

GOVERNOR'S TASK FORCE  
ON TEACHER PREPARATION FOR EARLY LITERACY INSTRUCTION



FINAL REPORT WITH RECOMMENDATIONS

OCTOBER 2016

*"...the practice of education would be improved if better use were made of scientific advances. Our knowledge of how children learn and grow, though imperfect, is far from negligible. We have the knowledge to harness it [scientific advances] in service of our education goals and to evaluate our efforts as we go, so that we're confident we are moving in the right direction. The question is whether we will do so."*

*--Daniel T. Willingham (2012)*

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## LIST OF TERMS

ABCTE	American Board for Certification of Teaching Excellence		
BRI	Barksdale Reading Institute	RESA	Regional Education Services Agency
CELI	Center for Effective Literacy Instruction	SBE	State Board of Education
CEU	Continuing Education Unit	SLDS	Statewide Longitudinal Data System
C & I	Curriculum & Instruction	SEMI	School Executive Management Institute
EL1	Early Literacy 1	TFA	Teach for America
EL2	Early Literacy 2	TIAI	Teacher Intern Assessment Instrument
EPP	Educator Preparation Program	TMI	Teach Mississippi Institute
GTF	Governor’s Task Force	WG	Working Group
HELC	Higher Education Literacy Task Force		
IDA	International Dyslexia Association		
IES	Institute of Educational Sciences		
IHL	Institutions of Higher Learning		
ILA	International Literacy Association		
LBPA	Literacy-Based Promotion Act		
LF	Learning Forward		
LFSP	Learning Forward Standards for Professional Learning		
MACTE	Mississippi Association of Colleges of Teachers of Education		
MAT	Master of Arts in Teacher		
MAPQT	MS Alternate Path to Quality Teachers		
MDE	Mississippi Department of Education		
NAEP	National Assessment of Educational Progress		
NEA	National Association of State Directors of Teacher Education and Certification		
NRP	National Reading Panel		
N-SPARC	National Strategic Planning and Analysis Research Center		
PLT	Principles of Learning & Teaching		

## GOVERNOR'S TASK FORCE ON TEACHER PREPARATION FOR EARLY LITERACY INSTRUCTION

### EXECUTIVE SUMMARY

The Governor's Task Force (GTF) on Teacher Preparation for Early Literacy Instruction was created in June 2016 by Executive Order #1380. The Task Force was charged with developing an action plan following the 2014-15 Statewide Study on Teacher Preparation for Early Literacy Instruction conducted by The Barksdale Reading Institute (BRI) in collaboration with the Mississippi Institutions for Higher Learning (IHL). The GTF membership, representing all levels of the education sector, was divided into three Working Groups to tackle their respective charges. A summary of the recommendations of each Working Group is provided below.

**Working Group #1** focused on developing, disseminating, and measuring impact of statewide standards for professional development. The purpose of these standards is to ensure that all who are involved in preparing teachers for reading instruction utilize effective practices appropriate for adult learners and convey content that reflects the science of reading.

Working Group 1 submitted ten policy recommendations addressing these elements:

- Require all professional development service providers to adopt Standards for Professional Learning and standards related to scientifically-based literacy research;
- Support ongoing participant feedback of pre-service literacy courses and early literacy professional development;
- Alter licensure requirements for teachers and principals to require early literacy coursework or development in their 5-year renewal process.

*Details of the ten recommendations are available on pages 7-12 of this report.*

**Working Group #2** focused on ensuring that all Early Literacy instructors in educator preparation programs in Mississippi can demonstrate content knowledge of the science of reading and model explicit instruction for teacher candidates.

Working Group 2 submitted six policy recommendations addressing these elements:

- All Early Literacy 1 & Early Literacy 2 instructors in both public and non-public institutions in the state will be required to complete specified professional development (or pass a written and performance pre-test) and demonstrate ability to model effective practices;<sup>1</sup>
- Assess the impact of instructor professional development requirement and build requirement into educator program approval processes.

*Details of the six recommendations are available on pages 15-19 of this report.*

**Working Group #3** focused on collecting data related to preparation program and licensure requirements specific to early literacy instruction for all teacher (and administrative) candidates, regardless of preparation pathway.

Working Group 3 submitted five policy recommendations addressing these elements:

- Standardize entry, literacy coursework, and exit requirements for students in traditional undergraduate and alternate route teaching programs;
- Mandate that all special education, early childhood, and administrator preparation programs be required to include at least one course related to the teaching of literacy.
- Establish an independent board of professional standards to oversee program approval, licensure, professional ethics, and professional growth of educators.

*Details of the five recommendations are available on pages 26-30 of this report.*

Mississippi leads the nation in its multi-faceted approach to improving literacy, including this unprecedented Statewide Study and Governor-inspired Task Force specific to teacher preparation for early literacy instruction. This GTF Report aims to accelerate momentum of these efforts to improve literacy outcomes for all of Mississippi’s children by strengthening the preparation and development of Mississippi’s teachers.

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<sup>1</sup> This recommendation would require amending MS Code 37-177-1 (Literacy-Based Promotion Act).

## GOVERNOR'S TASK FORCE ON TEACHER PREPARATION FOR EARLY LITERACY INSTRUCTION

### I. BACKGROUND

The Governor's Task Force (GTF) on Teacher Preparation for Early Literacy Instruction was created in June 2016 by Executive Order #1380 (Appendix A). The Task Force was charged with developing an action plan following the 2014-15 Statewide Study on Teacher Preparation for Early Literacy Instruction conducted by The Barksdale Reading Institute (BRI) in collaboration with the Mississippi Institutions for Higher Learning (IHL).

Based on the findings of the Statewide Study, the Statewide Report (Appendix B) called for developing practical mechanisms and timeframes for all personnel involved in preparing, teaching, coaching, and supervising K-3 instruction to have a working knowledge of the body of educational and cognitive science that supports best practice for early literacy instruction. This includes stakeholders such as the faculty within our teacher preparation programs, school district administrators, personnel within the State Department of Education, and external consultants and providers of professional development in early literacy. In addition, the Study recommended a revision in current procedures for elementary education licensure and educator preparation program approval specific to preparation in early literacy instruction.

It should be noted here that the recommendations for strengthening early literacy instruction have broad implications for all of teacher preparation by insisting on the understanding and application of the science that supports effective pedagogy and practice. Proposed language for policy and legislative proposals made herein is in draft form only. Further review is appropriate and necessary within the context of existing legislation, and with additional input from human resources, financial, and legal perspectives.

The 25-member Task Force (Appendix C) included representatives from Mississippi's public and private college and university teacher preparation programs, the Mississippi Department of Education (MDE), teachers and administrators from K-3 schools, recent alumna from teacher preparation programs, and a representative from the National Board for Professional Teaching Standards. The Task Force was chaired by Dr. Laurie Smith, Advisor to the Governor for Education

and Workforce Development. The Task Force Working Groups were supported by staff from the Barksdale Reading Institute and the Associate Commissioner for the Institutions of Higher Learning.

## II. TASK FORCE WORKING GROUPS

Three Working Groups (WG) reflecting a cross-section of these educational practitioners were formed to develop strategic actions to address three key factors influencing teacher preparation that were highlighted by the Statewide Report. These factors include (1) understanding the cognitive science of reading by all practitioners, beginning with but not limited to pre-service faculty who teach early literacy courses; (2) sufficient exposure to effective, evidence-based pedagogy by pre-service candidates both in undergraduate classes and field experiences; and (3) consistency in pre-service program content and quality and licensure requirements specific to preparation for early literacy instruction.

## III. THE CHARGE OF WORKING GROUP # 1

*Expand knowledge and application of the science of reading across the state by all practitioners*

Working Group #1 focused on developing, disseminating, and measuring impact of statewide standards for professional development as a means to expanding the knowledge base of evidence-based practices. The purpose of standards is to ensure that all who are involved in preparing teachers for reading instruction--both pre-service instructors and in-service providers—utilize effective practices appropriate for adult learners and convey content that reflects the cognitive science of reading.

## IV. RECOMMENDATIONS OF WORKING GROUP # 1

Recommendations	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
1.0 Tailor and disseminate the Learning Forward	December 2016 – complete tailoring	GTF WG#1 tailor standards. See Appendix	No new costs. Cost of on-line survey	No policy action needed during the

Standards for Professional Learning (LFSPF, 2011) (Appendix D) specific to preparing teachers in content and pedagogy of early literacy instruction to incorporate International Dyslexia Association’s Knowledge & Practice Standards for Teachers of Reading (IDA, 2006); International Literacy Association’s Standards for Literacy Professionals (ILA, 2016); and Institute for Educational Sciences (IES, 2016).	of Learning Forward (LF) standards, finalize evaluation survey, and develop information packet  Jan – June 2017 pilot phase through MDE and BRI professional development offerings	E for adaptations.  Literacy-Based Promotion Act (LBPA) and BRI coaches and K-3 personnel in strategic support schools  .	pilot underwritten by BRI.  Minimal printing and website update costs borne by MDE/LBPA.	pilot phase.
<b>Recommendations</b>	<b>Tasks/Timeframe</b>	<b>Responsible Agencies &amp; Intended Audiences</b>	<b>Budgetary Implications</b>	<b>Policy/Legislative Actions</b>
1.1 Expand reach of state policy regarding professional development standards beyond districts to include <u>all</u> * providers.  <i>*early literacy faculty within teacher preparation programs, school district administrators, personnel within MDE, and external consultants and providers of professional development in early literacy</i>	June 2017 – State Board policy change, pending pilot phase  July 2017 finalize survey instrument.  August 2017 Annual information session regarding standards and	State Board of Education (SBE)  MDE & BRI finalize survey instrument based on pilot feedback.  MDE to educate LBPA coaches, district Curriculum & Instruction (C&I) Chairs, and state	No new costs.	Amend MS Public School Accountability Standard – School Operations #15. See Appendix F for proposed amendment to Accountability Standard.

	<p>survey for new providers</p> <p>August 2017 district level dissemination</p>	<p>funded external providers on Standards. Mississippi Association of Colleges of Teachers of Education (MACTE) &amp; the Higher Education Literacy Council (HELIC) to educate Deans and pre-service instructors, respectively.</p> <p>District C&amp;I Chairs to educate district and school level providers.</p>		
Recommendations	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
<p>1.2 Require all professional development providers related to early literacy instruction—including pre-service teacher preparation programs, LBPA coaches, and in-service independent consultants—to show evidence in professional development agenda and/or pre-service syllabi that Standards for Professional Learning and standards related to scientifically-based literacy research have been</p>	<p>Effective, August 2017</p>	<p>MDE &amp; IHL to enforce in oversight and delivery of professional development and pre-service courses.</p> <p>Pre-service instructors of Early Literacy courses, LBPA coaches, independent consultants to schools and districts</p> <p>Regional Education Service Agencies (RESA) to enforce requirement when receiving requests for delivering sessions related to early literacy</p>	<p>No costs associated with enforcement.</p>	<p>SBE new policy adoption to require all providers, including external providers, to verify use of standards identified in Appendix E and Appendix I as basis for professional development curriculum.</p> <p>Amend RESA Facilitation Request Form (Appendix H).</p>

incorporated in content and delivery. This content is outlined in Appendix E and Appendix I.		instruction.		
<b>Recommendations</b>	<b>Tasks/Timeframe</b>	<b>Responsible Agencies &amp; Intended Audiences</b>	<b>Budgetary Implications</b>	<b>Policy/Legislative Actions</b>
2.0 Implement a system for continuous evaluation of impact of professional development specific to early literacy instruction based on Learning Forward (LF) Standards and evidence-based practices outlined in Appendix I.	Effective July 2017		Additional costs to be determined, pending pilot phase.	No action required, unless RESA & MDE governing boards need to initiate policy to ensure use of prescribed professional development participants' survey.
2.1 Pilot a summative evaluation instrument with in-service professional development participants specific to early literacy instruction to assess alignment of content and pedagogy to the cognitive science of reading.	January - June 2017	IHL technical support to review pilot survey instrument.  LBPA coaches, BRI coaches, and strategic support school personnel participating in professional development	No new costs.	See Appendix J for link to draft instrument to be piloted.
2.2 Develop and implement a reliable method for gleaning summative feedback from pre-service candidates	Effective May 2018	IHL, MACTE, & HELC to develop and administer feedback tool to pre-service audiences, specific to early literacy	Minimal printing/on-line costs borne by respective Educator Preparation Programs (EPP).	EPP surveys already required by State policy and Federal Title II regulations. Amend to include

regarding alignment of content and pedagogy to science of reading.		instruction.		early literacy specifications.
<b>Recommendations</b>	<b>Tasks/Timeframe</b>	<b>Responsible Agencies &amp; Intended Audiences</b>	<b>Budgetary Implications</b>	<b>Policy/Legislative Actions</b>
3.0 Require that in order to renew licensure, all teachers and administrators must provide evidence through CEU application process of completion of professional development in scientifically-supported literacy instruction according to the following schedule for Continuing Education Units (CEU) and School Executive Management Institute (SEMI) credits: K-5 teachers = 1.0 CEUs; 6 – 12 teachers = .5 CEUs; K-5 Admin = 1.0 SEMIs; 6-12 Admin - .5 SEMIs	Effective January 2018	Licensure commission for policy recommendation  MDE, IHL, and RESA include verification during CEU application process that complies with this requirement.		SBE policy amendment regarding license renewals (Appendix K).  Amend RESA participant registration forms to reflect this change.
<b>Recommendations</b>	<b>Tasks/Timeframe</b>	<b>Responsible Agencies &amp; Intended Audiences</b>	<b>Budgetary Implications</b>	<b>Policy/Legislative Actions</b>
3.1 Require licensure personnel to verify applied standards by providers		Licensure Commission personnel for policy recommendation and	Increase CEU fee by \$5 to offset administrative costs to	Appropriate governing bodies' (MDE, IHL, and/or

