GUIDELINES FOR THE LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM DESIGN OF ASSOCIATE OF SCIENCE IN TEACHING AND ASSOCIATE OF APPLIED SCIENCE IN PARAPROFESSIONAL DEGREE PROGRAMS

Developed by:

Louisiana Board of Regents,
Louisiana Community and Technical College System,
Board of Elementary and Secondary Education,
Louisiana Department of Education, &
Districts

February 20, 2005

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FORMS

I.   OVERVIEW OF THE REVIEW PROCESS

The Louisiana Community and Technical College System is invited to design a core curriculum for associate degree programs for paraprofessionals and other individuals interested in the field of education.

All candidates who pursue Associate of Applied Science Degrees for Paraprofessionals will receive special training that will assist them in instructing students in the areas of reading, writing, math, and school readiness. These courses will focus less upon theory and more upon practical knowledge and strategies that can be applied immediately when working with PK-12 students in classrooms. Candidates will not be allowed to transfer paraprofessional courses to four year institutions.

All candidates who pursue Associate of Science in Teaching Degrees will develop essential content knowledge in English, Mathematics, Science, Social Studies, and the Arts to effectively teach children information contained within Louisiana's K-12 content standards. In addition, candidates will take 6 credit hours of education courses that introduce them to the needs of PK-12 students in classrooms. Candidates will be allowed to transfer the credit hours within the approved curriculum to four year institutions and apply all approved courses to a baccalaureate degree in teacher education.

Once the curricula for the new degree programs have been designed, national consultants will carefully evaluate the programs to ensure that they meet standards for quality. The review process will support state efforts to recruit and prepare highly qualified educators who effectively address the needs of students in PK-12 schools. Across all courses, the evaluators will look for research-based practices that have strong quantitative and qualitative support. The goal of the external evaluators will be to support the efforts of the Board of Regents (BoR), Louisiana Community and Technical College System, and Board of Elementary and Secondary Education (BESE) to increase the availability of well-prepared and effective educators for the PK-16+ system of education that Louisiana is developing. These coordinated efforts are ultimately designed to improve the achievement of students in all schools.

The external evaluators will review the new curricula and provide feedback to the Louisiana Community and Technical College System. Once recommended changes are made to the curricula and it is approved by the Louisiana Community and Technical College System, Board of Regents, and Board of Elementary and Secondary Education, campuses will develop programs that address the approved curricula.

II.   FORMAT FOR SUBMISSION

A.   General Instructions

1.   The documents should be organized in the following order.

(1)   Cover Page
(2)   Table of Contents
(3)   Forms
(4)   Program Description
(5)   Narrative Description of Education Courses
(6)   Assessment System and Program Evaluation
(7)   Institutional Level Evaluation of Associate Degree Program

2.   All sections of the document must be single-spaced, 12-point type, double spaced between paragraphs, one-inch margins, and duplicated on plain, 8 ½ " x 11" white paper.

3.   Copies must be fastened **securely** and in a manner that makes them easily stackable with other proposals. Although every effort to ensure that documents are handled with care, Board of Regents may not be held liable for any reviewer misunderstandings that occur as a result of pages that are missing and/or in incorrect order because of improper or inadequate fastening.

4.   All pages must be numbered.

B.   Submission of Proposal

Five (5) copies of all documents being submitted for review, one of which has original signatures, should be submitted to:

Teacher Education Initiatives
Redesigned Programs
Board of Regents
P.O. Box 3677
Baton Rouge, LA 70801-1389

Documents must be in the Board of Regents Offices by 4:30 P.M, March 4, 2005

If you have questions, please contact Dr. Jeanne M. Burns at jeanne.burns@la.gov.

The following should be addressed when preparing the Program Section.

