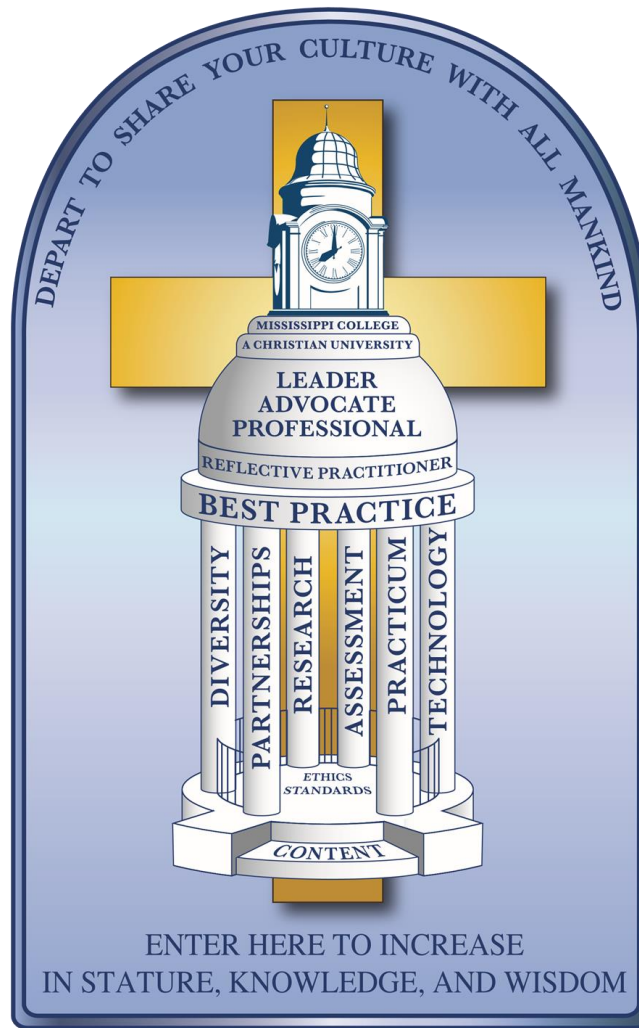


Mississippi College Teacher Education Handbook

MISSISSIPPI COLLEGE TEACHER EDUCATION & LEADERSHIP PROGRAMS



Department of Teacher Education & Leadership
Box 4009
Clinton, Mississippi 39058
Updated January 2020

INTRODUCTION

This *Teacher Education Handbook* is designed to serve as a guide for teacher candidates, faculty, student teachers, university supervisors, cooperating teachers, principals, superintendents, and other partners involved in the professional Educator Preparation Program (EPP) at Mississippi College. This handbook contains valuable information including the EPP's conceptual framework, as well as the connections and integration of the framework throughout the various programs in the Department of Teacher Education and Leadership and to the University as a whole. Mission statements relevant to educator preparation and the national and state standards underlying educator programs at Mississippi College provide a basis for coherence and are included in the *Teacher Education Handbook*. The first section of this handbook describes the EPP's commitment to quality educator preparation programs highlighting sequence and continuity. The remaining portion of the handbook describes the responsibilities and guidelines for teacher candidates, cooperating teachers and university supervisors.

CONCEPTUAL FRAMEWORK

The EPP's conceptual framework is representative of all initial and advanced degree programs leading to educator licensure. The framework developed as a shared vision of the faculty of the Department of Teacher Education and Leadership. This framework, translated into a visual symbol, is based on current knowledge, articulates supporting knowledge, and incorporates national and state standards which lead to the development of reflective practitioners who focus on identified best practices for contemporary teaching and learning. The framework provides a system for developing and assessing coherence throughout the various educator preparation programs and undergirds the values and mission of Mississippi College and the Department of Teacher Education and Leadership. It appears on the front cover of this handbook to represent the important components of the EPP's mission statement.

The graphic is anchored by the cross, a spiritual symbol of Christianity, to set a suitable and coherent philosophical framework for teacher education and leadership at Mississippi College. The historic mission of the university as it appears on main entrance and exit to campus, "Enter Here to Increase in Stature, Knowledge and Wisdom" and "Depart to Share Your Culture with All Mankind," appears prominently at the top and bottom of the figure and reflects the overarching goal of the institution from its earliest beginnings.

The EPP's contemporary mission of producing Reflective Practitioners who are leaders, advocates, and professionals is etched on the surface of the overarching dome. These goals are supported by a foundation of content upon which standards and ethics are built. The supportive columns, which provide the strong structure for the education and leadership programs, are diversity, partnerships, research, assessment, practicum, and technology. Each column represents an important facet of the courses offered in the department. Above the dome is the clock tower of Nelson Hall, referred to as "The Beacon" located at the heart of the campus and housing the university administration. The Beacon in this model is symbolic of the prepared educator as he/she leaves the institution to facilitate and "watch over" the flocks of students and teachers in

today's schools incorporating all of the knowledge, skills, and dispositions of the professional, ethical, and effective educator.

MISSION

Perhaps the most significant redemptive spiritual symbol of the Christian Church, and therefore, the Christian College is the cross. As a distinctly Christian university, Mississippi College is determined to fulfill its historic mission and its contemporary mission in such a way as to apply this redemptive symbol through practical and temporal programs. The historic mission for the college is still etched on the entrance and exit portals: "Enter Here to Increase in Stature, Knowledge and Wisdom" and "Depart to Share Your Culture With All Mankind". The contemporary mission statements of the University, as well as the School of Education and the Department of Teacher Education and Leadership are much more comprehensive in nature but still adhere to the basic purpose of ministering to society. Reflective Practitioners, who are undergirded by Christian principles, are excellent examples of program completers who effectively personify the intersection of the institution's historic and contemporary missions with evolving educational standards and practices. The symbolic architecture suggests that Mississippi College graduates serve mankind in time and that their ministry is meant to be a beacon in society. Teachers and other school leaders will become beacons in their communities when they are reflective practitioners who embody leadership, advocacy, and professionalism.

CONTENT

In order for classroom and school leaders to be effective, it is crucial that they bring a knowledge of the content necessary for functioning in a democratic society and in the greater context of an ever-shrinking world. Education is not a profession that can be practiced skillfully without understanding the context of society, culture, politics, etc... For these reasons, the educator preparations programs at Mississippi College are built upon a strong content foundation. The initial elementary education program requires two years of core curriculum prior to beginning professional preparation. This program also requires additional content course work to further strengthen each candidate's knowledge base. Similarly, undergraduate secondary and specialized subject area programs require a content major as the foundation for pedagogical preparation. Graduate programs require strong undergraduate programs which include a breadth of preparation in the arts and sciences. The program model symbolizes content mastery as the critical step toward preparation to become an effective educator. It also symbolizes content knowledge and understanding as an important link which allows integration of pure knowledge with the knowledge, skills and dispositions required to be an effective communicator/instructor.