<p>prior to awarding CEUs specific to early literacy instruction. [Completion of evaluation tool will be linked to a professional development session code.]</p>		<p>enforcement.</p> <p>K-12 teachers and administrators seeking license renewal</p>	<p>MDE, IHL, and RESAs in enforcing this requirement.</p> <p>Costs borne by educators seeking license renewals (to be determined by licensure commission).</p>	<p>RESAs) approval to increase CEU fee.</p>
<p><b>Recommendations</b></p>	<p><b>Tasks/Timeframe</b></p>	<p><b>Responsible Agencies &amp; Intended Audiences</b></p>	<p><b>Budgetary Implications</b></p>	<p><b>Policy/Legislative Actions</b></p>
<p>4.0 Evaluate impact of above measures on teacher effectiveness by collecting and tracking data through Statewide Longitudinal Data System (SLDS) in three domains: (1) passage rates of Foundations of Reading test, (2) grade level reading achievement (3<sup>rd</sup> and above) on Literacy-based Promotion Act (LBPA) Summative, Questar, and NAEP, (3) retention rates among elementary education teachers.</p>	<p>Baseline data - July 2017</p>	<p>MDE, IHL, and RESA providing data to National Strategic Planning and Analysis Research Center (N-SPARC)</p>	<p>No new costs associated with data collection; possible fees related to reports to be determined.</p>	<p>Extend existing SLDS contract to incorporate this data collection and reporting function.</p>

Recommendations	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
4.1 Review impact of above measures on teacher effectiveness via SLDS Report to Governor, State Supt, IHL Commissioner, and Deans to inform future policy.	Annual Report by July 1, 2017 and annually thereafter.  Policy review date, July 2020	SLDS  Governor's Advisor, State Supt., IHL Commissioner, MACTE Chair.	No associated costs.	Governor convenes stakeholders to review report.

## V. THE CHARGE OF WORKING GROUP #2:

Working Group #2 had three areas from the Statewide Report to examine. Based on priorities and timing, recommendations related to the first charge (stated below) are reported herein.

*Ensuring that all Early Literacy instructors in educator preparation programs in Mississippi can demonstrate content knowledge of the science of reading and model explicit instruction for teacher candidates (Appendix I).*

A subsequent report from Working Group #2 will be forthcoming in March 2017 following their collaborative work with the Higher Education Literacy Council (HELCC) in two other areas of responsibility:

*Review recommendations from the Higher Education Literacy Council (HELCC) who has been tasked with reviewing the course descriptions and objectives for Early Literacy 1 and Early Literacy 2 to ensure that these meet the intent of licensure as established in the Statewide Report. HELCC is also reviewing the structure of the six-hour block and related fieldwork for greater consistency across educator preparation programs in the state.*

*Recommend a formal and sustainable structure for proactively advising the Legislature and MDE on issues related to early literacy instruction.*

### Building Consensus Around Early Literacy Content

Working Group #2 focused first on building consensus relative to what early literacy content knowledge and pedagogy pre-service faculty should possess for effective and consistent preparation of pre-service candidates. The Working Group developed a matrix to reflect national standards, current research on the science of reading, Early Literacy 1 (EL1) and Early Literacy 2 (EL2) course goals, and content covered by the Foundations of Reading Assessment. The matrix (Appendix I) drew upon the standards and research-based practices from the following sources:

- *The International Dyslexia Association Knowledge & Practice Standards for Teachers of Reading* (IDA, 2012).
- *The International Literacy Association Standards for Literacy Professionals* (ILA, 2017).
- *College & Career Ready Standards: Foundational Skills* (2015).
- *The Foundations of Reading Test Objectives* (Pearson Education, 2014).
- *The National Reading Panel Report* (NRP, 2000).
- *The Institute of Educational Science Foundational Skills to Support Reading for Understanding in K-3* (IES, 2016).
- *Teaching reading is rocket science: What expert teachers of reading should know and be able to do* (Moats, 1999).
- *Evidence-based reading instruction for grades K-5* (Lane, H., University of Florida Collaboration for Effective Educator, Development, Accountability, and Reform Center, 2014).
- *Visible Learning for Literacy* (Fisher, Frey, & Hattie, 2016).

### Importance of Demonstrating Performance

Once the content and knowledge standards had been identified, the Working Group researched available professional development programs and providers that reflected the research-based content represented in the matrix. Recognizing that the ability to model effective instruction was as important as mastery of content knowledge (determined by a written exam), Working Group members enlisted proposals from providers who offered three essential components (1) a practicum experience with support, (2) a curriculum that addressed similar content to what K-3 practitioners were receiving in the LBPA strategic support schools, and (3) a summative and performance assessment. The practicum component will provide

maximum support over time to pre-service instructors, including coaching and feedback of K-3 instruction modeled in the pre-service settings.

#### Emphasis on a Developmental, Mentored Approach

After considering a number of options, the Working Group concluded that IHL faculty should receive the same training through the LETRS program that the K-3 practitioners have received, including a coaching and support function to ensure mastery of content and ability to deliver explicit instruction for all five components of reading, plus writing. One important advantage to LETRS is that a number of IHL faculty have already received or begun this training. The LETRS proposal is found in Appendix M. If other proposals are required for an open-bid process, the content must include the following elements:

- The cognitive science research and knowledge and practice standards represented in the Working Group's matrix (Appendix I) and aligned to content contained in professional development provided by LBPA to in-service teachers.
- The instructional design must include a development process providing coaching and feedback in the pre-service and K-3 setting over time.
- The instructional design must reflect adult learning theory and the Learning Forward Professional Learning Standards referenced in Appendix E.
- The program must include a summative assessment to ensure mastery of content and a performance assessment to ensure effective delivery of instruction.

To extend impact of the proposed professional development for EL1 and EL2 instructors, teacher candidates pursuing alternative pathways to licensure should also be required to successfully complete the early literacy courses taught by an instructor who has completed the required professional development.

## VI. RECOMMENDATIONS OF WORKING GROUP #2

Recommendation	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
<p>1.0 All EL1 &amp; EL2 instructors in both public and non-public institutions in the state will be required to complete specified professional development (or pass a written and performance pre-test) focused on effective literacy instruction using a developmental approach and to complement the investment Mississippi has made in training K-3 teachers. This content is based on the established body of research recognized by the National Reading Panel (NRP, 2000), the Foundational Skills for Reading for Understanding in K-3 (IES, 2016), the International Dyslexia Association Knowledge &amp; Practice Standards (2010), the</p>	<p>February 2017 - Confirm professional development provider</p> <p>Professional development timeframe for current EL1 &amp; EL2 faculty July 2017 to August 2019.</p> <p>All EL1 &amp; EL2 faculty to complete training (with support) by fall of academic year 2019-2020.</p>	<p>January – 2017 Legislature to enact requirement of fully funded professional development for early literacy faculty as part of LBPA.</p> <p>The State Reading Panel to recommend professional development provider based on prescribed criteria.</p> <p>The to be determined fiscal agent (or designee) to serve as manager of professional development contract and delivery.</p>	<p>Approximately \$450,000 to include: required professional development for up to 40 current faculty members (Appendix M = \$405,500); plus \$23,500 for travel/lodging; plus \$21,000 for fiscal agent administrative fee.</p> <p><u>Funding Sources:</u>            Option A: include as new line item in Governor’s Budget for IHL above current allocation.            Option B: Leverage available opportunities in the reauthorization of the Every Student Succeeds Act (ESSA – Title II) across educational agencies; fiscal agent to be determined.</p>	<p>Amend MS Code 37-177-1 (Literacy-Based Promotion Act) to include and mandate funding for the provision of professional development EL1 &amp; EL2 instructors to demonstrate delivery of effective, explicit instruction to pre-service candidates according to the science supporting these standards. (See Appendix L for proposed amendment language.)</p>

revised International Literacy Association Standards for Teacher Educators (2016), and the most recent cognitive science (Appendix I).				
Recommendations	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
1.1 All EL1 & EL2 instructors in both public and non-public institutions must demonstrate ability to apply knowledge of early literacy through demonstrated performance of effective instructional delivery (modeling of effective K-3 instruction to pre-service candidates).	By August 2019	Professional development coaches working with IHL faculty	Cost of performance assessment included in professional development proposal.	Mandate to include practicum component with feedback by professional development provider.
1.2 All EL1 & EL2 instructors in public and non-public institutions will be required to earn a score at or above the national cut score for specified assessment(s).	By August 2019	Professional development coaches working with IHL faculty.  Licensure Commission Process & Performance Review	Assessment fee included in professional development proposal.	Mandate to include national cut score requirement.  Process & Performance Review Standard #5 amended (Appendix N).
Recommendations	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
2.0 Hold all Educator	June 2019	MDE & IHL work	No new costs.	Amend procedures to

Preparation Programs (both public and non-public) accountable for above recommendations through <b>annual</b> program reviews and <b>revised</b> Process and Performance.		collaboratively to finalize changes in Process & Performance Review standards for program approval related to this requirement.  Licensure Commission to enforce through annual review process.		include <u>annual</u> peer reviews of accredited programs.  Amend Process Standard #5 and Performance Review Standard #2 to specify required professional development for faculty.
3.0 A cadre of professionals within Mississippi will be developed no later than August 2019 to provide ongoing support for up to a year EL1 and EL2 instructors when needed.	August 2019 – August 2020	Cadre to comprise HELC members who are certified trainers of LETRS.	Qualified HELC members performing this support service will be paid a per diem stipend, plus travel. This collegial support to be underwritten by BRI (total not to exceed \$30,000) and offered for up to one year following completion of professional development.	Process and Performance Review to include provisions and support for unusual circumstances making it difficult for an institution to secure a qualified instructor (e.g. resignation, illness, extension of learning time for mastery).
<b>Recommendations</b>	<b>Tasks/Timeframe</b>	<b>Responsible Agencies &amp; Intended Audiences</b>	<b>Budgetary Implications</b>	<b>Policy/Legislative Actions</b>
4.0 A plan to assess the impact of the new requirements will be designed and administered by an	Determine if Regional Education Laboratory is possible provider for project evaluation,	State Superintendent, as member of REL/SE, to explore possibility of retaining services <i>pending REL 2017 award</i> .	No costs to State if REL is an option, as Mississippi is a qualified beneficiary of REL research	If appropriate, develop a memorandum of Agreement between SBE, IHL, and REL for

<p>external, independent reviewer to include the following: (a) Mississippi benchmarks for K-3 reading achievement and performance on LBPA 3<sup>rd</sup> grade summative assessment, (b) NAEP scores, (c) survey ratings by pre-service candidates on the quality of instruction by pre-service faculty, (d) statewide passage rate on Foundations of Reading assessment among pre-service candidates; (e) survey ratings by MDE literacy coaches on levels of knowledge and effective pedagogy (against an applied rubric) demonstrated by recent graduates entering K-3 classrooms), (f) teacher retention rates as affected by satisfaction, capacity to deliver instruction, and confidence levels.</p>	<p>pending REL/Southeast 2017 award (January).  Baseline established prior to Fall of 2019, completed by Fall of 2020.</p>	<p>If REL not an option, IHL to entertain bids from alternate program evaluation vendors.</p>	<p>activities.  Should an alternate evaluation provider become necessary, \$50,000 should be added to IHL line item in Governor’s Budget or approximately 10% to 12% of project total.</p>	<p>evaluation of program.</p>
<p><b>Recommendations</b></p>	<p><b>Tasks/Timeframe</b></p>	<p><b>Responsible Agencies &amp; Intended Audiences</b></p>	<p><b>Budgetary Implications</b></p>	<p><b>Policy/Legislative Actions</b></p>

## VII. THE CHARGE OF WORKING GROUP #3:

*Review and revise the State's teacher preparation program accreditation process to ensure consistent application of high standards in elementary education programs that will support full implementation of evidence-based practices in early literacy instruction.*

### Concerns Related to Alternate Route Requirements

All of the recommendations of Working Group #3 seek to address the specific gaps in Educator Preparation Program (EPP) requirements for early literacy instruction and resolve how these gaps occur in the context of standard-setting, licensure, and program approval.

