

**From:** Jeanne Burns

**Sent:** Wednesday, April 22, 2015 3:28 PM

**To:** Amy Clancy; Angela Greaud; Barbara Burke; Blanche A. Adams (DOE); Carl Young; Cyndi Dicarlo; Deanna Bynog; Debbie Fowler; Diana Kelly; Donna Guice; Donna Wadsworth; Elizabeth Block; Emily Williamson; Erin Carroll; Faye White; Frances Davis; Gerry Binkley; Gina Carter; Gina Easterly; Glenda Island; Hannah Dietsch; Ivy Starns (DOE); Jenita Hegwood; Jenna Conway; Julie Emory; Julie Stephenson; Karen Powell; Katherine Lemoine (klemoine@nunez.edu); Kathryn Newman; Kathy Crowley; Kathy Porter; Linda Marino; Lisa Melson; Mary Breaud; Mary Ghongkedze; Mary Sciaraffa; Melanie Bronson; Michelle Fazio Brunson; Pam Morgan; Pat Doerr; Peter Sheppard; Randall Esters; Raquel Ezell; Renee Robichaux; Rich Mancil; Rosalyn Holt; Willie Jones III

**Subject:** B2K Committee Meeting - April 27 (1:00-2:20) - Feedback about Structure

To: Birth to Kindergarten Statewide Curriculum Development Committee Members

This is a reminder that our Birth to Kindergarten Statewide Curriculum Development Committee will be meeting via conference call on Monday, April 27 from 1:00 PM – 2:20 PM. The call-in information is the following:

Number: 1-888-398-2342

Access Code: 9711861#

We have received feedback that it would be helpful if the Cluster Groups could have an idea of what a potential structure might be for the junior and senior years for the Birth to Kindergarten baccalaureate degree. Thus, you will find attached a draft potential structure for each of the four years for a baccalaureate degree. This has been built upon recommendations that were provided by Cluster Group 4 and addresses areas that members of Cluster Group 3 were asked to address.

If you would like to provide feedback about the attached potential structure before Monday's meeting, please feel free to do so by Friday. We will use the feedback to make adjustments to the potential structure and provide everyone a copy on Monday morning. We can then discuss the potential structure for B2K courses during the conference call on Monday afternoon. If we can reach consensus about the potential structure on Monday, that should help as your Cluster Groups have discussions after the April 27<sup>th</sup> meeting about the progression of courses and course syllabi your Cluster Groups will be developing.

For Cluster Groups 5 and 6, we especially need feedback from you regarding whether the attached potential structure for the junior and senior years would address needs identified by your Cluster Groups since our last committee meeting. Since the structure is still being defined at this point in time, it is not necessary for you to submit any documents (as previously requested) from your groups for our April 27<sup>th</sup> meeting. It is more important for you to engage in discussions during the conference call on Monday, April 27 to ensure that the attached potential structure will allow you to address the standards that you have discussed within your Cluster Groups.

I have provided below a listing of the major courses identified in the attached potential structure. If you read the attached minutes and recommendations of Cluster Group 4 and examine the attached draft that identifies the potential structure for the junior and senior years, the following list will be more meaningful.

Potential Structure for Freshman, Sophomore, Junior, and Senior Years:

1. During the sophomore year (Second Semester), change the "Birth to Kindergarten Practicum" to a "Birth to Kindergarten Practicum and Seminar" for 6 credit hours and place a focus upon Families and Family Systems during the seminar portion of the course. (Note: Cluster Group 4 has recommended that the Practicum be changed to 6 credit hours.)
2. During the first semester of the junior year, require a 3 credit hour course that combines Birth to Kindergarten Educational Psychology and Behavior/Classroom Management. (Note: Management of behavior has consistently been an area across the country where new teachers indicate that they need help.)

3. During the first semester of the junior year, require a 9 credit hour course that focuses on Advanced Language/Literacy Development & Methodology and embeds the following into the course: Technology, Art, Music & Movement, Physical Education, and Children's Literature. (Note: Cluster Group 4 recommended the embedding of Technology, Art, Music, etc. into the content methodology course – it seemed to make sense to also embed those areas into the methodology course for language development and literacy.)
4. During the second semester of the junior year, require a 9 credit hour course that focuses on Math, Science, and Social Studies Development and Methodology and also embeds the following into the content areas: Technology, Art, Music & Movement, Physical Education, and Children's Literature.) (Note: Cluster Group 4 recommended a 9 or 12 credit hour methodology course that would embed Technology, Art, Music, etc.)
5. Embed exceptional/diverse learners and assessment within all courses within the curriculum. (Note: It would be necessary for these areas to be clearly articulated in the objectives and performance competencies to ensure that progression is occurring throughout the series of courses with knowledge and skills deepening as candidates progress through the program.)
6. Change the number of credit hours for the Birth to Kindergarten Professional Teaching Clinical and Teaching Seminar I to 15 credit hours and change the Birth to Kindergarten Professional Teaching Clinical and Seminar to 15 credit hours. (Note: Cluster Group 4 recommended changing the number of credit hours to 9 since 9 hours are required for student teaching which is considered full time. However, the total curriculum needs to be completed in 4 years, and requiring only 9 hours for full time student teaching would require candidates to take 4 and a half years to finish. Also, the LDOE is now discussing a requirement of a "full year residency" for other teacher preparation programs which would start at the beginning of a public school year (e.g., early August), continue through most of the university Christmas/New Year's break, and end at the end of May or beginning of June. More credit hours are going to be needed if candidates are enrolled in the Professional Teaching Clinical and Seminars over that long a time period and faculty are going to have to be assigned to those candidates for a longer time period. Nothing has been finalized yet about the full year residency for all programs but it is being discussed.)

If you want to provide feedback before the meeting, please do so by Friday. You will also have an opportunity to provide feedback during the meeting on Monday.

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