STANDARDS

The Mississippi Department of Education (MDE) reviews all initial and advanced licensure programs during the Program Review process. The National Council for the Accreditation of Teacher Education (NCATE) has accredited the EPP for several decades, and the Council for the

Accreditation of Educator Preparation (CAEP) is the new accreditor charged with reviewing the EPP's initial and advanced programs according to national and state standards.

Continuous improvement is the ultimate goal for the operational effectiveness of the EPP, therefore national and state standards become the foundation for this ongoing work of the EPP. At Mississippi College, teacher candidates admitted to initial programs learn to construct and reconstruct instructional practices and learning environments based upon careful reflective analysis of the many elements of the InTASC standards: the learner and learning, content, instructional practice, and professional responsibility. Advanced programs follow guidelines set forth by the professional constituent association providing standards for content knowledge, dispositions, and pedagogical skills in the specific educational field.

The basic concept which aligns professional education programs at MC is an honest adherence to accepted national and state standards combined with a commitment to the development of reflective practitioners who adopt standards, recognize more appropriate standards which reflect new research findings, and modify or reconstruct standards based on teaching built around the variety of learner needs that surface in the classroom. Standards ultimately provide the foundational structure to develop reflective practitioners who can lead other professionals into the 21st century and who can facilitate learning for diverse populations of P-12 students to attain their unique and highest potential.

ETHICS

The Mississippi Educator Code of Ethics provides the platform for teaching professional ethics to all initial and advanced program candidates. Ethics, such as these combined with program specific ethical behaviors are introduced in all educator preparation programs so candidates exhibit strong moral and ethical behavior as they act as mentors for P-12 students and other educational professionals. The EPP is committed to providing explicit instruction in ethics to develop and maintain high ethical standards, and to guide candidates in reflective practice as they enter their specific fields of education.

PROGRAM COMPONENTS

The faculty of the Department of Teacher Education and Leadership at Mississippi College have identified six program “pillars” that are critical to the preparation of reflective practitioners and other educational leaders. Diversity, Partnerships, Research, Assessment, Practicum, and Technology are integrated throughout the EPP to ensure comprehensive preparation. A description of these program elements follows.

Diversity

The history of the United States provides a record of the struggle for equality. One of the great battlefields of the struggle has been our nation's schools. The great democratic experiment known as the United States continues to depend on harmonious and civil relationships amongst a people who share much and yet hold to cultural, social and religious identities. Only if the next

generation of educators advance the concept of tolerance and celebration of differences within the context of a shared and common culture will this nation's great progress continue. For these reasons, Mississippi College educator preparation integrates global and multicultural perspectives throughout its programs. Opportunities are sought to naturally incorporate these perspectives within courses, through field experiences, and by recruiting students and faculty who represent a rich cross section of diversity.

As schools become more diverse, the Reflective Practitioner model prepares educators for positive relations in schools. Knowledge about diverse cultures and populations is acquired through general studies, Christian studies, and content courses. Professional and pedagogical studies, in addition to diverse field experiences, prepare practitioners who provide quality school experiences for all races, ethnic groups, social classes, abilities and genders.

Partnerships

Field-based, clinical experiences are critical to educator preparation at both the initial and advanced levels. The EPP has developed relationships with a variety of school districts with the goal of building mutually, beneficially partnerships. These partnerships are designed to provide experiences at critical intervals of each program, outline the process for candidate placement and mentor selection, and provide professional development and training for partner mentors. The progression of field-based, clinical experiences in all programs has been designed to scaffold on previous experiences, and increase in intensity, rigor, and clock hours in diverse school settings.

Research

Providing students with opportunities to pursue quality research experiences is an expectation of both the initial and advanced programs educator preparation programs. The concepts of research are woven throughout the classes to provide scaffolded experiences for candidates to engage in identification of problems, literature review, development of a research plan, action research, and data collection and analysis.

Assessment

In order for initial and advanced educator preparation programs at Mississippi College to improve and respond to demonstrated needs and current research, a continuous, comprehensive program assessment plan (Quality Assurance System—QAS) was developed and is used systematically by the EPP. There are several dimensions of assessment in educator preparation at Mississippi College. The traditional elements of candidate assessment continue: overall GPA requirements, licensure exams, and specific program assessments for each program. More and more, authentic assessment of candidate products and performance is being driven by rubrics-based assessment as the EPP has developed program assessments establishing content validity and inter-rater reliability to assure quality of the measures. Additionally, proprietary, state assessments have been developed with other EPPs in process to provide capstone completer assessments to show candidates have demonstrated content knowledge, professional dispositions, and pedagogical skills effectively as they approach graduation and entry into the respective educational field.

Practicum

To properly assess a candidate's knowledge and understanding of the teaching/learning and leadership processes, the EPP recognizes the necessity of immersion in diverse educational settings. For this reason, all initial and advanced educator preparation programs at Mississippi College include field-based, clinical experiences.

At the initial program level, all candidates begin with EDU 299 Pre-teaching field experience, which is an observation/exposure level experience designed to acquaint the candidate with the general environment of the school and the context in which the teacher operates during 30 hours of visits. Secondary and specialized subject area candidates then receive numerous discipline specific experiences which vary depending on the area of licensure being sought. Elementary education teacher candidates interact with young children during a thirty-hour placement while taking EDU 320 Early Childhood. An additional 15 hours are provided during a field placement with the reading block (EDU 309 & EDU 334). During the elementary professional block (EDU 311, EDU 312, EDU 321, EDU 439) candidates are placed in a school for approximately 60 hours and required to plan and teach a minimum of 20 lessons in language arts, science, social studies and math. The culminating field experience for all undergraduate students is student teaching. EDU 421, 422, 423, 424 for elementary candidates, EDU 431, 432, 433, 434 for secondary candidates and EDU 471, 472, 473, 474 for those seeking K-12 licensure i.e. music, physical education, and art. The MDE Teacher Growth Rubric (TGR) and INTASC standards form the assessment foundation for student teaching and for other clinical and field experiences at the undergraduate level.

Advanced licensure programs utilize field-based, clinical experiences in relation to the educational field. Council for Exceptional Children (CEC) standards for clinical experiences are followed for the preparation of Mild/Moderate, Special Education teachers; International Multi-Sensory Learning Educational Council (IMSLEC) standards provide guidance for internship experiences of Dyslexia Therapy candidates; and Professional Standards for Educational Leaders (PSEL) identify necessary areas for clinical experiences to prepare Educational Leadership candidates.

