

**DRAFT****Proposed Goals, Objectives, and Activities for MS's Teacher Quality Enhancement Grant**

<b>Goal 1: Develop and implement state policies that strengthen <i>licensing standards</i>.</b>				
<b>Objective 1.1: Develop state-level <i>standards</i> for the licensing of teachers that are <i>aligned</i> with appropriate national standards and existing state K-12 standards.</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
1.1.1 Study feasibility of and make recommendations to the governor, through the project governing council, concerning a professional standards board to raise standards for teacher preparation, licensure and professional development. (Legislative policy)		Standards Board Task Force	YR 1: study YR 2: submit report; if affirmative, take to legislature	
1.1.2 Align new K-12 accountability standards for students, state curriculum frameworks, INTASC standards, learned societies' standards for the preparation of teachers in content areas, Praxis II assessments (PLT and subject areas), National Board for Professional Teaching standards, ISTE standards for students and teachers, and state technology standards for administrators and teachers; recommend aligned standards for approval.		Content-area Task Forces	Follow cycle consistent with subject-area guideline revisions.	
		IHL		
1.1.3 Disseminate aligned standards to teacher preparation programs through workshops that include education and A&S faculty from all IHLs.				
1.1.4 Fund subgrants to assist IHLs in making the transition to NCATE 2000 performance-based standards by conducting systematic reviews of their programs to ensure alignment with standards; reviews will be guided by the essential questions recommended by the Standards-based Teacher Education Project (STEP) and will result in reports on findings and plans for improvement.		IHL		
		<b>Outcomes</b>		<b>Measures</b>

<b>Objective 1.2: Develop a new <i>performance-based assessment system</i> 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.</b>				
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
1.2.1 Pilot portfolio assessment of pre-service and in-service teachers based on INTASC portfolio assessment training.		Performance-Based Assessment Task Force (teams from each IHL and selected LEAs)	YR 1 Attend INTASC training YR 2 Pilot with cohort groups	
		PBA Task force	YR 3	
1.2.2 Develop recommendations regarding new standards- and				
1.2.3 Require all alternate route candidates and teachers to meet same performance-based standards and assessments as regular route candidates and teachers. (Board Policy)				
<b>Objective 1.3: Develop <i>licensure system</i> that is consistent with standards and assessments and linked to state accountability model and that links teacher preparation and professional development to student achievement.</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
1.3.1 Review, revise, align licensure requirements with Secretary Riley's recommended three-tiered system. (Legislative Policy)		Task force on licensure levels.		
1.3.2 Revise requirements for continuing licensure to be consistent with performance-based assessments and school-based accountability, linking professional development plans to student achievement. (Board Policy)		Licensure Task Force		
1.3.3 Review existing alternate route programs to determine if they have the rigor to ensure that they are producing qualified candidates and make recommendations to the State Board of Education.		Licensure Task Force		

(Board Policy)				
1.3.4 Make recommendations, based on task force study, regarding a new middle school license in order to increase the content preparation of middle school teachers. (Board Policy)		Licensure Task Force		
1.3.5 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. (Board Policy)	MDE Licensure Comm., IHL Academic Affairs		

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

<b>Objective 2.1: Increase the number and diversity of qualified applicants to teacher education programs.</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
2.1.1 Produce a Teaching Professional Recruitment video with coordinated posters, brochures, displays, and materials to enhance Mississippi Teacher Center's marketing strategies.		MTC		\$33,000
2.1.2 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		
2.1.3 Extend marketing campaign to state employment agencies in collaboration with the Mississippi Employment Security Commission.		MTC, MESC		
2.1.4 Connect with service learning programs on higher ed campuses to raise students' awareness of teaching as a career.		MTC, IHL		
2.1.5 Work with General Studies coordinators on higher ed campuses to encourage undecided college students to consider teaching as a career.		MTC, IHL		
2.1.6 Continue recruitment efforts with FTA clubs, Troops-to-Teachers, Teach Mississippi, and Teacher Job Fair.		MTC		

2.1.7 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		
2.1.8 Provide summer institute for rising juniors in critical needs districts who may be interested in teaching as a career.		MTC		
<b>Objective 2.2: Increase number and diversity of students who qualify for admission to teacher preparation programs.</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
2.2.1 Create a mentoring/support system for Critical Needs Scholarship recipients during their pre-service training., with special support services for students identified as at-risk by their Praxis I scores. (IHL Policy)		IHLs and CCs	Yrs 1, 2, 3 (Fall) Provide info to IHLs and Ccs re: CNSs Yrs 1, 2, 3 (Spring) Conduct retention study	
2.2.2 Provide Learning Plus in all IHLs and CC s and disseminate information about the program to advisors, counselors, and students in IHLs and CCs.		IHL and SBCJC		
2.2.3 Require Critical Needs Scholarship recipients to take the Praxis I during the first year of their scholarship. (IHL Policy)		IHL and SBCJC		
<b>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 &amp; Sciences and teacher education, making teacher preparation a university-wide priority.</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
2.3.1 Assess content requirements in teacher preparation programs. (See		IHL and MDE		

