



# Believe and Prepare Community Meeting

Designing the Undergraduate Residency

# *Understand one partnership's approach to designing a senior-year undergraduate residency program*

- Louisiana State University at Alexandria
- Dr. Patsy S. Jenkins  
Interim Chair of Department of Education
- Rapides Parish School Board
- Dr. Arthur Joffrion  
Executive Assistant Superintendent

# I. Getting Started

- Brainstorming
- A critical evaluation of current program
- Analysis of student surveys, mentor surveys, principal surveys in schools where student teachers were placed and interviews with principals who hired LSUA completers
- Determine the gaps and the improvements needed



## II. The Next Step

- Brainstorming sessions with faculty
- Conclusion: embedded content and more hands on/on the job training experience needed
- Present to Provost: approval (everyone buying in)
- One on one meetings with school district central office personnel
- Contact appropriate agencies (BoR, LDOE)
- Discussions with various community groups

### III. Develop an Action Plan

- Review of MCO's, survey results, analysis of syllabi, faculty meetings (brainstorming), faculty and school district (partner's) input
- Determine which courses could be logically and effectively embedded into the methods and residency experience
- Development and addition of new courses based on a review of Praxis scores, student surveys and feedback from school level administrators

# Final Steps:

- IV. Develop a process for addressing the courses that will be taught during the year-long residency
- V. Develop the Residency Plan
- VI. Group meetings with potential residents:  
new curriculum, placement, mentors,  
financial implications (scholarships, grants)
- VII. Degree audits and advising
- VIII. Grandfathering, accommodations needed,  
flexibility
- XI. Continual review



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- Questions
  - Final Comments
  - [pjenkins@lsua.edu](mailto:pjenkins@lsua.edu)