



***CYCLE NINE
RECOMMENDATIONS OF THE
EXTERNAL EVALUATORS***

**ASSOCIATE OF SCIENCE IN
TEACHING DEGREE PROGRAMS -
COMMUNITY COLLEGE CAMPUSES**

Submitted to the Board of Regents by:

*Katherine Boswell, Ph.D., Education Policy Associates
&
Pamela Tackett, Former Exec. Director, Texas State Board of Teacher
Certification*

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SECTION I: GENERAL INFORMATION

I. EVALUATION OF QUALITY

Delgado Community College and Nunez Community College submitted proposals for Associate of Science in Teaching degree programs for individuals interested in pursuing a career in teaching student in grades 1-5. Candidates pursuing this degree must demonstrate mastery of core content knowledge in English, Mathematics, Science, Social Studies, and the Arts that is aligned with Louisiana's grades 1-5 content standards. In addition, candidates must complete six credit hours of education courses that address the needs of grades 1-5 students in classrooms. Candidates who complete the curriculum and meet all exit requirements may transfer the credit hours within the approved curriculum to four year institutions and apply all approved courses to a baccalaureate degree in teacher education.

The Board of Regents selected two external consultants to review and evaluate the proposed new Associate of Science in Teaching degree programs submitted by Delgado Community College and Nunez Community College. The evaluators were charged with reviewing the proposal submitted by the two community colleges and providing feedback and recommendations to the Louisiana Community and Technical College System and the Board of Regents relative to the merits of the proposed degree programs.

Following a review of the written materials, the consultants participated in a 45 minute interview on September 22, 2006 with representatives from the Board of Regents, Louisiana Community and Technical College System, and community college campuses. The consultants then consulted via telephone to compare observations and make recommendations. The three possible recommendations were the following:

- *Recommended for Approval:* Programs that exhibited many strengths and had no stipulations.
- *Recommended for Approval with Stipulations:* Programs that had areas in need of further development.
- *Not Recommended for Approval:* Programs that were in need of major program redesign.

Based upon information generated by the consultants, this report was prepared to provide specific feedback about the programs. SECTION II: PROGRAM EVALUATION provides feedback from the evaluators in the following four areas:

A. Program Recommendation

Statements identifying the types of programs submitted and the recommendations of the evaluators.

B. Strengths

A list of strengths observed in each program by the evaluators.

C. Stipulations That Must Be Addressed for Program Approval

A list of stipulations that community colleges are required to address for the programs to be approved.

D. Specific Recommendations for Future Improvement

A list of recommendations for community colleges to consider when further developing the program. Community colleges are not required to address the recommendations in order for their programs to be approved.

II. WRITTEN DOCUMENTS

All recommendations of the external evaluators are provided in this document. This document is placed on the Board of Regents web site for public access.

III. FINAL APPROVAL PROCESS

A final approval process has been created to help ensure that campuses address the stipulations and high quality programs exist within community colleges across the state.

Public Community Colleges

For public community colleges, all programs that are “Recommended for Approval” by the external evaluators will be recommended to the Louisiana Community and Technical College System and Board of Regents for full approval.

All community colleges that have programs that are “Not Recommended for Approval” will be required to meet with their design teams and resubmit a full proposal during a future evaluation cycle.

If programs are “Recommended for Approval with Stipulations”, community colleges are required to address the stipulation identified by the evaluators and required to submit a program rejoinder to their system board. The system board must review the rejoinders and determine if the rejoinders fully addressed the stipulations. If the rejoinders do not meet system expectations, community colleges are required to rewrite the rejoinders to meet the expectations of the systems.

Once expectations are met, the system will submit the rejoinder to the Board of Regents to be reviewed by the BoR/BESE/LAICU Program Review Committee. The BoR/SBESE/LAICU Program Review Committee (which is composed of staff from the Board of Regents, State Board of Elementary and Secondary Education/Department of Education, Louisiana Community and Technical College System, and LAICU) will review the evaluators’ recommendations, community

college system recommendations, and rejoinders to ensure that all proposed programs addressed evaluation stipulations.

