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Recommendations of the Blue Ribbon Committee for the Redesign of Teacher Preparation

Presented to the Board of Trustees and the State Board of Education
September 18, 2008

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Purpose of the BRC

**To increase both
the quality and quantity of teachers
for Mississippi's schools
through a collaboratively-developed
redesign initiative
targeted for all teacher preparation programs.**



Process

- Over an 18-month span, the BRC:
 - ❑ Received guidance from national experts,
 - ❑ Reviewed research from regional, national, and international studies, and
 - ❑ Made campus visits to explore exemplary teacher preparation programs.
- Input was also gleaned from a variety of Mississippi stakeholders who held varying viewpoints about teacher preparation.

Continued.....



Process

- As the process unfolded, it became apparent that success is dependent upon the willingness of key stakeholders to:
 - 1) embrace the concept of shared responsibility
 - 2) build strong collaboration among all stakeholders
 - 3) secure financial resources
- All information gathered was considered in developing the final recommendations and implementation plan.



BRC Timeline

BRC Kick-off Meeting	November 2006
BRC Focused Work Meetings	January – April 2007
Town Hall Meetings/Critical Entity Review/Website Feedback	June – October 2007
Presentation of Thematic Areas & Critical Components to BRC	October 30, 2007
Development of Initial Action Plans	Nov. 07 – Jan. 08
Presentation of Action Plans to BRC	January 24, 2008
Steering Committee Development of Work Plan	March-May, 2008
BRC Review of Implementation Plan	June 30, 2008
Development of Recommendations and Outcomes	July-August, 2008
Endorsed by MACTE	September 5, 2008
Presentation to IHL/MDE Boards for Approval	September 18, 2008



Implementation Phases

*Implementation of the recommendations will occur in two phases.
Each phase features components linked to one or more responsible entity.*

Phase I - 2008-09

Primary responsibility of most recommendations tied to preparation programs

Phase II – Multi-Year Launch Beginning 2008

Includes components that require additional resources-time, talent, funding-with primary responsibility for most recommendations tied to the state



Recommendations

Seven key issues are addressed in recommendations:

1. Meaningful Field Experiences
2. Subject Content Preparation
3. Differentiating Instruction
4. Classroom Management
5. Recruitment and Retention
6. Strong Partnerships
7. Accountability



1. Meaningful Field Experiences

To establish consistency during comprehensive field experiences and to ensure that P-12 schools and preparation programs serve as partners in this process.

RECOMMENDATIONS:

1. Identify and implement comprehensive and consistent performance expectations for all teacher candidates.
2. Provide adequate and appropriate supervision of teacher candidates during all field placements.
3. Ensure a range of diverse settings that reflects the reality of the P-12 classroom and areas of licensure.



2. Subject Content Preparation

The depth of content knowledge necessary for appropriate student learning must be acquired by all teacher candidates.

RECOMMENDATIONS:

1. Ensure adequate preparation to master subject area content knowledge in all areas of licensure.
2. Require that candidates demonstrate mastery in delivery of content as it relates to P-12 student developmental levels.



3. Differentiating Instruction

Varied learning styles, disabilities, and cultural differences create the need for teachers who can provide multiple classroom opportunities while meeting the needs of all students.

RECOMMENDATIONS:

1. Require mastery of knowledge and skills for effectively differentiating instruction to meet all learner needs.
2. Reinforce/revise program content through collaboration with P-12 partners.



4. Classroom Management

Skillful management of the classroom to ensure a safe, orderly, successful learning environment requires appropriate opportunities for practice and feedback.

RECOMMENDATIONS:

1. Develop and assess consistent classroom management performance expectations during preparation.
2. Provide extensive opportunities to demonstrate appropriate expertise in an array of strategies.
3. Strengthen the collaborative involvement of P-12 educators in identifying preparation problem areas.



5. Recruitment and Retention

Induction and mentoring programs are often minimal in nature, not well designed, and of limited quality and impact.

RECOMMENDATIONS:

1. Enhance pre-service incentives for hard-to-fill content areas and high need schools.
2. Implement induction and mentoring programs using current research and exemplary practice.
3. Utilize the first year of teaching as a year-long residency with a standard license conferred upon successful fulfillment of the residency requirements.



6. Strong Partnerships

To effectively prepare teachers for Mississippi schools, all stakeholders must be more meaningfully engaged in the preparation process.

RECOMMENDATIONS:

1. Appoint a broad-based STATE P-16 Council to focus on statewide leadership, policy making, accountability, problem solving, and and linking with the legislature.
2. Establish PROGRAM P-16 Councils representative of all stakeholders to impact curricular design/review, field experiences, collaboration, assessment, and program evaluation.
3. Plan opportunities for meaningful collaboration among P-12 educators, teacher preparation educators, and the broader community.



7. Accountability

An accountability model linked to effective teaching will increase both transparency and stakeholder confidence.

RECOMMENDATIONS:

1. Develop a sophisticated state-wide system that appropriately links preparation program graduates to P-12 student learning.
2. Establish and execute an implementation plan for the accountability model.
3. Establish an annual meeting with stakeholders for review of program progress regarding achievement and productivity.



Next Steps

Orientation Session for Redesign Teams	September 23, 2008
Recommendations sent to Collaborative Partners	September 2008
Redesign Work within Preparation Programs	October 2008-February 2009
Redesign Proposals Due	March 30, 2009
Review of Redesign by External Consultants	April-May 2009
Implementation of Initial Phase of Redesign	June 2009



QUESTIONS ?



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