



McNeese State University Shared Governance

5/12/2022

Virtual Engagement

Keep Your Camera On

Please keep **cameras** on for engagement, if possible.

Remain Muted

Remain **muted** when not talking for sound quality for all.

Joining by phone:

Mute phone and use *6 to unmute

Rename Your Screen Name

Rename your **screen name** to include your first name and last name (click on the three dots in the upper right corner of your camera picture square).

Stay Engaged

- Comment in the **chat box** at any time
- “Raise your hand” feature
- Warm call/cold call
- Small group breakouts
- Journaling
- Break planned

We will be recording...



McNeese Introductions:

Angel Ogea – Dean of the Burton College of Education

Earlisha Whitfield – Site Coordinator

Fara Seal - Lead Site Coordinator

Jan Robicheaux – Accreditation Specialist

Katie Williams – Director of Clinical Practice

Kelli Miguez – Site Coordinator

Lori Benoit - Site Coordinator

Wendy Kubasko – US Prep Clinical Coach

Purpose of Shared Governance

- To collaborate and share data about current McNeese Teacher Residents
- To gain insight from district partners to impact McNeese Teacher Resident growth and P-12 learners
- To enhance McNeese's Teacher Preparation Program to provide high quality educators for our community

Schools in Current Residency Program

Calcasieu Parish:

Kaufman Elem

High School

Prien Lake Elem

College Oaks Elem

Westwood Elem

Sulphur High School

TH Watkins Elem

Parish:

Combre Fondel Elem

Vincent Settlement Elem

Beauregard Parish:

South Beauregard Upper Elem

East Beauregard Elem

Allen Parish:

Oberlin Elem

Private Schools:

St. Louis High School

Hamilton Christen Academy

Cameron Parish:

Grand Lake

Jeff Davis

James Ward Elem

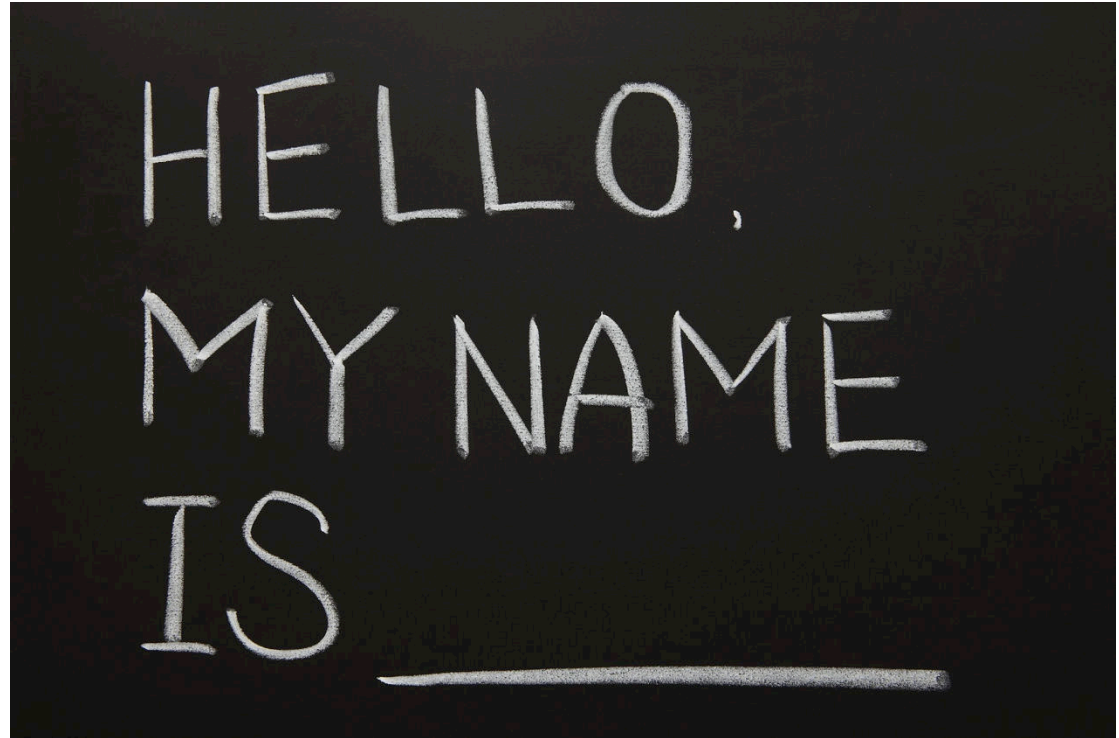
Break Out Groups

Group 1 – Site Coordinators and School Level
Administration

Group 2 – Director of Clinical Practice and District
Personnel

Small Group Introductions:

