

Supervisors of Instructional Support Services Report

September 2013

Jan Kennerknecht and Pat Holland

Program Accreditation/Certification

The review of the Annual Report submitted to the American Drafting & Design Association has resulted in the continuation of our Drafting & Design program accreditation. Thanks to Mariea Sargent for completing the report and for her commitment to continuous quality improvement through ADDA Accreditation.

Over the summer, Donna Erdman completed the annual report for renewal of the NAEYC program accreditation for the Tech Tikes Preschool. We are awaiting a response on that.

We are now working on the mid-point review for our Auto Body Repair program's NATEF program certification and also an annual report for maintenance of our American Culinary Federation accreditation for our Culinary Arts program.

NOCTI Improvement Plans

During our fall in-service program, Jan reviewed the data from last year's NOCTI testing and how that can be analyzed for program improvement. Faculty members are writing lesson plans that will address two lower-performing NOCTI competencies each quarter. We modeled interesting and engaging teaching techniques during the in-service and are encouraging instructors to increase the number and variety of engaging activities in their lessons. Instructors will receive feedback in the form of a graded rubric.

Special Education

Enrollment- At this time we have approximately 256 students out of our total of 792 who are identified as disabled and have an IEP or Chapter 15, Service Plan. This averages to 32% of our student body.

Specially Designed Instruction- With the help of Jeff Smith and Michele Smith, our Student Support Secretary, we are downloaded and shared with our instructional staff all of Individualized Education Plans (IEPs) and Section 504 Service Plans. This will provide both our instructors and our instructional aide's easy access to the Educational plans of our students with disabilities.

Literacy

Good Writing reflects good Thinking!! With the support of our instructional staff, our students have embraced the New ECTS Writing Initiative. All of our instructors are fitting the writing of five to seven sentences by our students into different parts of the educational day. In most cases, this writing pertains to the theory topic for that day. Our instructors are using the writing to introduce the new topics and to get students to think about or tap into what they already know about that topic. Instructors are using writing after a lesson that was taught to have the students

think about and clarify how they comprehend what they have just learned about a specific topic. Sometimes our instructors have used their writing as a way for the students to communicate directly to them what they understand or don't understand about a topic. One of the best uses of this writing in the classroom is for our faculty to use the writing as an easy way to evaluate their own teaching. This information helps direct our instructors toward material that they need to possibly re-teach or just spend a little more time reemphasizing. The end result is better comprehension of the topics we teach!