Working Group #3 focused first on collecting data related to licensure requirements specific to early literacy instruction for all teacher (and administrative) candidates, regardless of preparation pathway. Working Group members expressed concern that a substantial number of alternate route teachers end up in a K-3 setting, yet have no preparation in early literacy instruction. At present, alternate route candidates as well as special education, early childhood, and school administration candidates are not required to complete coursework in reading/literacy as part of licensure.

The table on the following pages summarizes program completers including IHL-based traditional and alternate route programs for 2013-14. Alternate route programs include the American Board for Certification of Teaching Excellence (ABCTE), Master of Arts in Teaching (MAT), Mississippi Alternate Path to Quality Teachers (MAPQT), Teach Mississippi Institute (TMI), and Teach For America (TFA). 2013-14 is the latest data set available for these sources, however numbers reported for two years prior reflect a relatively steady upward trend in non-IHL based alternate route programs and almost a doubling of IHL-based alternate route completers (from 482 in 2011-12 to 709 in 2013-14). Among all teacher education completers, more than 40% of them pursue alternate route preparation.

<b>Institution</b> (Source: Title II State Report, MDE Office of Educator Quality)	<b>Traditional Route Completer</b>	<b>Masters of Arts in Teaching (MAT)</b>	<b>Alternate Route Programs 2013-2014</b>
ABCTE	NA		6
Alcorn State University	19	17	
Belhaven University	10	181	
Blue Mountain College	37	NA	
Delta State University	75	15	
Jackson State University	60	36	
Millsaps College	14	NA	
MS Alternative Pathway to Quality Teaching	NA		123
Mississippi College	85	37	
Mississippi State University	317	96	
Mississippi University for Women	40	1	
Mississippi Valley State University	11	6	
Rust College	3	NA	
Teach for America	NA		164
Teach Mississippi Institute	NA		137

<b>Preparation Pathways Table, continued</b>			
<b>Institution</b> (Source: Title II State Report, MDE Office of Educator Quality)	<b>Traditional Route Completer</b>	<b>Masters of Arts in Teaching (MAT)</b>	<b>Alternate Route Programs 2013-2014</b>
Tougaloo College	6	NA	
University of Mississippi	275	40	
University of Southern Mississippi	302	6	
William Carey University	70	137	
<b>TOTALS</b>	<b>University = 1,324</b>		<b>All Alternate Route = 1,002</b>

All of the Working Groups acknowledged—as the Statewide Study found—that completion of a traditional route program did not necessarily constitute preparedness to teach reading effectively. Affirming the continuation of a six-hour block to address the components of reading (Recommendation 1) addresses one aspect of preparation. Working Group #3’s recommendation regarding literacy preparation for alternate pathways (see Recommendation 2.0) acknowledges that needed changes in the traditional route preparation for literacy are forthcoming from parallel Task Force recommendations, explained elsewhere in this report. Thus, alternate route teachers as well as other program majors who teach or supervise early literacy (see Recommendation 3.0) will benefit from improved Educator Preparation Program curriculum in literacy and should be required to complete course work in literacy.

Concerns Related to Program Approval and Licensure Enforcement

The Statewide Report also raised concerns that educator preparation programs were approved annually even though many were not preparing candidates to be effective teachers of early literacy. MDE representatives on the Working Group also acknowledged that historically there have been inconsistencies in the enforcement of licensure policies. Since March 2016, under new leadership of the Office of Educator Licensure, equitable and more consistent enforcement of policies and state

statues has substantially improved. While acknowledging this progress, mutual concerns for streamlining processes and higher standards remained and prompted Working Group #3 to explore the advisability of an independent commission that could enhance and accelerate MDE's efforts to overhaul the process (see Recommendation 4.0).

[Note: An internal task force at MDE was formed to rectify multiple issues within the licensure department. In this light, the State Superintendent and SBE Chair directed a letter of dissent (Appendix R) to the Working Group #3 Co-Chairs regarding the formation of an independent commission in favor of allowing MDE to continue to manage this work.

### Weighing the Experiences of Independent Teacher Boards

Given the magnitude of this recommendation, additional research was conducted in order to weigh the merits of moving to an independent board. A report on the Status of Professional Boards of Teaching in the United States (National Association of State Directors of Teacher Education and Certification, 2009) revealed a variety of models for independent teacher boards distinguished by their levels of authority (Appendix Q). In remarks made about the 2002 review, the author concluded that "the primary lesson learned is that independent standards boards [of which there were nine at the time] have chalked up the greatest accomplishments in their work concerning teacher standards and practices (Board, 2003). Additional observations made about the independent boards lend support to this recommendation:

- Their work is narrowly focused on teacher standards and practices. That is their full-time agenda, and they are unfettered from other educational issues.
- They are free to devote all their energies and resources on teacher standards and practices. That is done consistently and in an on-going manner.
- Decisions made by the independent boards are made in an efficient and timely manner. In essence, the staff's recommendations are made directly to the board, and there are no other competing interests with which they must contend. In short, teacher standards and practices issues are not lost within an educational bureaucracy.
- The authority of the board on standards and practices issues, on the hiring of staff, and on the management of its budget frees it to do its work.
- They are comprised of highly educated and experienced classroom teachers as well as others with significant interest and expertise concerning public education.

- The independent boards report directly to their legislatures. Thus, teacher standards and practices are recognized and dealt with as “stand-alone” issues. In other words, teacher standards and practices are not lost in discussions concerning such things as “student testing,” “transportation,” “special education,” etc.

Today, the independent teacher board model has been adopted by 13 states (Appendix P). Recognizing that many factors contribute to student achievement, it is nevertheless noteworthy that eight of the states with independent boards rank in the top half on 2015 NAEP scores for 4<sup>th</sup> grade reading. Mississippi’s growth on NAEP is not to be discounted and is likely the result—at least in part—from the progressive legislation relative to 3<sup>rd</sup> grade proficiency. In considering possible ways to improve teacher quality, and thus student achievement, examining how these independent boards contribute to higher standards and efficiency seems warranted.

The earliest independent teacher board of record was formed in 1970 in California. Governor Reagan signed into law a bill that created the Commission on Teacher Preparation and Licensure. The new governance structure and language for California’s credentialing was based on five principles: (1) independent agency composed primarily, but not exclusively, of educators to oversee the professional preparation and certification of all educators; (2) a strong emphasis on subject matter preparation with possible examination waivers; (3) creation of one credential for all teachers, K-12, authorizing teaching assignments by the grade level of content rather than the age of the student; (4) retaining a 5<sup>th</sup> year requirement; and (5) creating new language for teaching authorizations related to multiple subjects vs single subject (Commission on Teacher Credentialing, February 2011).

Oregon was next to establish the Teacher Standards and Practices Commission in 1973. Headed by an Executive Director, the Commission has 26 staff members and is funded entirely by applicant fees. In 1987 Oregon established the first standards for approval of college and university preparation programs “based on competence of prospective educators rather than prescribed courses.” Commission members must apply, but are appointed by the Governor and include elementary, middle, and high school teachers and administrators, a superintendent, university faculty from public and private institutions, a school board member, and two members of the general public (Teaching Standards & Practices Commission of Oregon, October 2016).

Minnesota has a hybrid approach to licensure. In 1967, the Minnesota Legislature established the Professional Teaching Practices Commission to act in an advisory capacity to the State Board of Education regarding matters of interpretation of the code of ethics. During 1973, the Legislature changed the Commission's name to the Teacher Standards and Certification Commission and granted it the authority to certify teachers and develop the criteria, rules, and regulations for such certification. In that same year, the Legislature shifted other responsibilities from the State Board of Education to the Teacher Standards and Certification Commission, including promulgating rules regarding expiration and renewal of teacher certificates, out of state applicants, and suspension or revocation of licenses. A final name change occurred in 1976 to the Board of Teaching with specifications for board composition. More recently, Minnesota has reviewed this overlapping authority between licensure and program approval duties to recommend consolidating these functions under the independent Board of Teaching (Minnesota Office of the Legislative Auditor, March 2016).

#### Potential Benefits of an Independent Board for Professional Standards

A frequent goal cited by other States in authorizing an independent board to carry out responsibilities for certification is to elevate the teaching profession. These independent boards emphasize competencies, rather than coursework, in the preparation and credentialing process and they seem to focus on professional growth models. Working Group #3 cited a number of specific goals that could be achieved best by consolidating or aligning certain functions under an independent board:

- 1 Link the design and approval of programs that *produce* teacher and administrative candidates to the regulatory functions that *certify* them as professionals.
- 2 Strengthen authority of licensing staff and board to bring consistency to articulation and enforcement of licensure policies.
- 3 Disentangle the certification functions from the ethics review process so one does not compromise the efficiency of the other.
- 4 Afford a fresh review and clarification of license titles, types, and descriptions for benefit of candidates, as well as to inform critical need placements.
- 5 Streamline the data system for tracking licenses based on pathway and degree type.
- 6 Foster meaningful cross-sector (K-12, EPP, school board, community) decision making specific to preparation and certification by reconstituting regulatory body with greater authority for establishing standards of practice.

The emphasis in newly-released ESSA regulations regarding teacher preparation make this a timely policy discussion within and across education domains. Not unlike the State’s authorization of a separate Charter Board, the focused authority of a “professional standards board” can serve as an engine of innovation and strengthen the standing of the teaching profession. However, collaboration among education partners as well as the composition of the board and adequate staffing are critical elements in this recommendation. Simply moving the location of these functions will not be sufficient to meet these goals.

