Elementary Education Grades 1-5 [MAT] [ELMO]

Cycles included in this report:
Jun 1, 2023 to May 31, 2024

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Program Name: Elementary Education Grades 1-5 [MAT] [ELMO]

Reporting Cycle: Jun 1, 2023 to May 31, 2024

1 Is this program offered via Distance Learning?

50-99% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2019-2020:

2020-2021:
The MAT Elementary program admitted the first cohort to follow the revised program sequence in the Fall 2020 semester. MAT Elementary faculty participated in professional Development activities provided by the EPP including: US Prep High Leverage Practices and Co-Teaching on January 25, 2021; February 19, 2021; March 5, 2021; April 16, 2021

2021-2022:
Aligned to the findings of the Teacher Preparation Quality Rating System evaluation in Spring 2022, we are making efforts to design specific, measurable, and time-bound diversity goals that is connected to our recruitment goals. We are working to find new pathways to recruit quality candidates into the field of education.

2022-2023:
Faculty are identifying at-risk students and providing resources and supports for retention.

2023-2024:
Faculty are continuing to identify and support at-risk students at multiple points in the semester and are now also reporting in Navigate. Tracking of EDUC 110 candidates to EDUC 599 is being implemented to better understand candidate needs and resources that can be provided during the first year of a students' program.

4 Program Highlights from the Reporting Year

2019-2020:

2020-2021:
Although only one candidate completed the program during the 2020-2021 year, MAT Elementary program faculty met weekly during the Spring 2021 semester on Monday at 11:00 – noon for professional development and discussion of current curricula topics.

2021-2022:
Results from the Teacher Preparation Quality Rating System in the Spring 2022 semester indicated:
- McNeese courses reflect strong practices and content that support the effective teaching of literacy instruction across all five essential components of reading instruction. This is attributed to McNeese' s development of course content in collaboration with partner districts, aligned to agreed-upon source material, and informed by up-to-date research and best practice with the intention of enhancing candidates' ability to internalize and deliver strong instructional practices related to literacy. Candidates leverage effective literacy practices in their PK-12 classrooms leading to tangible, positive outcomes for student learning.
- McNeese course delivery reflects strong practices for delivering instruction driven by PK-12 learning standards supported by in-class activities and assignments requiring engagement with standards and related instructional planning and connections to previous and upcoming standards and how they build. Candidate lesson plans and delivery of PK-12 instruction demonstrated their strong ability to plan standards-driven instruction that supported student learning and to deliver instruction using high-leverage teaching practices such as questioning strategies, academic feedback, and modeling.
- A comprehensive group of stakeholders are systematically engaged in the continuous improvement process by McNeese using effective structures, tools, and experiences. This engagement is intentional, targeted to particular aspects of the program, and based on authentic, two-way relationships and dialogue. Feedback and collaboration that results from this engagement drives long-term, macro-level improvement as well as more immediate improvements that are turned around quickly for immediate results. In addition to this external engagement, program leaders and faculty collaborate frequently and systematically on continuous improvement efforts through review of relevant data, action planning, and monitoring of progress towards improvement goals.

2023-2024:
240 Tutoring credits were purchased for candidates to prepare for Praxis exams. Additionally, Praxis vouchers were also obtained for candidates takin the PLT exam.

5 Program Mission

The purpose of the Elementary Education MAT program is to provide a curriculum leading to the Master of Arts in Teaching Elementary degree and meet the needs of candidates preparing to become professional teachers in the multicultural community of Southwest Louisiana and the global community. This program provides candidates with the necessary competencies to be certified to teach grades 1-5 based upon unit and state requirements. The Elementary Education Program enhances the teaching profession through a focus on: critical thinking, communication, reflection, collaboration, diversity, professionalism, and service to the community.

The purpose of the MAT in Elementary Education is to prepare teacher education candidates for successful entry into elementary education as grade 1-5 teachers, by providing opportunities for developing critical thinking (SL01), communicating effectively through oral, written, and technological communication skills (SL02), and by encouraging sound decision making in the education environment and in the grades 1-5 classroom setting (SL03).

