

## IMPLEMENTATION STRATEGIES

Site Partnership: **MARICOPA COMMUNITY COLLEGES**

Updated: 03/22/07

Provide a brief report citing five of the major strategies that you are using in your project. A short paragraph describing how these strategies are being used is also required.

STRATEGY:	Develop aligned curriculum framework & Pre-high school preparation programs & Provide students with site-based experiences
DESCRIPTION:	<p>Maricopa Community Colleges has partnered with the Arizona Department of Education (ADE), Career and Technical Education Division's Education Professions Program, to identify cohorts of students for participation in the CCTI project. This partnership has included the integration of the ADE Education Professions curriculum framework, <a href="http://www.aztechprep.org/Vocational_Programs/Level_III/Education_Professions/education_professions.html">http://www.aztechprep.org/Vocational_Programs/Level_III/Education_Professions/education_professions.html</a>, and the course requirements for the Associate of Arts in Elementary Education (AAEE) Statewide Degree program.</p> <p>The ADE Education Professions curriculum framework is designed to prepare secondary students for employment or post secondary opportunities in the education field. Introduced in the 2003 – 2004 school year as one of the secondary Career and Technical Education programs the Education Professions curriculum provides instruction in education career choices, education structure and systems, theory, pedagogy, developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels, in a variety of content areas in education environments. The Education Professions curriculum framework is designed to articulate with the Introduction to Education courses in the Maricopa Community College Associate of Arts in Elementary Education (AAEE) Degree program, and other Para Professional certificate and degree programs. The curriculum framework for Education Professions may be accessed at the Arizona Tech Prep website <a href="http://www.aztechprep.org">http://www.aztechprep.org</a>.</p> <p>Introduced in the Fall 2004 semester the AAEE Degree program is designed to articulate with the public university Bachelor's in Elementary Degree programs. The AAEE degree requires completion of 60-63 semester credits. It includes courses required for general education, education foundation courses, and specific electives that meet the Arizona Professional Teacher Standards. The AAEE degree and all its credits transfer to any of Arizona's public universities – Arizona State University, ASU East, ASU West, Northern Arizona University, and University of Arizona. Successful completion of the AAEE degree meets general requirements for admission to any of the public universities. The AAEE degree prepares students with content knowledge for the Arizona Educator Proficiency Assessment. Completion of the AAEE degree also provides students the skills and training to become classroom instructional aides. AAEE Degree program course requirements may be accessed at the Maricopa Community Colleges website <a href="http://www.maricopa.edu/teach">http://www.maricopa.edu/teach</a>.</p> <p>This partnership has developed the Arizona P-12 Education Career Model, which is promoted throughout Arizona by the National Center for Teacher Education (NCTE) (<a href="http://www.teachered.maricopa.edu">www.teachered.maricopa.edu</a>). NCTE serves in a leadership role for PreK-12 teacher education initiatives, working collaboratively with community colleges, business, education, government and community leaders to develop programs, services and research that support the community college role in teacher education, locally, statewide and nationally. NCTE is based out of the Academic Affairs Division of the Maricopa Community Colleges.</p>
STRATEGY:	Offer dual/concurrent enrollment options (specify conditions for earning college credits while in high school) & Develop (statewide) secondary, postsecondary articulation agreements & Develop articulation opportunities from two-year to four-year institutions:
DESCRIPTION:	As a first step to systemic implementation of the Arizona P-12 Education Career Model, the National Center for Teacher Education (NCTE) has worked with community college districts throughout Arizona to identify the education courses within the statewide Associate of Arts Elementary Education degree (AAEE) program that are appropriate for dual enrollment articulation within the Arizona P-12 Education Career Model. The AAEE courses are articulated through community college dual enrollment agreements with secondary and post-secondary entities on a

county-by-county basis. The AAEE is articulated for transfer with all of Arizona's public university Bachelors of Arts in Elementary Education degree programs. Many of Arizona's private universities have also entered into AAEE articulation agreements.

Education Professions is a statewide program. Many community colleges around the state are now providing EDU dual enrollment opportunities. The lead education faculty members in the CCTI project have participated in the Education Professions Teacher Training. This participation makes them fully aware of the curriculum taught in the high school and the required level of quality.

