

Goal 1: Develop and implement state policies that strengthen licensing standards.			
		Outcomes	Measures
Objective 1.1: Develop state-level standards for the licensing of teachers that are aligned with appropriate national standards and existing state K-12 standards.			
Activities	Benchmarks	Responsible Parties	Time Lines
Study feasibility of and make recommendations concerning a professional standards board to raise standards for teacher preparation, licensure and professional development.			
Align new K-12 accountability standards for students, state curriculum frameworks, INTASC standards, professional organization standards, National Board for Professional Teaching standards, ISTE standards for students and teachers, and state technology standards for students and teachers; recommend aligned standards for approval.		Content-area task forces	
Disseminate aligned standards to teacher preparation programs through workshops that include A&S faculty.			
Fund proposals from IHLs to conduct a systematic review of their programs to ensure alignment with standards in preparation for new performance-based assessment and NCATE 2000; reviews will be guided by the essential questions recommended by the Standards-based Teacher Education Project and will result in reports on findings and plans for improvement.			
		Outcomes	Measures
Objective 1.2: Develop a new performance-based assessment system for teachers that is consistent with articulated standards and aligned with new state accountability systems and links teacher preparation and professional development to student achievement.			

Activities	Benchmarks	Responsible Parties	Time Lines
Fund proposals from IHLs to pilot portfolio assessment of student teachers based on INTASC portfolio assessment training.			
Pilot the Praxis III Pathwise Induction Program with cohort group to create new performance-based licensure process for new teachers.			
Develop recommendations regarding new standards- and performance-based assessments for the licensure continuum.		Task force on PBA.	
Align regular and alternate routes in terms of performance-based standards and assessments.			
		Outcomes	Measures
Objective 1.3: Develop licensure system that is consistent with standards and assessments and linked to state accountability model and that links teacher preparation and professional development to student achievement.			
Activities	Benchmarks	Responsible Parties	Time Lines
Recommend process for revising licensure continuum to a three-tiered system.		Task force on licensure levels.	
Revise requirements for continuing licensure to be consistent with performance-based assessments and school-based accountability, linking professional development plans to student achievement.			
Evaluate the PRAXIS I and II scores to determine if more support for at-risk students and more emphasis on content and teaching skills will raise scores.	Higher cut-off scores on Praxis I and II.		

Goal 2: Develop and implement state policies and programs that increase the number of qualified teachers entering the field.

		Outcomes	Measures
Objective 2.1: Increase the number and diversity of qualified applicants to teacher education programs.			
Activities	Benchmarks	Responsible Parties	Time Lines
Produce a Teaching Professional Recruitment video with coordinated posters, brochures, displays, and materials to enhance Mississippi Teacher Center’s marketing strategies.		MTC	
Extend recruitment efforts at community colleges through recruitment fairs involving cc and teacher ed faculty, NBCTs, and business leaders from the area.		MTC, IHL, and SBCJC	
Extend marketing campaign to state employment agencies in collaboration with the Mississippi Employment Security Commission.		MTC, MESC	
Connect with service learning programs on higher ed campuses to raise students’ awareness of teaching as a career.		MTC, IHL	
Work with General Studies coordinators on higher ed campuses to encourage undecided college students to consider teaching as a career.		MTC, IHL	
Continue recruitment efforts with FTA clubs, Troops-to-Teachers, Teach Mississippi, and Teacher Job Fair.			
Meet with personnel in Critical Needs Districts to identify students, particularly those that represent the diversity of the students in the district, who may be mentored and encouraged to accept Critical needs Scholarships in an effort to “grow your own.”		MTC	

Provide summer institute for rising juniors in critical needs districts who may be interested in teaching as a career.		MTC	
		Outcomes	Measures
Objective 2.2: Increase number and diversity of students who qualify for admission to teacher preparation programs.			
Activities	Benchmarks	Responsible Parties	Time Lines
Provide support services for students at-risk as identified by their Praxis I scores.			
Provide Learning Plus in all IHLs and CC s and disseminate information about the program to advisors, counselors, and students in IHLs and CCs.			
Require Critical Needs Scholarship recipients to take the Praxis I during the first year of their scholarship.		MTC	
		Outcomes	Measures
Objective 2.3: Ensure graduates from teacher preparation programs can demonstrate strong content knowledge and teaching skills in the subject they teach by deepening collaboration between Arts & Sciences and teacher education, making teacher preparation a university-wide priority.			
Activities	Benchmarks	Responsible Parties	Time Lines
Assess content requirements in teacher preparation programs.			
Increase programmatic compliance with professional organization guidelines by developing a resource network for programs preparing program review documents.			