6 Institutional Mission Reference

At McNeese State University, a member of the University of Louisiana System, students cultivate skills for critical thinking (SL01), effective expression (SL02), and gain an understanding of the global community (SL03). The purpose of the Elementary Education Program reflects the department's focus as it relates to fulfilling state, professional, and national standards. The program purpose is consistent with the university's purpose/mission to "stimulate students to maximum intellectual growth and love of learning, to cultivate the skills necessary for critical thinking and effective expression, to foster understanding of the multicultural world community, and to develop a sense of ethical responsibility."

7 Assessment and Benchmark Enrollment, Completion, Retention, and Recruitment

Assessment: Enrollment and Completer Data and Graduation Matriculation Rates
CAEP Standard 3

7.1 Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

Going beyond traditional approaches of recruitment and partnering with the Office of Admission and Recruiting, the EPP will actively recruit within the community at least two times each academic year.

7.2 Benchmark: A minimum of 90% of candidates complete the MAT program in Elementary Education within two years of being accepted into the program (599 packet).

7.1 Data

MAT Elementary Education Programs - Enrollment and Completer Data:

Academic Year	# enrolled with EDUC 599 packet	# of completers		
		Fall	Spring	Total
2013-2014	26			9
2014-2015	16			9
2015-2016	26	4	6	10
2016-2017	20	1	7	8
2017-2018	17	0	6	6
2018-2019	16	1	6	7
2019-2020	9	2	4	6
2020-2021	4	1	0	1
2021-2022	2	0	2	2
2022-2023				
2023-2024	2	0	2	2

7.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:
The benchmark for enrollment was not met. Enrollment in the MAT Elementary program has has decreased by 85% since the Fall 2015 semester. Most recently, from Fall 2019 to Fall 2020, there was a 56% decline from nine to four students enrolled. Lack of student enrollment in the McNeese MAT Elementary program creates significant concern for the future viability of the program and for McNeese to provide sufficient certified teachers in the five-parish area of Southwest Louisiana. Only one candidate completed the MAT Elementary program in the 2020-2021 academic year. There is a demand for certified teachers and the EPP is working diligently to recruit candidates to the program to fill this need.

The revised MAT Elementary program was implemented in Fall 2020. The program is offered 100% online and courses are sequenced in a 5-term format. Students are admitted in the fall term only. DEP social media presence was active during the 2020-2021 year to tour candidate activities and generate interest in the education profession. Although not planned, EPP leadership was allowed to provide a 20% tuition discount for candidates who entered the program in Fall 2020.

During the 2022-2022 academic year the EPP representatives will attend McNeese's Grad Fest each and career fairs each semester to recruit graduates for the MAT elementary program. The HubSpot marketing initiative data will be tracked during the 2021-2022 academic year and inquiries will receive follow up within 72 hours to provide detailed program information and encourage enrollment in the MAT Elementary program. The desired result is an uptick in the enrollment trend beginning with the Fall 2021 semester and as students who visited the information table at Grad Fest in Spring 2021 and respond to promotional activities apply to the program.

2021-2022:
Official enrollment decreased by 50% (4 to 2) from the previous academic year, however, two candidates did complete the program which was an increase from the previous academic year.

A 5-semester sequence has been devised to help candidates progress through the program. Faculty are assigned as advisors and work to assist candidates in continuing successfully through the program as well. The comp exam has been altered to reflect teaching practices and has been received well by students. Faculty will continue to work with candidates and recruit potential candidates into the program.

2023-2024:
EPP Faculty are continuing to speak with principals and uncertified teachers to provide information about the MAT Elementary program in an effort to increase enrollment.

