THE IMPACT OF
National Board Certified Teachers
on the Literacy Outcomes of
Mississippi Kindergarteners
and Third Graders

2016-2017 Classroom Grants

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Mississippi Professional Educators

MPE Journal
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MESSAGE FROM THE PRESIDENT

Dr. Brad Johns

Change. The word “change” brings about many emotions. As we begin this new and exciting year of school, I thought it would be good to think about this word. In a general sense, change brings about fear. People for the most part are creatures of habit and do not like it when they have to adjust the way they do things in their lives. However, I would remind you that to improve your circumstance or the outcomes in your classroom, you have to admit that things are not the best that they can be.

As a teacher, it is always in my students’ best interest for me to seek out new information so that I can produce the best and the brightest students possible. If I am to do this, I must incorporate new ideas to improve the education that I provide my students. Professional development, testimonial experiences from colleagues, and life experiences are great sources of knowledge that can be implemented so that we can change what happens in our classroom for the better.

Nelson Mandela once said, “Education is the most powerful weapon which you can use to change the world.” Five hundred years ago, we thought the world was flat. One hundred fifty years ago, the best way to get around was a horse and carriage. One hundred thirty years ago, humans could not fly from one destination to another. One hundred years ago, antibiotics did not exist. Eighty years ago, there was no such thing as computers. Fifty years ago, cell phones did not exist. Thirty years ago, there was no such thing as the Internet. With each new discovery, we change the way our world operates each and every day. None of these things could have been possible if someone did not challenge current thinking to pursue these new ideas.

When you learn new educational information, you change the way you perceive your world and in turn the way your students learn. At MPE, we offer each of you the opportunity to learn new and exciting ways to implement curriculum into your classroom. Each year, we offer 16-20 professional development trainings that you can take advantage of without any cost to you. This year you can learn more about the new CCRS science standards, coding, data-driven counselling, behavioral supports, or the CCRS math standards. I encourage you to take advantage of one of these excellent opportunities.

Maybe you are going back to school to become a teacher or improve your skills as a teacher. We have scholarship opportunities to help you achieve your goal. Whatever your way is to improve the learning that occurs in your classroom, let MPE help you make it become a reality. Here’s to a great new year of learning for both you and your students.

MESSAGE FROM THE EXECUTIVE DIRECTOR

Kelly Riley

“All learning is understanding relationships.” -- George Washington Carver

Late this summer, I posted a video to our Facebook page of Rita Pierson’s “Every kid needs a champion” comments at the April 2013 TED Talks Education conference. Pierson’s comments are raw, honest, and “epic” as described by one of our members.

A veteran educator of 40 years, Pierson stresses the value and importance of human connections – of relationships – in increasing and raising students’ self-esteem. She refers to George Washington Carver’s quote above. In urging teachers to be champions for their students when no one else may be, she shared a saying that she taught her students to say in reference to their education: “I am somebody. I was somebody when I came. I’ll be a better somebody when I leave. I am powerful and I am strong. I deserve the education I get here. I have things to do, people to impress, and places to go.” This simple statement demonstrated to Pierson’s students that they and their education mattered to her.

As Pierson so simply shares in her comments, you won’t like all of your students. But your students should not know this. She reminds us that those tough students show up because of their connection to and relationship with you, their teacher. Every child deserves an adult who doesn’t give up on them, who understands the power of connection, and insists that they become the best they possibly can be. Her talk invigorates me each time I listen to it. As one member posted in response to my post, “I really want to watch it every day before school!” Pierson underscores the importance of the work educators do each day. Educators should be champions for all of their students and they are sometimes a child’s only champion. So on those days that you come home exhausted and feel beat down, remind yourself that you are your students’ champion.

If you have not already done so, please take the time to review your district’s employee handbook, as well as the Mississippi Educator Code of Ethics. You will be held accountable to both this year. I am disappointed when I sometimes ask a member who has called with a concern if they have read their handbook to determine local policy and they respond that they haven’t. When you signed your contract, you acknowledged that you would uphold the Code of Ethics. Make sure that you educate yourself on both of these important resources.

MPE continues to be a champion for educators and our members. While others may be bashing public education or trying to privatize it, we love to share the successes of our members and their students. I always try to include a “Celebrate Success” in my weekly emails, but I need your help to do so. Please email me (kelly@mpe.org) your personal professional successes, as well as those of your students and your school/district, so that I may share them with others.

We continue to expand our benefits for our members. We increased the number of classroom grants we are awarding this year from 20 to 40! We are also offering a NEW scholarship for non-certified MPE members who wish to pursue studies at a college or university in the state of Mississippi. We continue to offer quality regional trainings throughout the state on current topics. Finally, I hope you will plan to join us on April 14, 2018, for our Best Practices Symposium featuring Ron Clark. Registration for MPE members will open in January.

I wish you and your students only the best for this school year. Thank you for being a champion!
Virtual Field Trips: Powerful Learning Tools for Classrooms

I remember a field trip taken in my second grade year of school to the Sunbeam Bread Bakery. Though this has now been some 42 years in the past, I still remember the smell of the bread baking and the sight of the long, winding assembly lines carrying the fresh brown goodness to be sliced and bagged for local grocery stores. I was amazed when they handed me my very own loaf and I had a new appreciation for both the process and the bakery workers who made it possible. It is something that has stayed with me all of these years. Even now, as I walk through the bread aisle of a grocery store, the connection of product and process is reinforced time and again. The (what) memory of how bread is made may seem less important than the college-ready skills we promote to younger and younger students, but I propose that the (how) memory retention benefits of field trips and experiential learning are vital to making connections that our students will remember for a lifetime.