Technology

Educator preparation programs must include and integrate advances of the information age so that these candidates can lead the way for their students and can be efficient and effective educators in America's 21st Century schools. Technological coherence is based on fundamental technological competence which is a requirement of the University Core Curriculum. Near the beginning of the initial program, candidates integrate technological training with professional skills development during EDU 317 Introduction to Instructional Technology based on the International Standards for Technology Education (ISTE). Advanced programs utilize technological advancements relative to each education field of study, and incorporate technology as a platform for instruction with several of the advanced programs available as fully online programs. Virtually all professional education courses include requirements for applying technology skills.

The purchase of Tk20, an electronic assessment system, is required of all initial and advanced program candidates. Program key assessments are submitted, assessed, and stored in this system making data collection and analysis by the EPP possible as an integral function of the QAS.

Best Practice

The expected outcome of the educator programs at Mississippi College will be candidates who know and understand the best practices of the teaching/learning environment as it relates to the field of education. A further expectation is that candidates will be committed and disposed to implement best practice as teachers and school leaders as they enter the field as lifelong learners staying abreast of current findings.

The Reflective Practitioner, Leader, Advocate, Professional/Summary and Conclusions

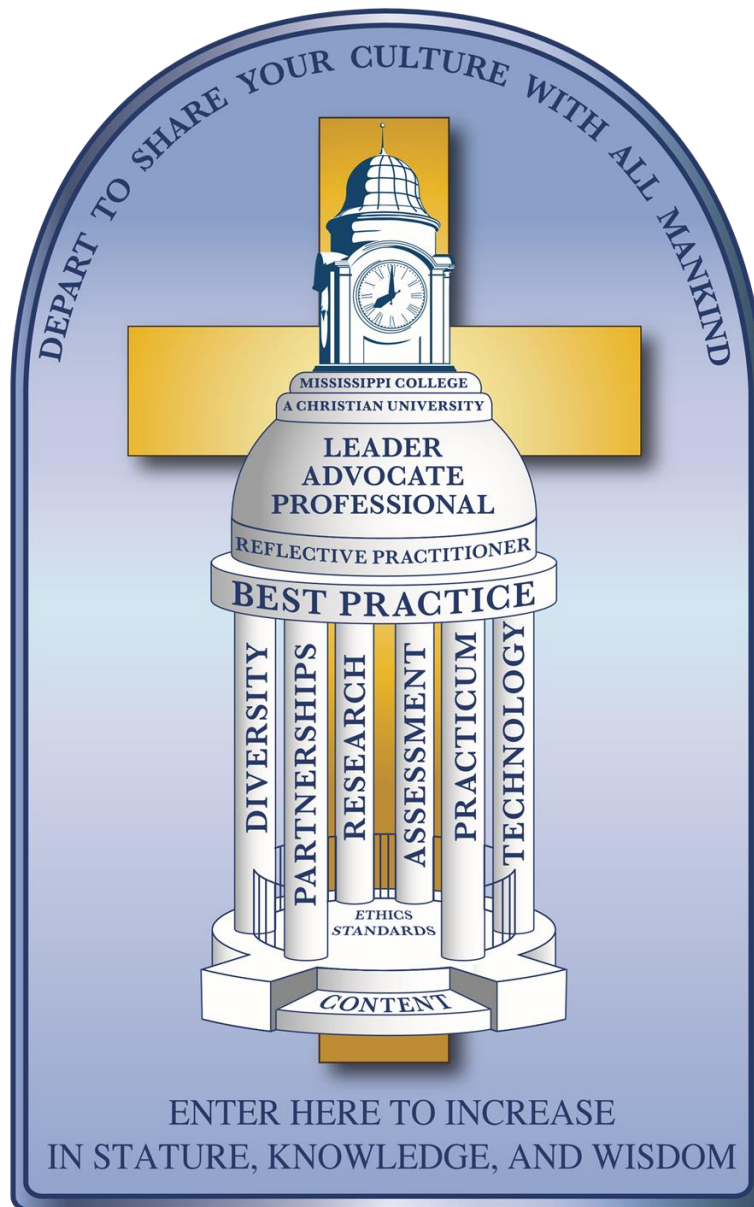
The EPP is committed to educator preparation so that candidates exit educator programs as caring, competent professionals whose dispositions have been influenced and are constantly being refined by Christian principles. Both the initial and advanced licensure programs at Mississippi College are infused with the expectation to constantly review, analyze, and improve teaching and leadership practice and behaviors so that program completers will evolve and improve over the course of their careers. All professional education programs at Mississippi College are conceptualized around the view that standards can only be used effectively when practitioners reflect on their own practice; hence the development of a *reflective practitioner model* which provides a framework for the experiences in the EPP programs. Content knowledge is the foundation followed by professional knowledge, dispositions and skills that ultimately lead to the reflective practitioner who is competent, caring and Christian. Program completers must be able to use reflective practices to continually improve their own teaching performance and be able to respond to the changing environment as their careers move through the stages of the profession from novice to master teacher.

Through the experiences that make up each program, prospective practitioners continually construct meaning to formulate a holistic vision of teaching and learning. Systemic involvement ensures a rigorous core curriculum which provides the foundation for content knowledge. Each program major builds a specialized knowledge base to further strengthen content being taught in each of the program licensure areas. A professional education foundation provides the pedagogical strategy base which allows the educator to apply knowledge and practice the skill and dispositions necessary to translate knowledge to the learner. Based on this strong foundation, program completers are empowered to leave MC as professionals, advocates, and leaders in their respective fields of education.

The theme of reflection pervades the model. Reflective practitioners constantly think about their behaviors - past, present, and future. They make conscious and rational decisions about future practices based on reflective analysis of past and present. Their practice is built on growing experience, new information, and careful thought rather than in unsubstantiated trial and error, hunch and whim. Reflection is practiced and refined through a series of clinical and field experiences. Finally, reflective practitioners scrutinize the dilemmas of practice through the assessment of their own performance as well as the performance of learners.

The conceptual framework is a metaphor of a building representing the structure of the department's programs leading to a reflective practitioner. The words, "Enter here to increase in stature, knowledge, and wisdom" lay the groundwork for the prospective teacher's experience at Mississippi College. General studies as well as discipline specific content and studies in Christian Studies make up a broad knowledge base serving as a foundation for teacher preparation programs. The pillars representing standards, diversity, technology, assessment and practicum provide the foundation for best practice that is constantly refined by professional reflection. This multifaceted approach to educator preparation allows candidates to build their own capstone structure which has been identified as a competent, caring Christian educator equipped to depart as a beacon to "share culture with mankind." The program model is graphically illustrated on the next page.