I.   **ASSOCIATE DEGREE PROGRAMS COVER PAGE (See Form 1)**

II.   TABLE OF CONTENTS

III.   **FORMS**

    1.   **Associate Degree Curricula**

    Use Form 2, 3, 4, 5, or 6 to list the courses that will be recommended to candidates to meet degree requirements. *Please prepare a separate form for each type of degree.*   All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

    2.   **Associate Degree Course Sequence**

    Use Form 7 to list the sequence of courses that will be recommended to candidates to complete each semester for their degrees. *Please prepare a separate form for each type of degree.* All required courses should be listed. If candidates are allowed to select electives, identify the number of elective hours and areas in which candidates may select electives.

    3.   **Progression of Site-based Performance Activities**

    Use Form 8 to identify performance activities within site-based settings that candidates will be expected to complete. *Please prepare a separate form for each type of certification.*

    List the courses in the order in which it will be recommended that the experiences occur. Clearly demonstrate that progression will occur as candidates gain knowledge in their courses and use the knowledge in site-based settings.

    4.   **Components of Effective Teaching Matrix**

    Use Form 9 to identify the courses that include performance objectives and performance assessments which address attributes for the Louisiana Components of Effective Teaching.

IV. OVERVIEW OF THE PROGRAMS

A. Program Description

The associate degree programs should address requirements for highly qualified paraprofessionals identified by the Board of Elementary and Secondary Education; the Louisiana K-12 content standards; and the attributes within the Components of Effective Teaching. In addition, they should address NCATE standards, meet PRAXIS assessment expectations, and be aligned with the undergraduate certification structure approved by the Board of Elementary and Secondary Education.

When preparing the written proposal, please use the above information when addressing each of the following:

1. General Structure of Programs (1 Page Limit)

Provide a brief but thorough overview of the associate degree programs. Provide sufficient information to enable the evaluators to understand who will be participating in the programs and how they will progress through the programs.

2. Mission Statement

Please provide a mission statement for the Louisiana Community and Technical College System for the Associate of Science in Teaching Degree Program.

3. Teacher Education Official

Identify who at the system level and who at the campus level will be the primary person (s) responsible for the successful implementation and ongoing evaluation of the associate degree programs. In addition, identify who will be responsible for facilitating a smooth transfer of the teacher candidates from the two year institutions to the four year institutions.

4. Recruitment and Selection

Address each of the following areas to describe efforts to recruit and select candidates for the associate programs.

a. Recruitment (1 Page Limit)

Please describe the collaborative process that was used to develop the proposed curriculum.

4. **Recruitment and Selection (Cont'd)**

    b.   **Screening and Selection for Program (1 Page Limit)**

         Please describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the programs.

    c.   **Exit Requirements for Program (1 Page Limit)**

         Please describe the requirements for the candidates to exit the programs and be recommended for classification as a highly qualified paraprofessional. If being recommended for placement in a teacher preparation program at a four year institution, please identify the exit requirements for placement.

    d.   **Support of Program Completers (1 Page Limit)**

         Describe efforts that will occur to support program completers once they complete their PK-12 programs and apply new knowledge within schools.

V.   NARRATIVE DESCRIPTION OF EDUCATION COURSES

For all education courses, provide a narrative description that includes the items listed below.

(Note: This should be written in a narrative format and not a syllabus format. It should be written so that it can be converted for future syllabi.)

A.   Course number, course title, credit hours, and catalog description.

B.   The form (e.g., lecture, seminar, web-based, field-based, etc.) of the course. Please indicate if candidates will be required to complete real world problem-based activities in the course.

C.   A list of *8-10 **measurable objectives*** that clearly identify the ***most critical competencies*** the candidates will demonstrate in the course and a ***thorough description of the instruments and/or processes*** that will be used to ***asses*** the performance of the candidates. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the course/program activities. (Note: if an objective addresses an attribute for the Components of Effective Teaching, please list the attribute number at the end of the objective.)

D.   The empirical basis for educational practices and teaching methods covered in the course. Please identify specific research studies. Do not cite general information (e.g., national standards, listings of journal names, listings of individuals' names with no citations, etc.).