### VIII. RECOMMENDATIONS OF WORKING GROUP #3

Recommendation	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
1.0 Retain current requirements for traditional (4-year, IHL-based, undergraduate) elementary education preparation programs of 15 hours of coursework, including 6 hours of early literacy course work (EL1 & EL2).	On-going delivery of EL1 & EL2.  HELC initial review of EL1 & EL2 course descriptions and objectives due by end of January 2017.  New Performance & Process Reviews completed by June 2019	HELC and Performance & Process Review to ensure that EL1 & EL2 provide meaningful and effective content and delivery based on the cognitive science of reading.  Early Literacy 1 & 2 professors	No new costs.	Licensure amendments pending HELC recommendations from WG#2 in March 2017.
Recommendation	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
2.0 All educator preparation programs in the same licensure area	Effective July 2018	SBE to amend policy.  All EPP programs and	No new costs to EPPs.	Amend SBE licensure policy pertaining to equivalent

<p>including both traditional and alternate route have equivalent requirements for (a) entrance into programs; (b) minimum course work; (c) exit from program (including exams*); (d) renewing license.</p> <p>*Praxis II content and Principles of Learning &amp; Teaching (PLT) content should be required for renewable license. Foundations of Reading test is already required of 4-6 alternate route candidates, and should continue.</p>		<p>teacher candidates.</p>	<p>New tests and license fees (to be determined) may be borne by teacher candidates, should Licensure Commission become stand-alone partially fee-based entity.</p>	<p>requirements for alternate route candidates (MAT, MAPTQ, TFA, TMI, and ABCTE). (Amendment language to be developed to address EPP requirements and licensure requirements.)</p>
<p>3.0 All special education, early childhood, and administrator preparation programs be required to include at least one course related to the teaching of literacy, comparable to the content in EL1 &amp; EL2.</p>	<p>Effective July 2018</p>	<p>All EPP programs offering special education and administrative preparation.</p> <p>Teacher candidates in these fields.</p>	<p>No new costs to EPPs or candidates.</p>	<p>Amend EPP degree requirements and licensure guidelines (MDE &amp; IHL) relative to alternate route, special education, and administrator preparation programs.</p>

Recommendation	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
<p>4.0 Establish a separate, partially fee-based, independent office for educator preparation and quality to establish and enforce rigorous professional performance-based standards for preparation, certification, and responsible and ethical behavior of all professional educators in Mississippi. Working in full collaboration and cooperation with education partners, responsibilities to include (a) review and approval of EPP programs including alternate route and traditional, public and private; (b) establish professional standards for efficient and timely issuing and tracking of educator licenses; (c) maintain standards for educator ethics, clarify process for receiving complaints, and manage adjudication.</p>	<p>Collaborate with MDE Licensure Task Force to discern status of changes already underway.</p> <p>Draft proposal by December 2016 outlining rationale, structure, staffing, budget, and naming of the office. This recognizes the need to thoughtfully extricate certain assignments of staff that have multiple functions within Office of Educator Licensure.</p> <p>13 states have separate "commissions" or "professional standards boards" that can serve as models – See Appendix P.</p>	<p>WG#3 and MDE Licensure Task Force</p> <p>State Legislature</p>	<p>Establish and transition licensure functions using current MDE staffing allocations from Office of Educator Quality/Licensure function. Beginning in January 2018, the new commission would be partially funded through licensure fees from individual licensure applicants and partially from ESSA mandate as part of the State Plan for improving teacher quality.</p> <p>See Appendix P for link to the solely fee-based Oregon model, the first in the nation to establish a licensure function (1965) and the second to move to create a separate commission</p>	<p>Amend MS Code 37-3-2 to transfer this function from MDE to independent commission (Appendix O offers preliminary language based on Kentucky's Education Professional Standards Board strategic plan.)</p>

<p><i>NOTE: It is important to acknowledge that this recommendation was not unanimous, but includes a dissenting voice from the State Superintendent and SBE Board Chair in a letter directed to WG3 Co-chairs (Appendix R). MDE had three representatives on this Working Group, including the State Superintendent.</i></p>	<p>Submit proposed legislation to Education Committee by January 2017.</p> <p>Transition complete by January 2018.</p>		(1973).	
Recommendation	Tasks/Timeframe	Responsible Agencies & Intended Audiences	Budgetary Implications	Policy/Legislative Actions
<p>4.1 Clarify data tracking process related to teacher qualifications for licensure: (a) clarify licensure code descriptors and definitions; (b) edit or delete unused or duplicated codes; (c) track initial and subsequent licenses; (d) articulate and enforce policies regarding EPPs that do not meet code expectations—especially as this relates to the proposed early literacy threshold; (d) comply with federal guidelines regarding equity of access</p>	<p>Determine appropriate time frame as it relates to EPP program review process.</p> <p>Effective completion date, July 2018</p>	<p>MDE &amp; Licensure function with input from HELC, as needed.</p>	<p>Supported as part of MDE’s current Educator Quality budget through the transition phase.</p>	<p>Possible licensure code changes, pending committee work.</p> <p>No legislative action required.</p> <p>Retain and utilize existing MDE budget and staffing allocated for licensure functions for establishment of and transition to new Commission (per Recommendation WG#3, recommendation #4.0</p>

to qualified teachers for poor and minority students.				above). Thereafter, MDE retains and applies budget for Office of Educator Quality to ongoing support of other MDE quality teacher functions.
<b>Recommendation</b>	<b>Tasks/Timeframe</b>	<b>Responsible Agencies &amp; Intended Audiences</b>	<b>Budgetary Implications</b>	<b>Policy/Legislative Actions</b>
5.0 Develop an addendum to Teacher Intern Assessment Instrument/TIAI (the performance-based assessment for pre-service teachers) to include a satisfactory demonstration of early literacy instruction in all five components of reading prior to graduation.	Effective July 2018	Field Supervisors Working Group within Higher Education Literacy Council for review and approval by GTF Working Group #3.	Minimal travel costs (if needed) borne by individual EPPs to meet to amend process.	No legislative action required.  May require a small budget for pilot testing.

This final recommendation (5.0) addresses a recurring theme in the Statewide Report that calls for an emphasis on performance assessments as a means for determining instructional effectiveness and competency at all levels in the system specific to early literacy.

## IX. CONCLUSION

Mississippi leads the nation in its multi-faceted approach to improving literacy, including this unprecedented Statewide Study and Governor-inspired Task Force specific to teacher preparation for early literacy instruction. As noted in the Statewide Report, the education practitioners involved at every level of the system have demonstrated a collaborative spirit and willingness to examine the status of early literacy instruction in our State. Task Force members have invested time and talent to think through the findings from the Statewide Study and develop measurable action steps that speak to each of the issues.

Almost all of Mississippi’s educator preparation programs have already begun making changes to “harness the scientific advances in service to our education goals.” The newly formed Higher Education Literacy Council has responded with an ambitious agenda to provide mutual support going forward and a cross-fertilization of program ideas and energy.

The *preliminary* work of the Governor’s Task Force is complete with this set of recommendations. However, given the scope of the work that is forecast by these recommendations, it is anticipated that the Working Groups will need to remain engaged and continue to communicate to ensure that plans set forth in this document are realized and, more importantly, have a positive and measurable impact on literacy statewide. Therefore, it is recommended that the Governor’s Task Force Working Group Chairs establish bi-annual meetings (either in-person or via conference call) to review progress of the work through 2019. A final convening is recommended for the Fall of 2020, pending completion of an external evaluation of the impact of these recommendations.

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## XI. APPENDICES

- A. Executive Order 1380
- B. Executive Summary of the Statewide Report on Teacher Preparation for Early Literacy Instruction
- C. Members of the Governor’s Task Force on Teacher Preparation for Early Literacy Instruction
- D. Standards for Professional Learning (Learning Forward, 2011)
- E. Standards for Professional Learning adapted to address early literacy instruction
- F. Proposed Amendment to State Accountability Standards, School Operations #15
- G. Proposed Adoption of SBE Policy to recognize and apply the established science of reading instruction
- H. Proposed Amendment to RESA Facilitation Form
- I. Matrix reflecting established body of research related to early literacy instruction content and pedagogy
- J. Link to DRAFT Pilot Instrument – Professional Development Participant Survey
- K. Proposed Amendment to State Board Policy regarding license renewals
- L. Proposed Amendment to LBPA to include professional development of pre-service faculty
- M. Proposal for Pre-service Faculty Professional Development and Support – Voyager-Sopris West
- N. Proposed Amendments to SBE Process Review Standard #5
- O. Proposed Amendment to State Code re: establishment of independent professional standards commission
- P. Links to Free-standing Teacher Standards and Practices Commissions (14 states)
- Q. Authority for Eight Kinds of Boards of Teaching Standards Defined
- R. Letter of dissent from SBE Chair & State Superintendent

Appendix A: Executive Order 1380



**EXECUTIVE ORDER 1380**

**WHEREAS**, it is crucial that students in Mississippi learn how to read at a young age; and

**WHEREAS**, teachers are the key to students learning how to read; and

**WHEREAS**, training teachers to teach reading based on practices supported by scientific research is very important; and

**WHEREAS**, Mississippi currently has fifteen traditional route teacher preparation programs utilizing various strategies for teachers of literacy; and

**WHEREAS**, in December 2015 the Mississippi Institutions of Higher Learning and the Barksdale Reading Institute published the 2014-15 Study of Mississippi Teacher Preparation for Early Literacy Instruction; and

**WHEREAS**, it is necessary to address recommendations from the 2014-15 Study of Mississippi Teacher Preparation for Early Literacy Instruction and develop an action plan.

**NOW, THEREFORE**, I, Phil Bryant, Governor of the State of Mississippi, by virtue of the authority vested in me by the Constitution and laws of the State of Mississippi, do hereby order and direct as follows:

1. The Governor's Task Force on Teacher Preparation for Early Literacy is created to recommend practical mechanisms and timeframes for all personnel involved in preparing, teaching, coaching, or supervising K-3 instruction to have a working knowledge of the body of educational and cognitive science that supports best practice for early literacy instruction.
2. The Governor's Task Force on Teacher Preparation for Early Literacy shall be composed of representatives from Mississippi's Institutes of Higher Learning, Mississippi Department of Education, Kindergarten through 3<sup>rd</sup> grade educators and administrators in Mississippi, 2016 Mississippi university and college graduates, the Barksdale Reading Institute and a staff member of the Governor's Office, who shall be the Chair. The Governor shall appoint such number of members and a Chair as he deems necessary. Members of the Governor's Task Force on Teacher Preparation for Early Literacy shall serve voluntarily.
3. The Governor's Task Force on Teacher Preparation for Early Literacy shall meet at least monthly at the call of the Chair to discuss recommendations from the 2014-15 Study of Mississippi Teacher Preparation for Early Literacy Instruction and develop an action plan with timelines that shall include:
  - a. Developing for statewide adoption a set of Standards of Practice for Delivery of Professional Development specific to early literacy instruction, based on the nationally recognized Standards for Professional Learning, recommendations of the National Reading Panel, and the meta-analyses on visible learning;

- c. Designing a formal credentialing process (including timeframe) for Early Literacy 1 & Early Literacy 2 pre-service faculty to ensure knowledge of the educational and cognitive science that supports effective practice and demonstrates the ability to teach the five components of reading based on this science;

- d. Determining if further action is needed to implement with consistency the revised content and structure of Early Literacy 1 and Early Literacy 2 courses as drafted by the Higher Education Literacy Council; and
- e. Reviewing current status of licensure and pre-service program approval processes and recommend specific actions to ensure effective training and certification of education practitioners for literacy instruction.

The Governor's Task Force on Teacher Preparation for Early Literacy shall be convened by the Governor before June 30, 2016, and provide to the Governor written policy recommendations by October 31, 2016, which will be accessible to legislators and the public.

BE IT FURTHER ORDERED that this Executive Order shall become effective immediately upon its execution and shall remain in effect until amended, modified, or rescinded by the Governor.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Mississippi to be affixed.

DONE in the City of Jackson, on the 15th day of June in the year of our Lord, two thousand and sixteen, and of the independence of the United States of America, the two hundred and fortieth.



*Phil Bryant*  
PHIL BRYANT  
GOVERNOR

BY THE GOVERNOR



## **2014-15 Study of Mississippi Teacher Preparation for Early-Literacy Instruction**

*A Project of The Barksdale Reading Institute (BRI) and The Institutions of Higher Learning (IHL)*

### **I. EXECUTIVE SUMMARY**

#### **A. Current Conditions**

Mississippi continues to rank last or near bottom on national measures of reading achievement. The Mississippi Department of Education (MDE), the public schools, the State Legislature, and the Institutions of Higher Learning (IHLs) can change this unacceptable reality. Research marks an unambiguous path to effective reading instruction. We must choose this path.

The State Legislature has taken significant steps toward improving children’s reading achievement. In 2012 they enacted programming to improve reading instruction for students with specific learning disabilities, including dyslexia. In 2013, they passed the Literacy-based Promotion Act (LBPA) to ensure students were reading on grade level by the end of third grade.

In the LBPA’s first year, the MDE placed reading coaches in the lowest performing schools across the state to help schools improve the teaching of reading. An increasing number of coaches has extended support to more schools each year. The LBPA also instituted intensive research-based professional development for in-service teachers and made this available to university professors of literacy.

These measures have introduced scientifically-based structured literacy into our public schools. The IHLs are charged with bringing this science to the next generation of reading teachers.

#### **B. Goal and Scope of the Study**

This report by the Barksdale Reading Institute (BRI) focuses on the critical role Mississippi’s teacher preparation programs must play to realize the goal of reading proficiency in the early grades. That critical role is to improve the initial preparation of new teachers. This study replicates one completed by BRI in 2003, which prompted licensure changes for elementary education majors.

The goal of this study was to determine whether Mississippi’s IHLs are adequately preparing pre-service teacher candidates to effectively teach reading when they enter their elementary classrooms.

