

**Title 7: Education K-12, Part 3: Policy 800
State Process Review**

**MISSISSIPPI EDUCATOR PREPARATION PROGRAM ACCREDITATION (MEPPA)
MID-CYCLE REVIEW STANDARDS**

STANDARD 1: Content Knowledge, Skills, and Dispositions

The unit identifies and implements comprehensive and consistent performance expectations for candidates in all educator preparation programs.

1. The unit ensures adequate content of courses, professional development and/or other appropriate experiences to ensure the teacher candidate masters subject area content knowledge in all areas in which the candidate will be licensed.
2. Candidates are required to complete rigorous programs of study that ensure depth and breadth of content and pedagogical knowledge appropriate for beginning teachers as required by the state.

Candidates must satisfactorily complete required coursework common to all teacher candidates that includes instruction in the following:

*Classroom Management (CM)
Special Education (SFED)
Data Analysis/Evaluation (DAE)*

Interdisciplinary programs of study for all elementary education teacher candidates (K-3, K-6) must additionally include at a minimum:

<i>English</i>	<i>12 semester hours</i>
<i>Mathematics</i>	<i>9 semester hours</i>
<i>Science</i>	<i>9 semester hours</i>
<i>Social Studies</i>	<i>12 semester hours</i>
<i>Fine arts/teaching of fine arts</i>	<i>3 semester hours</i>
<i>*Reading/Literacy</i>	<i>15 semester hours</i>
<i>*Must include Literacy I and Literacy II within the 15 hours required</i>	

Elementary education teacher candidates seeking certification in K-6 must complete two 18-hour content area concentrations.

Secondary teacher candidates seeking certification in grades 7-12 must have an academic content major or equivalent coursework.

Candidates certifying in K-12 areas (i.e., foreign language, music, art) must complete

pedagogy/literature/reading integration coursework appropriate for all grade levels, the required common coursework (CM, SFED and DAE) and the MS IHL common interdisciplinary core of courses listed below that are required for earning a bachelor's degree (BT Minutes, 11/2003; 3/2008):

<i>English Composition</i>	<i>6 semester hours</i>
<i>College Algebra, Quantitative Reasoning, or higher level mathematics</i>	<i>3 semester hours</i>
<i>Natural Science</i>	<i>6 semester hours</i>
<i>Humanities and Fine Arts</i>	<i>9 semester hours</i>
<i>Social or Behavioral Science</i>	<i>6 semester hours</i>

3. Candidates demonstrate appropriate pedagogical skills, including the ability to deliver content, to reflect on practice, and to adapt instruction to enhance student learning.
4. Candidates demonstrate the appropriate content knowledge for professional educators.
5. Candidates exhibit the attitudes and behaviors appropriate for professional educators.

STANDARD 2: Assessment

The unit requires that candidates are provided opportunities to demonstrate mastery in delivery of content and assessments as it relates to P-12 student development needs; and the unit systematically assesses candidate and unit performance.

1. The unit requires mastery of knowledge and skills for effectively differentiating instruction based on a variety of factors such as learning styles, multiple intelligences, disabilities, and enrichment/remedial needs.
2. The unit has an assessment system that reflects professional and state standards, and candidate performance data are systematically collected utilizing multiple assessments (both internal & external) at appropriate transition points, including program admission, student teaching and program completion.
3. The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution to regularly and systematically collect, compile, aggregate, summarize, and analyze candidate performance, program quality, and unit operations in order to initiate changes in programs and unit operation.

STANDARD 3: Meaningful Field Experiences

The unit develops effective field experiences and assesses consistent expectations within educator preparation programs for candidate performance as it relates to knowledge, skills

and dispositions including classroom management; and the unit provides adequate and appropriate supervision of teacher candidates during all field placements.

1. The unit provides extensive opportunities for teacher candidates to demonstrate appropriate expertise in a variety of classroom strategies.
2. The unit strengthens the collaborative involvement of P-12 educators with educator preparation programs in identifying problem areas related to classroom management.
3. The unit identifies and implements comprehensive and consistent performance expectations for teacher candidates.
4. The unit systematically ensures a range of diverse settings that reflect the reality of the P-12 classroom and represent areas in which the teacher candidate will be licensed.

STANDARD 4: Diversity and Differentiation of Instruction

The unit ensures a range of diverse settings that reflects the reality of the P-12 classroom and represents areas in which the teacher candidate will be licensed.

1. The unit reinforces/revises program content related to differentiating instruction through collaboration with P-12 Partners.
2. Candidates receive instruction in how to utilize a variety of teaching tools to adapt instruction to meet the challenges of diverse student populations.
3. Candidates demonstrate an awareness of different learning styles and appropriately adapt instruction to meet the needs of all students.
4. Candidates demonstrate awareness and sensitivity to diversity.
5. Candidates share experiences with diverse faculty, candidates, and students in P-12 school settings, including diversity of gender, race/ethnicity, socio-economic background, culture, and exceptionalities.

STANDARD 5: Faculty Qualifications and Practice

The unit's professional education faculty demonstrates current best practices in scholarship, service, and instruction and has appropriate academic credentials and professional experience. Unit faculty are actively engaged in fostering a community of learners through regular collaboration with P-12 practitioners and various university faculties.

STANDARD 6: Recruitment, Retention and Partnerships

The unit enhances scholarships and other pre-service incentives for educator preparation in critical needs content areas, and/or for service in critical needs schools (also a state responsibility); and the unit engages in a well defined system of collaboration that is accessible and communicated to all stakeholders, including P-12 educators, teacher preparation programs and the broader community.

1. The unit implements a program of induction and mentoring based upon current research and exemplary practice, requiring implementation by districts and partner programs of teacher preparation (also a state responsibility).
2. The unit establishes P-16 Councils; and plans opportunities for collaboration among representatives from K-12 educators, teacher preparation programs and the broader community.
3. The unit utilizes induction and mentoring programs that are essential for the retention and development of teachers.
4. The unit maintains collaborative activity with school districts regarding induction and mentoring processes/involvement in newly funded mentoring and induction plan adopted by MDE, etc. (TBD) Required exhibit list for review during the MEPPA visit.

Source: Miss. Code Ann. § 37-3-2