAEYC)*
- Mississippi Educator Professional Growth System (PGS)*
- Mississippi Educator Code of Ethics*

EPP Standards 2 and 3

EPP PROGRAM REVIEW **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.

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.

Narrative highlights internship design, types of activities completed during internship, types of candidate hours monitored, process for when internship hours are not completed, and supervision of candidates. Supporting evidence is the clinical handbook and field experience progression chart with the headings indicated. List courses sequentially in program.

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	100	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.

Narrative highlights placement process and evaluation of clinical performance. Additionally, narrative provides information on qualifications, types of training, and evaluation of mentors and supervisors. Description of the evaluation, process for collecting data, review of data, and retention of supervisors and mentors is provided.

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.

Narrative highlights common expectations developed by EPP/partners, history of collaboration, type(s) of advisory boards, partnership regularly sought and implemented, scheduled joint meetings with topics covered, types of input from partnership with documentation of results, evidence of instrument/evaluations are co-constructed, and evidence that school/district partnership are in place and are reviewed annually.

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.

Candidate Recruitment and 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 recruiting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. In addition, EPP addresses how it is meeting the needs of hard to staff schools and critical shortage areas. Supplemental evidence includes a 5-year recruitment plan detailing strategic recruitment efforts 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. A sample recruitment plan can be found at:

<http://caepnet.org/~media/Files/caep/standards/standard31-datainformed-recruitment-and.pef>.

This tool is optional. Feel free to modify and/or utilize other documentations to best suit your needs and format as appropriate.

Candidate Progression

- 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 candidate's progress through program, and exit requirements guaranteeing candidate's recommendation for licensure at the conclusion of the program of study. Transition points or gateways are identified with criteria of performance for moving to the next point/gateway. Additionally, provide information for how criteria are shared with candidates.

Candidate Support and Success

- 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 candidates to collaboratively create a mission and vision for the school, attend to the ethical and professional norms of the school, ensure equity of educational access among students, ensure student learning and high-quality instruction, engage faculty members and other community members, and ensure the efficient and effective operation and management of the school.

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 to 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 and PSEL Standards, syllabi (licensure, pedagogy, methods, and 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	R	R	R	R	I	I	R	
EL 680 Internship	M	M	M	M	M	M	M	M

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 Engage of Families &	Operations & Management	School Improvement
EL 623 Sch Leadership	R	R			R				R	I
EL 680 Internship	M	M	M	M	M	M	M	M	M	M

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
EL Internship	M	M	M	M	M	M

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 Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:

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

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: <i>ex. Educational Leadership MS</i>						
Campus: <i>ex. Main campus</i>						
Test and Test Code: <i>ex. SLLA (test code 6990) Sub-scores</i>						
Academic Year	# Tested	Category	Max Pts Available Range	National % Correct	State % Correct	EPP % Correct
<i>ex. 2020-21</i>	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 were 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 RA1.1 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 report their observations' results 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 were 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 were 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 were 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 Ethics 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 Ethics 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 were 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 Educ/ 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 Internship I	R	R	R	R	R	R			R	
EL 636 II Internship II	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, types of activities completed during internship, documentation of candidate hours monitored, process for candidates when internship hours are not completed, and supervision of candidate. Supporting evidence should include the clinical handbook and 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, High 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 three 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.

Narrative highlights placement process and evaluation of clinical performance. Additionally, narrative provides information on qualifications, types of training, and evaluation of mentors and supervisors. Description of the evaluation process for collecting data, review of data, and retention of supervisors and mentors is provided.

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.

Narrative highlights common expectations developed by EPP/partners, history of collaboration, types of advisory board(s), partnership regularly sought and implemented, scheduled joint meetings with topics covered, types of input from partnership with documentation of results, evidence of instrument/evaluations are co-constructed, and evidence that school/district partnership are in place and are reviewed annually.

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 Recruitment and 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. In addition, EPP addresses how it is meeting the needs of hard to staff schools and critical shortage areas. Supplemental evidence includes a 5-year recruitment plan detailing strategic recruitment efforts 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. (A sample recruitment plan can be found at:

<http://caepnet.org/~media/Files/caep/standards/standard31-datainformed-recruitment-and.pdf>.

This tool is optional. Feel free to modify and/or utilize other documentations to best suit your needs and format as appropriate.

Candidate Progression

- 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. Transition points or gateways are identified with criteria of performance for moving to the next point/gateway. Additionally, provide information for how criteria are shared with candidates.

Candidate Support and Success

- 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 Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
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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.

Supporting documents shall include program/degree sheet, curriculum mapped to ASCA and CACREP Standards, and syllabi (licensure, pedagogy, methods, clinicals, and internship). 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, & Evaluate Comprehensive Sch Counseling	Professional Practice	Ethical Practice
SC 612 Counseling Skills		I	I		R	R	R
SC 680 Internship	M	M	M	M	M	M	M

ex. Curriculum Mapped to CACREP Core Standards

Course Title & Prefix	Professional Counseling Orientation & Ethical Practice	Social & Cultural Identities & Experiences	Lifespan Development	Career Development	Counseling Practice & Relationships	Group Counseling & Group Work	Assessment & Diagnostic Processes	Research & Program Evaluation
SC 612 Counseling Skills	I	R	R		I	I		
SC 680 Internship	M	M	M	M	M	M	M	M

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
SC 680 Internship	M	M	M	M	M	M

*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 Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:***

- CAEP Advanced-Level Standards 2022 (plus specialty areas)
- Discipline specific professional standards (i.e. ASCA, CACREP)
- ASCA Ethical Standards for School Counselors
- ACA Code of Ethics
- Mississippi School Counselor Professional Growth System (PGS)
- Mississippi Educator Code of Ethics

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 and/or other EPP created assessment 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: <i>ex. School Counseling MS</i>						
Campus: <i>ex. Main campus</i>						
Test and Test Code: <i>ex. Professional School Counseling (test code 5421) Sub-scores</i>						
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

Foundation

- 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 the rubric and 3 cycles of data with the following: brief analysis of data findings and how data were 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 RA1.1 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

Management

- 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 the rubric and 3 cycles of data with the following: brief analysis of data findings and how data were used to improve program. Include data chart using the conventions as cited in 1.3 for reporting data.

Delivery of Services

- 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 the rubric and 3 cycles of data with the following: brief analysis of data findings and how data were used to improve program. Include data chart using the conventions as cited in 1.3 for reporting data.

Accountability

- 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 the rubric and 3 cycles of data with the following: brief analysis of data findings and how data were 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 Ethics, American School Counselors Association (ASCA) Code of Ethics, and professional dispositions are embedded in coursework. The Mississippi Educator Code of Ethics is assessed at multiple checkpoints throughout the program.

Narrative highlights candidates' professional responsibility to learn the Mississippi Educator Code of Ethics, ACA Code of Ethics, and ASCA Code of Ethics in ongoing learning opportunities. Candidates are assessed the Mississippi Educator Code of Ethics at multiple checkpoints in the program. Supporting evidence shall include completed checkpoint chart (delineating introduced (I), reinforced (R), and mastered (M)), the rubric, and 3 cycles of data from the EPP Professional Dispositions with the following: brief analysis of data findings and how data were 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 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, types of activities completed during internship, documentation of candidate hours monitored, process for when internship hours are not completed, and supervision of candidate. Supporting evidence is the clinical handbook and field experience progression chart with the headings indicated. List courses sequentially in the program.

ex. Clinical Continuum Chart

Course Title and Prefix	Clinical Hours	Grade Level (Elem, Mid Sch, High Sch)	Clinical Setting (Urban, Suburban, Rural, Multi-level)	Intern Assessment
SC 652 Practicum	100	Middle School	Urban	Professional Dispositions Supervisor Evaluation Mentor Evaluation
SC 636 Internship I	300	High School	Suburban	Professional Dispositions Supervisor Evaluation Mentor Evaluation
SC 636 Internship II	300	Elementary School	Multi-level	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 three 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.