7.2 Data Graduation Matriculation Rates

MAT Elementary Education - Graduation Matriculation Rates:

Cohort Academic Year	Accepted into program with 599 Packet	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from University	State Completer	Earned Different Degree	Still Enrolled
2013-2014	7	N=5 71%	N=1 14%			N=1 14%		N=1 7%	
2014-2015	13	N=9	70%	N=2	15%			N=2	15%
2015-2016	10	N=8 80%	N=1 10%			N=1 10%			
2016-2017	7	N=6	86%				N=1	14%	
2017-2018	6	N=5	83%				N=1	17%	
2018-2019									
2019-2020									
2020-2021									
2021-2022									
2022-2023									
2023-2024	1								1

7.2.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:
The benchmark of 90% completion within two years was not met by the 2016-2017 cohort; however, progress toward meeting the benchmark is positive. The 86% completion rate showed improvement over the previous two cycles of 70% and 80% completion.

Praxis tutorial information was provided to candidates to assist with preparation resulting in more success on the Praxis. Advisors tracked candidate progress closely and met with each candidate at least two times per academic year to provide guidance for program progression and answer questions relating to continued enrollment.

At the mid-point of each term during 2021-2022 MAT faculty will review candidates progress for the semester and identify those not on track for completing courses for the term. Once these candidates are identified, the MAT advisor will review the program progress for the candidate and contact the candidate to discuss positive progress strategies for program completion. It is recommended that by Fall 2022, EPP should revise admission requirements for applicants for the MAT programs. Applicants should meet ACT/SAT/Praxis I Core exam or the content exam requirements for initial acceptance into the program.

2021-2022:
Of the six candidates officially accepted into the MAT Elementary program in 2017-2018, five of them or 83% completed the program within two years. One candidate dropped from the program and the University. The program has consistently lost one candidate in each of the last three admission years reported.

Mid-semester check-ins, advising, course sequences, along with 240 Tutoring discounts and other resources are being implemented in order to continue to try to increase retention.

2023-2024:
The candidates enrolled in the program both completed in the 2023-2024 academic year. The EPP will focus on recruitment into the program in the upcoming year.

8 Assessment and Benchmark PRAXIS II Content

Assessment: Praxis Content Exam (5014/5018/5001)

Benchmark: A minimum of 80% of completer cohorts will have passed the Praxis Content Exam on the first attempt.

Prior to 2023-2024, the benchmark was a minimum of 80% of graduates will pass the Praxis content exam on the first attempt.

8.1 Data

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	2022-2023 National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Spring 2023	5002	157	1	178	178	170	Y	1	100%
	5003	157	1	166	166	172	N	1	100%
	5004	155	1	177	177	166	Y	1	100%
	5005	159	1	171	171	169	Y	1	100%
Spring 2024	5002	157	2	159-173	166	170	N	0	0%
	5003	157	2	163-176	170	172	N	2	100%
	5004	155	2	160-178	169	166	Y	2	100%
	5005	159	2	170-180	175	169	Y	2	100%

8.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Completers exhibit a nearly perfect first time pass rate on the content sub-tests for the Praxis exam. MAT candidates are required to pass the Praxis content exam prior to official admission with the submission of the EDUC 599 packet. Candidates will be given free credits to use 240 Tutoring to assist in preparing for the exams in EDUC 510.

9 Assessment and Benchmark Praxis Principles of Learning and Teaching Exam

Benchmark: A minimum of 80% of completer cohorts will have passed the Praxis Principles of Learning and Teaching Exam on the first attempt.