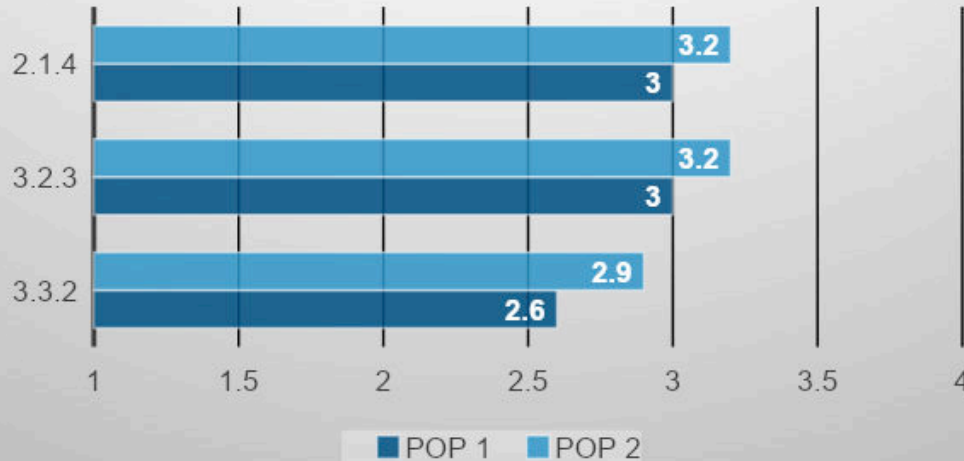
Name & Role



Residency 1 Spring Data Comparison

Benchmark = 3

Residency 1 Reinforcement Areas Comparison



2.1.4 – Performance of Non-Instructional Duties

Lesson materials, papers, setting up technology, sharpening pencils

3.2.3 – Instructional Materials & Resources

Materials used are purposeful in engaging students to solidify the content

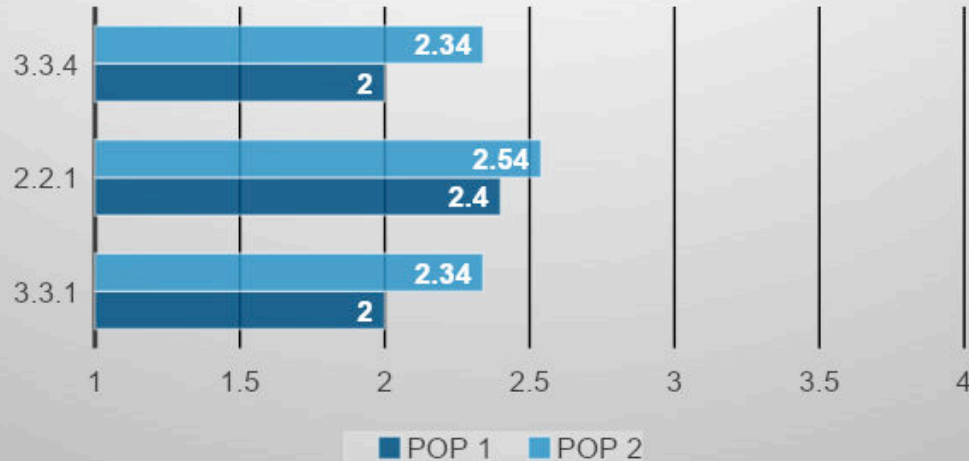
3.3.2 – Monitoring of Student Learning

Teacher monitors student understanding of content throughout the lesson in multiple ways

Residency 1 Spring Data Comparison

Benchmark = 3

Residency 1 Refinement Areas Comparison



3.3.4 – Student Self-Assessment & Monitoring of Progress

Minimum of 2 times using checklists, rubrics, etc...