**MISSISSIPPI COLLEGE
TEACHER EDUCATION & LEADERSHIP PROGRAMS**



GOALS UNDERLYING THE COLLEGE'S TEACHER EDUCATION PROGRAM

In an effort to strengthen and improve the teacher education program, the EPP faculty analyzed all features of the program. The model which emerged is built upon the importance of consistency in identifying with the mission of the institution, state requirements and the knowledge from professional organizations in determining goals for producing competent educators. These goals are formulated on the belief that the professional education of teachers and other education professionals is a joint responsibility shared by the School of Education, other schools within the College, and the public, private, and church-related schools of Mississippi. The goals are that all teacher education candidates should:

1. have a strong background in general education courses that provide an intellectual foundation in the liberal arts.
2. have strong academic specializations.
3. develop the ability to think critically about the issues of education, schooling, and the vocation of teaching in relation to an emerging personal educational philosophy.
4. utilize the liberal arts and a multi-cultural perspective when working with diverse student populations.
5. develop an underlying confidence necessary for creative and active instructional planning, classroom management, and teaching strategies based upon:
 - a. application of appropriate principles from developmental cognitive, humanistic behavioral psychology, and communications theory
 - b. critical analysis of educational methods, approaches and materials as well as a willingness to experiment with new programs
 - c. a knowledge for determining learning styles and developmental capacities of individual students.
6. understand exceptional individuals and how to include these students in the regular classroom.
7. communicate clearly and appropriately to non-student populations, such as teachers, administrators, service personnel, and parents.
8. evaluate themselves for continuous personal and professional growth.
9. exhibit strong, ethical decision-making evidenced through professional dispositions.

PROGRAM OUTCOMES

The above goals are made more explicit through the various Program Outcomes that are listed below. The teacher education theme, namely, the teacher as a reflective practitioner, has as its focus the teacher who not only utilizes knowledge in creating new ideas but demonstrates the following in the successful implementation and utilization of that knowledge:

1. understanding of the developmental and learning patterns of the student.
2. understanding of the processes of the social and cultural environment and how they affect learning.
3. understanding of the necessity of organizing a learning environment that is attractive, orderly and considerate of the differences among students.
4. understanding of the needs and progress of individual learners.
5. planning and sequencing of instruction at a variety of levels to achieve selected objectives.
6. understanding of instruction and how to differentiate to make it more effective.
7. a variety of teaching methods and materials and/or curriculum models through structuring the learning environment.
8. effective functioning in a diverse society and the importance of instilling in all students a positive self-concept and a sense of value and worth in all people.
9. effective communications and the importance of instilling interpersonal human relation skills in students.
10. understanding of the legislation and litigation that will affect schools, school personnel, and students.
11. professional standards in educational settings.
12. effective development and implementation of instruction in accordance with standards including INTASC, TGR, PSEL, CEC, ISTE, and IMSLEC standards.
13. knowledge of community, state and national resources available to educators in meeting student needs.

14. use of professional resources (particularly digital resources) for strengthening curriculum and gaining knowledge in research for the purpose of writing grants and research proposals, and applying research results in an educational setting.
15. reinforcement and encouragement of students in planning, researching, and evaluating Instruction including data analysis.
16. understanding of the foundations of American education and the role of the federal, regional, and local governments in determining school policies, curriculum and standards.
17. knowledge of the skills necessary for assisting others in making educational, career, personal and social choices.
18. understanding of various developmental and educational theories through the preparation of the student's own philosophy.
19. demonstrating the appropriate professional dispositions based on the Mississippi Educator Code of Ethics and other professional standards.

THE UNDERGRADUATE TEACHER EDUCATION PROGRAM (TEP)

Mississippi's State Board of Education mandates certain requirements for candidates seeking admission to a teacher education program at any of the state's fifteen senior institutions of higher learning. One of these requirements attempts to ensure that teacher education applicants demonstrate at least minimal academic ability. **Specifically, at Mississippi College, candidates must meet the following requirements in order to be admitted to the Teacher Education Program (TEP) or to any courses that require TEP admission:**

1. have successfully completed 44 semester hours of university core courses.
2. have an overall (cumulative) GPA of at least 2.75 (including transfer work).
3. have a minimum GPA of 2.75 in their area(s) of expected certification.
4. have passed the Praxis I CASE: Reading 156; Writing 162; Mathematics 130.
Entrance test is waived if candidate has an ACT composite of 21 or higher or or SAT (1060 or higher math/verbal).
5. have passed the Writing Proficiency test or successfully completed ENG 299.

Candidates apply for admission into the Teacher Education Program (TEP) as part of the course requirements for EDU 300, INTRODUCTION TO EDUCATION.

MC Transfer students who have had the course equivalent of EDU 300 at another 4-year institution must make application to the TEP by seeing the Licensure Officer during their first semester at Mississippi College.

After making application to the TEP, candidates are monitored carefully by the School of Education's licensure officer as they progress through MC's teacher preparation program. The candidate's advisor also assists in this monitoring process. **However, responsibility rests with the candidate for knowing the rules and regulations related to the teacher preparation program. Until candidates are admitted to the TEP, they may not take any courses, which have program admission as a prerequisite. (SEE STATUS SHEET)**

After admission to the TEP, a candidate must maintain at least a 2.75 cumulative grade point average as well as a 2.75 GPA in the area(s) of expected certification for progression. A grade of C or better is required in all teacher education courses. Teacher education courses, which receive grades of "D" or "F" may be repeated only one time. A failing grade in any two teacher education courses will result in dismissal from the TEP.

Since standards for progress in the TEP are different from MC's standard for avoiding academic suspension, a candidate who is ineligible to enter or remain in the TEP may still be eligible to remain a student at Mississippi College in another major.

FIELD-BASED, CLINICAL EXPERIENCES

An adequate sequence of experiences to apply knowledge, develop skills and exhibit the dispositions consistent with INTASC, PSEL, IMSLLEC, ISTE, CEC and others standards is an important feature of the conceptual program framework and the program model. Advanced programs provide specific clinical experiences in each phase of the coursework. Initial programs incorporate methods courses with opportunity to teach segments in the peer environment and provide quality field-based, clinical experiences. At the sophomore level, all candidates take EDU 299 Pre-Teaching Field Experience for 30 hours of classroom observation and one-on-one tutorial instructional experience preceding the more involved field work in subsequent levels of the program. Basic elements of the initial program experiences are included:

Elementary Education (K-6)

Elementary students are able to obtain field experiences through (1) EDU 320 Principles and Methods of Early Childhood Education, a course allows students to interact with young children early childhood or kindergarten settings. (2) The Reading Block; two content area courses, EDU 309 Introduction to Reading and EDU 334, Materials and Methods of Teaching Reading in the Elementary School are blocked together. Prior to going into the field, the candidates participate in clinical experiences which prepares them for working with students in the field. The culminating activity to reading block students is 15 hours in classrooms teaching small groups of at-risk students. (3) The Professional Content Block Experience occurs the semester before student teaching. The four content-area methods courses (Social Studies, EDU 311, Science, EDU 312, Mathematics, EDU 321 and Language Arts, EDU 439) have been blocked together with EDU 458 Classroom Management to provide a 60+ hour field experience. Teacher candidates spend 12 weeks in contact time with methods faculty and conclude with a four-week field experience.