Since 2003, MDE licensure has required two early-literacy courses (Early Literacy 1/EL1 and Early Literacy 2/EL2) in undergraduate elementary education programs. The purpose of the mandated courses was to ensure that pre-service candidates learned evidence-based practices documented by the National Reading Panel (NRP, 2000) for literacy instruction in five essential areas of reading: phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension, plus writing.

Over the course of 18 months, the BRI study team reviewed the required reading course sequence at each of the 15 public and private colleges and universities in Mississippi during the 2014-15 academic year with a particular focus on EL1 and EL2. This table summarizes the scope of the study. It is noted that IHL participation in the study was voluntary.

<b>Scope and Size of the BRI/IHL Study</b>						
<b>Deans and Faculty Interviewed from 23* IHL sites</b>	<b>Syllabi Reviewed</b>	<b>Textbooks Reviewed</b>	<b>Pre-service Candidates Surveyed in 20 Focus Groups</b>	<b>Pre-service Classes Observed</b>	<b>Recent Graduates and Student Interns Observed Teaching in K-5 Settings</b>	<b>Principals in Partner Schools in 15 Districts Interviewed</b>
<b>119</b>	<b>83</b>	<b>45</b>	<b>149</b>	<b>71</b>	<b>58</b>	<b>24</b>

\*There are fifteen public and private institutions of higher learning. Of these fifteen, six have one or more satellite campuses, totaling 23 individual sites within Mississippi. Our review included visits to all fifteen main campuses, plus visits to seven of the eight satellites. Discrete syllabi of early literacy courses were reviewed for eighteen sites.

### **C. Instructional Minutes Spent Teaching Components of Reading**

Since the 2003 BRI pre-service study of early literacy in the eight public teacher preparation programs, the five essential components of reading instruction have become an integral part of elementary education preparation throughout the state. This trend is significant and positive.

The table below highlights the statewide averages for the number of minutes devoted specifically to learning how to teach and assess these essential components. To put this in context, a typical semester course has approximately 2,450 minutes for EL1 and 2,750 minutes for EL2. Each of the averages in the table below shows the number of instructional minutes within a typical semester course that are focused on learning how to teach a particular component. These minutes only tell part of the story, obviously, but they serve as a solid baseline upon which to build a better pre-service program.

*Note: The review found that, on average, EL2 courses had more instructional time allocated than for EL1. This did not appear to be intentional, nor was any rationale provided. It may have been a function of variable length in fall and spring semesters and number of holidays.*

Average Number of Minutes within Semester Courses of EL1 and EL2 Spent Learning to Teach These Components of Reading					
EL 1 MINUTES			EL2 MINUTES		
Alphabetic Knowledge	Phonological and Phonemic Awareness	Explicit Phonics	Fluency	Vocabulary	Comprehension
54 mins.	150 mins.	282 mins.	114 mins.	154 mins.	329 mins.
Out of approximately 2,450 total instructional minutes in a semester of EL1 20% of course time			Out of approximately 2,750 total instructional minutes in a semester of EL2 22% of course time		

#### D. Nine Key Findings

The nine key findings from the study are:

- Finding 1.** The five essential components of reading instruction are the primary focus of all teacher preparation literacy programs through the state-mandated courses.
- Finding 2.** The structure and content of early-literacy courses are inconsistent across the state.
- Finding 3.** Established research-based principles of early-literacy instruction remain largely unapplied in preparation and practice.
- Finding 4.** “Balanced Literacy”—as interpreted by Mississippi teacher preparation programs and in many K-3 classrooms—has resulted in widespread use of practices that are not supported by research.
- Finding 5.** High standards for learning have become the norm in early literacy and in teacher preparation.
- Finding 6.** Opportunities to observe instruction being modeled, followed by opportunities to practice, are insufficient for developing entry-level skills for teaching.
- Finding 7.** Time in the field associated with early-literacy instruction has increased significantly.
- Finding 8.** Most programs now offer a distinct assessment course, usually specific to assessing reading difficulties.
- Finding 9.** Writing as a component of literacy is inadequately addressed.

## **E. Three Big Ideas**

Mississippi is a small state with only 15 traditional-route teacher preparation programs. MDE is fully engaged in K-3 literacy efforts and the Legislature appears keen to ensure that the literacy challenges that keep us at the bottom of all reading measures are conquered. The interrelated tasks among the various players are complex, but the road map for IHLs is clearly marked. All of us entrusted with preparing Mississippi's teachers of literacy are urged to consider Three Big Ideas.

### **Big Idea #1 ADOPT RESEARCH-BASED PRACTICES AT EVERY LEVEL OF READING EDUCATION**

Develop a set of Evidenced-based Literacy Instruction Principles to guide all pre-service teacher training, in-service professional development, K-3 coaching and instruction, and program approval and licensure in Mississippi.

- Establish research-based principles and practices in core reading courses at all 15 IHLs.
- Focus pre-service course core content on explicit, systematic instruction for all five essential components plus writing rather than on the balanced literacy approach which is more implicit and less systematic.
- Expand and apply knowledge of research-based practices so that teacher preparation instructors, literacy coaches, and K-3 classroom teachers all incorporate research-based approaches to instruction.
- Develop and apply stringent standards for state accreditation of teacher preparation programs to require application of research-based methods in the 15-hour reading sequence.

### **Big Idea #2 BRING CONSISTENCY TO EARLY-LITERACY COURSE CONTENT AND DELIVERY IN ALL TEACHER PREPARATION PROGRAMS**

- a) At the pre-service level use established research-based methods to teach all essential components of literacy including writing, and teach skills in assessment and intervention.
- b) Develop pre-service core content for EL1 and EL2 course schedules, including a common set of required readings.
- c) Develop pre-service textbook guidelines and adoption policies that insure research-based content.
- d) Incorporate regular and frequent modeling of effective practices in undergraduate courses, including using a core of approved video demonstrations of research-based instruction.
- e) Develop a statewide network of "laboratory classrooms" in the K-3 system with skilled, paid mentor teachers for fieldwork and practice teaching.
- f) Ensure impact of pre-service candidates' practice of teaching and assessing all early-literacy skills by developing a core set of assignments for fieldwork.
- g) Require demonstration of proficiencies in literacy instruction as a requirement for graduation from an elementary education program.

**Big Idea #3 DIRECTLY INVOLVE EDUCATORS IN SHAPING POLICY AND PRACTICE**

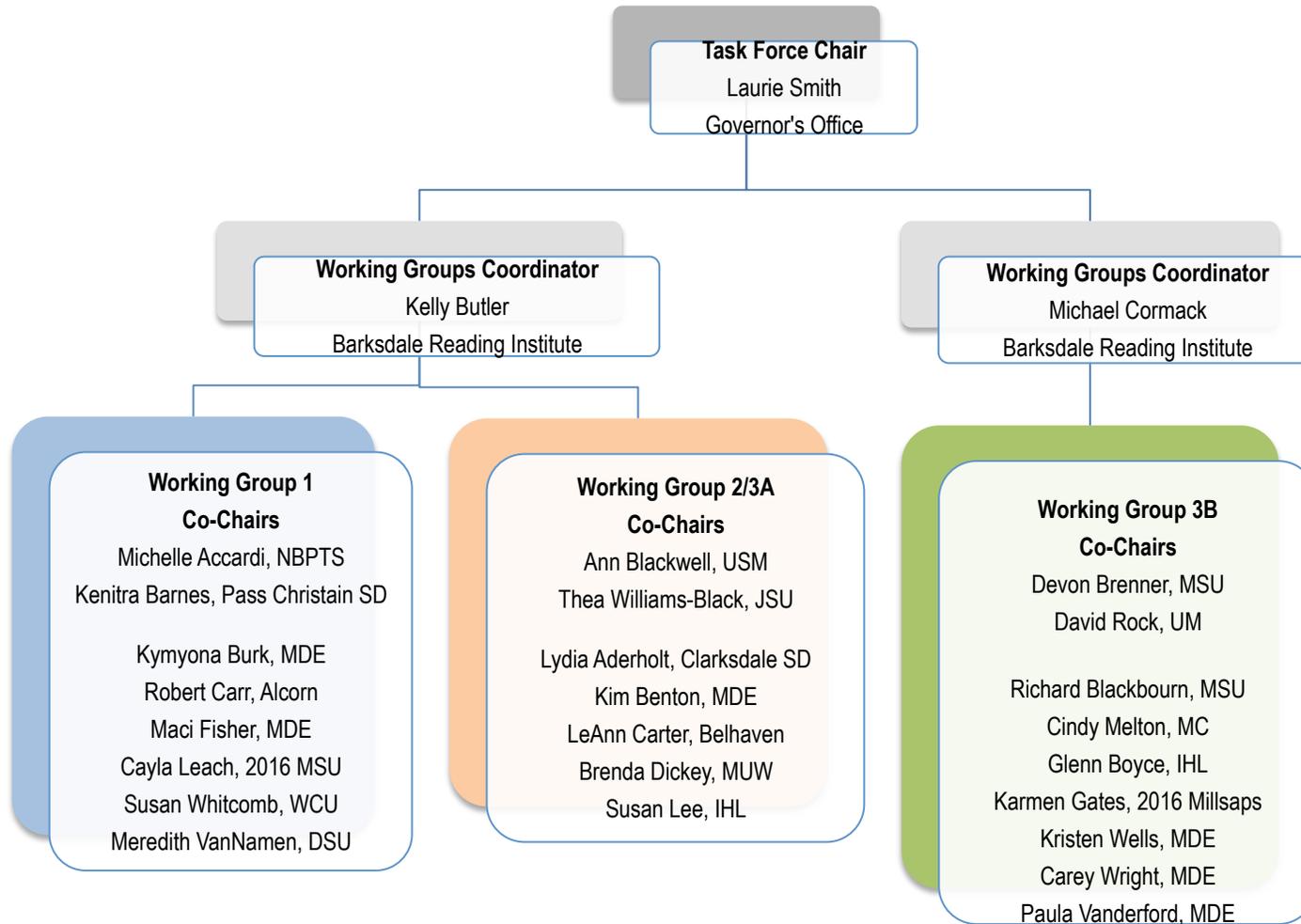
- a) Increase intentional planning and collaboration among literacy education policymakers and practitioners by establishing a Governor’s Task Force to include representation from IHL Deans, early-literacy pre-service instructors, literacy coaches, mentor teachers, partner district principals, and other literacy experts. Functions to include:
- Designing a credentialing process for instructors of EL1 and EL2, with all instructors required to obtain early literacy credential by 2020.
  - Organizing and monitoring the execution of Big Ideas #1 & #2, including recommendations made by the Higher Education Literacy Council (HELIC).
  - Proactively advising the legislature and the MDE on all policy and other issues related to early literacy.
- b) Revise the State’s program accreditation process to ensure consistent application of high standards in elementary education programs that will support full implementation of evidence-based practices in early literacy instruction.

*For more information about the Study or to download a copy of the Statewide Report, visit our website at [www.msreads.org](http://www.msreads.org).*

# # #

Appendix C: Members of the Governor’s Task Force on Teacher Preparation for Early Literacy Instruction

GOVERNOR’S TASK FORCE ON TEACHER PREPARATION FOR EARLY LITERACY INSTRUCTION



Additional participants on Working Group 2/3A: Roshunda Allen, Angie Caldwell, UM; Marilyn Evans, JSU; Jill Hoda, MDE; Tougaloo College; Robin Lemonis, MDE; Greer Proctor-Dickson, BRI; Monica Riley, MUW; Casey Sullivan, MDE; Katie Tonore, USM; Ying Wang, MVS

## Learning Forward Standards for Professional Learning

<https://learningforward.org/standards-for-professional-learning>

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.



### **Learning Communities**

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.



### **Leadership**

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.



### **Resources**

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.



### **Data**

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.



### **Learning Designs**

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.



### **Implementation**

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.



