Goal

Analyze current structure and identify gaps in efforts to encourage and strengthen partnerships between the State Education Agency (SEA), Institution of Higher Education (IHE), and Local Education Agency (LEA) and implement strategies to address these gaps that will aid in the recruiting, preparing, licensing, supporting, and retaining of effective teachers and leaders to ultimately, positively impact the success of Every Learner.

Quotes

"Teachers appreciate the work done by the policy subcommittee toward increased inclusive practices in the classroom through statewide initiatives—it’s very satisfying to know that this group is working on these issues."

- Shelley Putnam
  Teach Plus, Columbia High School
  MTSS Chairperson, Chemistry teacher, Columbia School District

"Many times over the past 15 years of being back in Mississippi, I have felt as though I was working in a silo. Since I have joined this group, I am more hopeful for not only the children but their families and service providers that, at the bird’s eye view, we have a systematic plan for improving ourselves."

- Toni Hollingsworth
  University of Southern Mississippi

State Focus Areas

Inclusive Teacher and Leader Preparation and Practice

Aligned Policy Structures

Vision

Every school has effective teachers and leaders.

Recruitment and Retention of a Diverse Workforce

Collaborative Partners

<table>
<thead>
<tr>
<th>State Education Agencies</th>
<th>Institutes of Higher Education</th>
<th>Local Education Agencies</th>
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<tr>
<td>Office of Teaching and Leading</td>
<td>Delta State University</td>
<td>Clarksdale Municipal School District</td>
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<tr>
<td>Office of Special Education</td>
<td>William Carey University</td>
<td>DeSoto County Schools</td>
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<td>Office of Elementary Education and Reading</td>
<td>University of Mississippi</td>
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<td>Office of School Improvement</td>
<td>University of Southern Mississippi</td>
<td>Moss Point School District</td>
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Notable Accomplishments

Recruitment and Retention of Educators

• Created and disseminated an attrition and vacancy survey to identify reasons teachers left the field. The number of licensed people should have met the demand; however, the information from the survey left the team wondering why there were so many vacancies.
• Developed an infographic that is updated yearly to report the data gathered.
• Created an annual system for gathering data and using it to understand the reasons for the teacher shortages.
• Developed teacher exit survey in pilot districts, and used data from survey to understand reasons for the teacher shortage.
• Designed and administered a survey to gather information on high school students in the Teacher Academy II program; using the information to understand the impact of Teacher Academies across the state, how to better support prospective teachers, and how many plan to enter into an educator preparation program.
• Implemented a pilot induction and mentoring program across 6 local school districts and collecting data to drive improvement and scale up of the program.

Inclusive Preparation and Practice

• Redesign of Leader Prep Programs and Program Review
• Developed Common Language for Inclusion and built a Glossary
• Aligned Professional Growth System with Professional Development and Resources to support inclusive practices to include General Education Teachers, Counselors, Special Education Teachers, Librarians, Speech Language Pathologist, and School Administrators
• Conducted professional development and embedded Culturally and Linguistically Responsive Teaching Practices and High Leverage Practices in participating CEEDAR Educator Preparation Programs

Policy

• Revised program review standards to embed culturally relevant teaching practices and field experiences.
• Created P-20 Collaborative sub-committee, finalized P-20 map, and drafted P-20 collaborative structure along with mission and vision.
• Drafted, piloted, revised, and launched the Professional Growth System rubric for special education teachers as aligned to High Leverage Practices.
• Created a pre-service license.
• Drafted induction license.
• Drafted revised program review standards for introduction to special education and behavior management courses all educators must take.
• Drafted standards for special education directors.
• Drafted ethics module for all educators.

Products/Resources Developed

• The Specially Designed Instruction Guidance Document
• Access for All 2.0
• Family Guides to Special Education Services
• Mississippi Instructional Materials Matter
• Instructional Planning Guides for English Language Arts
• Instructional Planning Guides for Mathematics
• Instructional Planning Guides for Science

Coming Soon:
• Inclusive Glossary
• Inclusive Crosswalk for PGS Domain 1

Resources & Tools to Support District Mentoring and Induction

Click on the name of the product/resource you would like to read more about

CEEDAR’s Winning Aspiration
Every Student Has an Equitable Opportunity to Achieve