

Resident Teacher License

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

CEEDAR Convening



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



Proposed Resident Teacher License Context



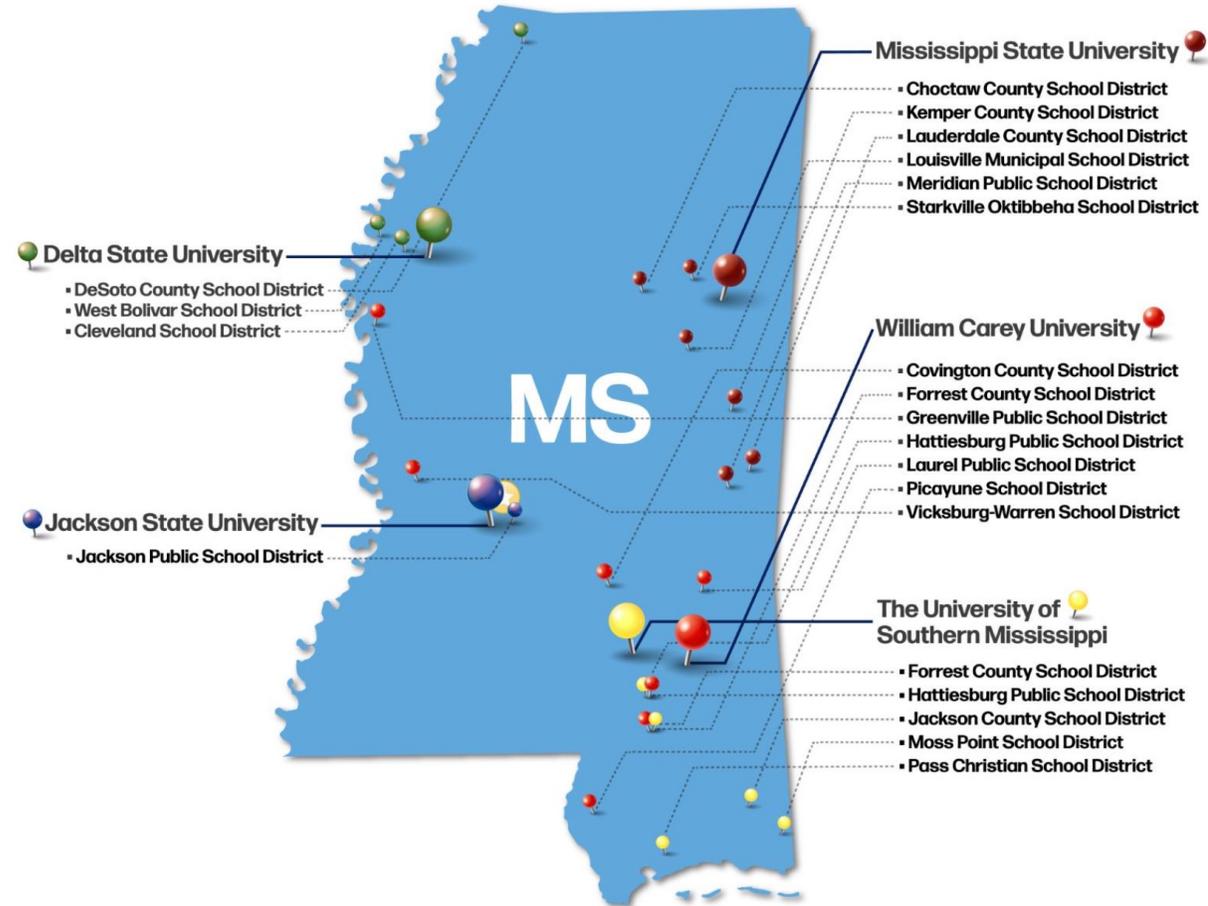
The W.K. Kellogg Foundation granted the Mississippi Department of Education (MDE) over \$4.1 million in 2018 to establish the nation's first state-led teacher residency.