Require IHLs to submit an Improvement Plan for all programs not in compliance with professional organization guidelines.			
Study and make recommendations regarding a new middle school license in order to increase the content preparation of middle school teachers.			
Initiate policies to end out-of-field teaching.			
Require IHLs to establish partnerships with LEAs for clinical training.			
Conduct a cost/benefit analysis of the clinical model and make recommendations regarding a state-wide requirement for teacher preparation programs.			
Revise state report cards on teacher quality and teacher preparation to include Title II standards; continue publication and dissemination of report cards.			
		Outcomes	Measures
Objective 2.4: Increase the number of qualified teachers applying to all districts, with special emphasis on high-need LEAs.			
Activities	Benchmarks	Responsible Parties	Time Lines
Continue and aggressively market the Critical Needs Scholarships to those individuals who are willing to teach in critical needs districts.			
Create a mentoring/support system for Critical Needs Scholarship recipients during their pre-service training.			
Develop a data system that tracks teacher supply and demand by subject area, student enrollment projections, supply and demand for mentor teachers, teacher attrition, out-of-field teaching, teacher working conditions, and the utilization of the Critical Needs Scholarships and		MTC	

William Winter Scholarships for teaching.			
Assist teacher candidates at MS universities in finding employment by posting their vitae on the MS Teacher Center's internet site and provide School Superintendents with access to students' credentials.		MTC	
Coordinate with universities spring interview dates to enhance opportunities for school districts to interview MS prospective teachers.		MTC	
Intensify MTC's efforts to serve as a clearinghouse by identifying for districts qualified teaching applicants and teacher experts.		MTC	
		Outcomes	Measures
Objective 2.5: Develop a rigorous alternate route to licensure.			
Activities	Benchmarks	Responsible Parties	Time Lines
Review existing Master of Arts in Teaching Program to determine if it has the rigor to ensure that this alternate route is producing qualified candidates and make recommendations to the State Board of Education regarding the MAT.			
Track alternate route participants in induction pilots and include strategies for supporting alternate route teachers in the mentor training.			
Require all alternate route teachers to meet same performance-based assessment requirements as regular route teachers.			
Goal 3: Develop policies, clear standards, and programs that ensure retention of qualified teachers.			
		Outcomes	Measures
Objective 3.1: Implement induction program for new teachers.			
		Responsible	

Activities	Benchmarks	Parties	Time Lines
Complete a comprehensive study of the needs of new teachers and how those needs can be met through orientation and mentor support.		MTC	
Collaborate to define conditions necessary to support teacher success and retention.		MEP, LEAs, RSCs, and IHLs	
Develop and distribute guidelines that address optimum working conditions for beginning teachers for the purpose of helping local boards and districts support new teachers.		MTC	
Conduct public forums around the state focused on creating conditions to support teacher success and retention.		MEP, LEAs, RSCs, and IHLs	
Develop criteria for selecting excellent, experienced, and qualified teachers to participate in the mentor training program.		MTC	
Train a cadre of NBCTs to serve as trainers of mentor teachers at the district level.		MTC	
Develop a Teacher Induction Guide to support LEAs in the design of their local induction plans.		MTC	
Distribute subgrants to LEAs to implement their induction plans in ten pilot sites (one critical shortage area district and one non-critical shortage area district in each congressional district).		MTC	
Supplement local induction efforts with Beginning Teacher Training Workshops at the Regional Service Centers across the state.		MTC	
Involve IHLs in providing mentoring and professional development to their teacher education graduate through their induction period.			
Pursue goal of funding to provide each newly licensed teacher with a qualified and well-trained mentor.			