These extra-classroom experiences are vital to students, but with budget cuts and uncertain outcomes of legislative agendas, field trips are often some of the first educational tools to be cut from educational curricula. In Robert Marzano’s book, Building Background Knowledge for Academic Achievement, he wrote, “the research literature supports one compelling fact: what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content – background knowledge.” (p. 1-2) He went on to state, “We acquire background knowledge through the interaction of two factors: (1) our ability to process and store information – what one has been able to learn from and do with experience, and (2) the number and frequency of our academically oriented experiences – the number of experiences that will directly add to our knowledge of content we encounter in school.” (p. 4-5) This sounds logical until we integrate the 2016 research gathered by The Center for American Progress that showed the poverty rate in Mississippi among children (under 18) was 31.3%. According to this research, almost a third of our students have little access to these academically oriented experiences within their homes and often within their classrooms. Marzano continues in BBKfAA to state, “Although children of poverty had equal or better access to loving parents, their access to resources was dramatically different...and in welfare families, their children were exposed to a fraction of the language that children in working-class and professional families were exposed to.” (p. 10) He concluded that “by definition, a direct approach to enhancing academic background knowledge is one that increases the variety and depth of out-of-class experiences. Such experiences include field trips to museums, art galleries, and the like...and would go a long way toward leveling the playing field in terms of the students’ academic background knowledge.” (p. 14, 16)

With less money and more content to teach, how do we, as educators, accomplish these enriching experiences for our students? One excellent way to meet this vital need in our classrooms is through virtual field trips/electronic field trips. These can be taken as a part of large group instruction, through small group research, individually, or even through gallery walks through the digital classroom.

I encourage you to visit the “Quick Links” section of our website (www.mpe.org) for links to some fabulous classroom trips you can take with your students this year to build background knowledge and reinforce concepts that they will remember long after they graduate.

The MPE Board of Directors held its annual planning retreat June 21-23 in Biloxi. While Tropical Storm Cindy tried her best to interfere with our activities, the board had a very productive time of evaluating this past year’s activities and planning for the upcoming year. The wind and rain did not deter the board’s work and discussions.

The board hosted a reception Wednesday evening for local MPE building reps, past board members, higher education officials, superintendents, and legislators. During Thursday’s planning meeting, directors reviewed trend data for MPE’s member benefits for the last five years, evaluation results from our 2016-17 regional trainings, and legal assistance services provided to members during the past year. They also discussed guidelines for our new scholarship for non-certified members, as well as the agenda for our April 14, 2018, Best Practices Symposium with Ron Clark. The board held its quarterly meeting on Friday.

The board takes the services MPE provides to our members most seriously, as evidenced by thoughtful discussions regarding such services and what will be most effective to support and promote the teaching profession. MPE directors are volunteer leaders, as they are not compensated for their time and service. As always, MPE appreciates our directors’ continued commitment to our association and our members.
MEMBER SPOTLIGHT

DR. JENNIFER H. LOWERY has been named the supervising principal of Northeast Jones High School in the Jones County School District. She has served as an assistant principal at the school for five years. A member of MPE since 2002, Dr. Lowery received her Ph.D. in Higher Education Administration from William Carey University in 2014. She is the first female supervising principal at Northeast Jones.

ANNA MORRIS, a teacher at Oak Grove Lower Elementary in Lamar County, was recently named a Lowell Milken Center Fellow for teaching respect and understanding to her students. She was one of seven educators chosen from throughout the country to receive this honor. The fellows traveled to Fort Scott, Kansas, this summer to collaborate with Milken Center staff on projects that communicate the stories of unsung heroes in history. Morris was Mississippi’s 2015-16 Teacher of the Year. She has been a member of MPE since 2008.

VIRGINIA MCLAUGHLIN, of St. Martin Middle School in Jackson County received a Leo Seal Innovative Teacher Grant from Hancock Bank last spring. She will utilize the grant in teaching her students math and programming skills by working with smart robots called “ozobots,” which follow lines of colored patterns, roam freely, or are programmed through phone apps. Her gifted students will participate in these skills and then introduce them to students in the regular classroom, providing the gifted students an opportunity to be leaders, instructors, and mentors in this STEM initiative. Virginia joined MPE in 2009.

VICKI SHIRLEY was inducted into Mississippi’s STAR Teacher Hall of Fame in April. The STAR Teacher Hall of Fame is reserved for teachers who have been chosen STAR Teachers at least 10 separate times. A member of MPE since 1982, Vicki represented our District 1 members on the MPE Board of Directors from 1994-1997. She retired from Corinth Academic & Performance Arts High School last spring and is now a Lifetime Retiree member of MPE.

Is your MPE membership profile UP-TO-DATE?

Have you switched schools? Do you have a new home address, cell phone number or email address? Please let us know!* Go to “Member Login” at www.mpe.org and update your profile today!

*Use your member ID located on the back of this journal. If you are logging in for the first time, your password will be your last name.

RECRUITMENT INCENTIVES

MPE’s recruitment incentives provide a great way for you to earn a free membership, as well as a little extra money. You earn a free year’s membership for simply recruiting five new members and you earn money for each new member recruited after five. Encourage your professional co-workers and friends to join the premiere organization for professional educators in Mississippi.