### **Outcomes**

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Appendix E: Learning Forward Professional Learning Standards (LFPLS, 2011) adapted to address early literacy instruction

Domains	LFPLS adapted to address early literacy instruction specifically
Learning Communities	Learning communities occur at every level but are guided by the same science of reading.
Leadership	Leadership’s role is to develop capacity, advocate, and create time and support systems for early literacy instruction.
Resources	Resources are necessary to foster change in practice and sustain it over time. Resources include, not just program dollars but organizations, agencies, networks, and curricula that embody and disseminate the evidence-based practices supported by the science.
Data	Improving student outcomes in literacy relies on information that can tie the impact of teacher development (both pre-service and in-service) directly to student growth. Information loops are needed to ensure quality of content and pedagogy in the delivery of effective professional development.
Learning Designs	Professional learning occurs both inside and outside the school setting. It can take numerous forms, but should include these important features: accurate content based on the science of reading; active engagement, modeling, reflection, metacognition, application, feedback, and assessments that support change in knowledge, skills, and practice.
Implementation	Professional learning in knowledge and skills produces change in educator practice and student learning when it sustains implementation support over time. At both the pre-service and in-service levels, opportunities for practice of early literacy instruction with meaningful feedback are critical.
Outcomes	To increase the impact of professional learning on student outcomes, the content of teacher preparation for early literacy instruction must integrate the science of reading--according to the International Dyslexia Association Knowledge & Practice Standards (IDA, 2010), the International Literacy Association Standards for Literacy Professionals (ILA, 2017), the National Reading Panel (NRP, 2000), and Institute for Educational Sciences (IES, 2016), the K-3 curriculum, and educator performance standards.

**PROCESS STANDARDS - SCHOOL OPERATIONS - *CURRENT LANGUAGE***

15. The school district implements a professional development program aligned with the Learning Forward Standards for Professional Learning. (Districts Meeting the Highest Levels of Performance are exempted.) {MS Code § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1).

**PROCESS STANDARDS - SCHOOL OPERATIONS - *PROPOSED AMENDMENT***

15. ~~The school district~~ **All providers of professional development—both pre-service and in-service—must** implement a professional development program aligned with the Learning Forward Standards for Professional Learning (2011). **Professional learning related to early literacy instruction must include the research base as outlined in the International Dyslexia Association Knowledge and Practice Standards (IDA, 2010; the International Literacy Association Standards (ILA, 2016), the National Reading Panel (NRP, 2000), and the Institutes for Educational Sciences (IES, 2016) (Districts Meeting the Highest Levels of Performance are exempted.)** {MS Code § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1).

**PROCESS STANDARDS - SCHOOL OPERATIONS - *PROPOSED NEW POLICY***

**15.1 External providers of professional development in the area of early literacy instruction and compensated with state or federal funding must apply for status on MDE’s approved list of external providers for early literacy instruction by showing evidence of training and demonstration of explicit instruction in the cognitive science of reading, including the IDA, ILA, and IES knowledge and practice standards.**

**15.2 Professional development provided through a Regional Education Service Agency (RESAs) must provide supporting evidence in the RESA Facilitation Request process of compliance with Process Standard 15.1 above.**

**Appendix G: Proposed adoption of SBE Policy to recognize and apply the established science of reading instruction**

The State Board of Education recognizes the established science of reading instruction as outlined by the Governor's Task Force on Teacher Preparation for Early Literacy Instruction (See Appendix I for matrix) and requires all providers of pre-service teacher preparation and in-service professional development to utilize these standards as a basis for instruction.

Appendix H: Amendment to RESA Facilitation Request Form to verify application of (proposed) SBE policy on scientific basis to support instruction

Regional Education Service Agency (RESA)

Excerpt from Facilitation Request Form – *proposed addition*

REQUESTING OFFICE CONTACT INFORMATION				
Program office:				
Contact name:		Phone:		E-mail:
Approving official name (if applicable):				

EVENT INFORMATION			
Event name:			
Description:			
Event date(s) and time(s):		Registration cut-off date:	
Targeted participants:	Ex. K-3 teachers or teacher candidates	Expected number of participants:	
Expected number of MDE staff (including presenters, contractors, etc.):			
Additional information:			
<i>If this session is related to early literacy instruction, please attach documentation verifying application of SBE policy on scientific basis to support instruction.</i>			

Appendix I: Matrix of Content to Support Scientifically-based Reading Instruction

**Early Literacy 1: Instructor Knowledge & Skills Matrix**

<b>Mississippi Early Literacy 1 Instructor Knowledge &amp; Skills Standards</b>	Standards for Teachers of Reading, IDA, 2010	ILA Standards 2010: Teacher Educator	Foundations of Reading Test Objectives Pearson, 2016	National Reading Panel Report, NRP 2000	What Works Clearinghouse: Foundational Skills to Support Reading for Understanding in K-3 IES, 2016	Teaching Reading is Rocket Science Moats, 2004	
1. Understand and explain the language processing requirements of proficient reading and writing: -Phonological (speech sound) processing -Orthographic (print) processing -Semantic (meaning) processing -Syntactic (sentence level) processing -Discourse (connected text level) processing	A.1		1, 2, 3, 4, 5, 6, 7, 9.10	CH 2, Pg 1-8 & Pg 89-98 CH 3, Pg 1-4 CH 4, Pg 1-9	Rec. 1,2,3,4 all components	I.A.1,2,3,4 II.A.1,2,3,4 II.B.1.2a.b.c. II.C.1,2,3,4 II.D.1,2,3,4,5 II.E.1,2,3,4,5 II.F.1,2,3,4,5,6,7	
2. Understand and explain other aspects of cognition and behavior that affect reading and writing: -Attention -Executive function -Memory -Processing speed -Graphomotor control	A.2					I.A.1,2,3,4 I.B.1,2,3,4	

3. Define and identify environmental, cultural, and social factors that contribute to literacy development with regard to oral language (e.g., language spoken at home, language and literacy experiences, cultural values).	A.3		1	CH 2, Pg 1-8		I.C.1
4. Know and identify phases in the typical developmental progression of: -Oral language (semantic, syntactic, pragmatic) -Phonological skill -Printed word recognition -Spelling -Reading fluency -Reading comprehension -Written expression	A.4		1,2,3,4,5,6,7,9	CH 2, Pg 1-8 & Pg 89-98, CH 3, Pg 1-4 CH 4, Pg 1-9	Rec. 1,2,3,4 all components	I.D.1,2,3,4,5,6,7
5. Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.	A.5		1,2,3,4,5,6,7,9	CH 2, Pg 1-8 & Pg 89-98, CH 3, Pg 1-4 CH 4, Pg 1-9		I.D.8 III.B.4 III.C.6

6. Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).	A.6		1,2,3,4,5,6,7,9	CH 2, Pg 1-8 & Pg 89-98, CH 3, Pg 1-4 CH 4, Pg 1-9		I.D.1,2,3,4,5,6,7,8 II.B.1 II.D.5 II.F.1
7. Know reasonable goals and expectations for learners at various stages of reading and writing development.	A.7		1,2,3,4,5,6,7,8,9	CH 2, Pg 1-8 & Pg 89-98, CH 3, Pg 1-4 CH 4, Pg 1-9		I.D.1,2,3,4,5,6
8. Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.	B.1		1	CH 2, Pg 1-8	Rec. 2 p.14-15	II.A.1,2
9. Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.	B.2		3,4		Rec. 3 p.22	II.C.4 II.D.2
10. Define grapheme as a functional correspondence unit or representation of a phoneme.	B.3		2,3,4	CH 2, Pg 89-98	Rec. 2 p.14-15	II.D.3      II.A.3
11. Recognize and explain common orthographic rules and patterns in English.	B.4		2,3,4	CH 2, Pg 89-98	Rec. 3 p.22, p. 25-28	II.C.1,2,3,4 II.D.1,3,4
12. Know the difference between “high frequency” and “irregular” words.	B.5		3	CH 2, Pg 89-98	Rec. 3 p.28-30	NA

13. Identify, explain, and categorize six basic syllable types in English spelling.	B.6		3,4	CH 2, Pg 89-98	Rec. 2 p.15 Rec. 3 p.28-29	II.D.4	
14. Identify the general and specific goals of phonological skill instruction.	E-1.1		1	CH 2, Pg 1-8	Rec. 2 p.14	III.B.4 III.C.6	
15. Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).	E-1.2		1	CH 2, Pg 1-8	Rec. 2 p.15-19	II.B.1 III.B.1,2,3,4	
16. Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds.	E-1.3		1	CH 2, Pg 1-8	Rec. 2 p. 16	III.B.3	
17. Understand the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal.	E-1.4		1	CH 2, Pg 1-8	Rec. 2 p.14, p.16-20	III.B.3	
18. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.	E-1.5		2,3	CH 2, Pg 1-8	Rec. 1,2,3,4	I.D.8 III.B.4 III.C.6	
19. Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.	E-1.6		3,4			II.B.3	
20. Know or recognize how to order phonics concepts from easier to more difficult.	E-2.1		3,4	CH 2, Pg 89-98	Rec. 3 p. 23-30	III.C.1,2,3,4,5	

21. Understand principles of explicit and direct teaching: model, lead, give guided practice, and review.	E-2.2		1,2,3,4,5,6,7,9				
22. State the rationale for multisensory and multimodal techniques.	E-2.3		9				
23. Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.	E-2.4		9				
24. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	E-2.5		1,3	CH 3, Pg 1-4			
25. Know research-based principles for teaching letter naming and letter formation, both manuscript and cursive.	E-6.1 H-writing		2	CH 2, Pg 89-98	NA	NA	
26. Know techniques for teaching handwriting fluency.	E-6.2 H-writing		2		NA	III.H.3	
27. Recognize and explain the relationship between transcription skills and written expression.	E-6.1 Spelling						
28. Identify students' levels of spelling development and orthographic knowledge.	E-6.2 Spelling		3,4	CH 2, Pg 89-98		I.D.4,5,6 III.D.1	II.D.5
29. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.	E-6.3 Spelling		3,4	CH 2, Pg 1-8 & Pg 89-98	Rec. 2,3	II.A.4 II.C.3 II.D.1	
Blue – Specific to Early Literacy 1    Green – Specific to EL1 & EL2    Gray – General Literacy							

**Early Literacy 2: Instructor Knowledge and Skills Matrix**

Early Literacy Course Goals	<b>Mississippi Early Literacy 2 Instructor Knowledge and Skills Standards</b>	Knowledge & Practice Standards for Teachers of Reading IDA, 2010	ILA Standards 2010: Teacher Educator	Foundations of Reading Test Objectives Pearson, 2016	National Reading Panel Report NRP, 2000	What Works Clearinghouse: Foundational Skills to Support Reading for Understanding in K-3 IES, 2016	Teaching Reading Is Rocket Science Moats, 2004	
EL II Goal 4, EL II Goal 2	1. Understand and explain the language processing requirements of proficient reading and writing: -Phonological (speech sound) processing -Orthographic (print) processing -Semantic (meaning) processing -Syntactic (sentence level) processing -Discourse (connected text level) processing	A.1	1.1	FRD-0001			E.1-5, F.1-7	
	2. Understand and explain other aspects of cognition and behavior that affect reading and writing: -Attention -Executive function -Memory -Processing speed -Graphomotor control	A.2		RAI-0009			A.1-4, B.1-4, C.1-3	

EL II Goal 7	<p>3. Know and identify phases in the typical developmental progression of:</p> <ul style="list-style-type: none"> <li>-Oral language (semantic, syntactic, pragmatic)</li> <li>-Phonological skill</li> <li>-Printed word recognition</li> <li>-Spelling</li> <li>-Reading fluency</li> <li>-Reading comprehension</li> <li>-Written expression</li> </ul>	A.4	1.1	FRD-0003		D.7, D.8	
	<p>4. Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.</p>	A.5	1.1	FRD-0004		D.8	
	<p>5. Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).</p>	A.6	2.2	FRD-0001		D.8	
	<p>6. Know reasonable goals and expectations for learners at various stages of reading and writing development.</p>	A.7	2.2	SAI-0008		D.1-8	
	<p>7. Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin- based prefixes, roots, and derivational suffixes; and Greek-based combining forms.</p>	B.7		FRD-0004		C.1-4	

8. Understand and identify examples of meaningful word relationships or semantic organization.	B.8			DR-C007			E.1-5
9. Explain the major differences between narrative and expository discourse.	B.11	2.3		DRC-0007;IKU-0010			II.F.5
10. Identify cohesive devices in text and inferential gaps in the surface language of text.	B.13			DRC-0007;IKU-0010			II.F.6
11. Understand principles of explicit and direct teaching: model, lead, give guided practice, and review. 3.	E-2.2	2.2		FRD-0001	Embedded		III.A.4
12. State the rationale for multisensory and multimodal techniques.	E-2.3			RAI-0009			III.D.3
13. Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.	E-2.4	5.3		RAI-0009			III.A.4
14. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	E-2.5	3.2		RAI-0009			III.A.1-2
15. Understand the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read.	E-3.1	2.1		FDR-0003	Pg. 3-3		I.D.7
16. Understand reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction.	E-3.2			RAI-0008	Pg. 3-3		I.B.2, I.D.7

