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**OFFICE OF GOVERNOR RONNIE MUSGROVE**  
**INTEROFFICE MEMORANDUM**

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**TO:** GOVERNOR MUSGROVE  
**FROM:** RILEY  
**SUBJECT:** IHL'S P-16 EDUCATION PARTNERSHIP INITIATIVE  
**DATE:** 3/9/00  
**CC:** BOYD

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Dr. William McHenry, IHL's Assistant Commissioner of Academic Affairs, has provided me with an overview of IHL's proposed Mississippi P-16 Education Partnership, which focuses on teacher preparation and the P-16 relationship. This theory-based initiative is built upon partnerships and coordination among education providers in order to ensure qualified teachers, resulting in higher academic achievement of students. The initiative has been reviewed by the IHL system, the community college system and the State Department of Education. IHL will not require any additional state resources, but will utilize federal resources for this initiative.

*Dr. McHenry simply requested that I make you aware of the initiative – no action required at this point.*

The Mississippi P-16 Education Partnership initiative is based upon the following:

- The problem: Mississippi's student academic achievement levels remain low
- The key: increasing students' academic achievement is impossible without talented, dedicated, and well-prepared teachers.
- The challenge: teacher education reforms are hindered by:
  - Too many stakeholders sharing power in teacher preparation
  - Lack of space in teacher prep curriculum to include what teachers need to know and be able to do
  - Teacher education is under funded
- The solution: focus on partnering, outcomes and accountability, especially in coordinating the preparation of teachers with expected improvements in K-12 students
- The vision: all students at elementary, secondary and collegiate levels will meet or exceed rigorous and realistic standards. These standards will reflect the changing needs of a globally competitive knowledge-based economy and society.

- Proposed objectives: 1) prepare teachers who are able to help students achieve at high levels; 2) create seamless educational opportunities for students from preschool (P) through completion of some form of collegiate education (16); and, 3) to eliminate all significant performance gaps among students from different economic classes, genders, races or ethnic groups.
  
- Proposed Mississippi P-16 Education Partnership Shared Priorities
  1. Ensure all students have access to talented, dedicated, and well-prepared teachers
  2. Ensure all students read on grade level by the end of the third grade and can utilize critical thinking skills throughout their curriculum
  3. Ensure teachers know and can teach appropriate levels of mathematics and science to all students to help them achieve at higher standards
  4. Ensure all students have access to safe schools
  5. Eliminate the practice of social promotion
  6. Ensure all students have access to advanced placement courses and tests
  7. Ensure K-12 exit and higher education entrance requirements are aligned
  8. Establish a standard for proper use of educational technologies and distance learning
  9. Establish educational structures that minimize the impact of digital divide
  10. Eliminate high school curricula that limit students' career options
  
- IHL will take the following action steps via policy frameworks
  1. warrant the quality of any teacher who graduates from IHL (must be accompanied by school districts' assurances of necessary infrastructure)
  2. develop teacher prep programs that are the shared responsibility of all colleges and schools on the campuses
  3. implement aggressive recruitment policies to increase the numbers, raise the caliber, and expand diversity of teacher candidates
  4. develop innovative strategies for partnering with K-12 schools and community colleges to support teacher retention and professional development
  5. implement plans to coordinate the use of appropriate technologies to advance the educational achievement of students
  6. work with the Department of Education to eliminate teachers' teaching out of field, the unnecessary use of emergency certified teachers, and the use of middle school math teachers who do not hold at least a minor in math
  7. develop policies that support: a) the efforts of all faculty to model effective teaching, b) the efforts of education faculty to focus their research on the improvement of classroom teaching and student learning within P-12 schools and collegiate courses, and c) the efforts of collegiate education administrators to increase the participation of K-12 faculty in preservice teacher education