MTR is a statewide effort to increase educator diversity and effectiveness through extended, high-quality clinical practice with the guidance of an effective mentor teacher.

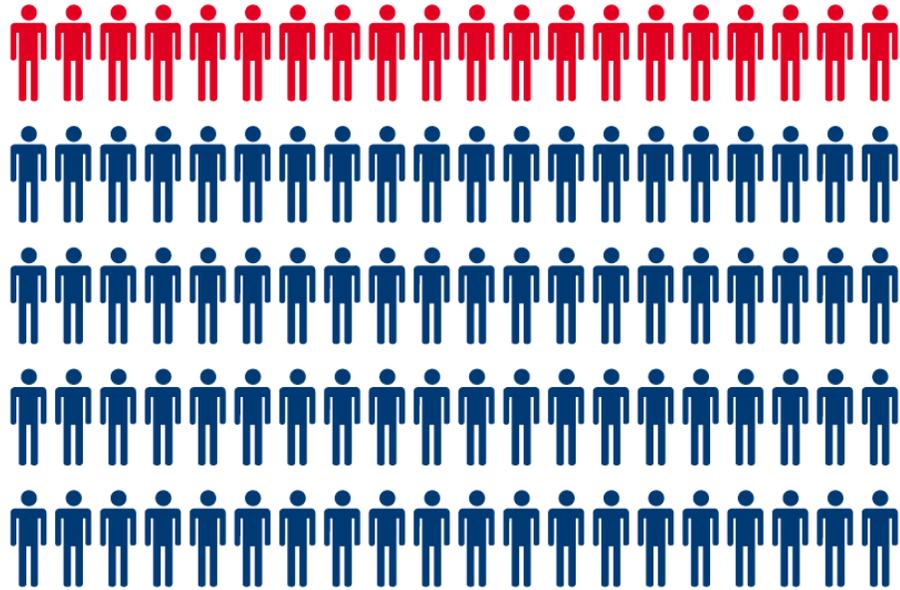
The program initially partnered with three universities and five school districts.

Based on the success of the program, the MDE awarded over \$9.8 million in grants to expand the MTR to five universities and thirty-three districts.