E.   Resources and materials that will be used to teach the course.

VI.   DESCRIPTION OF FIELD-BASED LEARNING ACTIVITIES (2 Page Limit)

A.   Provide a more thorough description of the learning activities that have been listed on Form 8 that will occur in school based settings.

B.   Identify the measurable objective listed in Section V that each learning activity addresses.

C.   Provide a copy of the rubrics or assessments that will be used to assess the extent   to which teacher candidates have demonstrated expected proficiencies when   addressing the   objectives.

VII.   ASSESSMENT SYSTEM AND PROGRAM EVALUATION (2 Page Limit)

A.   Portfolio Assessment of System

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and state/national standards were addressed. Discuss how PASS-PORT will be utilized as part of this process.

B.   Program Evaluation

1.   Identify how the program's outcomes will be assessed. This must   include:

a.   Candidates' acquisition of skills. Candidates' acquisition of skills can include candidates' self evaluations, evaluations by professors/supervisors, etc. based upon written work, live performance, exit examinations, etc.

b.   Impact of candidates on school improvement and PK-12 student achievement. The evaluators are particularly interested in how the associate degree programs will determine if candidates have had an impact upon improved student achievement in school programs.

c.   Perceptions of PK-12 consumers of graduates' skills (e.g., parents, teachers, students, school administrators, district administrators, etc.).

2. Describe follow-up assessment to assure the quality of field-based preparation (e.g., mentors, sites, experiences, etc.).

3. Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum.

   a. Describe methods and timelines for the following: (1) Data collection and the responsible parties involved; (2) Program review and the responsible parties involved; and (3) Dissemination of findings and the responsible parties involved.

   b. Describe the process that will be used to document that college and district personnel have used evaluation feedback to improve the program curriculum.

VII. INSTITUTIONAL LEVEL EVALUATION OF ASSOCIATE DEGREE PROGRAMS (2 Page Limit))

Describe the institution's *plan for evaluation* of the associate degree program(s). The external evaluators are particularly interested in seeing evaluation plans for the areas listed below.

A. The institution's success in recruiting candidates.

B. The institution's success in supporting and retaining candidates as they progress through the program.

C. The institution's success in preparing graduates who are successful in district schools and successful when pursuing baccalaureate programs in teacher education.

D. The institution's success in supporting paraprofessionals who teach within the schools after they complete the program.

E. The institution's success in using program evaluation data to improve the associate degree program.

FORM 1

ASSOCIATE DEGREE PROGRAMS
COVER PAGE

Name of Institution:				
Institution Official(s) Primarily Responsible For the Overall Implementation of the Associate Degree Programs for Paraprofessionals and other Educators:	#1	Name, Rank, & Title:		
		Address:		
		Telephone:	E-mail:	
	#2	Name, Rank, & Title:		
		Address:		
		Telephone:	E-mail:	

REDESIGNED ASSOCIATE DEGREE PROGRAM(S) TO BE SUBMITTED
Check **ALL** redesigned programs being submitted for evaluation.

Associate of Applied Science Degree for Paraprofessionals

Associate of Science in Teaching Degree

PK-3 Education	**Grades 4-8 Education**
Grades 1-6 Education	**Grades 6-12 Education**

SYSTEM REPRESENTATIVE SIGNATURE
By signing and submitting this proposal, the signee is certifying that the associate degree: (1) has been jointly developed by faculty in the areas of education, arts/sciences/humanities, other areas, and K-12 schools; (2) addresses Louisiana's K-12 content standards, Louisiana's Components of Effective Teaching, NCATE accreditation standards, PRAXIS expectations; and (3) is based upon empirical research pertaining to effective practices.
Name and Title of Louisiana Community and Technical College Representative:
Signature of Louisiana Community and Technical College Representative:

Date:	Telephone Number:

E-mail Address:

FORM 2

ASSOCIATE OF SCIENCE IN TEACHING DEGREE
GRADES PK-3 CURRICULUM

Program Requirements		Semester Credit Hours	Course Prefix and Number	Course Titles
General Education	English *(12 credit hours)*			
	Mathematics *(9 credit hours)*			
	Science (Biology, Earth Science, Physics, & Chemistry) *(9 credit hours)*			
	Social Studies (History, Government, Geography, & Economics) *(6 credit hours)*			
	Arts *(3 credit hours)*			
Knowledge of the Learner & Learning Environment (Child Development; Educational Psychology; Multicultural/Exceptional Education; Educational Technology; or Children's Literature) *(6 credit hours)*				
Electives (*15 or more credit hours*)				
TOTAL HOURS *(60 or more credit hours)*				

ASSOCIATE OF SCIENCE IN TEACHING DEGREE
GRADES 1-5 CURRICULUM

	Program Requirements	Semester Credit Hours	Course Prefix and Number	Course Titles
General Education	English *(12 credit hours)*			
	Mathematics *(12 credit hours)*			
	Science (Biology, Earth Science, Physics, & Chemistry) *(15 credit hours)*			
	Social Studies (History, Government, Geography, & Economics) *(12 credit hours)*			
	Arts *(3 credit hours)*			
Knowledge of the Learner & Learning Environment (Child Development; Educational Psychology; Multicultural/Exceptional Education; Educational Technology; or Children's Literature) *(6 credit hours)*				
Electives				
TOTAL HOURS *(60 or more credit hours)*				

FORM 4

ASSOCIATE OF SCIENCE IN TEACHING DEGREE
GRADES 4-8 CURRICULUM

Areas of Certification (Select Two Areas):

Mathematics	English
Science	Social Studies

	Program Requirements	Semester Credit Hours	Course Prefix and Number	Course Titles
General Education	English *(12 credit hours)*			
	Mathematics *(12 credit hours)*			
	Science (Biology, Earth Science, Physics, & Chemistry) *(15 credit hours)*			
	Social Studies (History, Government, Geography, & Economics) *(12 credit hours)*			
	Arts *(3 credit hours)*			
Knowledge of the Learner & Learning Environment (Child Development; Educational Psychology; Multicultural/Exceptional Education; Educational Technology; or Children's Literature) *(6 credit hours)*				

Electives			
TOTAL HOURS (*60 or more credit hours*)			

FORM 5

ASSOCIATE OF SCIENCE IN TEACHING DEGREE
GRADES 6-12 CURRICULUM

Primary Area of Certification: _____
(*e.g., Mathematics*)

Program Requirements		Semester Credit Hours	Course Prefix and Number	Course Titles
General Education	English *(12 credit hours)*			
	Mathematics *(6 credit hours)*			
	Science (Biology, Earth Science, Physics, & Chemistry) *(9 credit hours)*			
	Social Studies (History, Government, Geography, & Economics) *(6 credit hours)*			
	Arts *(3 credit hours)*			
Knowledge of the Learner & Learning Environment (Child Development; Educational Psychology; Multicultural/Exceptional Education; Educational Technology; or Children's Literature) *(6 credit hours)*				
Electives *(18 or more credit hours)*				
TOTAL HOURS *(60 or more credit hours)*				

FORM 6

ASSOCIATE OF APPLIED SCIENCE DEGREE
IN PARAPROFESSIONAL EDUCATION CURRICULUM

Program Requirements		Semester Credit Hours	Course Prefix and Number	Course Titles
General Education *(15 credit hours)*	English *(3 credit hours)*			
	Mathematics *(3 credit hours)*			
	Science (Biology, Earth Science, Physics, & Chemistry) *(3 credit hours)*			
	Social Studies (History, Government, Geography, & Economics) *(3 credit hours*			
	Arts *(3 credit hours)*			
Knowledge of the Learner & Learning Environment	Child/Adolescent Development *(3 credit hours)*			
Paraprofessional Courses *(30 credit hours)*	Introduction to Paraprofessional Education			
	Applied Literacy Development			
	Strategies for Teaching and Learning			
	Applied Assessment of Learning			
	Applied Classroom/Behavior Management			
	Addressing the Needs of Exceptional Children			
	Application of Computer Technology			
	Family, School, & Community Relations			
	Health & Safety in Schools			
	Paraprofessional Practicum – Teaching, Leaning, and Record Keeping			
Discipline Specific Electives *(Discipline-specific electives may include as many as 12 hours of developmental courses.)*				