Narrative highlights placement process and evaluation of clinical performance. Additionally, narrative provides information on qualifications, types of training and evaluation of mentors and supervisors. Description of the evaluation, process for collecting data of review, review of data, and retention of supervisors and mentors is provided.

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.

Narrative highlights common expectations developed by EPP/partners, history of collaboration, type(s) of advisory boards, partnership regularly sought and implemented, scheduled joint meetings with topics covered, types of input from partnership with documentation of results, evidence of instrument/evaluations are co-constructed, and evidence that school/district partnership are in place and are reviewed annually.

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 Recruitment and 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 recruiting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. In addition, EPP addresses how it is meeting the needs of hard to staff schools and critical shortage areas. Supplemental evidence includes a 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.

A sample recruitment plan can be found at

<http://caepnet.org/~media/Files/caep/standards/standard31-datainformed-recruitment-and.pdf>

This tool is optional. Feel free to modify and/or utilize other documentations to best suit your needs and format as appropriate.

Candidate Progression

- 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. Transition points or gateways are identified with criteria of performance for moving to the next point/gateway. Additionally, provide information for how criteria are shared with candidates.

Candidate Support and Success

- 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.

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.

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, internship). 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	I				I		
CI 650 Research	R		I		R		
CI 678 Internship	M	M	M	M	M	M	M

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
Ci 678 Internship	M	M	M	M	M	M

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 Linguistically Responsive Pedagogy (CLRP) and course objectives aligned to the following standards:

- CAEP Advanced Standards and specialty areas
- InTASC Standards
- Discipline specific professional standards (i.e., NCTM, NCSS, NCTE, NASM)
- Mississippi Educator Professional Growth System (PGS)
- Mississippi Educator Code of Ethics

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, and PLT test results. (If program is not required to take one of the Praxis tests for licensure, use another national normed test, comprehensive exam, or EPP created assessment as the evidence.) Evidence includes the last 3 years of licensure exam pass rates and/or EPP created assessment 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 state 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 rubric and 3 cycles of data with the following: brief analysis of data findings and how data were 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 RA1.1 (data literacy), InTASC 7, MSTGR 1	1. Develops appropriate grade and subject level objectives that are aligned with Mississippi Curriculum Standards/CCRS (MS CCRS).	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 rubric and 3 cycles of data with the following: brief analysis of data findings and how data were 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 CLRP embedded throughout the program. Additional evidence shall include rubric and 3 cycles of data with the following: brief analysis of data findings and how data were 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 rubric and 3 cycles of data with the following: brief analysis of data findings and how data were 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 Ethics 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 Ethics 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)), the rubric, and 3 cycles of data from the EPP Professional Dispositions with the following: brief analysis of data findings and how data were 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.

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.

Narrative highlights internship design, types of activities completed during internship, documentation of candidate hours monitored, process for when internship hours are not completed, and supervision of candidate. Supporting evidence is the clinical handbook and field experience progression chart with the headings indicated. List courses sequentially in program.

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 program 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.

Narrative highlights placement process, evaluation of candidate's clinical performance. Additionally, narrative provides information on qualifications, types of training, and evaluation of mentors, and supervisors. Description of the evaluation process for collecting data, review of data, and retention of supervisors and mentors is provided.

Collaboration with P-12 Partners

- 2.3 The program 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.

Narrative highlights common expectations developed by EPP/partners, history of collaboration, types of advisory boards, partnership regularly sought and implemented, scheduled joint meetings with topics covered, types of input from partnership with documentation of results, evidence of instrument/evaluations are co-constructed, and evidence that school/district partnership are in place and are reviewed annually.

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.

Candidate Recruitment and 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 recruiting and supporting candidates from diverse backgrounds as well as provides evidence that EPP monitors employment opportunities and enrollment patterns within the state. In addition, EPP addresses how it is meeting the needs of hard to staff schools and critical shortage areas. Supplemental evidence includes a 5-year recruitment plan detailing strategic recruitment efforts 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. (A sample recruitment plan can be found at:

<http://caepnet.org/~media/Files/caep/standards/standard31-datainformed-recruitment-and.pdf>.

This tool is optional. Feel free to modify and/or utilize other documentations to best suit your needs and format as appropriate.

Candidate Progression

- 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. Transition points or gateways are identified with criteria of performance for moving to the next point/gateway. Additionally, provide information for how criteria are shared with candidates.

Candidate Support and Success

- 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.

Section III: RUBRICS

Elementary 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.				
	Not Met 1	Met with Conditions 2	Met 3	Rating
1.1A Program of Study. The sequence of courses provides multiple opportunities to learn and develop increasing knowledge, skills, and dispositions of the profession throughout the program of study.	The degree/program plan may or may not have been submitted and may be missing information and/or information is inaccurate as compared to the submitted syllabi.	The degree/program plan and all syllabi were submitted but program plan may be inaccurate as compared to the syllabi.	The degree/program plan and all syllabi were submitted.	
1.1B Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on InTASC Standards as each candidate progresses through the program.	The curriculum map shows alignment to InTASC Standards, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to InTASC Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to InTASC Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
1.1C Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on CAEP K-6 Standards as each candidate progresses through the program.	The curriculum map shows alignment to CAEP K-6 Standards, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to CAEP K-6 Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to CAEP K-6 Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	

1.1D Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on ILA Standards as each candidate progresses through the program.	The literacy map shows alignment to ILA Standards, but the information is inaccurate as compared to the submitted syllabi.	The literacy map shows alignment to ILA Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The literacy map shows alignment to ILA Standards, and information is accurate as compared to the submitted syllabi. Literacy map indicates increasing levels of proficiency.	
1.1E Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on IDA Standards as each candidate progresses through the program.	The curriculum map shows alignment to IDA KPS Standards, but the information is inaccurate as compared to the submitted syllabi.	The literacy map shows alignment to IDA KPS Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The literacy map shows alignment to IDA KPS Standards, and information is accurate as compared to the submitted syllabi. Literacy map indicates increasing levels of proficiency.	
1.1F Program of Study. The program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, Special Education, Early Literacy I, Early Literacy II, Integrating Reading and Writing Across the Curriculum, and Diagnosing & Assessing Reading Difficulties in Children.	Classroom management, data analysis/evaluation, Special Education, and the four literacy courses may or may not be identified. Required courses are missing from the curriculum.	Classroom management, data analysis/evaluation, Special Education, and the four literacy courses may or may not be identified.	Classroom management, data analysis/evaluation, Special Education, and the four literacy courses were identified.	
1.2 Content Knowledge. Candidates are prepared with the critical concepts, principles, and practices that ensure	The focus of the narrative is centered on the licensure exams. Data from the licensure exams and/or EPP	The narrative focuses on one particular concept, principle, or practice to ensure candidate preparation for recommended	The narrative focuses on how the program prepares candidates with critical concepts, principles, and	

preparation for the recommended licensure area.	created assessment were provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	licensure area. Data from the most recent 2-3 years of licensure exams and/or EPP created assessment were provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	practices to ensure preparation for recommended licensure area. Data from the most recent 3 years of licensure exams and/or EPP created assessment were provided including data analysis and interpretation of how data were used to improve the program.	
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.	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 were used to improve program may or may not have been provided.	The 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 were used to improve the program may or may not have been provided.	The 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 were used to improve program.	
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.	The focus of the narrative is centered on the data from TIAI indicators 7-8 and/or the Impact on Student Learning indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2 were provided. Data analysis and/or interpretations of how data were used to improve the	The 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	

