



Birth to Kindergarten Statewide Program Development Committee

Monday, April 27, 2015

Minutes

The third meeting of the Birth to Kindergarten Statewide Program Development Committee took place on Monday, April 27, 2015 from 1:00 PM to 2:20 PM via a conference call.

Committee members from two- and four-year colleges participating in the meeting were the following: Grambling State University (Mary Ghongkedze; Glenda Island; & Kathryn Newman); Louisiana State University at Shreveport (Pat Doerr & Debbie Fowler); Louisiana Tech University (Pam Morgan); Nicholls State University (Elizabeth Block & Mary Bread); Southern University at New Orleans (Jenita Hegwood); University of Louisiana at Lafayette (Mary Sciaraffi); Louisiana State University at Eunice (Randall Esters); Louisiana Delta Community College (Donna Guice), Northwest Louisiana Technical College (Deanna Bynog), and Southern University at Shreveport (Roselyn Holt). Representatives from Louisiana Delta Community College (Donna Guice), Northwest Louisiana Technical College (Deanna Bynog, & Carl Young), and Delgado Community College (Lisa Melson) could not attend the first meeting but will participate in future meetings. Committee members attending representing Early Childhood Advocates were the following: Volunteers of America (Karen Powell). Committee members who attended the meeting representing state agencies were the following: Louisiana Board of Regents (Jeanne Burns & Linda Marino); Louisiana Department of Education (Blanche Adams, Jenna Conway, Erin Carroll, Ivy Starns, & Frances Davis). Jeanne Burns chaired the meeting.

Dr. Jeanne Burns welcomed committee members and identified the following meeting outcomes.

- Identify General Education Courses
- Determine Four Year Structure for Birth to Kindergarten Program
- Begin Discussing Decision Points and Artifacts for Portfolio
- Identify Next Steps and Cluster Group Outcomes for Next Meeting

Dr. Burns informed the committee that the Louisiana Board of Regents approved the Letter of Intent for the Birth to Kindergarten pathway on April 22, 2015. This allows the committee to move forward with the development of the statewide birth to kindergarten curriculum and degrees.

The first major item on the agenda was reports by the Louisiana Department of Education and the Cluster Groups. The following was discussed.

Report on Requirements for Criminal Background Check. Erin Carroll (LDOE) and Ivy Starns (LDOE) indicated that they had made inquiries pertaining to requirements for criminal background checks for teacher candidates and faculty who are directly involved in clinical experiences in child care environments. They indicated that they were seeking written specifications that could be disseminated to the committee members and placed within the course syllabi. They indicated that they would provide written information for the next statewide meeting.

Report on Courses for General Education Requirements. Dr. Randy Esters (LSU-E) provided a verbal report for Cluster Group 2 regarding the General Education courses for the birth to kindergarten degrees. He indicated that they had determined that the existing General Education courses would meet BoR requirements for the degrees. He indicated that they had examined the alignment of the courses to the Louisiana Transfer Degree and determined that more content courses were required for the transfer degree than existed in the current birth to kindergarten curriculum. To meet the 39 credit hours of General Education courses for the Transfer Degree, it would be necessary to identify 9 credit hours of General Education courses that could be substituted for three of the ten birth to kindergarten required courses. Potential substitutions were discussed. It was concluded that the other cluster groups needed to develop the ten birth to kindergarten courses. Once all courses are developed, Cluster Group 2 can determine if existing General Education courses can be substituted for the ten birth to kindergarten courses.

Report on Development of First Three Syllabi for CDA Credential Courses for General Education Requirements. Erin Carroll (LDOE) provided a report on the work of Cluster Group 2 that is completing the development of the first three birth to kindergarten course syllabi that were partially completed by the previous birth to kindergarten workgroups. It was reported that the cluster group was still involved in the development of the three syllabi and would be ready to share the syllabi at the next meeting. It was noted that the Louisiana Department of Education will be sharing information regarding state-level expectations as the group meets and discusses the development of the three syllabi.

The second major discussion on the agenda pertained to the four year structure for the birth to kindergarten programs, decisions points and portfolio artifacts.

Four Year Structure for Birth to Kindergarten Program. Prior to the meeting, committee members were provided minutes from Cluster Group 4 who were responsible for examining the methodology courses for the birth to kindergarten curriculum. In addition, a proposed structure for all four years of the birth to kindergarten curriculum that included recommendations from Cluster Group 4 was disseminated prior to the meeting. Committee members discussed the documents and the following recommendations were made by the committee.

- Change the Birth to Kindergarten Practicum from a 3 credit hour course to a 6 credit hour Birth to Kindergarten Practicum and Seminar, have the seminars focus

on families and family systems, and remove the “Families and Family Systems: courses from the curriculum for the associate degree.

- Require candidates to take a 12 credit hour Birth to Kindergarten Professional Teaching Clinical and Seminar I course during the first semester of the senior year and a 12 credit hour Birth to Kindergarten Professional Teaching Clinical and Seminar II course during the second semester of the senior year
- Require candidates to take 18 credit hours of courses during their first semester of the junior year which would address the following areas:
 - B2K Children’s Literature (3 credit hours)
 - B2K Advanced Language/Literacy Development & Methodology (3 credit hours)
 - B2K Educational Psychology & Classroom Management (3 credit hours)
 - B2K Diverse, Exceptional, and ELP Learners (3 credit hours)
 - B2K Art, Music & Movement, and Physical Education (3 credit hours)
 - Content Course (3 credit hours)
- Require candidates to take 18 credit hours of courses during their second semester of the junior year which would address the following areas:
 - B2K Math Methodology (3 credit hours)
 - B2K Science Methodology (3 credit hours)
 - B2K Social Studies Methodology (3 credit hours)
 - B2K Assessment (3 credit hours)
 - 2 Content Courses (6 credit hours)
- Integrate technology into all of the courses.
- Integrate social and emotional learning into all of the birth to kindergarten courses.
- Integrate guidance and behavior into the Infant/Toddler Development and Preschool/Kindergarten development courses.

Decision Points and Artifacts for Portfolio. Dr. Burns reminded committee members that the previous birth to kindergarten workgroup had identified decision points to examine student progress in the birth to kindergarten program and identified potential artifacts that would be used for each of the decision points. This information was provided at the end of the document that the workgroup had produced that contained the first three birth to kindergarten course syllabi. She indicated that the work that was started by the previous workgroup should be helpful to the cluster groups as they develop their syllabi and have discussions about the artifacts that will be used to determine if candidates had successfully mastered the outcomes for the courses.

The last major item on the agenda pertained to next steps. Dr. Burns indicated that the next meeting would be held via a conference call on May 20, 2015 from 1:00 PM – 2:20 PM. She

indicated that it may be necessary for additional meetings to be held during July and August. She indicated that she could identify dates from members regarding good times for the July and August meetings if they are needed. She stated that the Cluster Groups needed to identify the course objectives, standards and competencies, and portfolio artifacts for the syllabi assigned to their cluster groups. She said that she would collect the draft copies of the course syllabi prior to the next meeting and prepare a document for members that would identify the objectives, standards/competencies, and artifacts being discussed for all of the education courses being developed.