Based upon the review of this committee, recommendations will be made to the Board of Regents and Louisiana Community and Technical College System Board of Supervisors to fully approve the programs. Once the two boards have approved the programs, community colleges will be allowed to start implementing the programs.

IV. CURRICULUM CHANGES TO NEW PROGRAMS

The new teacher preparation programs approved by the Board of Regents and Louisiana Community and Technical College System Board of Supervisors are considered to be the basic framework for the programs at each community college. The Board of Regents and the Louisiana Community and Technical College System fully expect community colleges to improve upon the basic framework as they fully develop and continue to improve course syllabi, site-based experiences, evaluations, and other aspects of the redesigned programs. Both boards realize that changes will need to be made to proposed courses and programs as these improvements are made. In addition, changes will need to be made as community colleges submit the Official Plans and new syllabi to curriculum committees within community colleges and receive input from other departments within the community colleges about the courses and degree plans.

Prior to implementation, all community colleges have the flexibility to make changes in the types of courses to be offered within their programs at the following points in time.

1. Prior to Approval from the Board of Regents and Louisiana Community and Technical College System Board of Supervisors

Community colleges may use the recommendation of the evaluators to identify changes that they want to make to the proposed programs. These changes must be described within the rejoinders submitted to the system board. If new courses are being proposed, full course descriptions must be provided. The BoR/BESE/LAICU Program Review Committee will review these changes once the rejoinders are submitted for approval.

2. After Approval by the Boards and Before Program Implementation

After approval has been attained by the Board of Regents and Louisiana Community and Technical College System Board of Supervisors, it may be necessary to change courses and the Official Plans due to decisions made by curriculum committees at community colleges or decisions made by community college personnel to strengthen the programs. These changes should be made prior to the point that community colleges submit their Official Plans to the Board of Regents. The changes will be reviewed by staff within the Board of Regents and Louisiana Community and Technical College System.

SECTION V. PROGRAM DOCUMENTATION

Initial Degree Plans. A copy of the program proposals and rejoinders approved by the Board of Regents and Board of Elementary and Secondary Education will be kept within the Board of

Regents and serve as initial documentation for all approved redesigned teacher education programs.

Official Plans. Once the Official Plans and courses have been approved by curriculum committees, copies of the Official Plans must be submitted to the Board of Regents. The Board of Regents and Louisiana Community and Technical College System will review the plans and provide community colleges with documents that indicate that the plans have been approved.

Changes in Degree Plans. As community colleges make future changes to the Official Plans to strengthen the programs, community colleges must submit a form to the Board of Regents identifying the courses that will be changed. These changes will be reviewed for approval by staff within the Board of Regents and Louisiana Community and Technical College System once the changes are submitted. Community colleges will be provided documents indicating approval of the changes.

SECTION VI: REQUESTS FOR ADDITIONAL INFORMATION

For questions and information regarding the **program evaluation**, please e-mail the following individual within the Board of Regents:

Dr. Jeanne Burns at jeanne.burns@la.gov

SECTION II: PROGRAM EVALUATION

DELGADO COMMUNITY COLLEGE

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

A. PROGRAM RECOMMENDATIONS

TYPE OF PROPOSED PROGRAMS	RECOMMENDATIONS
Associate of Science in Teaching Degree - Grades 1-5	<i>Recommended for Approval with Stipulations</i>

B. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM
<ol style="list-style-type: none"><li data-bbox="207 1115 1435 1440">1. The evaluators commend the Board of Regents, the Louisiana Community and Technical College System and Delgado Community College for recognizing the important contribution community colleges can make to the preparation of a cadre of diverse and well-qualified teachers for Louisiana’s classrooms. Creating an Associate of Science in Teaching degree that is standards-based, and fully aligned and transferable to four-year baccalaureate teacher preparation programs, puts Louisiana among an elite group of states at the forefront of teacher education reform across the country. The AST degree has the potential to be a critical step toward defining and addressing new expectations for the teaching profession in Grades 1-5.<li data-bbox="207 1482 1451 1734">2. Delgado Community College deserves particular recognition for their commitment to general education reform as evidenced in their Title III efforts and the significant work that has already occurred to align general education courses at the community college with the core content knowledge identified in the Louisiana Teacher Preparation Components of Effective Teaching document. The products of this work must be reviewed and updated regularly in order that future teachers are always receiving instruction in their pedagogy and subject area courses that are relevant to the teaching positions to which they aspire.