Secondary Education (7-12) & Specialized Subject-Area Education (K-12)

Between EDU 299 Pre-Teaching Field Experience and Student Teaching secondary student will take the appropriate methods course(s) related to their major. In this course the candidate will be expected to be involved in actual school/field activities including observation, tutoring and instructional participation. Additionally, students are required to observe for 15 hours during EDU 304, Educational Psychology, and spend another 15 hours in a field placement while taking EDU 460, Classroom Management.

THE PROFESSIONAL STUDENT TEACHING SEMESTER

At the undergraduate level the candidate's professional education program at Mississippi College culminates with professional student teaching during the Professional Student Teaching Semester (PS). Other information regarding the Professional Student Teaching Semester can be found in the Student Teaching Handbook.

Every candidate seeking a Mississippi teaching license in any area is required to complete a Professional Student Teaching Semester. This culminating experience affords candidates an opportunity to apply much of what they have learned in their content and professional education courses to actual classrooms in public or state-approved private schools in Mississippi. Candidates are admitted to and retained in the Professional Student Teaching Semester according to the following criteria.

The candidate must:

1. be admitted to the Teacher Education Program for **at least one full semester prior** to the semester of Professional Student Teaching.
2. have completed EDU 299.
3. have passed the Writing Proficiency Exam (or received credit for ENG 299).
4. not have any grades of (I) incomplete.
5. complete any outstanding coursework and have grade(s) on file in the Registrar's Office before the Professional Semester begins. In keeping with university policy, the last 33 hours of the program must be completed at Mississippi College.
6. have at least a 2.75 GPA in the area(s) of expected certification as well as a cumulative GPA of 2.75
7. have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 421, 422, 423, and 424 (elementary candidates only).
8. have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 431, 432, 433, and 434 (secondary education candidates only).
9. have completed (with a minimum grade of C) all Professional Education and subject matter courses except EDU 471, 472, 473, and 474 (specialized subject-area education candidates only).

Due to departmental scheduling issues, secondary education candidates (7-12) and specialized subject-area education candidates (K-12) may be allowed to apply for the Professional Student Teaching Semester once they have completed at least three-fourths of the required courses in his/her area of specialization. This exception is made on a case by case basis and should be approved by the candidate's advisor, the Director of Field Experiences, and the Chair of the Department of Teacher Education & Leadership.

COMPOSITION OF THE PROFESSIONAL SEMESTER

Elementary Education: Directed Teaching, K-6

EDU 421,422,423,424: Professional Student Teaching Semester for Elementary Education majors

Secondary Education: Directed Teaching, 7-12

EDU 431,432,433,434: Professional Student Teaching Semester for 7-12 majors

Specialized Subject-Area Education: Directed Teaching, K-12

EDU 471,472,473,474: Professional Student Teaching Semester for K-12 majors

Only these courses should be taken during the Professional Student Teaching Semester unless an appeal is made to and granted by the Field Experiences Appeals Committee. Careful planning and a close working relationship between candidate and advisor can help achieve this goal.

All student teachers are expected to complete a minimum of fifteen (15) weeks of student teaching.

All students pursuing a teacher education curriculum and seeking Class A Licensure must take the appropriate test(s) and achieve at or above the minimum scores established by the Mississippi Department of Education before the Dean of Education and/or the Chair of the Teacher Education and Leadership Department recommends that the candidate be licensed to teach. All persons applying for first-time licensure must have appropriate test scores on file with the Mississippi Department of Education and with Mississippi College. The minimum cut-scores as mandated by the MDE for various licensure areas are shown below.

For initial Elementary Education licensure, a teacher candidate in Mississippi must also earn a passing score on the Foundations of Reading Test. Students are responsible for providing MDE with passing scores upon application for a Mississippi teaching license.

Passing Score is 229- <http://www.ms.nesinc.com>

SCHEDULE OF PRAXIS SCORES

PRAXIS I REQUIREMENTS

Core Academic Skills for Educators (CASE)

Test Name	Test Number	Passing Score
Reading	5713	156
Writing	5723	162
Mathematics	5733	130

PRAxis II REQUIREMENTS FOR TEACHER LICENSURE

Principles of Learning and Teaching (PLT)

Test Name	Test Number	Passing Score
Principles of Teaching & Learning (K-6)	5622	160
Principles of Teaching & Learning (7-12)	5624	157

Praxis Content Area Tests

Licensure Area	Test Number	Passing Score
Art Education	5134	158
Biology Education	5235	150
Chemistry Education	5245	151
Elementary Education	5017	153
English Education	5038	167
Mathematics Education	5161	160
Music Education	5113	161
Physical Education	5091	145
Social Studies Education	5081	150

FOUNDATIONS OF READING TEST (FOR)

Elementary Education Candidates Only

Test Name	Passing Score
Foundations of Reading	229

Those candidates who expect to teach in states other than Mississippi will be held responsible for knowing the facts regarding licensure requirements in those states and should, during the time that they are students at Mississippi College, pursue such courses that will satisfy the licensure requirements of the particular state in which they intend to teach. Appropriate application forms may be obtained from the Mississippi Department of Education in the state where licensure is sought.

MISSISSIPPI COLLEGE MISSION STATEMENT

Mississippi College, governed by a Board of Trustees elected by the Mississippi Baptist Convention, is a private, co-educational, comprehensive university of liberal arts and sciences and professional studies dedicated to the pursuit of academic excellence. Founded in 1826, Mississippi College is the oldest institution of higher learning and the largest private university in the state of Mississippi. As a Christian institution, Mississippi College values the integration of faith and learning throughout the educational process.

Consistent with its Baptist heritage and relationship to the Convention, Mississippi College provides a quality Christian education for its student population. Students select the University because of the quality of its academic programs, Christian environment, and location. The University strives to recruit students who demonstrate excellence in scholarship, leadership, and church/community involvement. The majority of students come from Mississippi and other southeastern states.

Mississippi College stimulates the intellectual development of its students through the liberal arts and sciences and concentrated study in specialized fields, including preprofessional and professional programs. Furthermore, the university environment promotes the spiritual, social, emotional, and physical development of its students and encourages them to utilize their skills, talents, and abilities as they pursue meaningful careers, life-long learning, and service to God and others. The University emphasizes those undergraduate, graduate, and professional programs which offer opportunities for service. Additionally, the University reflects its responsibility of service to the community through a variety of learning opportunities and numerous cultural enrichment experiences.