• Five new members = one year’s free membership
• 6-9 new members = one year’s membership + $10 per member*
• 10-14 new members = one year’s membership + $15 per member*
• 15+ new members = one year’s membership + $20 per member*

You will receive $5 per student member recruited. Recruitment bonus checks will be awarded at the end of each quarter, with the first quarter beginning July 1 and ending September 30. Credit will be given for each new member who joins or re-joins** between July 1, 2017, and June 30, 2018. Free memberships will be credited towards the next year’s membership.

MPE SCHOLARSHIP DEADLINES FOR 2017-2018

All guidelines and applications will be posted on the “Quick Links” section of the MPE website (www.mpe.org).

$1,000 NON-CERTIFIED PERSONNEL SCHOLARSHIPS
MPE will award up to 20 Non-Certified Personnel Scholarships.
Posted on the MPE website in July
Due Date: October 5, 2017, by 4:30 p.m.

$625 NBCT RENEWAL SCHOLARSHIPS
MPE will award up to 10 National Board Certified Teacher Renewal Scholarships.
Posted on the MPE website in September
Due Date: October 27, 2017, by 4:30 p.m.

$500 LINDA ANGLIN TEACHER PREPARATION SCHOLARSHIPS
MPE student members who will student teach during the spring of 2018 or during the 2018/2019 academic year. Applications sent in November to Deans of Education and Directors of Field Experience at colleges & universities.
Due Date: January 26, 2018, by 4:30 p.m.

$1,000 GRADUATE SCHOLARSHIPS
MPE will award up to 20 Graduate Scholarships.
Posted on the MPE website in December
Due Date: February 23, 2018, by 4:30 p.m.
MPE invites its members to apply for classroom grant funding each year to try out a new idea or buy the “extras” for an already great lesson plan or project. Ninety-one submitted applications for the 2016–2017 school year, with twenty members receiving grants of up to $1,000 for their class projects and instructional program. As of the 2017–2018 school year, the number of classroom grants will increase to forty. The recipients for this year have already been selected and will be featured in future editions. We are pleased to spotlight several of the grants below for your enjoyment, as well as your reference for ideas for your own classroom.

2016–2017 CLASSROOM GRANT RECIPIENTS

Regina Reddoch
West Jones Middle, 8th Grade Language Arts
Goodness, Gracious, Great Chicago Fire

“Goodness, Gracious, Great Chicago Fire” provided the perfect opportunity for my 8th grade students to research natural and man-made disasters, learn about the victims and survivors of these events, and share valuable information with each other about these different disasters. My students began this project by researching different disasters that have occurred in the United States. They also completed research on the Great Chicago Fire of 1871. After gaining appropriate background knowledge, the students began reading The Great Fire by Jim Murphy. Students used information they learned to write compare/contrast essays, create a PowerPoint presentation, and present their findings to the class. This was a great project for my 8th grade students. Thank you MPE for funding “Goodness, Gracious, Great Chicago Fire.” My students and I are very grateful for your willingness to fund classroom grants.

Rhonda Jackson
Ripley Elementary, 1st Grade Reading
Improving Fluency, Research, and Writing

100% of the time. Since tablets and hand-held devices have become popular in recent years, I felt that integrating technology, games, and sight words would surely help my students learn the material quickly and effectively. Through this grant, I was able to purchase 8 tablets, 8 SD cards for additional memory, 8 sets of headphones, 1 application, and 2 power strips for charging the tablets.

Joyce Adcock
Bell Academy, K-6th Physical Education
Board Games for Bell Academy

Thank you MPE for funding grant opportunities for “Board Games for Bell Academy.” Giving our students this opportunity has helped them during inclement weather when they aren’t able to go outside. The board games are being used while confined to a small open-concept indoor space during physical education. Today’s generations of students are more experienced in playing isolated video games. MPE’s Classroom Grant has enabled the students to learn board games and to exercise critical thinking skills and social skills that are practiced while playing these games. Through the classroom grant, my students will have worthy activities/skills that they can enjoy for years that can carry over from school to home.

Eva Butler
John F. Kennedy High, 12th Grade Anatomy
Fetal Pig Dissection

On behalf of the students of Human Anatomy and Physiology at John F. Kennedy High School, I would like to thank MPE for selecting us to receive a classroom grant for the 2016–2017 school year. With this grant, our students were able to participate in a fetal pig dissection. The goals for this project were to familiarize students with the proper techniques and procedures for carrying out a dissection lab and to reinforce students’ knowledge of the structure and function of major organs in mammals. With the funds from this grant, we were able to purchase enough specimens and lab and safety equipment for students to be able to have a firsthand experience in dissection. Thank you MPE!

Lori Wyndham
Saucier Elementary, 4th Grade All subjects
Keyboarding, Coding, Robotics, Oh My!

Much thanks to MPE for funding the classroom grant to provide tablets, accessories, and a sight word application for my students. I wanted to supplement my sight word instruction with new, fun, and engaging ways to learn the sight words. I wanted the student to truly know the words and responsibly in a positive school environment. Students were able to build skills using critical thinking activities and participated in ethical discussions about being responsible digital citizens.