ESSER - Funded

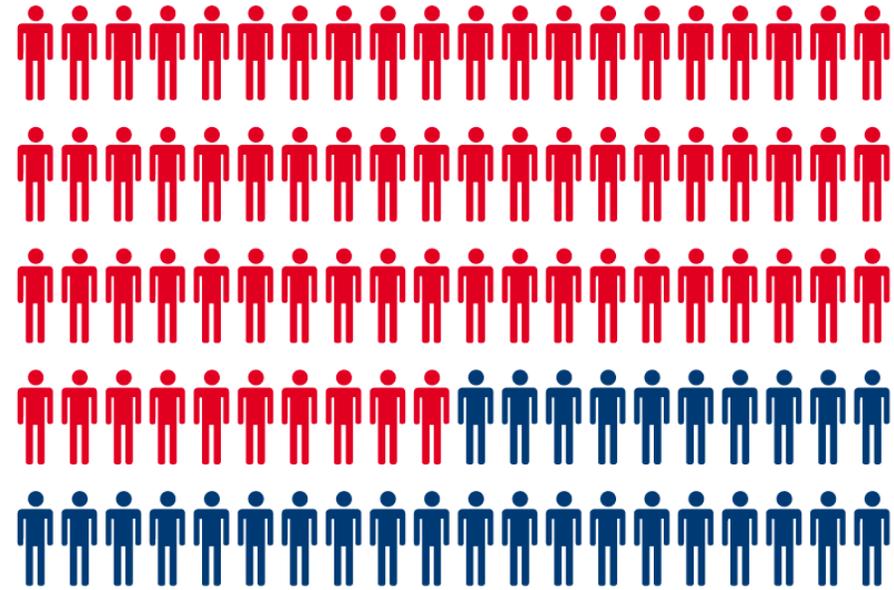


U.S. TEACHER DIVERSITY



Person of Color: 20%

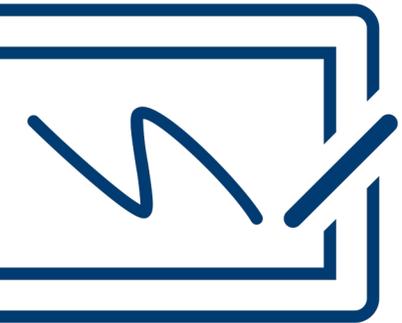
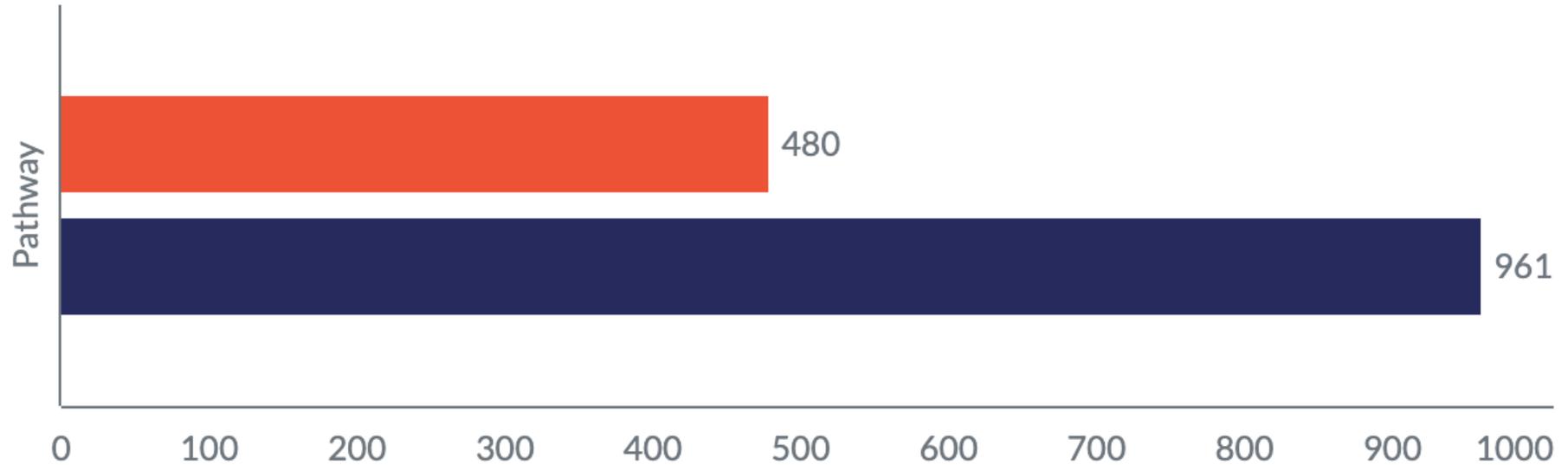
MTR DIVERSITY