Pursue goal of funding each newly licensed teacher with three additional days of employment for orientation and classroom preparation			
		Outcomes	Measures
Objective 3.2: Develop and implement professional development policies and programs that support the continued growth of all teachers and are linked to standards, performance-based assessments, and accountability plans.			
Activities	Benchmarks	Responsible Parties	Time Lines
Develop and distribute professional development program standards that include			
Use technological resources to create a clearinghouse for professional development opportunities across the state.			
Create regional collaboratives through the Regional Service Centers, involving colleges of arts and sciences and education, community colleges, existing educational resource centers, MDE, IHL, and state educational associations, that will serve as resources for standardized professional development.			
Establish and support teacher learning communities through the MS Teacher Institute in all high-need LEAs.			
Pilot, with five LEAs chosen to reflect diversity, portfolio assessments for in-service teachers and individualized professional development/growth plans consistent with the new school accountability model.			
Align all graduate programs in education with the core propositions of the NBPTS.			

Offer Principal Leadership Academies to promote new administrative competence in support of teacher and student learning.			
Continue School Executive Management Institute for principals with entry level licenses, placing priorities on new accountability model and school improvement plans linked to student performance.			
Solicit and fund proposals from collaborative teams to develop web-based modules that model standards-driven instruction in key content areas; evaluate and disseminate modules to support both pre-service and in-service training.		Design teams will include A&S faculty, educ. faculty, cc faculty, and school faculty.	
		Outcomes	Measures
Objective 3.3: Develop and implement professional development policies and programs that support the continued growth of all IHL faculty involved in teacher preparation.			
Activities	Benchmarks	Responsible Parties	Time Lines
Provide sabbatical cost-of-transition supplements to university faculty to go to K-12 settings for one semester (5/yr), including “swaps” with NBCTs. For faculty taking a full year sabbatical at 50% salary, match that salary to enable a full year commitment to a K-12 classroom. Provide supplements to NBCTs who exchange classrooms with higher ed faculty.			
Faculty supported through the sabbatical program will deliver professional development training to colleagues during summer sessions.			
Conduct a state-wide summit on teacher quality for IHLs, modeled after The Presidents’ Summit on Teacher Quality, to engage IHL leadership in addressing issues of institutional mission and structure, partnerships, and		IHL	

accountability.			
Goal 4: Involve all stakeholders in developing a seamless K-16 system that supports growth in student achievement across the state.			
		Outcomes	Measures
Objective 4.1: Develop and implement the “K-12 Teacher Preparation Policy Framework” approved by the Board of Trustees of State Institutions of Higher Learning.			
Activities	Benchmarks	Responsible Parties	Time Lines
Develop an IHL systemwide teacher education graduate warranty policy.		IHL, Deans	
Reestablish the BOT;s Institute on General Education.		IHL	
Develop policies that support increased participation of K-12 faculty in preservice teacher education, research on the improvement of classroom teaching and student learning across K-16, and the recognition of faculty who model effective teaching.		IHL	
Develop a plan for equipping colleges of education classrooms with appropriate learning technologies to ensure that their graduates can effectively use these technologies to help students achieve at high levels.		IHL	
		Outcomes	Measures
Objective 4.2: Develop a state-level K-16 Council (or expand the scope of the Mississippi Educational Partnership) to provide leadership on state-wide K-16 issues.			
Activities	Benchmarks	Responsible Parties	Time Lines

		Outcomes	Measures
Objective 4.3: Increase collaboration between IHLs and CCs as partners in the preparation of teachers.			
Activities	Benchmarks	Responsible Parties	Time Lines
Institute joint program planning and collaborative curriculum development between IHLs and CCs.			
Re-evaluate through a more systemized process the community college/university articulation agreement to ensure transfer to senior university is encouraged.			
Develop an appropriate community college pre-service education curriculum that includes introductory courses in teacher education as well as field experiences in K-12 settings.			
Align curriculum at CCs and IHLs to provide the pre-requisite skills and experiences required for success in the teacher preparation program and is consistent with articulated standards.			
Expand opportunities at CCs to provide professional development to K-12 teachers, particularly in science, mathematics, and technology.			
Collaborate with CCs on teacher recruitment objectives and academic support for teacher education majors.			