17. Define and identify examples of text at a student's frustration, instructional, and independent reading level.	E-3.3	2.2	RAI-0008			III.E.2
18. Know sources of activities for building fluency in component reading skills.	E-3.4	2.2	FRD-0003			III.E.1, III.E.3
19. Know which instructional activities and approaches are most likely to improve fluency outcomes.	E-3.5	2.2	FRD-0003	Pg. 3-1		III.E.1-3
20. Understand techniques to enhance student motivation to read.	E-3.6	5.2	RAI-0009			
21. Understand appropriate uses of assistive technology for students with serious limitations in reading fluency.	E-3.7	2.3	RAI-0009	Pg. 6-2		
22. Understand the role of vocabulary development and vocabulary knowledge in comprehension.	E-4.1	2.1	IKU-0010			
23. Understand the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.	E-4.2	2.2	RAI-0009	Pg. 4-17		III.F.1, III.F.4
24. Know varied techniques for vocabulary instruction before, during, and after reading.	E-4.3	2.2	RAI-0009	Pg. 4-25		III.F.3
25. Understand that word knowledge is multifaceted.	E-4.4		DRC-0003	Pg. 4-25		
26. Understand the sources of wide differences in students' vocabularies.	E-4.5	2.2	DRC-0003			I.B.1, I.C.1
27. Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.	E-5.1	2.2	RAI-0009	Pg. 4-46		

28. Contrast the characteristics of major text genres, including narration, exposition, and argumentation.	E-5.2	2.3	DRC-0005			II.F.5	
29. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.	E-5.3		DRC-0006; DRC-0007				
30. Identify in any text the phrases, clauses, sentences, paragraphs and “academic language” that could be a source of miscomprehension.	E-5.4		DRC-0005	Pg. 4-8			
31. Understand levels of comprehension including the surface code, text base, and mental model (situation model).	E-5.5		DRC-0006				
32. Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.	E-5.6	2.1	RAI-0009	Pg. 4-5			
33. Recognize and explain the relationship between transcription skills and written expression.	E-6.1 Spelling		FRD-0002			I.D.1-3	
34. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.	E-6.3 Spelling		RAI-0009			I.D.1-6	

Color Key: Yellow - Specific to Early Literacy 1

Green - Specific to EL I & 2

Gray - General Literacy

**Appendix I, continued**  
**EL 1 & 2 Course Alignment with John Hattie's Findings**

<b>Visible Learning Effect Sizes Applied to Explicit, Systematic Early Literacy Instruction <b>across all EL1 components</b> (Hattie, 2009). Effect Sizes (ES) .40&gt; have most impact.</b>	
<b>Instructional Factor</b>	<b>Effect Size</b>
High expectations for students	ES=1.44
Response to intervention	ES=1.07
Teacher credibility	ES=.90
Providing formative evaluation	ES=.90
Micro-teaching	ES=.88
Teacher clarity	ES=.75
Feedback	ES=.75
Reciprocal teaching	ES=.74
Teacher-Student relationship	ES=.72
Spaced vs mass practice	ES=.71
Knowledge of prior achievement	ES=.65
Direct instruction	ES=.59
<b>Tactile stimulation programs</b>	ES=.58
Mastery learning	ES=.58
Worked examples	ES=.57
Visual perception programs	ES=.55

<b>Visible Learning Effect Sizes Applied to Explicit, Systematic Early Literacy Instruction <b>across all EL2 components</b> (Hattie, 2009). Effect Sizes (ES) .40&gt; have most impact.</b>	
<b>Instructional Factor</b>	<b>Effect Size</b>
High expectations for students	ES=1.44
Response to intervention	ES=1.07
Teacher credibility	ES=.90
Providing formative evaluation	ES=.90
Micro-teaching	ES=.88
<b>Classroom discussion</b>	ES=.82
Teacher clarity	ES=.75
Feedback	ES=.75
Reciprocal teaching	ES=.74
Teacher-Student relationship	ES=.72
Spaced vs mass practice	ES=.71
<b>Meta-cognitive strategies</b>	ES=.69
<b>Vocabulary programs</b>	ES=.67
<b>Repeated Reading programs</b>	ES=.67
Knowledge of prior achievement	ES=.65
<b>Self-verbalization &amp; self-questioning</b>	ES=.64

Phonics Instruction	ES=.54
Goals	ES=.50
Flexible small group instruction	ES = .49
Early intervention	ES=.47
Exposure to reading	ES=.42

Comprehension programs	ES=.60
Concept mapping	ES=.60
Direct instruction	ES=.59
Mastery learning	ES=.58
Worked examples	ES=.57
Visual perception programs	ES=.55
Goals	ES=.50
Flexible small group instruction	ES= .49
Early intervention	ES=.47
Exposure to reading	ES=.42

Appendix J: Professional Development Participant Evaluation – link to DRAFT pilot survey instrument

[https://www.surveymonkey.com/r/?sm=ZswMyl5rqRGZmm4PGOHziqNe83tVMrYum8A\\_2B5UHSA\\_2Fo\\_3D](https://www.surveymonkey.com/r/?sm=ZswMyl5rqRGZmm4PGOHziqNe83tVMrYum8A_2B5UHSA_2Fo_3D)

Appendix K: Proposed Amendment to State Board Policy regarding early literacy instruction requirement for license renewals

*The State Board of Education shall amend requirement for licensure renewal to include professional development in early literacy instruction according to the following schedule for each of the licensure classes indicated below:*

**Renewal of License**

Only a five year, standard license is eligible for renewal.

Current requirements for renewal of a five-year standard license for each class are as follows:

**Class A:**

Ten (10) continuing education units (CEUs) in content or job/skill related area, *including 1.0 CEUs for K-5 teachers and .5 CEUs for 6-12 teachers in early literacy instruction content and pedagogy* or

Three (3) semester hours in content or job/skill related area AND Five (5) continuing education units (CEUs) in content or job/skill related area, *including 1 credit hour in early literacy content and pedagogy* or

Six (6) semester hours in content or job/skill related area, *including 1 credit hour in early literacy content and pedagogy* or

Completion of the National Board of Professional Teaching Standards process

**Class AA, AAA or AAAA:**

Three (3) semester hours in content or job/skill related area, *including 1.0 CEUs for K-5 teachers and .5 CEUs for 6-12 teachers in early literacy content and pedagogy* or

Five (5) continuing education units (CEUs) in content or job/skill related area, *including 1.0 CEUs for K-5 teachers and .5 CEUs for 6-12 teachers in early literacy content and pedagogy* or

Completion of the National Board of Professional Teaching Standards process

**Standard Career Administrator:**

Seventy (70) School Executive Management Institute (SEMI) credits, *including \_\_ SEMI credits in early literacy content and pedagogy for K-5 administrators and \_\_ SEMI credits for 6-12 administrators* or

Six (6) hours of coursework or

35 SEMI credits AND 3 hours coursework, *including \_\_ SEMI credits in early literacy content and pedagogy for K-5 administrators and \_\_ SEMI credits for 6-12 administrators* or

Completion of a specialist or doctoral degree in educational administration/leadership, *including 1 credit hour in early literacy instruction.*

Appendix L: Proposed amendment to LBPA to include requirement of professional development for EL 1 & EL 2 faculty at public and non-public IHLs

*Append to Literacy-Based Promotion Act the following language to require minimum professional development requirement for faculty who prepare teacher candidates in early literacy instruction:*

Literacy-Based Promotion Act - SB 2347, 2013

This bill requires third-graders to demonstrate “basic level” reading proficiency in order to be promoted to the fourth grade, starting with the 2014-2015 school year, and that written notification is provided to parents of students in grades K-3 who have fallen behind grade level. K-3 students who do not demonstrate reading proficiency will be provided with intensive interventions, such as 90 consecutive minutes of daily reading instruction and summer reading camps designed to help students achieve basic reading skills. Also, this bill authorizes the state Department of Education to select certain low-scoring schools for intervention and appoint a supervisor for each school to help.

*In addition, this bill requires educator preparation program faculty who provide instruction in the required six hours of early literacy courses to successfully complete a prescribed professional development series in the content and pedagogy of early literacy as supported by cognitive science. Successful completion includes ability to demonstrate effective, explicit instruction and pass a summative assessment related to early literacy.*

*The State Reading Panel will recommend to the State Board of Education a professional development provider based on the following criteria outlined by The Governor’s Task Force on Teacher Preparation for Early Literacy Instruction: (1) content must include both knowledge and application of the science of reading instruction and complement content required by this Act to be provided to K-3 teachers; (2) the research basis must include the National Reading Panel Report (NRP, 2000), the International Dyslexia Association Knowledge & Practice Standards (IDA, 2010), the revised International Literacy Associations Standards for Literacy Professionals (ILA, 2017), and the Foundational Skills to Support Reading for Understanding in K-3 (IES, 2016); (3) the professional development must take a developmental approach and include a practicum component with support and feedback; (4) the professional development must include a summative assessment of content and pedagogy.*

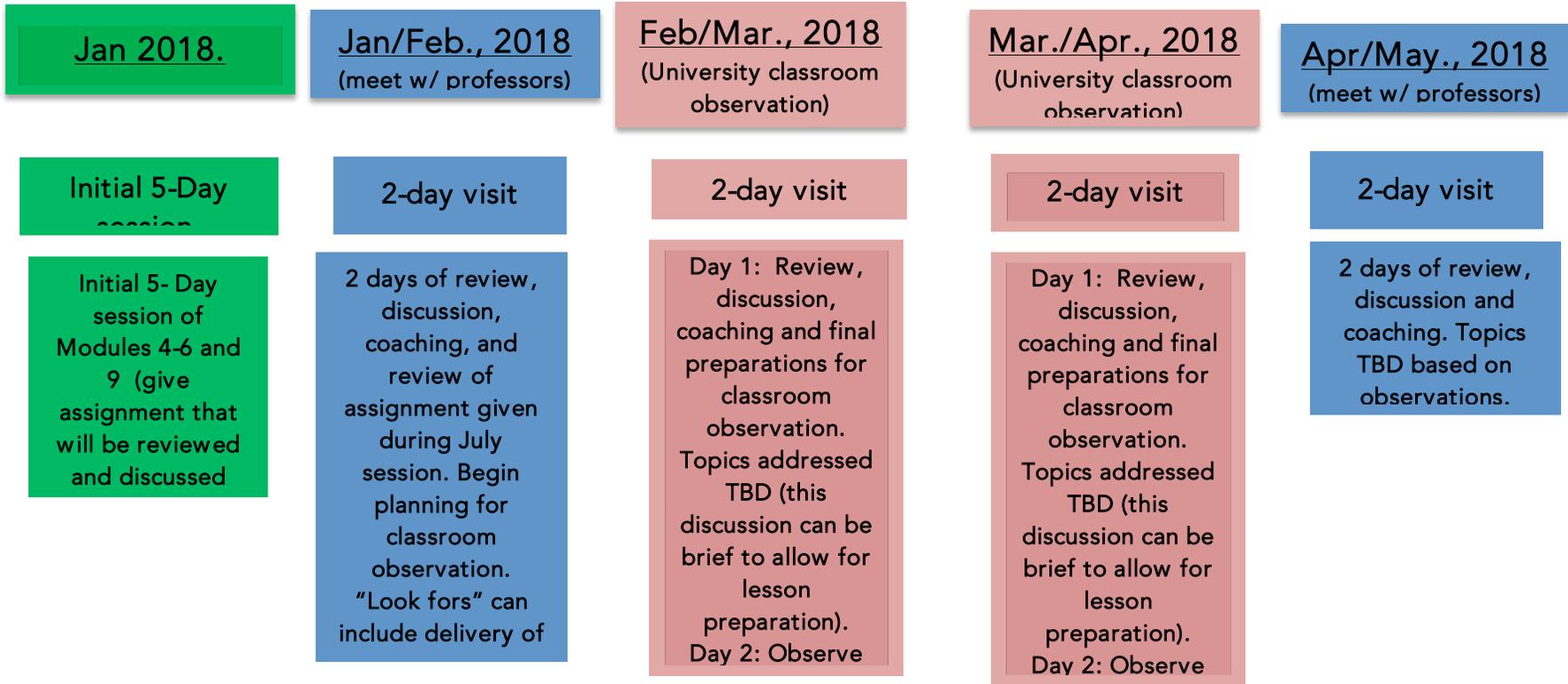
*Provision of professional development, including travel and lodging costs for participants, will be funded through Title II as part of the State’s ESSA Plan related to improving teacher preparation program quality.*

Appendix M: Proposal for Pre-service Faculty Professional Development and Support - Voyager-Sopris West (LETRS)



Possible list of topics that can be addressed, reviewed, and/or discussed:

- Elements of language
  - Phonology
  - Morphology
  - Syntax
  - Semantics
  - Orthography
- Scarborough's Rope Model
- Simple View of Reading
- Four-Part Processing Model
- Ehri's Phases of Word-Reading Development
- Morphology
- Vowel and Consonant Phonemes
- Phonological awareness
- Six syllable types
- Preparation of phonics lesson
- 5 Principles of Spelling
- Phoneme/Grapheme Mapping



## Appendix M, continued - Budget for proposed LETRS timeline and plan

### In-person LETRS trainings

Trainings listed for Modules 1, 2, 3, 7; 4, 5, 6, 9, are for those professors participating in the coaching/mentoring program and have not previously attended the sessions in Oxford at Ole Miss. These can accommodate up to 40 participants per session. Participants must have completed Modules 1, 2, 3, 7, prior to attending Modules 4, 5, 6, 9.