DELGADO COMMUNITY COLLEGE (CONT'D)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM	
3.	The evaluators commend the proposed collaboration with consultants from The New Teacher Projects' in designing the development of the entrance interview process based on best practices techniques and actions for candidate screening, recruitment, marketing and processing. This is important and has the potential to identify the strongest candidates for the teaching profession.
4.	The proposed use of electronic portfolios is an excellent tool for college students to demonstrate their understanding of the teaching profession and their growth as potential future teachers.
5.	The inclusion of the technology module in the lower division teacher education course is also very praiseworthy. Students must have a strong command of technology and applications that will be useful to them as teachers.
6.	The Region 1 collaboration between Delgado and Nunez Community Colleges with partners from the public schools and four-year baccalaureate institutions provides an important example of K-16 alignment and should serve as a model for the development of other AST programs across the state of Louisiana. It appears that there are good relationships between the school districts, the universities, and Delgado. This is an important starting point for developing a strong AST degree program.
7.	In designing the proposed AST degree Delgado Community College has drawn on their significant experience gained through successful administration of varied health science programs which encompass a similar mix of academic and field-based experiences which prepare students for national certification exams.

C. STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1.	The Guidelines document outlining conditions for program approval indicate that colleges should provide sufficient information regarding who will be participating in the proposed program and how they will progress. The proposal as submitted would be improved with increased information about anticipated numbers of students to be accepted. Similarly, the proposal lacked specificity as requested in the Guidelines document whether candidates will self-select to participate or if a selection process will be used to admit only outstanding candidates to the program. It also wasn't fully clear whether candidates will participate as members of a cohort or if candidates will be allowed to enter the program at any point in the academic year. <i>Please clarify all of these issues.</i>

DELGADO COMMUNITY COLLEGE (CONT'D)

C. STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL (CON'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
2.	<p>An ambitious recruitment plan was included in the Delgado proposal which has the stated goal of adding to the state pool of high qualified teacher candidates by linking with high schools' STAR programs and targeting first generation college students through mass media and other outreach activities in rural high schools. These plans are to be commended and encouraged. Given the stated importance of the goal, it would strengthen the college's proposal to clarify who will be responsible for these outreach activities and/or how these activities will be funded and sustained into the future. <i>Please provide additional information about these issues.</i></p>
3.	<p>The Delgado proposal outlines the significant collaboration at the state level to design the AST degree program and to align community college general education and teacher education courses with the standards and competencies of the first two years of a teacher education degree at any state college of education. As mentioned earlier in this review, the proposal also outlines the commendable regional collaborative efforts with Nunez Community College and four public and four private universities/colleges, and with local school districts prior to Hurricanes Katrina and Rita. What is not clear is what the ongoing role of the regional design team will be and how that collaboration will be facilitated to continue to improve the associate degree program once implemented. Members of the regional design team need to be identified, and letters of support or commitment from partners and strategies for how those partners will be engaged in future quality improvement efforts should be secured. <i>Please provide additional information to indicate how you will address these issues.</i></p>
4.	<p>The college should provide additional description of the support that will be provided to candidates while enrolled in the program to ensure success. The Guidelines for Program Design specified that individual college proposals "must include a section describing the 'early warning' and student support systems that the college will offer to students falling among the lower-scoring teacher preparation candidates." <i>Please provide additional information pertaining to support that will be provided to candidates.</i></p>
5.	<p>The faculty for the two courses in "Teaching and Learning in Diverse Settings" must be of the highest caliber. The faculty should have a deep knowledge of the diversity among learners, an understanding of the subject matter that teachers at Grades 1-5 will address in their classrooms, and knowledge of the environment in which the collegiate students will work. The Guidelines for the Louisiana Community College Campus Design of Associate of Science in Teaching Degree specify that faculty who are to</p>