2.2.1 - Expectations

Classroom rules and conduct are clear to students

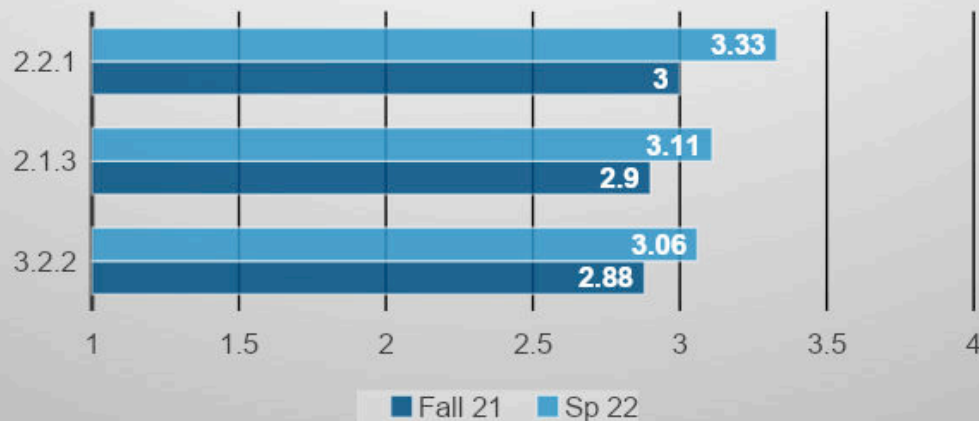
3.3.1 – Assessment Criteria

Teacher gives expectations of activity products - verbal, visual, modeled

Residency 2 Under-Grad Data Comparison

Benchmark = 3

Residency 2 Under-Grad Reinforcement Areas Comparison



2.2.1 - Expectations

Classroom rules and conduct are clear to students

2.1.3 – Management of Materials and Supplies

Collecting & Distributing materials does not interrupt instructional time

3.2.2 – Grouping of Students

Designed for all students to be engaged and active in learning the content

Residency 2 Under-Grad Data Comparison

Benchmark = 3

Residency 2 Under-Grad Refinement Areas Comparison



3.1.1 Quality of Questions

Most teacher questions are of high quality

3.1.2 – Discussion Techniques

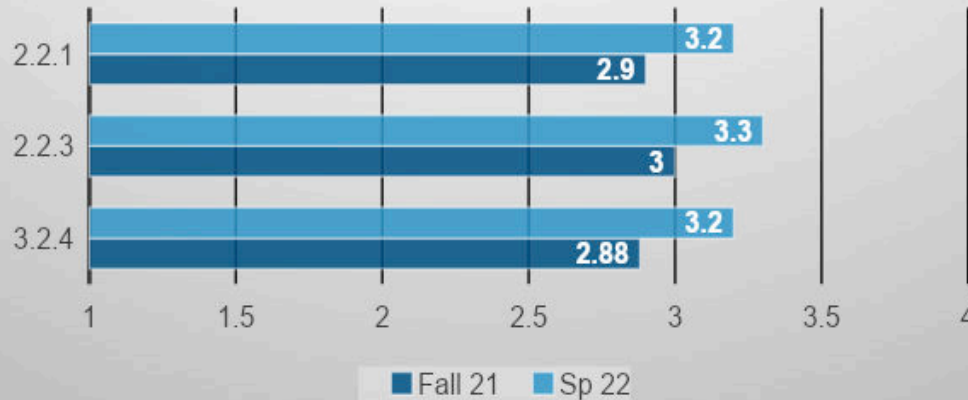
Teacher creates a genuine discussion among students

3.3.4 – Student Self Assessment & Monitoring of Progress

Minimum of 2 times using checklists, rubrics, etc.