We Do WeDo 2.0 Lego Robotics

Words can hardly express the gratitude I feel toward MPE for sponsoring the classroom grant program that funded the idea to help my students have a more hands-on experience with technology in my classroom in order to promote problem-solving skills through WeDo 2.0 Lego robotics. My students have become better problem solvers because of the analysis and synthesis they have used as they conquered each task through the WeDo 2.0 Lego Robotics problems, they’ve learned how to cope with each other more effectively during the team challenges, and ultimately, they have shown more creativity as they expanded their coding skills to design their own robotic motions. Without the support from MPE, this opportunity would not have been possible. I cannot thank MPE enough for what they do to promote and support classrooms, students, and teachers across our blessed state.
THE IMPACT OF National Board Certified Teachers
By Michelle Accardi, NBCT
Director Policy and Partnerships
National Board for Professional Teaching Standards

Accomplished Teaching is Thriving in Mississippi — and That is Great News for Students!

More than a decade of research from across the country (and in Mississippi) confirms. Students taught by board-certified teachers learn more than stu-
dents taught by other teachers (http://bit.ly/nbpts-research). Across the nation, the impact of being taught by a board-certified teacher translates into the equivalent of an additional one to two months of instruction. This effect is even greater for minority and low-income students.

More than 3,900 Mississippi teachers have achieved National Board certification and are leading the way in the state’s efforts to improve student outcomes. Mississippi is 4th in the nation in the percentage of teachers who have achieved board certification, with almost 12% having successfully completed the process. Despite this progress, there are large parts of the state with no NBCTs in classrooms and this is something that the National Board for Professional Teaching Standards, Mississippi Department of Education, the World Class Teaching Program at six Mississippi universities, used board certification and the National Board Standards to accelerate improvement in literacy outcomes for K-3 students in Mississippi. This three-year grant, with the generous support of the W.K. Kellogg Foundation, allowed board-certified teachers in Mississippi to lead their colleagues to transform literacy teaching and learning. The grant supported K-3 teachers throughout the state and directly impacted children in 3rd grade who were identified as reading below grade level. These efforts improved outcomes for students across the state and helped prepare them for a brighter future. The grant supported professional learning communities led by board-certified teachers, allowing K-3 teachers to study the National Board Standards to impact students’ learning. A key goal for the project was to empower board-certified teachers to lead improvement of literacy instruction among teachers statewide and provide supplemental literacy instruction to students at risk of retention because they were unable to demonstrate grade level reading proficiency. In addition, the grant funded activities to support an increase in the number of accomplished teachers by growing the number of board-certified K-3 teachers and by strengthening the professional learning and development of pre-service and early career teachers to put them on a path to becoming board certified teachers. By the end of the third and final year of the grant, more than 1,500 Mississippi teachers had taken the steps towards becoming board-certified and almost half of the active candidates for the 2016-17 candidate cycle were in K-3 literacy certificate areas. This is great news for Mississippi students and for the state’s ongoing efforts to improve literacy outcomes.

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sippi Department of Education and the World Class Teaching Program, at six Mississippi universities, used board certification and the National Board Standards to accelerate improvement in literacy outcomes for K-3 students in Mississippi. This three-year grant, with the generous support of the W.K. Kellogg Foundation, allowed board-certified teachers in Mississippi to lead their colleagues to transform literacy teaching and learning. The grant supported K-3 teachers throughout the state and directly impacted children in 3rd grade who were identified as reading below grade level. These efforts improved outcomes for students across the state and helped prepare them for a brighter future. The grant supported professional learning communities led by board-certified teachers, allowing K-3 teachers to study the National Board Standards to impact students’ learning. A key goal for the project was to empower board-certified teachers to lead improvement of literacy instruction among teachers statewide and provide supplemental literacy instruction to students at risk of retention because they were unable to demonstrate grade level reading proficiency. In addition, the grant funded activities to support an increase in the number of accomplished teachers by growing the number of board-certified K-3 teachers and by strengthening the professional learning and development of pre-service and early career teachers to put them on a path to becoming board certified teachers. By the end of the third and final year of the grant, more than 1,500 Mississippi teachers had taken the steps towards becoming board-certified and almost half of the active candidates for the 2016-17 candidate cycle were in K-3 literacy certificate areas. This is great news for Mississippi students and for the state’s ongoing efforts to improve literacy outcomes.

What Teachers Should Know and Be Able to Do
Developed and revised by practicing educators, the National Board’s Five Core Propositions and Standards describe what accomplished teachers should know and be able to do to have a positive impact on student learning.

Proposition 1: Teachers are committed to students and their learning
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students
Proposition 3: Teachers are responsible for managing and monitoring student learning
Proposition 4: Teachers think systematically about their practice and learn from experience
Proposition 5: Teachers are members of learning communities

National Board Certification identifies teachers who meet those standards through a performance-based, peer-reviewed series of assessment components. National Board Certification is available in twenty-five certificate areas representing sixteen disciplines and four developmental levels and is applicable to most K-12 teachers. To become board-certified, eligible candidates must demonstrate advanced knowledge, skills, and practice in their individual certificate area by completing four components: three portfolio entries and a computer-based assessment. Throughout the certification process, teachers apply the National Board Standards to their classroom practice and connect with other teachers pursuing certification. Learn more at http://www.nbpts.org/.