		program may or may not have been provided.	Learning indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2 were provided including data analysis and interpretation of how data were used to improve program.	
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.	The focus of the narrative is centered on the data from TIAI indicators 20-24 and/or Impact on Student Learning indicators 4.5, 5.1, and 5.2. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 and Impact on Student Learning indicators 4.5, 5.1, and 5.2 were provided. Data analysis and/or interpretations of how data were used to improve the program may or may not have been provided.	The 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 CLRP embedded throughout the program. Data from the last 3 cycles of TIAI indicators 20-24 and Impact on Student Learning indicators 4.5, 5.1, and 5.2 were provided including data analysis and interpretation of how data were used to improve the program.	
1.6 Technology. Candidates effectively use technology 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	The focus of the narrative is centered on the data from TIAI indicator 6 and/or Impact on Student Learning indicators 1.2, 4.3, and 4.4. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 and Impact on Student Learning indicators 1.2, 4.3, and 4.4 were provided. Data analysis and/or interpretations of how data were used to improve the	The 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 the last 3 cycles of TIAI indicator 6 and Impact on Student Learning indicators 1.2, 4.3, and 4.4 were provided	

face-to-face and virtual environments.		program may or may not have been provided.	including data analysis and interpretation of how data were used to improve the program.	
1.7 Professional Responsibilities. The Mississippi Educator Code of Ethics 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 were used to improve program may or may not have been provided.	The narrative focuses on professional dispositions at exit. Data from the last 2-3 cycles of Professional Dispositions, TIAI indicator 25, and Impact on Student Learning indicators 7.1-7.4 were provided. Data analysis and/or interpretations of how data were used to improve the program may or may not have been provided.	The narrative focuses on candidates' professional responsibility to learn the Mississippi Educator Code of Ethics in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Data from the last 3 cycles of Professional Dispositions, TIAI indicator 25, and Impact on Student Learning indicators 7.1-7.4 were provided including data analysis and interpretation of how data were used to improve the program.	
Comments:				

Secondary and K-12 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.				
	Not Met 1	Met with Conditions 2	Met 3	Rating
1.1A Program of Study. The sequence of courses provides multiple opportunities to learn and develop increasing knowledge, skills, and dispositions of the profession throughout the program of study.	The degree/program plan may or may not have been submitted and may be missing information and/or information is inaccurate as compared to the submitted syllabi.	The degree/program plan and all syllabi were submitted but program plan may be inaccurate as compared to the syllabi.	The degree/program plan and all syllabi were submitted.	
1.1B Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on InTASC Standards as each candidate progresses through the program.	The curriculum map shows alignment to InTASC domains, but information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to InTASC Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to InTASC Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
1.1C Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on SPA Standards as each candidate progresses through the program.	The curriculum map shows alignment to SPA domains, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to SPA Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to SPA Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	

<p>1.1D Program of Study. The program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education. Secondary and Special Education programs contain a literacy course.</p>	<p>Classroom management, data analysis/evaluation, Special Education, and literacy course may or may not be identified. Required courses are missing from the curriculum.</p>	<p>Classroom management, data analysis/evaluation, Special Education, and literacy courses may or may not be identified.</p>	<p>Classroom management, data analysis/evaluation, Special Education, and literacy 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 and/or EPP created assessments were provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.</p>	<p>The narrative focuses on one particular concept, principle, or practice to ensure candidate preparation for recommended licensure area. Data from the most recent 2-3 years of licensure exams and/or EPP created assessments were provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.</p>	<p>The narrative focuses on how the program prepares candidates with critical concepts, principles, and practices to ensure preparation for recommended licensure area. Data from the most recent 3 years of licensure exams and/or EPP created assessments were provided including data analysis and interpretation of how data were used to improve the program.</p>	-
<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 were used to improve program may or may not have been provided.</p>	<p>The 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 were used to improve the program may or may not have been provided.</p>	<p>The 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</p>	-

			1-5 and 9-19 were provided including data analysis and interpretation of how data were used to improve program.	
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.	The focus of the narrative is centered on the data from TIAI indicators 7-8 and/or the Impact on Student Learning indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2 were provided. Data analysis and/or interpretations of how data were used to improve the program may or may not have been provided.	The 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 (IoSL) indicators 3.1-3.5, 4.1-4.2, and 6.1-6.2 were provided including data analysis, interpretation of each domain, and how data were used to improve program.	
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.	The focus of the narrative is centered on the data from TIAI indicators 20-24 and/or Impact on Student Learning indicators 4.5, 5.1, and 5.2. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	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 and Impact on Student Learning indicators 4.5, 5.1, and 5.2 were provided. Data analysis and/or interpretations of how data were used to improve the program may or may not have been provided.	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 CLRP embedded throughout the program. Data from the last 3 cycles of TIAI indicators 20-24 and Impact on Student Learning indicators	

			4.5, 5.1, and 5.2 were provided including data analysis and interpretation of how data were used to improve the program.	
1.6 Technology. Candidates effectively use technology 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 from TIAI indicator 6 and/or Impact on Student Learning indicators 1.2, 4.3, and 4.4. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The narrative focuses on a skill learned through coursework on use of technology in lesson planning. Data from the last 2-3 cycles of TIAI indicator 6 and Impact on Student Learning indicators 1.2, 4.3, and 4.4 were provided. Data analysis and/or interpretations of how data were used to improve the 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 the last 3 cycles of TIAI indicator 6 and Impact on Student Learning indicators 1.2, 4.3, and 4.4 were provided including data analysis and interpretation of how data were used to improve the program.	-
1.7 Professional Responsibilities. The Mississippi Educator Code of Ethics 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 were used to improve program may or may not have been provided.	The narrative focuses on professional dispositions at exit. Data from the last 2-3 cycles of Professional Dispositions and TIAI indicator 25 and Impact on Student Learning indicators 7.1-7.4 were provided. Data analysis and/or interpretations of how data were used to improve the program may or may not have been provided.	The narrative focuses on candidates' professional responsibility to learn the Mississippi Educator Code of Ethics in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Data from the last 3 cycles of Professional Dispositions, TIAI indicator 25 and Impact on Student Learning indicators 7.1-7.4 were provided including data analysis and interpretation of how data were used to improve the program.	-

Comments:

Child Development 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.				
	Not Met 1	Met with Conditions 2	Met 3	Rating
1.1A Program of Study. The sequence of courses provides multiple opportunities to learn and develop increasing knowledge, skills, and dispositions of the profession throughout the program of study.	The degree/program plan may or may not have been submitted and may be missing information and/or information is inaccurate as compared to the submitted syllabi.	The degree/program plan and all syllabi were submitted but program plan may be inaccurate as compared to the syllabi.	The degree/program plan and all syllabi were submitted.	
1.1B Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on InTASC Standards as each candidate progresses through the program.	The curriculum map shows alignment to InTASC Standards, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to InTASC Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to InTASC Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
1.1C Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on NAEYC Standards as each candidate progresses through the program.	The curriculum map shows alignment to NAEYC domains, but information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to NAEYC Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in	The curriculum map shows alignment to NAEYC Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	

		sophistication with regards to outcome.		
1.1D Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on ILA Standards as each candidate progresses through the program.	The literacy map shows alignment to ILA Standards, but information is inaccurate as compared to the submitted syllabi.	The literacy map shows alignment to ILA Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The literacy map shows alignment to ILA Standards, and information is accurate as compared to the submitted syllabi. Literacy map indicates increasing levels of proficiency.	
1.1E Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on IDA Standards as each candidate progresses through the program.	The curriculum map shows alignment to IDA KPS Standards, but the information is inaccurate as compared to the submitted syllabi.	The literacy map shows alignment to IDA KPS Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The literacy map shows alignment to IDA KPS Standards, and information is accurate as compared to the submitted syllabi. Literacy map indicates increasing levels of proficiency.	
1.1F Program of Study. The program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, Special Education, Early Literacy I, and Early Literacy II.	Classroom management, data analysis/evaluation, Special Education, and the two literacy courses may or may not be identified. Required courses are missing from the curriculum.	Classroom management, data analysis/evaluation, Special Education, and the two literacy courses may or may not be identified.	Classroom management, data analysis/evaluation, Special Education, and the two literacy courses were identified.	
Comments:				

Standards Two and Three EPP Initial Program Review Rubric

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.				
	Not Met 1	Met with Conditions 2	Met 3	Rating
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.	The EPP's Clinical Experience Continuum Chart provides information for a few programs. The chart omits several courses. EPP fails to provide diverse experiences.	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. The narrative highlights internship design.	The EPP's Clinical Experiences Continuum Chart indicates how each initial program's clinical experiences provide a developmental and sequential set of diverse experiences. The narrative highlights internship design, types of activities completed during internship, and supervision. The Clinical Experiences Handbook is provided.	
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.	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.	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.	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. The EPP has a process in place for collecting data not only on the qualifications of selected mentors, but also on the type(s) of training and evaluations of mentors and supervisors.	