Mississippi College is committed to excellence and innovation in teaching and learning. The University seeks to employ and retain faculty who are dedicated to teaching/learning and advising students, who support and engage in scholarship and creative activities that advance knowledge, and who seek to continue their own professional development. The University also seeks to employ and retain staff and administrators who are equally dedicated to supporting these efforts. Furthermore, the University selects employees who reflect Christian values and a commitment to service. Mississippi College is an equal opportunity employer in accordance with Title VII and applicable exemptions.

Official mission statement as adopted by the Board of Trustees, 1998

SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the Mississippi College School of Education is to provide a caring Christian environment which facilitates the acquisition of knowledge in the behavioral sciences, teaching and learning, and health and human sciences. The School of Education provides the general education, professional studies, field and clinical experience, research skill development, and technological foundations required for each graduate and undergraduate program. These components generate the knowledge, dispositions, and skills necessary to render appropriate service to God and others in a professional environment while meeting all local, state and national performance standards.

DEPARTMENT OF TEACHER EDUCATION MISSION STATEMENT

The mission of the Department of Teacher Education and Leadership at Mississippi College is to provide collaborative, integrated professional educator preparation which is field connected and focused on teaching and learning; based on best practice which is driven and assessed by high national, state and local standards which will develop reflective practitioners who are professional and demonstrate the appropriate knowledge, dispositions, and skills to advocate and lead the 21st Century educational enterprise in America.

**Transition Point 2: ENTRANCE and MAINTENANCE REQUIREMENTS for the MISSISSIPPI
COLLEGE TEACHER EDUCATION PROGRAM (TEP)**

Teacher candidates will apply for admission to the Teacher Education Program (TEP) as part of the course requirements for EDU 300, INTRODUCTION TO EDUCATION. Transfer students who have had the course equivalent of EDU 300 at another 4-year institution must make application to TEP in the Office of Field Experiences (Lowrey 207) during their first semester at Mississippi College. No upper level (300-400) courses including EDU 300 are accepted in transfer from 2-year colleges as part of the TEP requirements. All students must be admitted to the TEP before taking any courses for which TEP admission is required. All teacher candidates applying for entrance into the TEP must:

1. have successfully completed 44 semester hours of university courses
2. have an overall (cumulative) GPA of at least 2.75
3. have a minimum GPA of 2.75 in the area(s) of expected licensure
4. have passed all parts of the PRAXIS I Core CASE: (5713) Reading 156; (5723) Writing 162; (5733) Mathematics 130*
Entrance test is waived if student has an ACT score of 21 or higher or SAT 1060 or higher math/verbal.
5. have passed the writing proficiency test/or ENG 299.

**Transition Point 3: ENTRANCE and MAINTENANCE REQUIREMENTS for the PROFESSIONAL
SEMESTER of STUDENT TEACHING at MISSISSIPPI COLLEGE**

STUDENT TEACHING ASSIGNMENTS ARE RESTRICTED TO COPIAH, HINDS, MADISON, RANKIN AND WARREN COUNTIES.

Appeals to student teach outside of these counties must be made to the Chair of the Teacher Education Department.

Student Teaching is to be completed during a candidate's senior year after the following requirements have been met:

1. Admission to the Teacher Education Program for at least one full semester prior to the semester of student teaching.
2. Removal of any grades of (I) incomplete.
3. Completion of all coursework with all grades on file in the Registrar's Office before Professional Semester begins.
4. A 2.75 GPA in the area(s) of expected licensure as well as a cumulative GPA of 2.75.
5. **Elementary Education (K-6) candidates** – Completion of all Professional Education and subject matter courses (with a minimum grade of C) except EDU 421, 422, 423, 424 (Student Teaching) **OR**
Secondary Education (7-12) candidates – Completion of all Professional Education and subject matter courses (with a minimum grade of C) except EDU 431, 432, 433, 434 (Student Teaching) **OR**
Specialized Subject-Area Education (K-12) candidates – Completion of all Professional Education and subject matter courses (with a minimum grade of C) except EDU 471, 472, 473, 474 (Student Teaching).

Each teacher candidate is responsible to return a completed application for student teaching to the Office of Field Experiences by the assigned date.

Transition Point 4: EDUCATOR LICENSURE REQUIREMENTS

All TEP completers who have passed the required MDE licensure test(s) at or above the minimum scores established by MDE will be recommended by the Dean of the School of Education to receive the Class A Educator License in the appropriate area(s). Test requirements are as follows:

1. **Elementary Education (K-6) candidates** – Must have passing scores for: 1) Foundations of Reading Test, 2) Praxis II Principles of Learning and Teaching: K-6 (PLT 5622), and 3) Praxis II Elementary Education Content Exam (CIA 5017).
2. **Secondary Education (7-12) candidates & Specialized Subject-Area Education (K-12) candidates** – Must have passing scores for: 1) Praxis II Principles of Learning and Teaching: 7 – 12 (PLT 5624), and 2) Praxis II Content Exam according to the primary area of licensure.

I have read carefully the above material. I understand that it is my responsibility to see that each of these requirements is met. I also understand that I am responsible for the information found in the college catalog and the Teacher Education Handbook.

Student's Signature: _____ **Date:** _____

Printed Name: _____

Teacher Candidate Licensure Advisory

The information provided within this document is to advise you of current licensure requirements. This document and licensure guidelines may change without notice. It is the responsibility of the applicant to remain abreast of licensure requirements.

1. Traditional Baccalaureate Teacher Education Program Candidate:

A five-year educator license is granted to applicants meeting all licensing requirements and completing a state approved or NCATE/CAEP approved teacher education program from a regionally/nationally accredited institution of higher learning.

Minimum licensure requirements are as follows:

Educational courses

Minimum Cumulative GPA of 2.75

A full semester of student teaching

Praxis II Principles of Learning and Teaching Test

Praxis II Specialty Area Test in Degree Area

Foundations of Reading for Elementary ONLY

Please visit the following link to identify specific test codes for assessment that have been validated for the state of Mississippi:

http://www.mde.k12.ms.us/led_licensure/pdf/Praxis_test.pdf

Praxis tests are administered by the Educational Testing Services (ETS).

You may register by telephone at 1-800-772-9476 or www.ets.org/praxis.

Supplemental endorsements may be added to a valid three-year alternate route or five-year traditional Mississippi License:

Endorsements with 21 Hours

Teachers who wish to add endorsements for most major subject areas may take the Praxis II test or have 21 hours of coursework with grades of a C or higher (Math 7-12 may **only** be added by taking a prescribed set of Math courses).