Mississippi’s Transforming Literacy Through Certification Grant
In recent years, Mississippi’s NBCTs have been engaged in leadership positions as a part of the National Board for Professional Teaching Standard’s Transforming Literacy through Certification (TLC) grant. The National Board, in partnership with the Mississippi Department of Education and the World Class Teaching Program at six Mississippi universities, used board certification and the National Board Standards to accelerate improvement in literacy outcomes for K-3 students in Mississippi. This three-year grant, with the generous support of the W.K. Kellogg Foundation, allowed board-certified teachers in Mississippi to lead their colleagues to transform literacy teaching and learning. The grant supported K-3 teachers throughout the state and directly impacted children in 3rd grade who were identified as reading below grade level. These efforts improved outcomes for students across the state and helped prepare them for a brighter future. The grant supported professional learning communities led by board-certified teachers, allowing K-3 teachers to study the National Board Standards to impact students’ learning. A key goal for the project was to empower board-certified teachers to lead improvement of literacy instruction among teachers statewide and provide supplemental literacy instruction to students at risk of retention because they were unable to demonstrate grade level reading proficiency. In addition, the grant funded activities to support an increase in the number of accomplished teachers by growing the number of board-certified K-3 teachers and by strengthening the professional learning and development of pre-service and early career teachers to put them on a path to becoming board certified teachers. By the end of the third and final year of the grant, more than 1,500 Mississippi teachers had taken the steps towards becoming board-certified and almost half of the active candidates for the 2016-17 candidate cycle were in K-3 literacy certificate areas. This is great news for Mississippi students and for the state’s ongoing efforts to improve literacy outcomes.

During the 2015-2016 School Year in Mississippi:

- 2,000 NBCTs taught students in grades K-12
- 200+ NBCTs taught kindergarten students
- 300+ NBCTs taught third grade students

Source: National Board for Professional Teaching Standards

Research on Board Certification in Mississippi
Through the TLC project, the National Board commissioned an independent study investigating the impact of board-certified K-3 teachers on literacy learning in Mississippi. The National Strategic Planning and Analysis Research Center (NSPARC) at Mississippi State University examined the impact of Mississippi’s K-3 board-certified teachers on student literacy outcomes. During the 2015-2016 school year, about 2,000 NBCTs were teaching in Mississippi’s K-12 classrooms. Of those, more than 200 taught Kindergarten students and more than 300 taught 3rd grade students. The study results indicate that students with a National Board Certified reading teacher perform at a significantly higher level on literacy assessments (http://bit.ly/NBCT-MS-Research). Some key findings of the study include:

- Kindergarten students: Controlling for other factors, students taught by an NBCT have 31 percent higher odds of achieving a proficient score on the Kindergarten Readiness Assessment than other students.
- Third-Grade students: Controlling for other factors, students taught by an NBCT have 11 percent higher odds of achieving a proficient score on the MAP Test in English Language Arts than other students.

While these results offer reason to be optimistic that Mississippi’s efforts to improve K-3 Literacy achievement will continue to succeed, the NSPARC study also pointed out that in many parts of Mississippi, there is not a single National Board Certified Teacher teaching K-3 students. The National Board and the Mississippi Department of Education are seeking additional grant funding to support targeted efforts to bring accomplished teaching to K-3 classrooms in every Mississippi school district.

ATLAS Video Case Library
ATLAS (Accomplished Teaching, Learning and Schools) is a searchable online library of authentic videos showing National Board Certified Teachers at work (Continued next page)
More than three hundred twenty-three MPE members

MPE Supports Mississippi’s NBCTs

Learn more at http://www.mde.k12.ms.us/OTC/NBC.

Board Certification? complements state licensing, and fulfills requirements for professional and personal growth, fosters reflective practice, sets uniform standards nationwide, offers professional development, and achieves board certification by providing funding to support pre-service and early career teachers in the formation and ongoing activities of this group.

Support Available for Mississippi Teachers Seeking Board Certification

Mississippi invests in supporting teachers who seek and achieve board certification by providing funding for the World Class Teaching Program. The Mississippi World Class Teaching Program (WCTP) was established by legislation in 1996 and provides guidance and support to selected candidates through the National Board Certification process. It represents commitment to excellence in teaching throughout Mississippi. Board certification signifies exemplary teaching, sets uniform standards nationwide, offers professional and personal growth, fosters reflective practice, fulfills requirements for licorise renewal.

What would motivate a Mississippi teacher to pursue Board Certification?

- Increased student learning
- $6,000 annual bonus upon completion of certification (an additional $4,000 available in some districts)
- Fee reimbursement available
- MS recertification/renewal for five years, if the process is completed successfully
- Professional growth and affirmation
- Leadership opportunities while remaining in the classroom
- Mentoring support available through WCTP centers throughout the state

Learn more at http://www.mde.k12.ms.us/OTC/NBC.

STAR Teachers

The Mississippi Economic Council recognized Mississippi’s 2017 STAR Students and Teachers on April 27, 2017. MPE congratulates the following fifty-seven members for being among the 284 STAR Teachers honored:

Kristina Sawyer, Amory High School
Krista Weaver, Baldwyn High School
Dexter Riley, Canton High School
Elizabeth Wilson, Carroll Academy
Melanie Davis, Central Holmes Christian School
Tandy Whitten, Charleston High School
Sheila Johnson, Choctaw County High School
Vicki Shirley, Corinth High School +
Rilla Showles, East Central High School
Vivian Dillon, East Marion High School
Mekael Carpenter, Forest Hill High School
Amanda Lawler, Forrest County AHS
Melinda Kapp, Houlka High School
Stephanie Holmes, Kosciusko High School
Eddie Harville, Kosuth High School
Lisa Burnside, Leake Central High School
Tracey Hunter, Lewiisburg High School
Kelly Maddox, Louisville High School
Jessica Franklin, Loyd Star High School
Terese Poston, Lumberton High School
Reena Chachalia, McCombs High School
Stephanie Bowlin, McLaurin High School
Elizabeth Morgan, MSMS
Julie Heinrt, MSMS
Connie Townsend, Mize High School
Susan Martin, Moorville High School
Julie McCullough, Myrtle High School
Kenya Tayor, Nettleton High School
Chad Bond, Newton County High School