Person of Color: 70%

Candidate Clinical Hours

Traditional Ed Prep MTR



MTR: DAY-ONE READINESS BASED ON MENTOR TEACHER SURVEYS



86%

Instructional
Planning



83%

Learning
Environment



72%

Student, Family,
and Community
Engagement



87%

Professionalism
and Leadership



MTR: DAY-ONE READINESS BASED ON RESIDENT SURVEYS



79%

Instructional
Planning



84%

Learning
Environment



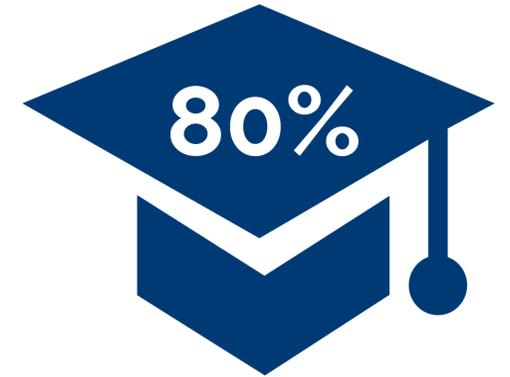
63%

Student, Family,
and Community
Engagement



91%

Professionalism
and Leadership



Graduation Rate for MTR Cohort 1

Proposed Resident Teacher License Purpose





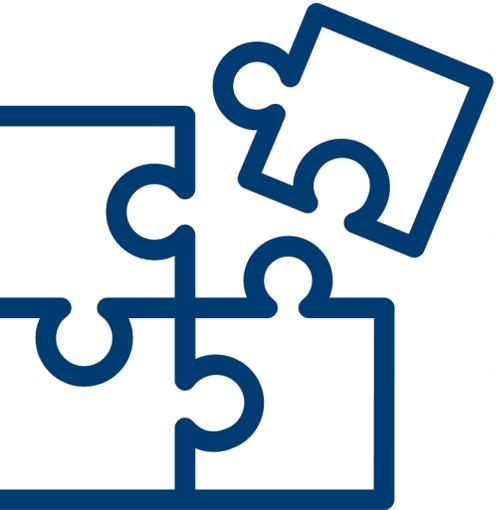
Continue to target Mississippi educator workforce barriers through innovative pathways that offer locally and personally relevant on ramps into the teaching profession.

Define the components of residency as a rigorous, grow-your-own pathway for increasing Mississippi teacher effectiveness and diversity.

Respond to ongoing programmatic feedback from MTR university partners, district participants, mentors, and residents.

The MTR includes, but is not limited to, the following components:

- University partnership with an eligible geographical critical shortage area designated school district that shares the same vision of effective teaching and practice
- Diverse participants such as people of color, men, veterans from the Armed Forces, and teacher assistants
- Yearlong preservice clinical training alongside an experienced, effective mentor teacher with integrated coursework resulting in certification and a master's degree fully funded by the MDE
- Targeted testing support for residents and professional development for mentors
- Strategic graduate elementary and special education placements in a geographical critical shortage area school district and commitment to teach in the training district
- Ongoing assessment of program effectiveness and planning for sustainability



**Participant
Challenge:**
Mentor Access

Access to an effective mentor teacher is critical to the resident's success, yet mentor selection criteria is not defined, and instructional schedules may not always align.

**University
Challenge:**
Specialty Area
Tests

MTR partners were required to submit a testing preparation plan as a part of the statewide Request for Proposals (RFP) process, yet current graduate pathways require passing scores on specialty area tests for program entry.

**State/District
Challenge:**
Resident Retention

MTR is intended to be a GYO strategy to address educator shortages, so residents receive full tuition in exchange for their ongoing teaching commitment, yet districts currently have little recourse if graduates leave.

Participant Challenge: Mentor Access	Align mentor selection criteria to the state definition of educator effectiveness (PGS rating of 3.00+) throughout a 1-year residency in either a teaching position or a teaching assistant position (if mentor serves as the teacher).
University Challenge: Specialty Area Tests	Clarify required completion of the applicable specialty area tests prior to institutional recommendation for a standard 5-year license.
State/District Challenge: Resident Retention	Specify completion of a 2-year teaching commitment, pending successful program completion, prior to district recommendation for a standard 5-year license.

Mentoring and Induction

Mentoring and induction contributes to the success of beginning teachers, increases student achievement, and leads to improvements in teacher retention. Mentoring and induction programs equip beginning teachers with the necessary support to ensure their professional growth and effectiveness. Districts have flexibility in developing their own formal mentorship and induction programs.



Program Planning and Logistics



Mentor Selection and Orientation



Ongoing Training and Support



Assessing Program Impact



Additional Resources



mdek12.org/OTL/OTC/TMP



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