<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 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>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 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 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 1	Met with Conditions 2	Met 3	Rating
<p>3.1 Candidate Recruitment and Selection. The EPP admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The EPP recruits</p>	<p>The EPP admits candidates from a broad range of backgrounds and diverse populations.</p>	<p>The EPP recruits and supports candidates from a broad range of backgrounds and diverse populations. The EPP recruits program candidates based on forecasted employment needs.</p>	<p>The EPP provided processes for recruiting and supporting high quality candidates from a broad range of backgrounds and diverse populations to promote their successful entry to the licensure program. The</p>	

program candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.			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 is submitted.	
3.2 Candidate Success. The EPP monitors candidate proficiency from admissions through completion to ensure readiness for licensure.	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 admission, exit, monitoring, and assessing with a focus on candidate development throughout preparation.	
3.3 Candidate Support and Success. 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 candidates 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:				

Educational Leadership Program Review Rubric

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE				
The program prepares candidates to collaboratively create a mission and vision for the school, attend to the ethical and professional norms of the school, ensure equity of educational access among students, ensure student learning and high-quality instruction, engage faculty members and other community members, and ensure the efficient and effective operation and management of the school.				
	Not Met 1	Met with Conditions 2	Met 3	Rating
1.1A Program of Study. The 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 also contains a minimum of 30-credit hours.	The degree/program plan may or may not have been submitted and may be missing information and/or information is inaccurate as compared to the submitted syllabi. The program may or may not contain a minimum of 30-credit hours.	The degree/program plan and all syllabi were submitted but may be inaccurate as compared to the syllabi. The program contains a minimum of 30-credit hours.	The degree/program plan and all syllabi were submitted. The program contains a minimum of 30-credit hours.	
1.1B Program of Study. The program ensures candidates have the skills and knowledge to support teachers' instructional practice in explicit, systematic, and sequential approaches to teaching phonemic awareness,	Reading literacy is missing in the curriculum.	Reading literacy competencies are identified.	Reading literacy competencies are identified, documented in syllabi, and includes explicit and systematic instructional strategies for promoting good reading instruction.	

phonics, vocabulary, fluency, and comprehension.				
1.1C Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on the CAEP Advanced-Level Standards' specialty areas as each candidate progresses through the program.	The curriculum map shows alignment to CAEP Advanced-Level Standards' specialty areas, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to CAEP Advanced-Level Standards' specialty areas and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to Advanced-Level Standards' specialty areas, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
1.1D Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on the NELP Standards as each candidate progresses through the program.	The curriculum map shows alignment to NELP Standards, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to NELP Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to NELP Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
1.1E Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on PSEL Standards as each candidate progresses through the program.	The curriculum map shows alignment to PSEL Standards, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to PSEL Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to PSEL Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
1.2 Content Knowledge. Candidates are prepared with the critical concepts, principles, and practices that ensure	The focus of the narrative is centered on the licensure exams. Data from the licensure exams and/or EPP created assessments were	Narrative focuses on a particular concept, principle, or practice to ensure candidate preparation for recommended licensure area. Data from the	Narrative highlights how the program prepares candidates with critical concepts, principles, and practices to ensure preparation for	

preparation for the recommended licensure area.	provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	last 2-3 years of licensure exams and/or EPP created assessments were provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	recommended licensure area. Data from the last 3 years of licensure exams and/or EPP created assessments were provided including data analysis and interpretation of how data were 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 were 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 were 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 were used to improve program.	
1.4 Professional Growth System. Candidates are prepared to evaluate teacher effectiveness and report their observations' results 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 were used to improve program may or may not have been provided.	The 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	The 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	

		data were used to improve program may or may not have been provided.	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 were 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 policies and procedures that protect the welfare and safety of students and staff within the school.	The focus of the narrative is centered on the data from Assessment #5 School Safety. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 Assessment #5 School Safety were provided. Data analysis and/or interpretations of how data were used to improve program may or may not have been provided.	The 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 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 were used to improve program.	
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.	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 were used to improve program may or may not have been provided.	The 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 were used to improve program may or may not have been provided.	The narrative focuses on how the candidates are prepared to promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. The 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 were used to improve program.	
1.7 Professional Responsibilities. The Mississippi Educator Code of Ethics 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 were used to improve program may or may not have been provided.	The 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 were used to improve program may or may not have been provided.	The narrative focuses on candidates' professional responsibility to learn the Mississippi Educator 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 Professional Dispositions were provided including data analysis and interpretation of how data were used to improve the 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 1	Met with Conditions 2	Met 3	Rating
2.1 Clinical Experiences. Candidates are provided a variety of clinical internship experiences within multiple	The focus of the narrative is centered on the number of contact hours in a non-diverse setting. The program's	The narrative focuses on internship activities which may or may not be diverse. Internship comprises at least	The narrative focuses on internship design and types of activities completed. Internship comprises at least 300 contact	

school environments that afford opportunities to interact with stakeholders, apply content knowledge, and develop and refine professional skills.	Clinical Experience Continuum Chart provides inaccurate or incomplete information.	300 contact hours completed over six months. The 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.	hours completed over more than six months. The program's Clinical Experiences Continuum Chart indicates how the clinical experiences provide a developmental and sequential set of diverse experiences. The Clinical Experiences Handbook is provided.	
2.2 Clinical Partnerships. 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 three 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.	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.	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 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 qualifications of selected mentors, but also on the type(s) of training and evaluations of mentors and supervisor.	
2.3 Collaboration with P-12 Partners. The program maintains active partnerships and	The program has a partnership with LEAs to share candidate outcomes.	The program maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate	The program maintains an active partnership with LEAs, shares responsibility for continuous improvement of	

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.		preparation and shares accountability for candidate outcomes.	candidate preparation, 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, subject-area shortages, or critical needs.	
Comments:				

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 1	Met with Conditions 2	Met 3	Rating
3.1 Candidate Recruitment and Selection. The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The program recruits candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.	The program admits candidates from a broad range of backgrounds and diverse populations.	The program admits and supports candidates from a broad range of backgrounds and diverse populations. The program recruits candidates based on forecasted employment needs.	The program provided processes for recruiting and supports high quality candidates from a broad range of backgrounds and diverse populations to promote their successful entry to the licensure program. The program recruits 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 is submitted.	
3.2 Candidate Progression. 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 admission, exit, monitoring, and assessing with a focus on candidate development throughout preparation.	
3.3 Candidate Support and Success. 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 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:				

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 1	Met with Conditions 2	Met 3	Rating
1.1A Program of Study. The 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 student through guidance of their academic, career, and social/emotional development.	The degree/program plan may or may not have been submitted and may be missing information and/or information is inaccurate as compared to the submitted syllabi.	The degree/program plan and syllabi were submitted, but program plan may be inaccurate as compared to the syllabi. The program contains 60-credit hours.	The degree/program plan and all syllabi were submitted. The program contains 60-credit hours.	
1.1B Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on the CAEP Advanced-Level Standards' specialty areas as each candidate progresses through the program.	The curriculum map shows alignment to CAEP Advanced-Level Standards' specialty areas, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to CAEP Advanced-Level Standards' specialty areas and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to Advanced-Level Standards' specialty areas, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
1.1C Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on ASCA	The curriculum map shows alignment to ASCA Standards, but the information is	The curriculum map shows alignment to ASCA Standards, and information is accurate as compared to the submitted	The curriculum map shows alignment to ASCA Standards, and information is accurate as compared to the submitted	