1.1.2 and 1.1.4)				
2.3.2 Increase programmatic compliance with learned societies' guidelines by developing a university resource network for programs preparing program review documents. (IHL Policy)		IHL and MDE		
2.3.3 Require IHLs to submit an Improvement Plan for all programs not in compliance with learned society guidelines. (IHL Policy)		IHL Academic Affairs and MDE Office of Licensure		
2.3.4 Strengthen partnerships with LEAs for expanded clinical training opportunities.		IHL and MDE		
2.3.6 Because of increased emphasis on clinical models for preparing pre-service teachers, conduct a cost/benefit analysis of the model and examine funding policies for teacher preparation programs. (IHL Policy)		IHL Academic Affairs and MACTE		
2.3.7 Revise state report cards on teacher quality and teacher preparation to include Title II standards; continue publication and dissemination of report cards.		IHL, MDE, MACTE		
<b>Objective 2.4: Increase the number of qualified teachers applying to all districts, with special emphasis on high-need LEAs.</b>	<b>Outcomes</b>		<b>Measures</b>	
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
2.4.1 Continue and aggressively market the Critical Needs Scholarships to those individuals who are willing to teach in critical needs districts. (See marketing/recruitment activities under Objective 2.1)		MTC, IHLs		
2.4.2 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. Intensify MTC's efforts to serve as a clearinghouse by identifying for districts qualified teaching applicants.		MTC		

2.4.3 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 William Winter Scholarships for teaching.		MTC, IHL		
<b>Goal 3: Develop policies, clear standards, and programs that ensure retention of qualified teachers.</b>				
<b>Objective 3.1: Implement induction program for new teachers.</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
3.1.1 Collaborate to define conditions necessary to support teacher success and retention.		MEP, LEAs, RSCs, and IHLs		
3.1.2 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		
3.1.3 Conduct public forums around the state focused on the guidelines for creating conditions to support teacher success and retention.		MEP, LEAs, RSCs, IHLs, MTC		
3.1.5 Develop criteria for selecting excellent, experienced, and qualified teachers to participate in the mentor training program.		MTC		
3.1.6 Develop a Teacher Induction Guide to support LEAs in the design of their local induction plans.		MTC		\$4,000 (printing) \$1,500 (mailing)
3.1.7 Train a cadre of 200 NBCTs to serve as trainers of mentor teachers at the district level.		MTC		\$35,000 \$15,000 In-kind: 5 staff, 4 wks.

3.1.8 Distribute subgrants to LEAs to implement their induction plans in ten pilot sites.		MTC		
3.1.9 Supplement local induction efforts with Beginning Teacher Training Workshops at the Regional Service Centers across the state.		MTC		
3.1.10 Track alternate route participants in induction pilots and include strategies for supporting alternate route teachers in the mentor training.		MTC		
<b>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.</b>	<b>Outcomes</b>			<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
3.2.1 Use technological resources to create a clearinghouse for professional development opportunities across the state; establish a teacher-friendly MS Professional Development portal.		SBCJC (web master)		
3.2.2 Create regional collaboratives, 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 professional development.		MDE w/RSCs		
3.2.3 Expand and support teacher learning communities through the MS Teacher Renewal Institute in all high-need LEAs.				\$92,000 (?)
3.2.4 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.				
3.2.5 Incorporate core proposition of the NBPTS in all graduate programs in education.		IHL		
3.2.6 Offer Principal Leadership Academies to promote enhanced				

administrative competence in support of teacher and student learning.				
3.2.7 Continue School Executive Management Institute training for administrators, placing priorities on new accountability model and school improvement plans linked to student performance.				
3.2.8 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.		
<b>Objective 3.3: Develop and implement professional development policies and programs that support the continued growth of all IHL faculty involved in teacher preparation.</b>	<b>Outcomes</b>			<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
3.3.1 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.				
3.3.2 Faculty supported through the sabbatical program will deliver professional development training to colleagues during summer sessions.				
3.3.3 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 accountability. (This could be expanded to go beyond IHLs’ responsibilities for teacher quality; if so, move under Objective 4.2.)		IHL		

<b>Goal 4: Involve all stakeholders in developing a seamless K-16 system that supports growth in student achievement across the state.</b>				
<b>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. (IHL Policy)</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
4.1.1 Develop an IHL systemwide teacher education graduate warranty policy.		IHL, Deans		
4.1.2 Reestablish the BOT;s Institute on General Education.		IHL		
4.1.3 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		
4.1.3 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		
<b>Objective 4.2: Expand the scope of the Mississippi Educational Partnership to provide leadership on state-wide K-16 issues. (Policy – under whose authority?)</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
<b>Objective 4.3: Increase collaboration between IHLs and CCs as partners in the preparation of teachers.</b>		<b>Outcomes</b>		<b>Measures</b>
<b>Activities</b>	<b>Benchmarks</b>	<b>Responsible Parties</b>	<b>Time Lines</b>	<b>Budget Projections</b>
4.3.1 Institute joint program planning and collaborative curriculum development between IHLs and CCs.		IHL and SBCJC		

4.3.2 Re-evaluate through a more systemized process the community college/university articulation agreement to ensure transfer to senior university is encouraged.		IHL and SBCJC		
4.3.3 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.		IHL and SBCJC		
4.3.4 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.		IHL and SBCJC		
4.3.5 Expand opportunities at CCs to provide professional development to K-12 teachers, particularly in science, mathematics, and technology.		IHL and SBCJC		
4.3.6 Collaborate with CCs on teacher recruitment objectives and academic support for teacher education majors.		IHL, MDE, MTC, and SBCJC		