DELGADO COMMUNITY COLLEGE (CONT'D)

C. STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
5.	<p>(Cont'd.)</p> <p>teach the education courses should be identified in the proposal along with their credentials outlining their previous experience in the certification areas they will teach. <i>Please provide additional information pertaining to the specific faculty who will be responsible for teaching the two courses. Within the description, clearly show that the faculty will have the depth of knowledge necessary to teach the content within the courses.</i></p>
6.	<p>The faculty teaching the two pedagogy courses (cited above) must be engaged onsite in classrooms where their students are observing and interacting with students, Grades 1-5. It is not apparent from the proposal that the supervision of field experiences will have sufficient oversight. Given the diversity of sites where students will be placed, it is imperative that there should be adequate supervision for the mentor teachers so that the classroom experiences that are a part of the two education courses are meaningful and focused appropriately to the students, i.e. future teachers. Master teachers are needed for this role. The proposal specified that it is anticipated that one full time faculty member and one adjunct faculty member will be needed by the 2008-2009 school year to cover all campuses and learning sites in Region I for lecture and field-based instruction. <i>Please provide additional detail to justify that this level of staffing and the qualifications of the proposed faculty members will be adequate to meet the significant and diverse requirements outlined in the proposal.</i></p>
7.	<p>If the stated goals of education reform are to be achieved in Louisiana's K-12 classrooms, the content (subject area) courses that education students will take at the community college must have rigor. These future teachers need a deep knowledge of the subjects that are taught in Grades 1-5. Implementing Phases II and III of the analysis of the standards and levels of instruction (Introductory, Developing, and Mastery) are very important. The faculty at Delgado must hold this work as the master plan for all that occurs within the AST program, and they must proceed to the next steps of creating model syllabi, discipline spiraling, and cross disciplinary projects. While state and college teams have worked on matching state content standards and level of instruction to general education courses offered at the college, it isn't clear from the proposal on the timing or implementation of a strategy to ensure the creation and adoption of model syllabi that will incorporate these standards into the general education curriculum. It is incumbent upon the faculty at the college to create a scope and sequence for teaching the subject matter that makes connections to the student (Grades 1-5) standards. <i>Please explain how this will occur.</i></p>

DELGADO COMMUNITY COLLEGE (CONT'D)

C. STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL (CONT'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
8.	As the curriculum is designed to address the teaching standards, it should be done in concert with the faculty of the upper division courses to guarantee that a seamless transition into those courses is made. The curriculum should be focused on the awareness level of cognition and give the students ample opportunities to define the behaviors of both teachers and students in the classrooms where they will be observing. <i>Please identify the process that will be used to ensure that this occurs.</i>
9.	It also isn't clear how new hires among the general education faculty or adjunct instructors hired on a short term basis in other disciplines will be engaged in professional development activities that ensure that these content standards continue to be understood and addressed in the future. These issues are critical challenges for teacher education programs across the nation. However, because of the heavy emphasis Louisiana universities put on pedagogy courses in upper division teacher education programs rather than upper division courses in subject content areas, every opportunity should be made to ensure that faculty teaching the core subjects continue to gain a deep understanding of the Grades 1-5 content standards so that they can demonstrate the connection between the content and the pedagogy necessary for students (Grades 1-5) to gain a deep knowledge of that content. In particular, the administrators of the AST program must work closely with the General Education faculty to assure that students (the future teachers) understand and more important, can define and apply the knowledge gained in the English, Math, and Science courses at a level appropriate to students in Grades 1-5. <i>Please explain the process that will be used to ensure that this occurs.</i>
10.	Although it was not discussed in the interviews with the administrators of the program, the issue of the students' own reading skills and that of their future students, Grades 1-5, is of utmost importance to address at the lower division level. Even though these students will have passed developmental courses, continued work must be a part of the AST program and integrated into all of the courses, including pedagogy and subject area courses. This includes early recognition of potential reading problems. <i>Please identify the process that will be used to ensure that this occurs.</i>