Residency 2 Alt-Cert Data Comparison

Residency 2 Alt-Cert Reinforcement Areas Comparison



Benchmark = 3

2.2.1 - Expectations

Classroom rules and conduct are clear to students

2.2.3 – Response to Student Misbehavior

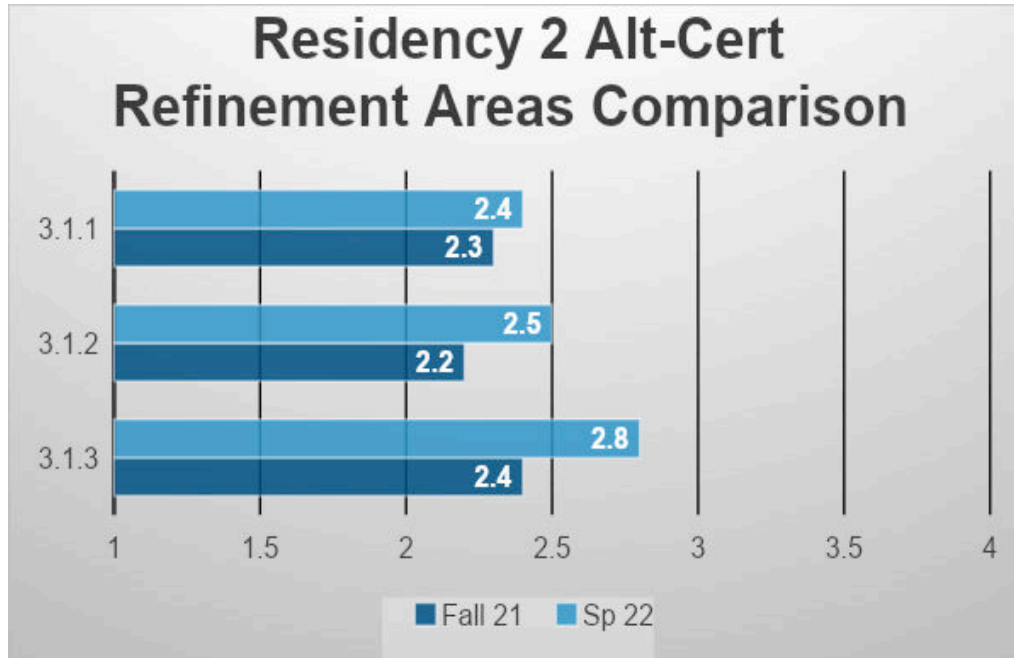
Teacher response to behavior is appropriate, successful, and respectful

3.2.4 – Structure & Pacing

Clearly defined structure of activities; Pacing is appropriate for learning

Residency 2 Alt-Cert Data Comparison

Benchmark = 3



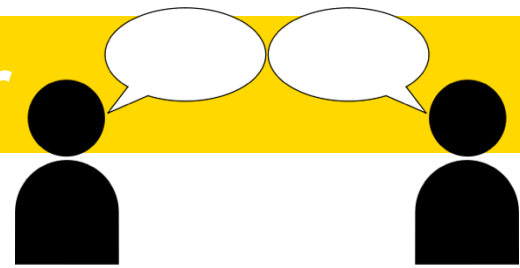
3.1.1- Quality of Questions
Most teacher questions are of high quality

3.1.2 – Discussion Techniques
Teacher creates a genuine discussion among students

3.1.3 – Student Participation
Engages all students in discussion



Our Partnership Work Together



How can we improve our preparation of teachers?

What do you need from us?

How can we enhance our partnership further?

Return to Main Group

What is something
you learned from
the data?



OR

What is something
you are still
thinking about?

We Heard You:

MAT/PBC Support is Needed

Can you clarify what support is needed?

What would you like us to consider as we continue in this partnership?

