

# 2017 EPP Annual Report

<b>CAEP ID:</b>	11908	<b>AACTE SID:</b>	3155
<b>Institution:</b>	Mississippi State University		
<b>Unit:</b>	College of Education		

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure 305

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.) 74

Total number of program completers 379

**\*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

The EPP reviewed its mission for the College of Education with its External Advisory Board and the Education Administration Council, and revision of the mission is as follows: "The mission of the College of Education is to prepare highly qualified professionals to serve as teachers, administrators, supervisors, counselors, and other professionals in educational settings, industry, and human service agencies."

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

## Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Candidate and Faculty Demographics, Enrollment Data, and Graduation Data::

<http://www.educ.msstate.edu/accreditation/data/>

Praxis II Reports::

<http://www.educ.msstate.edu/accreditation/title2/>

Exit Survey Results::

<http://www.educ.msstate.edu/accreditation/exitsurvey/>

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. The unit does not ensure that candidates work with English language learners during some of their field experiences or clinical practice.	(ITP)	(ADV)
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Candidates in the College of Education (COE) at Mississippi State University (MSU) interact with P-12 students from a broad range of diverse groups. COE partner school districts have diverse P-12 populations, including students with exceptionalities and English language learners. In initial teacher education programs, candidates complete field experiences in diverse P-12 educational settings. The COE Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCFBI) staff work directly with COE faculty and P-12 school district personnel to secure field experiences and internships for initial candidates. In advanced programs, candidates complete field experiences, internships, and assignments that document their experiences in diverse settings. School administration candidates complete two internship courses in diverse settings, and school counseling candidates complete internships in settings with diverse ethnic and cultural populations.

Candidates collaborate with university supervisors (USs) and classroom mentor teachers (CMTs) as they develop their effectiveness and positive impact on all students' learning and development. In teaching internship, candidates collaborate with CMTs who teach English language learners, with USs, and with English language learners. Candidates identify what language/s the students speak fluently, determine how the CMTs manage the classroom to promote an understanding of content, identify how the management of the classroom with English language learners differs from a classroom with no English language learners, and identify what evidence indicates that English language learners gain an understanding of the content. Candidates engage in reflective practice as they complete assignments and engage in conversations with USs and CMTs about their ability to help all students, including English language learners and students with exceptionalities.

Initial candidates in secondary education are also exposed to the Sheltered Instruction Observation Protocol (SIOP) Method. SIOP is a research-based model that allows ELLs to develop academic content knowledge while building proficiency in English. After candidates modify lessons and receive feedback from faculty, they reflect on the delivery of their instruction.

Prior to teaching internship, the Mississippi Migrant Education Service Center (MMESC) for Mississippi, housed in the COE at MSU, provides workshops for candidates that include strategies for how to work with English language learners. The MMESC works to ensure that migrant students and youth across Mississippi are receiving appropriate educational services to enable them to achieve high academic standards by overcoming obstacles created by cultural and language differences and the educational disruption stemming from frequent moves.

Advanced educational leadership candidates collaborate with administrators/classroom teachers who are involved in working with English language learners to develop their knowledge, skills, and professional dispositions for assisting/supporting with English language learners.

In summary, the COE is committed to the belief that all students can learn. In order to ensure that candidates value diversity, curricula and field placements are designed to provide experiences in a variety of diverse settings that specifically include English language learners.

## Section 7. Accreditation Pathway

Selected Improvement. Summarize progress on the Selected Improvement plan for the standard(s) or component(s)

*selected.*

The Mississippi State University (MSU) College of Education (COE) and school partners collaborate on councils and committees such as the Teacher Education Council, External Advisory Board, and OCFBI Advisory Committee to share expertise and resources to support initial and advanced candidate learning and assist in designing, implementing, and reviewing curricula and field experiences. COE faculty and staff also collaborate with school district personnel to provide professional development for school partners, candidates, university supervisors (USs) and classroom mentor teachers (CMTs). Placements are made jointly by school partners and the Office of Clinical/Field-based Instruction, Licensure, and Outreach (OCFBI) to maximize candidate learning experiences.

COE committees and focus groups assist in designing, implementing, and reviewing curricula and field/clinical experiences and share feedback with appropriate groups to guide improvements to ensure clinical experiences have sufficient depth, breadth, diversity, coherence, and duration to allow candidates to demonstrate their developing effectiveness and positive impact on all students' learning and development.

Clinical experiences allow initial candidates to apply and reflect on content, professional and pedagogical knowledge, skills, and professional dispositions in various settings. These clinical experiences are structured so candidates have multiple performance-based assessments at key points throughout their programs of study that demonstrate candidates' development of knowledge, skills, and professional dispositions that are associated with a positive impact on P-12 students' learning and developments.

For example, in methods courses, candidates observe faculty and P-12 classroom teachers' pedagogical strategies and integrate them into teaching practice. In teaching internship, the OCFBI provides focus topics for CMTs and USs weekly evaluations of candidates' plans and for conversations concerning reflections on lessons. Candidates in teaching internships complete and reflect on 2 observations in classrooms outside of their clinical placement that focus on instructional planning and delivery, English language learners (ELLs), and classroom management. Candidates in methods courses and teaching internships are required to reflect on lesson plans, lessons taught, their interactions with ELLs, and P-12 student and candidate performance. Candidates in advanced programs develop exams to accompany their lesson plans and assess and evaluate their impact on student learning; submit a major research proposal; complete an action research project; analyze a case for improving classroom instruction based on student learning; plan, conduct, and evaluate PD for teachers; and develop, articulate, and implement a school vision.

Candidates critique and reflect on each other's practice in terms of impact on student learning. Candidates develop and demonstrate proficiencies that support learning by all students, including those with exceptionalities and from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Advanced candidates explore the basis of special needs education and work with practicing administrators and classroom teachers to involve themselves with instruction for ELLs in order to develop the knowledge, skills, and dispositions for assisting/supporting teachers with ELLs.

During teaching internship, candidates develop weekly lesson plans, and CMTs provide feedback and address any needed changes within the lesson plans. USs use a rubric to provide feedback and a score for weekly lesson plans. Teacher Intern Assessment Instrument indicators specify that candidates consider exceptionalities, ELLs, and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms as they plan lessons to meet the needs of all students and then adjust plans as necessary to differentiate instruction. Candidates also complete an Impact on Student Learning assignment in which they administer a pre- and post-test to gauge the impact of instruction on students' learning. Candidates learn the process and importance of analyzing students' performance results to create differentiated lessons to meet the needs of all students. Candidates are encouraged to become members of instructional teams in the school and active participants in professional decisions.

Faculty continue to work on advanced programs to enhance field experiences and gather feedback from stakeholders. Special education candidates complete field experiences with students with disabilities, complete a practicum where they reflect on current or former students with special needs, and develop a portfolio of appropriate assessments, instructional resources, and Tier 3 interventions. Advanced elementary education candidates learn how to assess students who are not proficient readers and writers; use assessments to develop instruction and remediate difficulties; and plan, teach, and reflect on content area literacy lessons. Advanced candidates in secondary education engage in field experiences and develop research questions based on real-world concerns emerging from their teaching practice, and develop a plan for understanding and answering these questions, implement instruction in the classroom, and reflect on data and assessments.

In summary, the COE continues to attain and sustain target performance on this standard. The COE continues to collaborate with school partners to improve programs as well as increasing faculty and administrator presence in P-12 schools to improve candidates' knowledge, skills, and dispositions to help all students learn.

## Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

☒ I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.