DELGADO COMMUNITY COLLEGE (CONT'D)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED BY THE SYSTEM OR WITHIN THE INSTITUTIONS WHEN FURTHER DEVELOPING THE PROGRAMS FOR IMPLEMENTATION

1. The proposal indicated that Delgado anticipates offering TEAC 201 and 203 for the first time in the 2007-2008 academic year. Given that these courses are designed for second year teacher education students and that the degree won't be approved, students recruited, screened and admitted until well into the 2006-2007 academic year, that timeline seems overly ambitious. Given the critical importance of ensuring that every student has the strongest possible foundation for their teacher preparation coursework, we would encourage Delgado to not rush the implementation of these critical pedagogy courses.
2. Whenever possible, sessions of the two pedagogy courses should be taught on location at the elementary schools where the students may be student teaching in the future during their upper division courses or possibly employed after completion of their degrees. This will provide college faculty with the opportunity to engage these future teachers in discourse that is directly relevant to the teaching standards and provide students the opportunity to define, visualize, and brainstorm appropriate teaching behaviors simultaneous to their own instruction.
3. The significant diversity found among the student population should be addressed in the two pedagogy courses in a deep and thoughtful manner so that future teachers understand that teaching is a multi-faceted endeavor and requires consideration of the experiences and backgrounds that students bring to the classroom.
4. Develop a schedule for increasing the minimum GPA standards for entry and exit from the program with the goal of exiting students from the program with a GPA of 2.75.
5. The state should regularly consider the performance required on the PRAXIS exams, including both basic skills and subject-specific exams. Passing standards should be reviewed on a schedule determined by the state department with that review occurring at least every two years. The plan should be to gradually increase passing standards to a level of performance that ensures the highest quality teachers in every classroom. If passing standards are to be increased, those should be announced two years in advance of implementing them. This model conveys to citizens the priority that a strong education system is important to the state and provides a rationale for increasing financial support from the state legislature to create and maintain strong teacher preparation programs.

DELGADO COMMUNITY COLLEGE (CONT'D)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D.)

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED BY THE SYSTEM OR WITHIN THE INSTITUTIONS WHEN FURTHER DEVELOPING THE PROGRAMS FOR IMPLEMENTATION

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| <ol style="list-style-type: none">6. Attention should be given to developing an ongoing process of collaboration with current and future college faculty, including adjunct faculty, to maintain high standards and focus on teacher standards.
7. A syllabus would be helpful for all faculty, but especially adjunct faculty, that describes practices and content that promotes knowledge and skill development of the future teachers. A mentor for faculty that is embraced by the Teacher Education Council on the campus would be very helpful.
8. Rigor and relevance are attributes that should be present in every course taught. Teacher preparation should model high expectations for the classroom and these attributes of the curriculum must be present. To offer a rigorous program means that students will need extra support to accomplish their goal of earning an AST and considerable attention should be given to how those supports will be provided.
9. Engage upper-division faculty from the universities in planning and oversight of the coursework. This will promote change in the university-based coursework at the same time that the community college courses are strengthened. |
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NUNEZ COMMUNITY COLLEGE

SECTION I: PROGRAM EVALUATION

External consultants examined the overall quality of the proposed programs and developed the following section.

B. PROGRAM RECOMMENDATIONS

TYPE OF PROPOSED PROGRAMS	RECOMMENDATIONS
Associate of Science in Teaching Degree - Grades 1-5	<i>Recommended for Approval with Stipulations</i>