Standards as each candidate progresses through the program.	inaccurate as compared to the submitted syllabi.	syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	syllabi. Curriculum map indicates increasing levels of proficiency.	
1.1D Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on CACREP Standards as each candidate progresses through the program.	The curriculum map shows alignment to CACREP Standards, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to CACREP Standards, and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to CACREP Standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
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 were used to improve program may or may not have been provided.	The 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 and/or other EPP created assessments were provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 and/or other EPP created assessments were provided including data analysis and interpretation of how data were used to improve program.	
1.3 Foundation. 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.	The focus of the narrative is centered on the services provided to P-12 students and other stakeholders data. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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	The 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	

		analysis and/or interpretations of how data were used to improve program may or may not have been provided.	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 were used to improve program.	
1.4 Management. Candidates are prepared with the capacity to effectively and efficiently manage the school counseling program.	The focus of the narrative is centered on managing school data. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 were used to improve program may or may not have been provided.	The narrative focuses on how 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 were used to improve program.	
1.5 Delivery of Services. Candidates are prepared with the capacity to deliver developmentally appropriate activities and services directly	The focus of the narrative is centered on the data to improve P-12 student achievement. Data analysis and/or interpretation of how data were	The narrative focuses on how candidates are prepared to improve P-12 student achievement by providing individual direct and indirect	The narrative focuses on how candidates are prepared to help P-12 students improve achievement, attendance, and discipline by providing	

to students or indirectly for students as a result of the school counselor's interaction with others.	used to improve program may or may not have been provided.	services. Data from the last 2-3 cycles were provided. Data analysis and/or interpretations of how data were used to improve program may or may not have been provided.	individual, small group, and 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 including data analysis and interpretation of how data were used to improve program.	
1.6 Accountability. 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.	The focus of the narrative is centered on the data from self-assessment. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 were used to improve program may or may not have been provided.	The narrative focuses 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 were used to improve program.	
1.7 Professional Responsibilities. The Mississippi Educator Code of Ethics, American Counseling Association (ACA) Code of Ethics, American School Counselors Association (ASCA) Code of Ethics, and professional	The focus of the narrative is centered on the data from the Mississippi Educator Code of Ethics Professional Dispositions. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The narrative focuses on Mississippi Educator Code of Ethics Professional Dispositions at exit. Data from last 2-3 cycles of Professional Dispositions were provided. Data analysis and/or interpretations of how data were used to improve program	The narrative focuses on candidates' professional responsibility to learn the Mississippi Educator Code of Ethics, ASCA Code of Ethics, and ACA Code of Ethics in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the	

dispositions are embedded in coursework. The Mississippi Educator Code of Conduct is assessed at multiple checkpoints throughout the program.		may or may not have been provided.	program. Narrative targets specific courses where content is taught and assessed. Data from last 3 cycles of Mississippi Educator Code of Ethics Professional Dispositions were provided including data analysis and interpretation of how data were 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 1	Met with Conditions 2	Met 3	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, 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.	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.	The 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	The 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 Chart	

<p>Internship is comprised of at least 600 contact hours completed over two semesters with at least 240 hours direct service.</p>		<p>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. Plans for additional practicum/internship hours may be included.</p>	<p>indicates how the clinical experiences provide a developmental and sequential set of diverse experiences. The Clinical Experiences Handbook was provided.</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 three 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 school counselors 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 qualifications of selected mentors, but also on the type(s) of training and evaluations of mentors and supervisors.</p>	
<p>2.3 Collaboration with P-12 Partners. 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</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 shares accountability for candidate outcomes.</p>	<p>The program 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>	

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.			improvement while working collaboratively with LEAs to meet the needs of Mississippi schools, not limited to geographic, or critical needs.	
Comments:				

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 1	Met with Conditions 2	Met 3	Rating
3.1 Candidate Recruitment and Selection. The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The program recruits candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.	The program admits candidates from a broad range of backgrounds and diverse populations.	The program admits and supports candidates from a broad range of backgrounds and diverse populations. The program recruits candidates based on forecasted employment needs.	The program admits and supports high quality candidates from a broad range of backgrounds and diverse populations and to promote their successful entry to the licensure program. The program recruits 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 is submitted.	
3.2 Candidate Progression. The program monitors candidate proficiency from	The program monitors candidate progression.	The program documents measures/gateways of candidate progression by	The program documents two or more measures/gateways of candidate progression by	

admissions through completion to ensure readiness for licensure.		providing criteria for monitoring/assessing at the beginning and exit of preparation.	providing explicit criteria for admission, exit, monitoring, and assessing with a focus on candidate development throughout preparation.	
3.3 Candidate Support and Success. 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:				

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 1	Met with Conditions 2	Met 3	Rating
1.1A Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on content specific national standards as each candidate progresses through the program of study.	The degree/program plan may or may not have been submitted and may be missing information and/or information is inaccurate as compared to the submitted syllabi.	The degree/program plan and syllabi were submitted, but program plan may be inaccurate as compared to the syllabi.	The degree/program plan and all syllabi were submitted.	
1.1B Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on the CAEP Advanced-Level Standards' specialty areas as each candidate progresses through the program.	The curriculum map shows alignment to CAEP Advanced-Level Standards' specialty areas, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to CAEP Advanced-Level Standards' specialty areas and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do not increase in sophistication with regards to outcome.	The curriculum map shows alignment to Advanced-Level Standards' specialty areas, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	
1.1C Program of Study. The sequence of courses provides multiple opportunities to learn, apply, and reflect on the national program standards as each candidate progresses through the program.	The curriculum map shows alignment to the national program standards, but the information is inaccurate as compared to the submitted syllabi.	The curriculum map shows alignment to the national program standards and information is accurate as compared to the submitted syllabi; however, relationships between the standards and objectives do not match or do	The curriculum map shows alignment to the national program standards, and information is accurate as compared to the submitted syllabi. Curriculum map indicates increasing levels of proficiency.	

		not increase in sophistication with regards to outcome.		
1.1D Program of Study. The program includes the following standalone courses: Classroom Management, Data Analysis/Evaluation, and Special Education.	Classroom management, data analysis/evaluation, and Special Education courses may or may not be identified. Required courses are missing from the curriculum.	Classroom management, data analysis/evaluation, and Special Education courses may or may not be identified.	Classroom management, data analysis/evaluation, and Special Educations courses were identified.	
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 and/or EPP created assessment were provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 and/or other EPP created assessments were provided. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The narrative focuses on 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 and/or other EPP created assessments were provided including data analysis and interpretation of how data were used to improve program.	
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	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The narrative focuses on an opportunity for candidates to learn and practice instructional methods. Data from the last 2-3 cycles were provided. Data analysis and/or interpretations of how data were used to improve program may or may not have been provided.	The 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 were provided including data analysis and interpretation of how data	

			were used to improve the program.	
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.	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 were used to improve program may or may not have been provided.	The 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 were used to improve the program.	
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.	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data were used to improve program may or may not have been provided.	The 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 were used to improve program may or may not have been provided.	The 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 CLRP embedded throughout the program. Data from the last 3 cycles were provided including data analysis and interpretation of how data were used to improve the program.	
1.6 Technology. Candidates use technology effectively to design, implement, and assess learning	The focus of the narrative is centered on the data. Data analysis and/or interpretation of how data were used to	The narrative focuses on a skill learned through coursework on use of technology in lesson planning. Data from the last 2-	The narrative focuses on knowledge and skills learned through coursework on use of technology to	