STRATEGY:	<b>Administer college placement exams and other assessments to determine academic readiness and career skill preparedness &amp; After 10th and/or 11<sup>th</sup> grade, assess for college readiness; provide academic/career advising and apply appropriate enrichments:</b>
DESCRIPTION:	The Arizona P-12 Education Career Model includes benchmarks for mandatory assessments, advising, and additional preparation to assure student success and persistence. Secondary students enrolled in the ADE Education Professions program are provided with early assessment for community college course placement in the 11th and/or 12th grade. Community college course placement assessments (ACCUPLACER) are administered during the first semester of enrollment in the program. Using the information from the course placement assessments, each student works with faculty and advisors from both the secondary and postsecondary two-year institutions to develop an individualized college and career plan. The plan provides a framework for meeting individual student academic needs and education career goals. Once developed, the high school/college partnership team determines what resources are needed to meet the needs of and achieve the goals for each student. Resources from the student's high school, linked community college, and local/state community partners are identified and utilized to meet each need and goal.
STRATEGY:	<b>Host professional development opportunities for secondary and postsecondary faculty (concurrent training):</b>
DESCRIPTION:	<p>The Arizona P-12 Education Career Model has necessitated the establishment of concurrent secondary and post-secondary professional development opportunities for all faculty, academic advisors, and administrators involved. To date, faculty have received concurrent and individualized training for the TaskStream E-portfolio system being utilized to assist students and faculty participating in the Arizona P-12 Education Career Model implementation process. TaskStream provides web-based tools for K-12 learning communities and teacher education communities. CCTI secondary and post-secondary faculty use TaskStream to create portfolio templates and assess students' portfolios online. It can also be used to create and share standards-based lessons and units that include assessment rubrics. TaskStreams' Web Folio Builder makes it easy for students to create, organize, and share electronic portfolios that demonstrate standards compliance. Arizona's Public University system and the University of Phoenix have chosen TaskStream for teacher education students and faculty. TaskStream has also begun to be used as a lesson-planning tool by numerous school districts in Arizona. The E-Portfolio developed in TaskStream specifically for the Arizona P-12 Education Career Model students is designed to eliminate or assist with transitional issues as they move through the model. The TaskStream information can be reviewed at <a href="http://www.taskstream.com">www.taskstream.com</a></p> <p>Secondary and Post-secondary faculty also receive concurrent and individualized training opportunities for the South Carolina Teacher Cadet Curriculum. This is the curriculum being used by most of the Arizona Department of Education (ADE), Career and Technical Education Division's Education Professions program. The components of the curricula are intentionally broad in scope and provide a great deal of flexibility to the high school and college instructor. (<a href="http://www.aztechprep.org/levels/Level-III/EdProfess/EPc&amp;i5-03.pdf">http://www.aztechprep.org/levels/Level-III/EdProfess/EPc&amp;i5-03.pdf</a>)</p> <p>The Association for Career and Technical Education of Arizona (ACTEAZ) Annual Conference held every summer includes three days of professional development opportunities for secondary and post-secondary faculty. The ACTEAZ conference information may be reviewed at <a href="http://www.acteaz.org">www.acteaz.org</a></p> <p>Faculty and teachers involved with the CCTI projected have participated in local and national CCTI Summits. They have conducted numerous presentations and have served on many local, state, and national panels.</p>
STRATEGY:	<b>Develop individual career and education plans:</b>
DESCRIPTION:	To support students, parents, faculty and advisors in the development of individualized college and career plans for the Arizona P-12 Education Career Model, the P-12 Education and Career Plan (PECP) has been developed. The PECP is designed as a tool that will provide students, parents, faculty, and academic/program advisors with a list of coherent, articulated sequence of rigorous

academic and career courses, commencing in the 9th grade that can lead to an associate degree, and/or industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. The PECP includes opportunities for students to participate in course placement assessments, dual enrollment, concurrent enrollment, and complete industry assessment for employment. A pilot test of this PECP is being conducted by TaskStream and will be piloted during the Fall 2005 semester.