D. STRENGTHS

OVERALL STRENGTHS OF THE PROGRAM	
1.	The evaluators commend the Board of Regents, the Louisiana Community and Technical College System and Nunez Community College for recognizing the important contribution community colleges can make to the preparation of a cadre of diverse and well-qualified teachers for Louisiana’s classrooms. Creating an Associate of Science in Teaching degree that is standards-based, and fully aligned and transferable to four-year baccalaureate teacher preparation programs, puts Louisiana among an elite group of states at the forefront of teacher education reform across the country. The AST degree has the potential to be a critical step toward defining and addressing new expectations for the teaching profession in Grades 1-5.
2.	Nunez Community College deserves particular recognition for their commitment to educational partnerships as designated in their strong relationship with the St. Bernard Parish School System. The pre-Katrina pilot program that was designed to encourage Nunez students to serve as paid tutors to PK-3 students in a guided reading program demonstrates their commitment to education reform. It was particularly promising that partners from the school system are to be invited to participate as members of the Teacher Education Council.
3.	Nunez is also to be commended for promising professional development activities designed for their own faculty to align general education courses at the community college with the core content knowledge identified in the Louisiana Teacher Preparation Components of Effective Teaching document, including the development of a Blackboard-based website that will allow faculty to continue to share, review and support best practices in delivering general education courses. The products of this work must be reviewed and updated regularly in order that future teachers are always receiving instruction in their pedagogy and subject area courses that are relevant to the teaching positions to which they aspire.

NUNEZ COMMUNITY COLLEGE (CONT'D.)

B. STRENGTHS (CONT'D.)

OVERALL STRENGTHS OF THE PROGRAM	
4.	Nunez has outlined a strong program of traditional and non-traditional support for program completers focusing on minimizing obstacles that may hinder student success and maximize systems that create and support student learning.
5.	The evaluators commend the proposed collaboration with consultants from The New Teacher Projects' in designing the development of the entrance interview process based on best practices techniques and actions for candidate screening, recruitment, marketing and processing. This is important and has the potential to identify the strongest candidates for the teaching profession.
6.	The proposed use of electronic portfolios is an excellent tool for college students to demonstrate their understanding of the teaching profession and their growth as potential future teachers.
7.	The inclusion of the technology module in the lower division teacher education course is also very praiseworthy. Students must have a strong command of technology and applications that will be useful to them as teachers.
8.	The Region 1 collaboration between Nunez and Delgado Community Colleges with partners from the public schools and four-year baccalaureate institutions provides an important example of K-16 alignment and should serve as a model for the development of other AST programs across the state of Louisiana. It appears that there are good relationships between the school districts, the universities, and Nunez. This is an important starting point for developing a strong AST degree program.

9. STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
1.	The Guidelines document outlining conditions for program approval indicate that colleges should provide sufficient information regarding who will be participating in the proposed program and how they will progress. The proposal as submitted would be improved with increased information about anticipated numbers of students to be accepted. Similarly, the proposal lacked specificity as requested in the Guidelines document whether candidates will self-select to participate or if a selection process will be used to admit only outstanding candidates to the program. <i>Please provide more specific information about the selection process to address these issues.</i>

NUNEZ COMMUNITY COLLEGE (CONT'D.)

C. STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL (CON'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

2. An ambitious recruitment plan was included in the Nunez proposal which has the stated goal of adding to the state pool of high qualified teacher candidates by linking with high schools' STAR programs and targeting first generation college students through mass media and other outreach activities in rural high schools. These plans are to be commended and encouraged. *Given the stated importance of the goal, please clarify who will be responsible for these outreach activities and/or how these activities will be funded and sustained into the future.*
3. The Nunez proposal outlines the significant collaboration at the state level to design the AST degree program and to align community college general education and teacher education courses with the standards and competencies of the first two years of a teacher education degree at any state college of education. As mentioned earlier in this review, the proposal also outlines the commendable regional collaborative efforts with Delgado Community College and four public and four private universities/colleges, and with local school districts prior to Hurricanes Katrina and Rita. What is not clear is what the ongoing role of the regional design team will be and how that collaboration will be facilitated to continue to improve the associate degree program once implemented. Members of the regional design team need to be identified, and letters of support or commitment from partners and strategies for how those partners will be engaged in future quality improvement efforts should be secured. *Please provide additional information to indicate how you will address these issues.*
4. Nunez should provide additional description of the support that will be provided to candidates while enrolled in the program to ensure success. In particular, the Guidelines for Program Design specified that individual college proposals "must include a section describing the 'early warning' and student support systems that the college will offer to students falling among the lower-scoring teacher preparation candidates." *Please provide additional information pertaining to support that will be provided to candidates.*
5. The faculty teaching the two pedagogy courses must be engaged onsite in classrooms where their students are observing and interacting with students, Grades 1-5. It is not apparent from the proposal that the supervision of field experiences will have sufficient oversight. Given the diversity of sites where students will be placed, it is imperative that there should be adequate supervision for the mentor teachers so that the classroom experiences that are a part of the two education courses are meaningful and focused appropriately to the students, i.e. future teachers. Master teachers are needed for this role. The proposal specified that it is anticipated that one full time faculty member and