Endorsements with Approved Programs

Some supplemental endorsements require an approved program of study. The programs are different at each college and for each endorsement. The Dean of Education or designee shall advise the teacher of the required coursework, and an institutional recommendation must be signed by the Dean or Institutional Certification Officer in order to add the endorsement to the license.

MDE website for Educator Licensure: <https://www.mdek12.org/OEL>

Link to MDE's *Guidelines for Educator Licensure Handbook*:

https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/guidelines_for_mississippi_educator_licensure_k-12_october_2019.pdf

FY2019-2020 MAEP SALARY SCHEDULE

MS Code Section 37-19-7

	Yrs. Exp.	Certification Level AAAA	Certification Level AAA	Certification Level AA	Certification Level A
Base	0	40,608	39,444	38,280	35,890
	1	40,608	39,444	38,280	35,890
	2	40,608	39,444	38,280	35,890
Increment for 3-35 yrs		794	727	660	495
Base + Increment	3	41,402	40,171	38,940	36,385
	4	42,196	40,898	39,600	36,880
	5	42,990	41,625	40,260	37,375
	6	43,784	42,352	40,920	37,870
	7	44,578	43,079	41,580	38,365
	8	45,372	43,806	42,240	38,860
	9	46,166	44,533	42,900	39,355
	10	46,960	45,260	43,560	39,850
	11	47,754	45,987	44,220	40,345
	12	48,548	46,714	44,880	40,840
	13	49,342	47,441	45,540	41,335
	14	50,136	48,168	46,200	41,830
	15	50,930	48,895	46,860	42,325
	16	51,724	49,622	47,520	42,820
	17	52,518	50,349	48,180	43,315
	18	53,312	51,076	48,840	43,810
	19	54,106	51,803	49,500	44,305
	20	54,900	52,530	50,160	44,800
	21	55,694	53,257	50,820	45,295
	22	56,488	53,984	51,480	45,790
	23	57,282	54,711	52,140	46,285
	24	58,076	55,438	52,800	46,780
Increment for 25th year		2,060	2,060	2,060	2,060
	25	60,930	58,225	55,520	49,335
	26	61,724	58,952	56,180	49,830
	27	62,518	59,679	56,840	50,325
	28	63,312	60,406	57,500	50,820
	29	64,106	61,133	58,160	51,315
	30	64,900	61,860	58,820	51,810
	31	65,694	62,587	59,480	52,305
	32	66,488	63,314	60,140	52,800
	33	67,282	64,041	60,800	53,295
	34	68,076	64,768	61,460	53,790
	35 & above	68,870	65,495	62,120	54,285

NOTE: Assistant Teachers - \$14,000 (MS Code Section 37-21-7(6))

**FIVE YEAR EDUCATOR LICENSE –
TRADITIONAL TEACHER EDUCATION ROUTE**

A five-year educator license is granted to applicants meeting all licensing requirements and completing a state approved or National Council for Accreditation of Teacher Education (NCATE) or Council for the Accreditation for Educator Preparation (CAEP) approved teacher education program from a regionally/nationally accredited institution of higher learning.

License	Requirements	Validity	Renewal
Class A	<ol style="list-style-type: none"> 1. Bachelor's degree or higher in Teacher Education with documentation of completion of student teaching from a state approved or NCATE/CAEP accredited program from a regionally/nationally accredited institution of higher education 2. Twenty-one (21) ACT equivalent or achieve the nationally recommended passing score on the Praxis CORE (Core Academic Skills for Educators) examination; and 3. Praxis Subject Assessment 4. Praxis: Principles of Learning and Teaching (PLT) 	5 years	<p>Ten (10) continuing education units (CEU's) in content or job/skill related area</p> <p style="text-align: center;">OR</p> <p>Three (3) semester hours in content or job/skill related area</p> <p style="text-align: center;">AND</p> <p>Five (5) continuing education units (CEU's) in content or job/skill related area</p> <p style="text-align: center;">OR</p> <p>Six (6) semester hours in content or job/skill related area</p> <p style="text-align: center;">OR</p> <p>Completion of the National Board for Professional Teaching Standards process</p>

Professional Education Dispositions for Teacher Candidates Intervention Process¹

Professional Education Dispositions for Teacher Candidates

Professional Dispositions consist of the attitudes, beliefs, values, and behaviors toward students, families, colleagues and communities exhibited by professional educators in the field of education. Professional Dispositions are guided by values such as caring for others, fairness, honesty, responsibility, and social justice. These attitudes, beliefs, values, and behaviors affect student learning, motivation and development as well as the educator's own professional growth.

Mississippi College seeks to be recognized as a university known for academic excellence and commitment to the cause of Christ. The Department of Teacher Education & Leadership at MC seeks to help those who are called to teach become leaders, advocates, and professionals who reflect the qualities of a Christian University within the field of education.

Teacher candidates are held to high standards and should demonstrate consistency and excellence through practice, collaboration, and assessment. Teacher candidates are expected to display the highest level of professionalism, outstanding teaching qualities, and leadership in their relationships with others whether they are in the university classroom or during clinical experiences in our partner school districts and agencies.

All teacher education candidates in the Department of Teacher Education & Leadership at Mississippi College are expected to exhibit the following dispositions listed below.

As a teacher education candidate, I will:

- Maintain a professional relationship with all students
- Conduct myself in an ethical manner as set forth by **the MS Educator Code of Ethics and Standards of Conduct**
- Demonstrate a high level of professionalism
- Demonstrate an expectation that all students can learn and are a vital part of the learning community
- Demonstrate outstanding content and pedagogical knowledge
- Display sensitivity to the needs of others
- Work cooperatively with peers, instructors, university supervisors, and relevant stakeholders to advance student learning
- Design or use educational environments and instructional practices to meet all students' needs, abilities, and interests
- Understand or thoughtfully use formal and informal evaluation strategies
- Model poise, maturity, and sound judgment
- Engage in continuous self-evaluation and improvement
- Act as a steward of the profession

Disposition Infraction Process

If a Department of Teacher Education course instructor or University Supervisor recognizes disposition related infractions by a candidate, the following procedures will be followed:

1. The University supervisor or course instructor will complete a disposition infraction form and submit it to the Director of Field Experiences.
2. After review of the form(s) between candidate and instructor or University supervisor, the candidate will be asked to sign the form (within 7 days of the submission of the disposition infraction). The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed the form.
3. Notification of the infraction will be sent to the Director of Field Experiences, Department Chair, student advisor, and the members of the standing disposition committee.

¹ This Professional Dispositions Infraction Process was originally developed by the faculty of the Department of Teacher Education at The University of Mississippi. Mississippi College gratefully acknowledges permission received from the Department of Teacher Education at the University of Mississippi to use this process with our teacher candidates in the Department of Teacher Education & Leadership at Mississippi College.