Jennie House, Northeast High School
John Mark Sellers, NE Jones High School
Cindy Christian, NW Rankin High School
Trisha Gillbreath, NW Rankin High School
Lora North, NW Rankin High School
Whitney Necessary, Oak Grove High School
Darrell Easley, Parklane Academy
Christopher Sherman, Pearl River Central HS
Kathryn Daniels, Petal High School
Pam Thrash, Philadelphia High School
Sarah S. Rodgers, Pine Grove High School
Kendra Payne, Prestiss High School
Cindy Morris, Puckett High School
Melanie Stodie, Purvis High School
Laura Gray, Richton High School
Mary Jo Cousar, Ripley High School
Willaim Ray, Jr., Riverside High School
Jenny Simmons,Srjithia High School
Bradley Robbins, Sebastopol High School
Kelly Perkins, Seminary High School
Angel Blair, Smithville High School
Jan Gunter, Sunroll High School
Heather Cartwright, Tishomingo County HS
Tracy Barnett, Tremont High School
Jonathan Winstead, Union High School
Anna Smith, Water Valley High School
Karen Denikos, West Jones High School
LeAnn McEwen, West Lincoln High School

+ Vicki Shirley was inducted into the STAR Teacher Hall of Fame. The STAR Teacher Hall of Fame is reserved for teachers who have been chosen STAR Teacher at least 10 separate times. A member of MPE since 1982, she previously served on the MPE Board of Directors.

This year marks the 21st anniversary of the Kelly Gene Cook, Sr. Charitable Foundation, Inc. scholarships for STAR Students and awards for STAR Teachers in Mississippi, with over $1.3 million in scholarships awarded to STAR students during this time. The STAR school with the highest number of STAR Students receives the Peggy Howard Award of Distinction. The Mississippi School for Mathematics & Science was recognized this year, with eight STAR Students.
MPE REGIONAL TRAINING

MPE is pleased to offer the following regional training sessions. Participants will receive .6 CEU credits for each full-day course. Each session’s content is timely for educators during the 2017-2018 school year.

MULTI-TIERED BEHAVIORAL SUPPORTS: This session focuses on teaching participants about evidence-based social, emotional, and behavioral supports within a multi-tiered framework. Participants will explore behavioral theory as it pertains to working with students in PK-12 settings, moving across the three tiers of a positive behavioral intervention and support framework, guidance regarding discipline policies and best practices for alternatives to suspension, and making data-driven decisions about behavioral interventions. (No cost for members or non-members to attend. Members receive CEUs free of charge and non-members may receive CEUs for $15.)

- October 10  Hampton Inn, Hernando
- November 1  Hilton Garden Inn, Starkville
- November 7  William Carey Tradition Campus, Biloxi
- December 5  Copiah-Lincoln Community College, Wesson
- January 19  The Alluvian Hotel, Greenwood

INTEGRATING CODING IN THE K-8 CLASSROOM: This session will be a hands-on training that is limited to the first 20 participants. The training will cover the CS4MS (Computer Science for Mississippi) Initiative in which coding is a major component. No workshop trains teachers on how to teach computer science fundamentals through mediums such as Code.org’s curriculum and Google’s CS First program. Participants will get hands-on experience building programs that control robots such as Sphero’s SPRK+, Wonder Workshop’s Dash and Dot robots, and Ozobot. No prior experience necessary to attend this training. All participants must bring a fully charged laptop to the training. (No cost for members to attend and receive CEUs. Non-members must pay $25 to attend, which includes CEUs.)

- November 14  Lauren Rogers Museum of Art, Laurel
- January 22  Hinds Community College, Muse Center, Pearl

IMPLEMENTING MISSISSIPPI’S COLLEGE AND CAREER READINESS STANDARDS – MATH: This session will share techniques and strategies that will support student learning across the full spectrum of courses under the MCCR mathematics standards K-12. Work sessions will focus on item analysis, performance tasks, formative assessments, and vertical alignment of standards. Session participants will grasp strategies and activities that will increase student engagement and deliver content aligned with MCCR standards for mathematics. (No cost for members to attend and receive CEUs. Non-members must pay $25 to attend, which includes CEUs.)

- K-5 MATH TRAINING  January 17  Hancock Leadership Center, Tupelo
- February 12  Hinds Community College, Muse Center, Pearl
- 6-8 MATH TRAINING  December 7  Greenville Higher Ed. Center, Greenville
- 9-12 MATH TRAINING  October 11  Hancock Leadership Center, Tupelo
- October 20  Life Church, Laurel

IMPLEMENTING MISSISSIPPI’S COLLEGE AND CAREER READINESS STANDARDS – SCIENCE: This session will share techniques and strategies that will support student learning across the full spectrum of courses under the MCCR science standards K-12. Work sessions will focus on item analysis, performance tasks, formative assessments, and vertical alignment of standards. Session participants will grasp strategies and activities that will increase student engagement and deliver content aligned with MCCR standards for science. (No cost for members to attend and receive CEUs. Non-members must pay $25 to attend, which includes CEUs.)