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.	improve program may or may not have been provided.	3 cycles were provided. Data analysis and/or interpretations of how data were used to improve program may or may not have been provided.	incorporate critical thinking skills in the curriculum's learning goals. Data from the last 3 cycles were provided including data analysis and interpretation of how data were used to improve the program.	
1.7 Professional Responsibilities. The Mississippi Educator Code of Ethics 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 were used to improve program may or may not have been provided.	The narrative focuses on professional dispositions at exit. Data from the last 2-3 cycles of Professional Dispositions were provided. Data analysis and/or interpretations of how data were used to improve program may or may not have been provided.	The narrative focuses on candidates' professional responsibility to learn the Mississippi Educator Code of Ethics in ongoing learning opportunities. Candidates are assessed at multiple checkpoints in the program. Data from the last 3 cycles of Professional Dispositions were provided including data analysis and interpretation of how data were used to improve the 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.				
	Not Met 1	Met with Conditions 2	Met 3	Rating
2.1 Clinical Experiences. Diverse clinical experiences are embedded throughout the program and enable candidates	The focus of the narrative is centered on the number of contact hours in a non-diverse setting. The program's	The narrative focuses on internship activities which may or may not be diverse. The program's Clinical Experience	The narrative focuses on internship design and types of activities completed. The program's Clinical Experience	

to develop proficiency in the critical concepts, principles, and practices of the licensure area.	Clinical Continuum Chart provides inaccurate information, or the program does not provide clinical field 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.	Continuum Chart indicates how the clinical experiences provide a developmental and sequential set of diverse experiences. The Clinical Experiences Handbook is provided.	
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.	The program 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.	The program 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.	The program 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. The program has a process in place for collecting data not only on the qualifications of selected mentors, but also on the type(s) of training and evaluations of mentors and supervisors.	
2.3 Collaboration with P-12 Partners. The program 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 while working collaboratively with LEAs to	The program has a partnership with LEAs to share candidate outcomes.	The program maintains a partnership with LEAs, shares responsibility for continuous improvement of candidate preparation and shares accountability for candidate outcomes.	The program maintains an active partnership with LEAs, shares responsibility for continuous improvement of candidate preparation, shares accountability for candidate outcomes, and shared decision-making. The program 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	

meet the needs of Mississippi schools, not limited to geographic, subject-area shortages, or critical needs.			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 1	Met with Conditions 2	Met 3	Rating
3.1 Candidate Recruitment and Selection. The program admits and supports candidates from a broad range of backgrounds and diverse populations for admittance into the program. The program recruits candidates based on forecasted employment needs including hard to staff schools and critical shortage areas.	The program admits candidates from a broad range of backgrounds and diverse populations.	The program admits and supports candidates from a broad range of backgrounds and diverse populations. The program recruits candidates based on forecasted employment needs.	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 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 Progression. The program monitors candidate proficiency from admissions through completion	The program monitors candidate progression.	The program documents measures/gateways of candidate progression by providing criteria for monitoring/assessing at the	The program documents two or more measures/gateways of candidate progression by providing explicit criteria for admission, exit, monitoring,	

to ensure readiness for licensure.		beginning and exit of preparation.	and 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 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:				

Section IV: EPP PROGRAM REQUEST FORMS

New Provider Request

NOTE: New Provider approval requests must be submitted no later than **February 15 for consideration of upcoming fall implementation**, and by **June 15 for consideration of upcoming spring implementation based on the information provided in the request and subsequent review**. Please allow up to six months for standard review procedures once submitted to the Division of Educator Preparation. Subject to the Division of Educator Preparation's review and/or recommendation, the proposed new provider and any associated programs will be subject to approval by the 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.

Provider Information:

Provider:	Click or tap here to enter text.
Contact Name:	Click or tap here to enter text.
Contact Phone Number:	Click or tap here to enter text.
Contact Email:	Click or tap here to enter text.
Date of Proposal Submission:	Click or tap to enter a date.
Semester Implementation:	Choose an item.

Please Identify:

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

Institutional Approval:

Date of Institutions of Higher Learning (IHL) Approval (Public EPPs only)	Click or tap to enter a date.
Date of Community College Board Approval (Junior/Community Colleges only)	Click or tap to enter a date.

NOTE: The Division of Educator Preparation is unable to review program requests that have not received prior institutional approval.

Provide the following information (text box will expand):

- 1. State your justification rationale/overview for establishing a new preparation program in Mississippi. In the justification, describe how this request will support the state's teacher pipeline needs.**

[Click or tap here to enter text.](#)

- 2. Is your program nationally accredited with the Council for the Accreditation of Educator Preparation (CAEP)? If so, please provide the date and a high-level overview of the findings from your most recent accreditation cycle.**

[Click or tap here to enter text.](#)

3. **Provide the most recent admission/completion rates for a minimum of two other programs from other states where you provide a service.**

Click or tap here to enter text.

4. **Provide the most recent admission/completion rates for a minimum of two other Mississippi educator preparation providers that are similar to your proposed program. Program admission/completion rates are available via the EPP Annual Report at <https://mdek12.org/educatorpreparation/>**

Click or tap here to enter text.

5. **List the areas of licensure for which the provider is requesting approval.**

Click or tap here to enter text.

6. **In accordance with Miss. Code Ann. § 37-3-2 and the [Mississippi Educator Preparation Provider Process and Performance Guidelines](#), programs of study shall include but not be limited to the following components:**

Instruction in education, effective teaching strategies, classroom management, state curriculum requirements, planning and instruction, instructional methods and pedagogy, using test results to improve instruction, and the Mississippi Educator Code of Ethics. Programs leading to initial elementary education licensure shall include research-based reading instruction and intervention.

Additionally, the MDE prioritizes programs of study that address supporting students with disabilities and instructional methods using high-quality instructional materials.

Please explain how the provider's program meets these requirements and areas of focus.

Click or tap here to enter text.

7. **Describe how the provider mentors and supervises licensure candidates completing clinical experiences in Mississippi.**

Click or tap here to enter text.

8. **Describe how the provider will partner with P-12 stakeholders to prepare, evaluate, and support candidates in diverse clinical experiences.**

Click or tap here to enter text.

9. **Describe the criteria that meet or exceed the minimum Candidate Admittance Requirements as outlined in the Mississippi Educator Preparation Provider Process**

and Performance Guidelines located on the MDE's website:

<https://mdek12.org/educatorpreparation/>

Click or tap here to enter text.

- 10. Describe any additional admission requirements as outlined in the Guidelines for Mississippi Educator Licensure K-12 such as a bachelor's degree, Praxis Subject Assessment (Specialty Area Test), etc.**

Click or tap here to enter text.

- 11. Provide a plan for recruiting and licensing at least ten (10) candidates in the provider's first two years as an approved provider.**

Click or tap here to enter text.

- 12. Describe key required transition points, student supports, and the method of measurement for each, including but not limited to coursework, learning modules, professional development, assessment completion, and/or wraparound service.**

Click or tap here to enter text.

- 13. Describe the procedures for evaluation of the program including placement of graduates, changes in job market need/demand, survey results, or other data used to support request.**

Click or tap here to enter text.

- 14. Describe the proposed teach-out process as aligned to the Mississippi Educator Preparation Provider Process and Performance Guidelines.**

Click or tap here to enter text.

- 15. If approved, the EPP's physical presence will be located at:**

Click or tap here to enter text.

16. Required Documents:

- ☐ Provide the program of study.
- ☐ Provide all course syllabi or modules.
- ☐ Provide a list of faculty, staff, and clinical supervisors who will deliver the course content and evidence of qualifications.
- ☐ Provide documentation of national accreditation with the Council for the Accreditation of Educator Preparation (CAEP).

- ☐ Provide an assurance statement that the provider will meet all Mississippi and federal reporting requirements.

Submit this form and supporting documents as PDF files to the Division of Educator Preparation via email to EducatorPreparation@mdek12.org.

New Program Request

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 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.