TOTAL HOURS *(60 or more credit hours)*			

FORM 7

**ASSOCIATE OF SCIENCE DEGREE IN TEACHING
COURSE SEQUENCE**

TYPE OF PROGRAM: **Associate of Applied Science Degree for Paraprofessionals**
(Select One)

                                    Associate of Science in Teaching Degree

                Select One: **PK-3 Education**

                                 Grades 1-5 Education

                                 **Grades 4-8 Education (Content Areas: _____
and**

_____ **)**

                                 Grades 6-12 (Content Area:

_____ **)**

YEAR ONE

1st Semester

Course Prefixes & Numbers	Course Titles	Credit Hours

2nd Semester

Course Prefixes & Numbers	Course Titles	Credit Hours

YEAR TWO

1st Semester

Course Prefixes & Numbers	Course Titles	Credit Hours

2nd Semester

Course Prefixes & Numbers	Course Titles	Credit Hours

FORM 8

PROGRESSION OF SITE-BASED PERFORMANCE ACTIVITIES
FOR ASSOCIATE DEGREES

TYPE OF PROGRAM: **Associate of Applied Science Degree for Paraprofessionals**
(Select One)

                                                Associate of Science in Teaching Degree

                                Select One: **PK-3 Education**
                                                                    Grades 1-5 Education
                                                                    Grades 4-8 Education (Content Areas: _____
                                                                    and
_____)
                                                                    Grades 6-12 (Content Area:
_____)

Directions: For each type of Associate Degree, provide a listing of the performance activities that candidates will
                              complete as they move through their programs and apply knowledge in site-based settings.   Although some
                              courses may not include site-based performance activities, it is anticipated that the total program will provide
                              candidates with opportunities to apply new knowledge through site-based experiences.

Course Numbers and Titles	Listing of Site-Based Performance Activities	Number of Hours Required for Site-Based Experiences

Note: Additional rows may be added to the form.

COMPONENTS OF EFFECTIVE TEACHING MATRIX

PROGRAM: _____

For each attribute listed below, identify the one or two primary course descriptions that identify a performance opportunity and performance assessment which addresses the attribute. Type the course number (e.g., EDUC 201) that corresponds to the course description in the last column.

DOMAIN I: PLANNING

Components	Attributes	Course Numbers
I.A.	I.A.1	
	I.A.2	
	I.A.3	
	I.A.4	
	I.A.5	
	I.A.6	

DOMAIN II: MANAGEMENT

Components	Attributes	Course Numbers
II.A.	II.A.1	
	II.A.2	
II.B.	II.B.1.	
	II.B.2	
II.C.	II.C.1.	
	II.C.2.	

DOMAIN III: INSTRUCTION

Components	Attributes	Course Numbers
III.A.	III.A.1	
	III.A.2	
	III.A.3	
	III.A.4	
	III.A.5	
III.B.	III.B.1	
	III.B.2	
	III.B.3	

COMPONENTS OF EFFECTIVE TEACHING MATRIX (CONT'D)

PROGRAM: _____

DOMAIN III: INSTRUCTION (CONT'D)

Components	Attributes	Course Numbers
III.C.	III.C.1	
	III.C.2	
	III.C.3	
	III.C.4	
III.D.	III.D.1	
	III.D.2	
	III.D.3	
	III.D.4	

DOMAIN IV: PROFESSIONAL DEVELOPMENT

Components	Attributes	Course Numbers
IV.A.		
IV.B		

DOMAIN V: SCHOOL IMPROVEMENT

Components	Attributes	Course Numbers
V.A	V.A.1	
	V.A.2	
	V.A.3	
V.B	V.B.1	
	V.B.2.	
	V.B.3.	