NUNEZ COMMUNITY COLLEGE (CONT'D.)

C. STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL (CON'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL	
5.	<p>(Cont'd.)</p> <p>one adjunct faculty member will be needed by the 2008-2009 school year to cover all campuses and learning sites in Region I for lecture and field-based instruction. <i>Please provide additional detail to justify that this level of staffing and the qualifications of the proposed faculty members will be adequate to meet the significant and diverse requirements outlined in the proposal.</i></p>
6.	<p>If the stated goals of education reform are to be achieved in Louisiana's K-12 classrooms, the content (subject area) courses that education students will take at the community college must have rigor. These future teachers need a deep knowledge of the subjects that are taught in Grades 1-5. Implementing Phases II and III of the analysis of the standards and levels of instruction (Introductory, Developing, and Mastery) are very important. While some progress has been made by the faculty at Nunez, this work must serve as the master plan for all that occurs within the AST program. Nunez faculty must proceed to the next steps of creating model syllabi, discipline spiraling, and cross disciplinary projects. While state and college teams have worked on matching state content standards and level of instruction to general education courses offered at the college, additional detail is needed on the timing or implementation of a strategy to ensure the creation and adoption of model syllabi that will incorporate these standards into the general education curriculum. It is incumbent upon the faculty at the college to create a scope and sequence for teaching the subject matter that makes connections to the student (Grades 1-5) standards. <i>Please identify how you will address these issues.</i></p>
7.	<p>As the curriculum is designed to address the teaching standards, it should be done in concert with the faculty of the upper division courses to guarantee that a seamless transition into those courses is made. The curriculum should be focused on the awareness level of cognition and give the students ample opportunities to define the behaviors of both teachers and students in the classrooms where they will be observing. <i>Please identify the process that will be used to ensure that this occurs.</i></p>
8.	<p>Although it was not discussed in the interviews with the administrators of the program, the issue of the students' own reading skills and that of their future students, Grades 1-5, is of utmost importance to address at the lower division level. Even though these students will have passed developmental courses, continued work must be a part of the AST program and integrated into all of the courses, including pedagogy and subject area courses. This includes early recognition of potential reading problems. <i>Please identify the process that will be used to ensure that this occurs.</i></p>

NUNEZ COMMUNITY COLLEGE (CONT'D.)

C. STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL (CON'D.)

STIPULATIONS THAT MUST BE ADDRESSED FOR PROGRAM APPROVAL

9. It also isn't clear how new hires among the general education faculty or adjunct instructors hired on a short term basis in other disciplines will be engaged in professional development activities that ensure that these content standards continue to be understood and addressed in the future. These issues are critical challenges for teacher education programs across the nation. However, because of the heavy emphasis Louisiana universities put on pedagogy courses in upper division teacher education programs rather than upper division courses in subject content areas, every opportunity should be made to ensure that faculty teaching the core subjects continue to gain a deep understanding of the Grades 1-5 content standards so that they can demonstrate the connection between the content and the pedagogy necessary for students (Grades 1-5) to gain a deep knowledge of that content. In particular, the administrators of the AST program must work closely with the General Education faculty to assure that students (the future teachers) understand and more important, can define and apply the knowledge gained in the English, Math, and Science courses at a level appropriate to students in Grades 1-5. *Please identify how you will address these issues.*