July 2017 – 5 day initial training and materials for up to **30 participants**:

- 30 copies of Mods 1, 2, 3, 7 =  $30 \times \$111.90 = \$3357$
- Shipping and handling – 10% = \$335.70
- 5 days of training =  $5 \times \$3750 = \$18,750$
- **Total for July 2017 = \$22,442.70**

Jan 2018 – 5 day initial training and materials for up to **30 participants**

- 30 copies of Mods 4, 5, 6, 9 =  $30 \times \$111.90 = \$3357$
- Shipping and handling – 10% = \$335.70
- 5 days of training =  $5 \times \$3750 = \$18,750$
- **Total for Jan 2018 = \$22,442.70**

### Meetings with Professors

These meetings will be in one location, all participating professors will attend. Relevant research and LETRS content will be reviewed and discussed. Additional extension to their instruction of pre-service teachers will be provided in preparation and support of instruction. Topics/focus will vary according to unique needs of the group. Each meeting will be 2 consecutive days at a location provided by Barksdale Reading.

Professor meetings – Aug/Sep, 2017; Nov/Dec, 2017, Jan/Feb 2018; and Apr/May 2018

- 4 meetings
- 2 days per meeting
- **Total for professor meetings:  $4 \times 2 \times \$4000/\text{day} = \$32,000$**

### University classroom observation and coaching

University classroom observation and coaching will be conducted onsite for every participant. Each observation will be 2-days providing for planning, review and practice on day 1 with the trainer; and observation of instruction and immediate feedback on day 2. A total of 1-2 participants can be completed per session. If more than 2 participants are at one campus, an additional session will be scheduled. There will be a minimum of 2 sessions

## **Appendix M, continued - Budget for proposed LETRS timeline and plan**

scheduled for each participant per semester. Until a final number of participants and their locations can be provided, a final cost cannot be provided. We have provided an estimated cost based on 40 participants, 2 participants per day. If there are location with only 1 participant, the overall costs **will** increase. We have also added an additional 5 visits, 2 days each, for a total of 10 additional coaching days to be used as needed to continue to support participants as needed to ensure success. These discretionary days are intended to continue to support the knowledge, understanding, and application of the research to the continued development of the professors, their courses, and their instruction. It is unlikely that all participants will participants will utilize the discretionary time, the development of each professor will determine mentoring levels.

University classroom observation and coaching – 2 sessions per semester

- 40 participants
- 2 per session/per location
- 2 sessions per participant
- 2 days per session
- Total for observation and coaching: 80 days x \$4000/day = \$320,000
- Additional discretionary days - 6 visits, 2 days each = 12 days x \$4000/day = \$48,000

**Total observation and coaching: \$368,000**

### Exams

Voyager-Sopris Learning will create, administer, score, and provide a summary report for all 40 participants. The exams will include a performance/observation evaluation and a summative exam. All participants will be required to complete the summative exam and participate in the observations for the performance evaluation.

Creation, administration, and scoring of exams; summary report of results and recommendations: 80 hours = 10 days @ \$3750/day = **\$37,500**

## Appendix N: Amendment to Performance and Process Review Standard #5 to specify professional development requirement for EL 1 and EL 2 faculty

### Educator Preparation Program Process and Performance Review Redesign, October 2012

#### Excerpts from Executive Summary

The annual approval of educator preparation programs will be based on the following reporting requirements:

- Submission of a copy of an annual American Association of Colleges for Teacher Education (AACTE) Report (includes assessment data) as required for CAEP institutions or the equivalent report for MEPPA institutions.
- Evidence of a three-year average of an 80 percent pass rate on state licensure tests (Praxis exams)
- Performance and demographic data on admitted candidates and completers, including GPAs
- Faculty Demographics
- Evidence of successful completion of required professional development in early literacy content and pedagogy by EL1 & EL2 instructors, as required by State Statute.

#### Excerpts from Program Accreditation Review Standards

##### **STANDARD 5: Faculty Qualifications and Practice**

The unit's professional education faculty demonstrate current best practices in scholarship, service, and instruction and have appropriate academic credentials and professional experience. Faculty assigned to teach Early Literacy 1 and Early Literacy 2 must successfully complete professional development in early literacy instruction as prescribed in State Statute. Should special circumstances occur (illness, resignation, etc.) that prevents an EPP program from temporarily fulfilling this requirement, the program must ensure access through distance learning to another EPP program in the State that successfully meets this requirement. Unit faculty are actively engaged in fostering a community of learners through regular collaboration with P-12 practitioners and various university faculties.

**Appendix O: Proposed Amendment to State Code regarding establishment of independent professional standards commission**

*Preliminary language for this proposed amendment is borrowed from Kentucky's goals and strategies (Commonwealth of Kentucky, 2011).*

MS Code Ann. § 37-3-2(5) is hereby amended to create a State Board for Quality Educator Preparation & Licensure to operate in full collaboration and cooperation with its education partners in promoting high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Mississippi.

The Board's authority, replaces that previously carried out by the Commission on Teacher and Administrator Education, Certification, and Licensure within the Mississippi Department of Education. The State Board of Quality Educator Preparation & Licensure shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations and established federal, state, and agency policies. In addition, the Board's shall be authorized to carry out these broad purposes:

Purpose 1: To ensure that every approved educator preparation program meets or exceeds all accreditation standards, utilizes research to inform program improvements, and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach College & Career Ready levels of achievement, beginning with grade level proficiencies in literacy.

Purpose 2: To ensure that every professional position in a Mississippi public school is staffed by a properly credentialed educator.

Purpose 3: To ensure that every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to establish law and Educator Quality Code of Ethics.

Purpose 4: To ensure that every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Purpose 5: To ensure that every credentialed educator has access to high quality, research-based professional development opportunities.

Appendix P: Links to 13 States with Free-standing Teacher Standards & Practice Commissions

State	Year Independent Function Established	Name of Independent Commission or Board	Link to website
California	1970	Commission on Teacher Preparation & Licensure	<a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a>
Georgia	1991	Professional Standards Commission	<a href="http://www.gapsc.com">http://www.gapsc.com</a>
Hawaii	1995	Teacher Standards Board	<a href="http://www.htsb.org">http://www.htsb.org</a>
Kentucky	1990	Education Professional Standards Board	<a href="http://www.kyepsb.net">http://www.kyepsb.net</a>
Minnesota	2009	Board of Teaching	<a href="http://www.teaching-certification.com/minnesota-teaching-certification.html">http://www.teaching-certification.com/minnesota-teaching-certification.html</a>
North Dakota	1993	Education Standards Professional Board	<a href="https://www.nd.gov/esp/">https://www.nd.gov/esp/</a>
Ohio	2004	Educator Standards Board	<a href="http://education.ohio.gov/Topics/Teaching/Licensure">http://education.ohio.gov/Topics/Teaching/Licensure</a>
Oklahoma	1997	Commission for Teaching Preparation	<a href="https://www.ok.gov/octp/Certification_Testing/">https://www.ok.gov/octp/Certification_Testing/</a>
<b>Oregon</b>	1973	Teacher Standards & Practices Commission	<a href="http://www.oregon.gov/TSPC/Pages/index.aspx">http://www.oregon.gov/TSPC/Pages/index.aspx</a>
Texas	1979	State Board for Educator Certification & Commission on Standards for the Teaching Profession	<a href="http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/">http://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/</a>
Vermont	2006	Standards Board of Professional Educators	<a href="http://education.vermont.gov/educator-quality/professional-standards">http://education.vermont.gov/educator-quality/professional-standards</a>
Washington	1973	Professional Educators Standards Board	<a href="http://www.pesb.wa.gov">http://www.pesb.wa.gov</a>
Wyoming	1993	Professional Teaching Standards Board	<a href="http://ptsb.state.wy.us/Applications/tabid/94/Default.aspx">http://ptsb.state.wy.us/Applications/tabid/94/Default.aspx</a>

## Appendix Q: Authority for Eight Kinds of Boards of Teaching Standards Defined (Board, 2003)

- |   |   |
|---|---|
| 1 Independent Standards and Practices Boards      | 5 Semi-independent Standards and Practices Boards |
| 2 Independent Standards Boards                    | 6 Advisory Standards and Practices Boards         |
| 3 Independent Practices Boards                    | 7 Advisory Standards Boards                       |
| 4 Semi-independent Standards and Practices Boards | 8 Advisory Practices Boards                       |

### Current authority in Mississippi

An **advisory standards and practices board** is one that...

- Has been established by state statute, administrative code, state board of education policy, or by the action of the chief state school officer,
- Is accountable directly to the body or person responsible for its establishment
- Is responsible for only those items assigned to it (including the responsibility to adjudicate allegations brought against licenses and to revoke, suspend, or reinstate a practitioner's license)
- Is charged with making recommendations to the body or person to whom it is accountable
- Does not have authority to hire staff, and
- Does not have authority to establish and administer its own budget

### Proposed authority

An **independent professional standards** board is one that...

- Has been established by state statute
- Is accountable directly to the state legislature
- Has authority to set standards for the licensure of K-12 teacher practitioners and/or school administrators
- Has authority to set standards for the preparation program for teacher practitioners and/or school administrators
- Has authority to adjudicate allegations brought against licenses and the authority to revoke, suspend, or reinstate a practitioner's license
- Has authority to hire staff, and
- Has authority for the establishment and administration of its own budget

R. Letter of Dissent from SBE Chair and State Superintendent



**MISSISSIPPI DEPARTMENT OF EDUCATION**

Carey M. Wright, Ed.D.  
State Superintendent of Education

October 5, 2016

Dr. David Rock, Dean  
School of Education  
University of Mississippi  
P.O. Box 1848  
University, MS 38677

Dr. Devon Brenner  
Assistant to the Vice President for Education Initiatives  
Office of Research and Economic Development  
Mississippi State University  
Mississippi State, MS 39762

Dear Dr. Rock and Dr. Brenner:

We are writing to express our opposition to the recommendation from the Governor's Task Force on Teacher Preparation for Early Literacy Instruction that the State of Mississippi establish a separate, independent office for educator preparation.

Under the authority of the Mississippi State Board of Education (SBE), the Mississippi Department of Education (MDE) is responsible for educator licensure, educator ethics and the review and oversight of all educator preparation programs. There is no need to establish a separate bureaucracy when the MDE already has the capacity, infrastructure and systems in place to effectively administer all of the work associated with educator preparation, licensure and ethics. The MDE remains fully capable of continuing to manage all aspects of this work and is perfectly poised to address any issues identified by the Governor's Task Force.

We trust that you will consider the SBE's and MDE's perspective on this issue in your roles as co-chairs of the Governor's Task Force working group that is charged with reviewing the status of teacher licensure and the teacher preparation program approval process. Thank you.

Sincerely,

Handwritten signature of Rosemary G. Aultman in cursive.

Rosemary G. Aultman, Chair  
Mississippi State Board of Education

Handwritten signature of Carey M. Wright in cursive.

Carey M. Wright, Ed.D.  
State Superintendent of Education

c: Kelly Butler