- K-5 SCIENCE TRAINING  January 26  Holmes Community College, Grenada
- February 1  Hinds Community College, Natchez
- 6-8 SCIENCE TRAINING  February 8  Natchez Grand Hotel, Natchez
- 9-12 SCIENCE TRAINING  November 3  Holmes Community College, Attala Ed. Center, Kosciusko

To register, go to www.mpe.org, click on the “Professional Development” tab, and then click on the hyperlink for the respective training you wish to attend. If you need additional assistance, contact Barbie Ferguson at barbie@mpe.org.

MPE Journal - Fall 2017

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- Master of Education – Mild and Moderate Disabilities, K-12
- Specialist in Education – Instructional Leadership
- Doctor of Education – Educational Leadership

Hybrid Graduate Programs
- Master of Education – The Art of Teaching (Elementary Education, 4-6)
- Master of Education – The Art of Teaching (Secondary Education, 7-12)
- Master of Education – The Art of Teaching (Mild and Moderate Disabilities, K-12)
- Master of Education – Gifted Education, K-12
- Master of Education – Educational Leadership
- Master of Education – Interscholastic Athletic Administration
- Specialist in Education – Educational Leadership (Administration Certification)

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Welcome back to school! I hope you took some time to enjoy the company of family and friends this summer before diving back into the work of educating students. I look forward to working with you this year as we continue to elevate teaching and learning in the state.

I wanted to take this opportunity to update you on efforts by the Mississippi Department of Education (MDE) to address the Mississippi State Board of Education’s goal of ensuring every school has effective teachers and leaders. We’ve outlined an aggressive course of action in our response to the Every Student Succeeds Act (ESSA), which includes plans to address diversity, to assist districts in a Grow-Your-Own initiative, and to boost teacher academies.

The MDE will provide guidance and technical assistance to districts to support the development and implementation of the Grow-Your-Own initiative. Goals of this initiative are to create a pipeline of effective teachers, improved teacher retention in low-income schools, hard-to-fill positions, and increase recruitment for hard-to-staff schools and teacher retention in low-income schools.

Research has shown that teachers prefer to work close to home and by helping more people who work in the school districts in their communities, we can alleviate the teacher shortage crisis while improving workforce diversity. This initiative will be implemented in all critical shortage school districts as well. Mississippi, like many states across the country, is grappling with teacher shortages in school districts across the state. Teaching is a noble profession and we have to be creative in introducing this career option to students before they start college. One strategy to attracting and recruiting future teachers is by generating interest in the field in high school. We want to support students who have expressed an interest in teaching.

The MDE currently coordinates Teacher Academy programs and Educators Rising chapters (formerly known as Future Academies and Educators Rising) in high school districts across the state. The Teacher Academy pathway includes classroom and hands-on experiences. The goal is to have teacher academies and/or Educators Rising chapters in every critical shortage school district.

We are continuing our efforts to address the needs of our districts. Partnerships with community colleges to help future teachers complete their education, a Teacher Leadership Initiative, improving teacher and leader preparation programs, and ongoing professional development opportunities are also a part of Mississippi Succeeds, the state’s ESSA plan. If you haven’t done so already, I encourage you to take a look at the comprehensive plan and how it addresses teaching and leading in the state (https://www.mdek12.org/ESSA).

Our state ESSA plan calls for the targeted, effective use of federal funds to make the maximum impact on student achievement, especially for the most disadvantaged students. The proposed cuts to the federal education budget would severely harm Mississippi’s ability to implement key programs under ESSA. I hope you join me in encouraging our Senate and congressional delegation to support continued federal funding.

I hope you have a successful school year and thank you for your dedication to educating students.

Dr. Carey M. Wright
State Superintendent of Education

Earning a college degree is a dream many young people share. Many finish high school and enter a postsecondary institution. However, for some, the dream ends prior to graduation. This happens for many reasons: financial resources run short, family needs take priority, and life just gets in the way. The dream may still be alive, but with each year that passes, it becomes harder to return to the classroom and turn that dream into reality.

The Complete 2 Compete initiative is designed to make it easier to turn this dream into reality for Mississippians who have attended one of Mississippi’s public community colleges or universities, but not yet earned a degree. We are beginning by reaching out to those who attended within the past fifteen years.

More than 2,400 former students age twenty-one or over have enough credits to earn a bachelor’s degree with no additional coursework and an additional 28,000 students have enough credits to earn an associate’s degree with no additional coursework. More than 100,000 former students can earn either an associate’s or bachelor’s degree with some additional coursework.

Earning a degree is a necessity in today’s job market. The Georgetown University Center on Education and the Workforce reported that 11.5 million of the 11.6 million jobs created in the post-recession economy went to workers with at least some college education.

In its report, America’s Divided Recovery: College Haves and Have-Nots, the Georgetown Center noted that:

- Graduate degree holders gained 3.8 million jobs
- Bachelor’s degree holders gained 4.6 million jobs
- Associate’s degree holders and those with some college education gained more than 3 million jobs
- Workers with a high school diploma or less gained only 80,000 jobs

Mississippi Public Universities, the Mississippi Community College Board, and the Mississippi Association of Community and Junior Colleges are partners in the effort. We have a website dedicated to the effort and will implement services to re-engage and support adult learners.

This initiative has the power to change the lives of many Mississippians, but it also has the power to change our state by exponentially increasing the number of Mississippians with a credential of value beyond high school.