Provider Information:

Provider:	<u>Click or tap here to enter text.</u>
Contact Name:	<u>Click or tap here to enter text.</u>
Contact Phone Number:	<u>Click or tap here to enter text.</u>
Contact Email:	<u>Click or tap here to enter text.</u>
Date of Proposal Submission:	<u>Click or tap to enter a date.</u>
Semester Implementation:	<u>Choose an item.</u>

Please check:

<input type="checkbox"/> Teacher Education Program:	<u>Click or tap here to enter text.</u>
<input type="checkbox"/> Edu Leadership/Administration Program	
<input type="checkbox"/> Other Advanced Program:	<u>Click or tap here to enter text.</u>

Please identify:

Type of Delivery:	<u>Choose an item.</u>
Scope:	<u>Choose an item.</u>
Licensure Area:	<u>Choose an item.</u>
Endorsement Code:	<u>Click or tap here to enter text.</u>
Program Type:	<u>Choose an item.</u>

Institutional Approval

Date of Final University Approval	<u>Click or tap to enter a date.</u>
Date of Institutions of Higher Learning (IHL)	
Approval (Public EPPs only)	<u>Click or tap to enter a date.</u>
CIP and IHL SEQ Codes (Public EPPs only)	<u>Click or tap here to enter text.</u>

NOTE: If this is an emphasis under an existing approved program within the [IHL Academic Program Inventory](#), please provide the CIP code and IHL sequence in lieu of the date of IHL approval. IHL approval is needed for renaming, reorganizing, restructuring, suspending, and/or deleting degree programs. The Division of Educator Preparation is unable to review program requests that have not received prior institutional approval.

Complete the following information (text box will expand):

1. Provide a 1-2 sentence summary of your request for the new program.

NOTE: Language from this statement will be included on the item for review and/or approval by the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education.

Click or tap here to enter text.

2. **State your justification rationale/overview for establishing the new program. In your justification, describe how this request will support the state's need.**

Click or tap here to enter text.

3. **Provide documentation from at least two programs that are aligned to your proposal and rationale outlining why these programs were selected. Include the most recent admission/completion rates for the two programs. Program admission/completion rates are available via the EPP Annual Report at <https://mdek12.org/educatorpreparation/>.**

Click or tap here to enter text.

4. **Describe the procedures for evaluation of the program including placement of graduates, changes in job market need/demand, survey results, or other data used to support request.**

Click or tap here to enter text.

5. **Describe any special admission requirements such as letters of recommendation, writing sample(s), etc.**

Click or tap here to enter text.

6. **Provide a bulleted list of key required outcomes assessments, including but not limited to content area assessments (i.e., Praxis and/or Foundations of Reading), statewide common assessments (Teacher Intern Assessment Instrument (TIAI), Dispositions, and Impact on Student Learning (IoSL)), culminating assessments (e.g., dissertation, comprehensive exams, etc.), or other exit requirements.**

Click or tap here to enter text.

7. **Provide a bulleted list of the course codes and titles that will be required for licensure in accordance with established guidelines.**

NOTE: This list of courses will be included on the item for review and/or approval by the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education.

Click or tap here to enter text.

8. **Describe clinical hours, student teaching or internship hours, and/or service hours to be completed.**

Click or tap here to enter text.

9. Describe any specialized professional accreditation (SPA) that will be sought for this degree program.

Click or tap here to enter text.

10. Checklist of Supporting Documents:

- ☐ Program of study.
- ☐ Course syllabi and course descriptions.
- ☐ List of faculty who will deliver the course content and evidence of qualifications. Include rank, disciplines, current workloads and specific courses they teach. If this request requires hiring additional faculty, please describe the qualifications, processes, and timeline for hiring.

Proposal Review and Accuracy

I have reviewed this proposal and certify the information in this request is accurate and complete.

Dean Name:

Click or tap here to enter text.

Dean Signature:

Date:

Click or tap to enter a date.

Submit this form and supporting documents as PDF files into your institution's SharePoint folder. Incomplete forms and documents will be returned to the EPP thus delaying the request.

Modification to Program Request

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 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.

Provider Information:

Provider:	<hr/> Click or tap here to enter text.
Contact Name:	<hr/> Click or tap here to enter text.
Contact Phone Number:	<hr/> Click or tap here to enter text.
Contact Email:	<hr/> Click or tap here to enter text.
Date of Proposal Submission:	<hr/> Click or tap to enter a date.
Semester Implementation:	<hr/> Choose an item.

Program Information:

<input type="checkbox"/> Teacher Education Program:	<hr/> Click or tap here to enter text.
<input type="checkbox"/> Edu Leadership/Administration Program:	
<input type="checkbox"/> Other Advanced Program:	<hr/> Click or tap here to enter text.

Please Identify:

Modification Type (check all that apply):	<input type="checkbox"/> Add course(s)
	<input type="checkbox"/> Remove course(s)
	<input type="checkbox"/> Clinical hours change
	<input type="checkbox"/> Course code/number change
	<input type="checkbox"/> Course title change
	<input type="checkbox"/> Course description change
	<input type="checkbox"/> Course hour(s) change
	<input type="checkbox"/> Hours to degree change
	<input type="checkbox"/> Move course to different program category (ex. professional education to electives)
	<input type="checkbox"/> Prerequisite change
	<input type="checkbox"/> Program name change
Current Type of Delivery:	<hr/> Choose an item.
Scope:	<hr/> Choose an item.
Licensure Area:	<hr/> Choose an item.
Endorsement Code:	<hr/> Click or tap here to enter text.
Program Type:	<hr/> Choose an item.

Institutional Approval

Date of Final University Approval

Click or tap to enter a date.

Date of Institutions of Higher Learning (IHL)

Approval (Public EPPs only)

Click or tap to enter a date.

CIP and IHL SEQ Codes (Public EPPS only)

Click or tap here to enter text.

NOTE: If this is an emphasis under an existing approved program within the [IHL Academic Program Inventory](#), please provide the CIP code and IHL sequence in lieu of the date of IHL approval. IHL approval is needed for renaming, reorganizing, restructuring, suspending, and/or deleting degree programs. The Division of Educator Preparation is unable to review program requests that have not received prior institutional approval.

Complete the following information (text box will expand):

1. Provide a 1-2 sentence summary statement of the modification.

NOTE: Language from this statement will be included on the item for review and/or approval by the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education.

Click or tap here to enter text.

2. State your justification rationale/overview for modification of program. In your justification, describe how this modification will support the state's need.

Click or tap here to enter text.

3. Describe the procedures for evaluation of the program including placement of graduates, changes in job market need/demand, survey results, or other data used to support request.

Click or tap here to enter text.

4. Provide a bulleted list of key required outcomes assessments, including but not limited to content area assessments (i.e., Praxis and/or Foundation of Reading), statewide common assessments (Teacher Intern Assessment Instrument (TIAI), Dispositions, and Impact on Student Learning (IoSL)), culminating assessments (e.g., dissertation, comprehensive exams, etc.) or other exit requirements that will change as a result of the modification.

Click or tap here to enter text.

5. Provide a bulleted list of any course codes and titles that will be removed and/or any course codes and titles that will be added as a requirement for licensure in accordance with established guidelines as a result of this modification.

NOTE: This list of courses will be included on the item for review and/or approval by the Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education.

Click or tap here to enter text.

6. Describe clinical hours and/or service hours to be completed because of the modification.

Click or tap here to enter text.

7. If the program is either nationally accredited or SPA recognized, how will this modification affect its accreditation standing?

Click or tap here to enter text.

8. Checklist of Supporting Documents:

- ☐ Modified program of study and current program of study that has been red lined to show changes (include course code/titles).
- ☐ Course syllabi and course descriptions if modifying course.
- ☐ List of faculty who will deliver the course content and evidence of qualifications. Include rank, disciplines, current workloads and specific courses they teach. If this request requires hiring additional faculty, please describe the qualifications, processes, and timeline for hiring.

Proposal Review and Accuracy

I have reviewed this proposal and certify the information in this request is accurate and complete.

Dean Name: Click or tap to here to enter text.

Dean Signature: _____

Date: Click or tap to enter a date.

Submit this form and supporting documents as PDF files into your institution's SharePoint folder. Incomplete forms and documents will be returned to the EPP thus delaying the request.