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED BY THE SYSTEM OR WITHIN THE INSTITUTIONS WHEN FURTHER DEVELOPING THE PROGRAMS FOR IMPLEMENTATION

1. It is clear that Nunez benefits from the strong leadership provided by the present Teacher Education Program Coordinator. However, to ensure the sustainability and future viability of the program, the reviewers recommend that Nunez Community College be asked to provide assurances of additional support and breadth of leadership and commitment from the college administration for this initiative, so that if the Coordinator were to leave the College or program, leadership would be in place for the Teacher Education program to continue to flourish.
2. The significant diversity found among the student population should be addressed in the two pedagogy courses in a deep and thoughtful manner so that future teachers understand that teaching is a multi-faceted endeavor and requires consideration of the experiences and backgrounds that students bring to the classroom.

NUNEZ COMMUNITY COLLEGE (CONT'D.)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D.)

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED BY THE SYSTEM OR WITHIN THE INSTITUTIONS WHEN FURTHER DEVELOPING THE PROGRAMS FOR IMPLEMENTATION

3. The proposal indicated that Nunez anticipates offering TEAC 201 and 203 for the first time in the 2007-2008 academic year. Given that these courses are designed for second year teacher education students and that the degree won't be approved, students recruited, screened and admitted until well into the 2006-2007 academic year, that timeline seems overly ambitious. Given the critical importance of ensuring that every student has the strongest possible foundation for their teacher preparation coursework, we would encourage Nunez to not rush the implementation of these critical pedagogy courses.
4. Whenever possible, sessions of the two pedagogy courses should be taught on location at the elementary schools where the students may be student teaching in the future during their upper division courses or possibly employed after completion of their degrees. This will provide college faculty with the opportunity to engage these future teachers in discourse that is directly relevant to the teaching standards and provide students the opportunity to define, visualize, and brainstorm appropriate teaching behaviors simultaneous to their own instruction.
5. Develop a schedule for increasing the minimum GPA standards for entry and exit from the program with the goal of exiting students from the program with a GPA of 2.75.
6. The state should regularly consider the performance required on the PRAXIS exams, including both basic skills and subject-specific exams. Passing standards should be reviewed on a schedule determined by the state department with that review occurring at least every two years. The plan should be to gradually increase passing standards to a level of performance that ensures the highest quality teachers in every classroom. If passing standards are to be increased, those should be announced two years in advance of implementing them. This model conveys to citizens the priority that a strong education system is important to the state and provides a rationale for increasing financial support from the state legislature to create and maintain strong teacher preparation programs.
7. Attention should be given to developing an ongoing process of collaboration with current and future college faculty, including adjunct faculty, to maintain high standards and focus on teacher standards.
8. A syllabus would be helpful for all faculty, but especially adjunct faculty, that describes practices and content that promotes knowledge and skill development of the future teachers. A mentor for faculty that is embraced by the Teacher Education Council on the campus would be very helpful.

NUNEZ COMMUNITY COLLEGE (CONT'D.)

D. SPECIFIC RECOMMENDATIONS FOR FUTURE IMPROVEMENT (CONT'D.)

SPECIFIC RECOMMENDATIONS THAT SHOULD BE ADDRESSED BY THE SYSTEM OR WITHIN THE INSTITUTIONS WHEN FURTHER DEVELOPING THE PROGRAMS FOR IMPLEMENTATION
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| <ol style="list-style-type: none">9. A syllabus would be helpful for all faculty, but especially adjunct faculty, that describes practices and content that promotes knowledge and skill development of the future teachers. A mentor for faculty that is embraced by the Teacher Education Council on the campus would be very helpful.10. Rigor and relevance are attributes that should be present in every course taught. Teacher preparation should model high expectations for the classroom and these attributes of the curriculum must be present. To offer a rigorous program means that students will need extra support to accomplish their goal of earning an AST and considerable attention should be given to how those supports will be provided.11. Engage upper-division faculty from the universities in planning and oversight of the coursework. This will promote change in the university-based coursework at the same time that the community college courses are strengthened. |
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