4. When two disposition infraction forms on a teacher candidate have been submitted, the disposition committee will meet. **(A meeting of the committee may be warranted after one infraction. This will be left to the discretion of the Director of Field Experiences, Dispositions Committee Chair and Department Chair.)**

5. The committee will meet with the teacher candidate and review the disposition infractions.

6. The committee's recommendation will be sent to the candidate. After the conference the candidate must sign the recommendation form within 7 days of the committee's recommendation. The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed the form.

7. If the Disposition Infraction Committee recommends dismissal, the teacher candidate will be dismissed from the Teacher Education Program (TEP) and must remain out of the TEP for a full semester (Fall or Spring term) prior to applying for readmission to TEP. To be considered for readmission the candidate must show substantial growth in the areas of deficiency identified in the disposition infraction process (see # 12 of Disposition Infractions Process).

8. Upon dismissal from the program the teacher candidate will not be allowed to return to the course(s) that include a field experience component. If the teacher candidate appeals the dismissal (see step 9 of Disposition Infractions Process) he/she may continue in university classes but will not attend any associated field experiences during the appeal process. If the decision of the committee for dismissal is upheld following the appeals process, a grade of "F" will be awarded for the course. The "F" grade is not an appealable grade. The teacher candidate may continue in non-field-experience-based coursework already underway for the current semester. The candidate will not continue in Teacher Education coursework in future semesters at the university.

9. If the candidate intends to appeal the committee's decision, the candidate will submit a narrative about the incident and their appeal of the decision to the Director of Field Experiences. The Chair will conduct an appeals meeting with the student and will file a report to the student and the committee.

If student appeals further to the Dean:

The candidate will submit their appeal of the decision directly to the Dean. The Dean will conduct a meeting, and a report will be filed.

10. If the Dean upholds the recommendation of dismissal, the teacher candidate has the right to appeal to the Vice-President of Academic Affairs in writing within fifteen (15) calendar days of the receipt of the Dean's decision. (Please note: University holiday closing dates are not counted in the calendar days).

11. If a teacher candidate is recommended for counseling and not for dismissal, a recommendation will be sent to the Chair of the Department of Teacher Education, the candidate's advisor, and the Director of Field Experiences.

12. To reapply for admission to TEP, candidates must submit the following information to the Office of Field Experiences:

- a. A 1-2 page letter justifying readmission to TEP identifying how previous deficiencies have been rectified.
- b. Three letters of recommendation to include one Department of Education Faculty member and one currently employed K-12 educator or administrator. Each letter must include contact information (email address and phone number).
- c. A transcript indicating all coursework since being dismissed from TEP.

I have received a copy of the Professional Dispositions Evaluation Tool, The Statewide Dispositions Instrument and the Disposition Infraction process. I have reviewed and understand the information regarding the Professional Dispositions Evaluation for Teacher Candidates, the Statewide Dispositions Instrument, and the Disposition Infraction process. I understand that if I receive two (2) disposition infraction forms, I must meet with the Professional Dispositions Committee where a decision will be made concerning my status in the program. **A meeting MAY be warranted based on the first disposition infraction.**

Teacher Candidate Signature

Date



Mississippi College Teacher Education Dispositions Infraction Form

Candidate Name: _____

Date of Evaluation: _____

Course Number: _____

Course Name (s): _____

Instructor: _____

Current Semester: _____

Major: _____

Advisor: _____

Supervisors and Faculty, please check the infraction and provide a comment or explanation.
Ratings are based upon class meetings, assignments, appointments, group work and field/clinical experiences.

Responsibilities

___ Submits incomplete assignments/projects or assignments/projects are not submitted by the establish deadlines

Comment: _____

Attendance & Punctuality

___ Is absent for 25% or more of scheduled class time or field experience (including tardies and early departures)

Comment: _____

Professional Appearance

___ Does not dress appropriately for the classroom environment and field experiences or demonstrates poor personal hygiene

Comment: _____

Demeanor

___ Lacks confidence or displays a critical or negative attitude and may have a negative effect on the learning environment

Comment: _____

Initiative

___ Seldom volunteers for tasks, exhibits little energy, enthusiasm, or effort

Comment: _____

Integrity

___ Speaks or behaves inappropriately with others and lacks respect for confidentiality (including social media)

Comment: _____

Organization

___ Is unprepared, does not have needed materials or resources, and/or utilizes poor time management

Comment: _____

Flexibility

___ Is unwilling to modify ideas, adapt to changes, and/or is not receptive to the opinions and ideas of others

Comment: _____

Communication

___ Does not use effective oral or written communication, or tone is not professional, or language is informal/inappropriate

Comment: _____

Diversity

___ Is exclusive or displays inappropriate behaviors toward diverse peers or students (e.g. ethnicity, race, cultural, gender, SES, language, disability, ability level, etc.)

Comment: _____

Leadership

___ Does not display characteristics of leadership when appropriate including committing to tasks, showing confidence and enthusiasm, offering suggestions, or contributing useful ideas

Comment: _____

Collaboration

___ Does not work effectively with others by sharing responsibilities, contributing ideas, or problem solving to accomplish common tasks

Comment: _____

Cooperation

___ Demonstrates inability or unwillingness to work cooperatively with others

Comment: _____

Responsive Feedback

___ Rejects or ignores constructive feedback

Comment: _____

Rapport

___ Does not communicate and interact effectively and professionally with others

Comment: _____

Other

Teacher Candidate Signature: _____

Date: _____

Supervisor/Faculty Signature: _____

Date: _____

Committee Recommendations: _____

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) STANDARDS AND INDICATORS

Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council for the Accreditation of Educator Preparation (CAEP) 2013 Standards

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities:

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation:

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators:

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences:

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning

opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs:

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Candidates Demonstrate Academic Achievement:

3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. As an alternative to cohort average performance on a nationally- or state-normed writing assessment, the EPP may present evidence of candidates' performance levels on writing tasks similar to those required of practicing educators.

Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.

In all cases, EPPs must demonstrate academic quality for the group average of each year's enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.

CAEP will work with states and providers to designate, and will periodically publish, appropriate "top 50 percent" proficiency scores on a range of nationally or state normed assessments and other substantially equivalent academic achievement measures, with advice from an expert panel.

Alternative arrangements for meeting the purposes of this component will be approved only under special circumstances and in collaboration with one or more states. The CAEP President will report to the Board and the public annually on actions taken under this provision.

Additional Selectivity Factors:

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation:

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection At Completion:

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness:

4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers:

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers:

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data

collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

February 2019

caepnet.org