Increasing the number of graduates will attract more business and industry to our state, providing more opport...
In the educational world, the fall season brings about a sense of “newness” with the start of another school year—new students, new classes, and new instructors are just a few examples of this.

In keeping with that theme, a new initiative that our office has partnered with IHL on has the potential to impact several thousand Mississippians. Complete 2 Compete (C2C) focuses on encouraging Mississippi adults who have completed some college but no degree to return and finish what they started.

Currently, our offices have identified approximately 155,000 adult Mississippians who may have either earned college credits but were not awarded a postsecondary degree or are within a few courses of finishing a degree. Oftentimes, these adults are unable to find employment that provides a family-sustaining wage because “life got in the way” when they were finishing a degree.

There are four target groups the program focuses to identify: former adult students with some college and no degree who may complete an associate degree with some additional coursework; former adult students with some college and no degree who may complete a bachelor’s degree with some additional coursework. The program links adults with a C2C coach who then develop a game plan for moving forward. For participants with enough credits to earn either an associate or baccalaureate degree, that degree is awarded. For those who may lack just a few hours for a degree, the C2C Coach identifies the best pathway for individuals to meet their goals. Eligible C2C participants include adult learners who have been out of college at least twenty-four consecutive months and are motivated to take the first steps towards completing a degree. Beginning in 2018, tuition assistance grants will be available for those who may need to take a few hours to complete a degree.

Countless studies have been released that show the more education an individual has, the more likely they are to earn a higher wage, which leads to both a better life for his or her family and more tax dollars being generated into both the local and state economies. Therefore, it is imperative that we identify these students that are either eligible for a degree or might lack only a few classes so that we can help them through the finish line.

Complete 2 Compete is another example of the way that the Mississippi Community College Board is partnering with other agencies to help better our state. Additional information about C2C can be found at http://www.mcc2c.org/.

As another school year begins, I would like to thank all of our teachers and instructors—no matter the grade or level—for the work that each of you does. At a time when state resources are being reduced, we are all being asked to do more with less and the jobs that each of you does is vital to the important to the future of our state.

Dr. Andrea Scott Mayfield
MCCB Executive Director

SCHOOL RECOGNITION
PROGRAM GUIDELINES RELEASED

This past June, MDE released guidance it received from the Chairmen of the Senate and House Education committees on how the School Recognition Program should be implemented. Interested educators may review this guidance, as well as a report of the award amounts for eligible schools, by visiting https://mpe.org/mpe/pdf/newsletterPDF/SchlRecogProg_GuidelinesJune2017.pdf. The School Recognition Program was enacted by the Mississippi State Legislature to provide a performance incentive for outstanding teachers and staff in highly productive schools. MDE is developing the necessary forms and instructions that districts will utilize in the program.

The guidance provides that the award will be paid as a non-recurring salary supplement via a supplemental contract to eligible staff members in a one-time payment prior to December 1, 2017. The award is to be paid to current certified staff of the eligible school, with no requirement to pay any prior staff. Administrators are not to receive the award. Each school is to form a teacher committee that will decide the certified employees to receive the award and the amount each employee will receive. If districts do not submit their school response plans to MDE by October 1, 2017, then eligible staff shall receive an equal distribution of the award funds.

PROGRAM GUIDELINES

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First-year teachers are often so overwhelmed with learning the day-to-day mechanisms of a school, they will often cast aside classroom management in lieu of survival. As a first-year teacher, the one class I took on the theories of classroom management was the only tool in my arsenal against misbehavior. This made my first few years a process of trials and errors and reinforced the understanding of why so many first-year teachers leave the profession. I have come to realize there are specific key words that are important when it comes to classroom management.

Respect is something we demand as adults but rarely do we give it to those we view as subordinates. Many of my students report their classroom behaviors would decrease if their teacher showed them respect. As a parent, I model for my child the respect with which she should treat others. Unfortunately, many of our students are from struggling home environments where teaching or modeling respect comes second to survival. It is imperative for a teacher to treat her students with respect, even when he/she is angry and instinct says to lash out.

Routine is not something a student would express as something important to them, but many cannot imagine a life without bells telling them when to start, end, eat, or go home. When not given foreknowledge of a schedule change, students can become nervous and restless, which is a precursor to misbehavior. Routine enforces a sense of stability for students and is especially important to those from unstable homes.

Humor is a great way to make sure students are drawn into a lesson and creates a safe environment for them to make mistakes without ridicule. As teachers, it is important to show students our own imperfections and to laugh at ourselves. I want my students to know that imperfect can still be successful and fun. We must remember that our students are funny and that a sense of humor is vital to our students’ growth of personality and their future success outside of the school.

Responsibility, or ownership of their own actions, is a very important skill that we must help our students develop that will follow them throughout their lives. Dr. Harry Wong (2009) suggests having kids take ownership of the classroom by helping to determine classroom rules and consequences. Student input provides the opportunity for pride within the classroom. Dr. Becky Bailey (2015) was quoted as saying, “Discipline is not something you do to children, it is something you develop within them.”

Respect, routine, humor, and responsibility may not be the typical classroom management tools taught to educators or found in teacher education texts, but when grouped together these four simple words can easily turn a classroom into a successful and productive room.

Bettie Martinek has served as a Special Education teacher at Riverside High School for the past eighteen years. A member of MPE since 2005, she serves as an MPE Building Representative.
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