Deletion/Suspension Program Request

NOTE: Program deletion notices must be submitted to the Division of Educator Preparation once the closure date is established by an educator preparation provider (EPP)'s internal leadership and Institutions of Higher Learning (IHL) as applicable. EPPs have up to 90 days from the date of program close (noted above) to recommend candidates for licensure.

The EPP is responsible for communicating the following licensure information to candidates enrolled in programs that are scheduled to close that they will have up to 90 days from institutional recommendation to submit a complete application for licensure. An application is considered complete once all supporting documentation is received.

Provider Information:

Provider:	Choose an item.
Contact Name:	Click or tap here to enter text.
Contact Phone Number:	Click or tap here to enter text.
Contact Email:	Click or tap here to enter text.
Date Notice Submitted to MDE:	Click or tap to enter a date.
Last Date to Enter Program:	Click or tap to enter a date.
Date of Program Closure:	Click or tap to enter a date.

Program Information:

<input type="checkbox"/> Teacher Education Program:	Choose an item.
<input type="checkbox"/> Ed Leadership/Admin Program:	
<input type="checkbox"/> Other Advanced Program:	Choose an item.

Please Identify:

Modification Type:	Choose an item.
Licensure Area:	Choose an item.
Endorsement Code:	Click or tap here to enter text.
Program Type:	Choose an item.

Institutional Approval:

Date of Final University Approval	Click or tap to enter a date.
Date of Institutions of Higher Learning (IHL) Approval (Public EPPs only)	Click or tap to enter a date.

NOTE: IHL approval is needed for renaming, reorganizing, restructuring, suspending, and/or deleting degree programs. The Division of Educator Preparation is unable to review program requests that have not received prior institutional approval.

Complete the following information (text box will expand):

- 1. Provide a 1-2 sentence summary statement for the proposed program closure.**
Language from this statement will be used for Licensure Commission and State Board agendas.

Click or tap here to enter text.

- 2. State the justification rationale/overview for closing the program with sequential steps to ensure candidates are supported through the licensure process.**

Click or tap here to enter text.

- 3. Provide the current number of candidates enrolled.**

Click or tap here to enter text.

- 4. State your institution's teach-out support strategies for licensure and any noted financial constraints that may impede candidate completion.**

Click or tap here to enter text.

- 5. What is the impact on accreditation or other academic program(s) at your institution?**

Click or tap here to enter text.

- 6. List any EPPs in the state offering a similar program along with the program name.**

Click or tap here to enter text.

7. Checklist of Supporting Documents:

- ☐ Teach out plan(s) for students currently enrolled.
- ☐ List of enrolled candidates and anticipated date of completion for each.
- ☐ Sample letter to candidates explaining closure of program and licensure process.

Proposal Review and Accuracy

I have reviewed this proposal and certify the information in this request is accurate and complete.

Dean Name: Click or tap here to enter text.

Dean Signature: _____

Date: Click or tap to enter a date.

Submit this form and supporting documents as PDF files into your EPP's SharePoint folder. Email the Division of Educator Preparation upon uploading.

Section V: APPENDICES

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(s) 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 Documents Added to Program Review Folders



Elementary Education (No SPA report)
Curriculum Maps
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
Clinical Experiences Handbook
Narratives 2.2-2.3 and 3.1-3.3
Recruitment Plan



Mathematics



Social Studies



Sciences

NOTE : Files that are zipped and/or hyperlinked to an outside data source will not be reviewed.

Licensure Endorsement Codes

Please refer to the *Guidelines for Mississippi Educator Licensure K-12* for current information including but not limited to:

- Mississippi State Board of Education Approved License Titles and Endorsement Codes
- Supplemental Endorsements Added with Eighteen (18) Hours of Coursework in Subject Area (Coursework must have an earned grade of “C” or higher) or by Completion of MDE-Approved Early Childhood Specialized Training
- Supplemental Endorsements Added with Completion of an Approved Program (Institutional Verification Required) or by Completion of MDE-Approved Programs
- Supplemental Endorsements Added by Passing Score on the Appropriate Praxis Assessment

The *Guidelines for Mississippi Educator Licensure K-12* may be found at:

<https://mdek12.org/licensure/guidelines/>

Please refer to the *Career and Technical Education Guidelines* for current information including but not limited to:

- Occupational Licenses
- Tech Prep Licenses

The *Career and Technical Education Guidelines* may be found at:

<https://mdek12.org/licensure/guidelines/>

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

Suggested National Standards Alignment Chart by Program

Syllabi should document alignment of national standards to content. Typically, national standards are updated every seven (7) years.

PROGRAM	VERSION	NATIONAL STANDARD
Agriculture	2017	American Association for Agricultural Education (AAAE)
Art	2024-25	National Association of Schools of Art and Design (NASAD)
Athletic Admin	2020	National Interscholastic Athletic Administrator Association (NIAAA)
Biology	2020	National Science Teaching Association (NSTA)
Business Education	2023	National Business Education Association (NBEA)
Chemistry	2020	National Science Teaching Association (NSTA)
Child Development	2021	National Association for the Education of Young Children (NAEYC)
Dance	2024-25	National Association of Schools of Dance (NASD)
Dyslexia	2018	International Dyslexia Association (IDA) – Knowledge & Practice Standards (KPS)
Educational Leadership	2018 2015	National Educational Leadership Preparation Program (NELP) Professional Standards for Educational Leaders (PSEL)
Elementary Education	2018	CAEP K-6 Elementary Teacher Preparation Standards (CAEP K-6)
English	2021	National Council for Teachers of English (NCTE)
English as 2 nd Lang	2018	Teachers of English to Speakers of Other Languages (TESOL)
Family & Consumer Science	2018	American Association of Family & Consumer Sciences (AAFCS)
French	2013	American Council on the Teaching of Foreign Languages (ACTFL)
Gifted	2024	Council for Exceptional Children (CEC) - Gifted
Health	2024	Society of Health & Physical Educators (SHAPE)
Hearing Impaired	2019 2018	Council on Education of the Deaf (CED) Council for Exceptional Children (CEC) – Deaf & Hard of Hearing
Library Media	2023	American Library Association (ALA) American Association of School Librarians (AASL)
Mathematics	2020	National Council for Teachers of Math (NCTM)
Music Education	2024-25	National Association of Schools of Music (NASM)
Physical Education	2024	Society of Health & Physical Educators (SHAPE) - Physical Education Teacher Education (PETE)
Physical Science	2020	National Science Teaching Association (NSTA)
Physics	2020	National Science Teaching Association (NSTA)
Psychometry	2020	National Association of School Psychologist (NASP)
Reading/Literacy	2017	International Literacy Association (ILA)

		International Dyslexia Association (IDA) – Knowledge & Practice Standards (KPS)
School Counseling	2024	Council for the Accreditation of Counseling & Related Educational Programs (CACREP)
	2019	American School Counselor Association (ASCA)
School Psychology	2020	American Psychological Association (APA)
	2020	National Association of School Psychologist (NASP)
Social Studies	2017	National Council for the Social Studies (NCSS)
Spanish	2013	American Council on the Teaching of Foreign Languages (ACTFL)
Special Education	2020	Council for Exceptional Children (CEC)
Speech Lang Path	2023	Council on Academic Accreditation in Audiology & Speech-Language Pathology (ASHA)
STEM	2024	International Society for Technology in Education (ISTE)
Teacher Leadership	2020	Teacher Leader Model Standards
Theatre/Drama	2024-25	National Association of Schools of Theatre (NAST)
Visually Impaired	2020	Association for Education & Rehabilitation of the Blind & Visually Impaired (AER)

STANDARD	VERSION	FULL STANDARD NAME
CAEP	2022	Council for the Accreditation of Educator Preparation
ISTE	2024	International Society for Technology in Education
TGR		MS Teacher Growth Rubric
MS CCRS		MS College & Career Readiness Standards