Feedback Survey





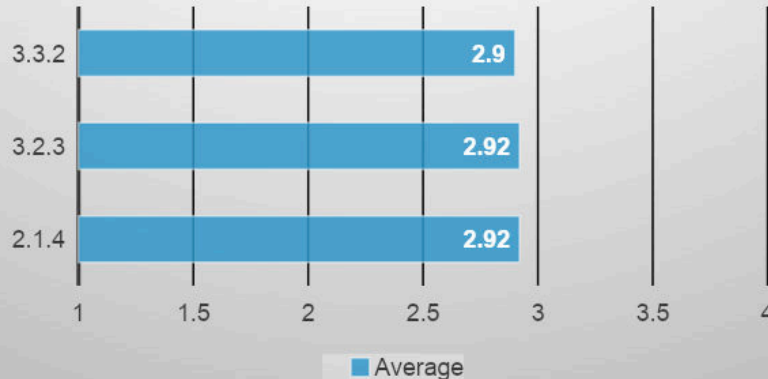
THANK YOU



Residency 1 Spring 2022 Data

Benchmark = 3

Residency 1 Reinforcement Areas

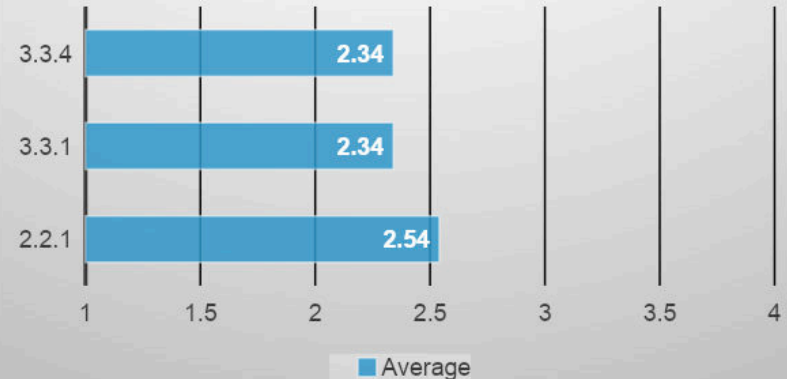


3.3.2 – Monitoring of Student Learning

3.2.3 – Instructional Materials & Resources

2.1.4 – Performance of Non-Instructional Duties

Residency 1 Refinement Areas



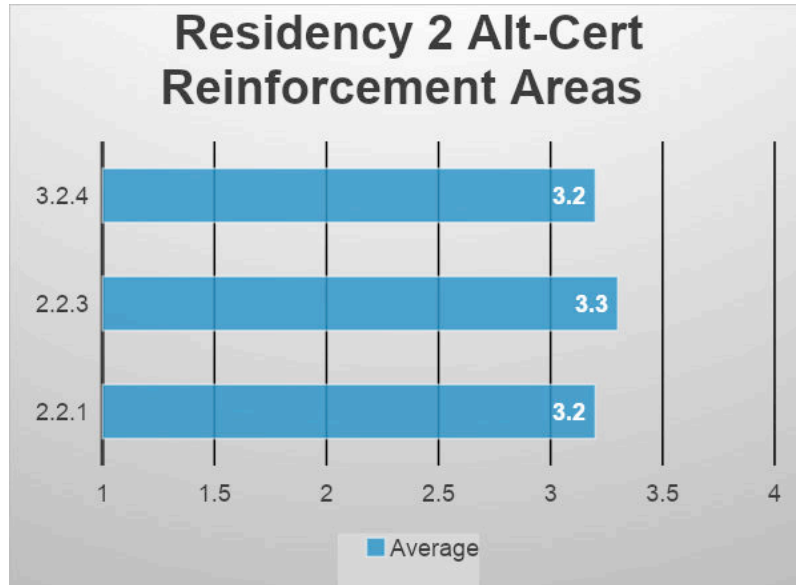
3.3.4 – Student Self-Assessment &

Monitoring of Progress

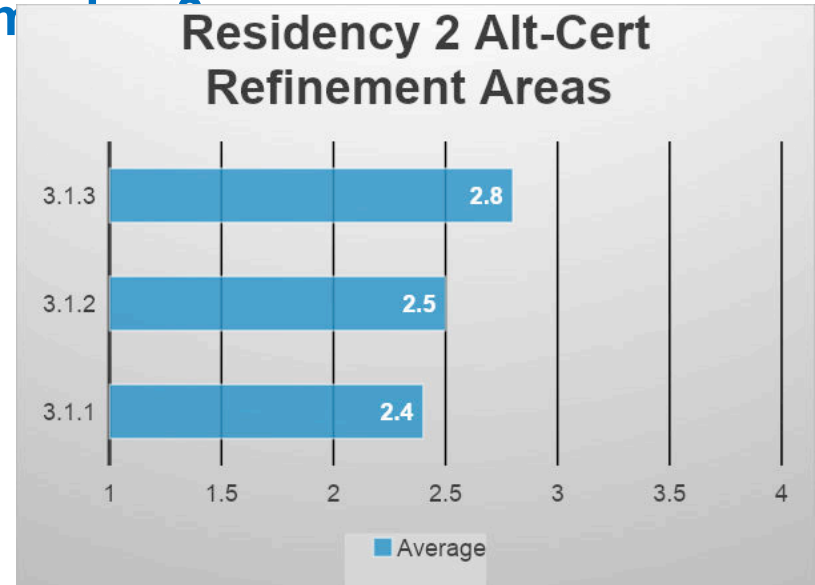
3.3.1 – Assessment Criteria

2.2.1 - Expectations

Residency 2 Alt-Cert Spring 2022 Data



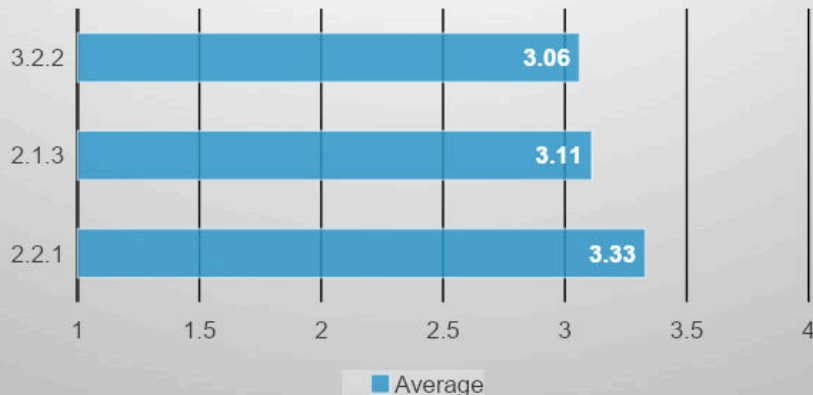
3.2.4 – Structure & Pacing
2.2.3 – Response to Student Misbehavior
2.2.1 - Expectations



3.1.3 – Student Participation
3.1.2 – Discussion Techniques
3.1.1- Quality of Questions

Residency 2 Undergrad Spring 2022 Data

Residency 2 Under-Grad Reinforcement Areas

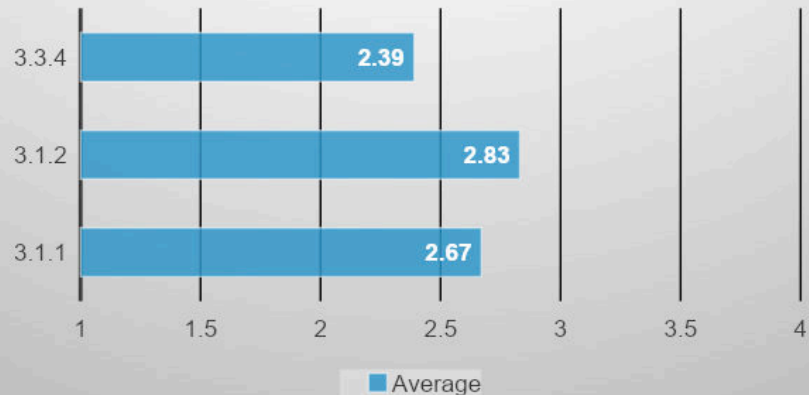


3.2.2 – Grouping of Students

2.1.3 – Management of Materials and Supplies

2.2.1 - Expectations

Residency 2 Under-Grad Refinement Areas



3.3.4 – Student Self Assessment & Monitoring of Progress

3.1.2 – Discussion Techniques

3.1.1 Quality of Questions