9.1 Data Field Experience Evaluation Domains 1-4

#5621		S22	S23	S24
Overall Score Information	Number	2	1	2
	Mean	173	183	166
	Range	172-174	183	162-170
	% Pass 1st attempt	50%	100%	100%
	% Pass prior to ST/Intern	100%	100%	100%
Subcomponent	Number	2	1	2
Students as Learners (21)	Mean	17	12	14
	Range			
	% Correct	81%	57%	67%
Instructional Process (20)	Mean	15	16	13
	Range			
	% Correct	69%	76%	62%
Assessment (14)	Mean	7	12	9
Range				
% Correct		46%	86%	69%
Professional Development Leadership and Community (13)	Mean	11	11	11
	Range			
	% Correct	79%	79%	79%
Analysis of Instructional Scenarios (16)	Mean	12	16	10
	Range			
	% Correct	72%	100%	63%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Over the last three cycles of data, 80% (4/5) of completers have passed the Principles of Learning and Teaching exam on the first attempt. Faculty are being intentional concerning the implementation of topics embedded within courses to ensure that candidates are better prepared for the topics covered on the exam.

10 Assessment and Benchmark The Learner and Learning

Benchmark: A minimum of 80% of candidates will meet benchmark (3.00) when applying critical concepts and principles of learner development (InTASC 1), learning differences (InTASC 2), and creating safe and supportive learning environments (InTASC 3) in order to work effectively with diverse P-12 students and their families.

10.1 Data

	Semester/Year	n	Met
InTASC Standard 1	Fall 2023	—	—
	Spring 2024	2	100%
InTASC Standard 2	Fall 2023	—	—
	Spring 2024	2	100%
InTASC Standard 3	Fall 2023	—	—
	Spring 2024	2	95.45%
The Learner and Learning	Fall 2023	—	—
	Spring 2024	2	96.05%

10.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
For the Learner and Learning, completers met benchmark on rubric elements aligned to InTASC Standards 1, 2, and 3 96% of the time. Completers met benchmark for all three individuals standards as well. Opportunities to address learning differences and creating safe and supportive learning environments are spread throughout the program assessments including lesson planning, the Teaching Cycle, and observations. Faculty will provide quality academic feedback on candidate refinement areas to strengthen their performance. Additionally, candidates are participating in 240 Tutoring work for the PLT in the Curriculum and Planning courses as a mid-term grade beginning in Fall 2024.

11 Assessment and Benchmark Content

Assessment: Content

Benchmark: A minimum of 80% of candidates will know central concepts of their content area (InTASC 4) and apply the content in developing equitable and inclusive learning experiences (InTASC 5) for diverse P-12 students.

11.1 Data Content

	Semester/Year	n	Met
InTASC Standard 4	Fall 2023	—	—
	Spring 2024	2	75%
InTASC Standard 5	Fall 2023	—	—
	Spring 2024	2	100%
Content	Fall 2023	—	—
	Spring 2024	2	91.66%

11.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Completers met benchmark on rubric elements aligned to Content assessed in Residency I and Residency II semesters 96% of the time. Completers also met benchmark on each of the individual standards. Candidates will be assessed with the Domain 5 content specific rubric for all observations within the program. This will provide specific feedback on the knowledge and application of content within the classroom.

12 Assessment and Benchmark Instructional Practice

Benchmark: A minimum of 80% of candidates will assess (InTASC 6), plan for instruction (InTASC 7), and utilize a variety of instructional strategies (InTASC 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

12.1 Data

	Semester/Year	n	Met
InTASC Standard 6	Fall 2023	—	—
	Spring 2024	2	100%
InTASC Standard 7	Fall 2023	—	—
	Spring 2024	2	100%
InTASC Standard 8	Fall 2023	—	—
	Spring 2024	2	82.14%
Instructional Practice	Fall 2023	—	—
	Spring 2024	2	89.58%

12.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Data from 2023-2024 indicates that completers did meet the 80% benchmark for the overall category of Instructional Practice (90%). The area for refinement indicated in the data includes elements aligned to InTASC 8. Feedback from candidates indicated they were experiencing difficulties in completing multiple teaching cycles throughout the program. In Summer 2023, the faculty met and determined the breakout of the Teaching Cycle among coursework to better prepare candidates to complete these tasks. The sections of the Teaching Cycle have been portioned into methods courses for preparation of the Residency I Performance Portfolio.

13 Assessment and Benchmark Professional Responsibility

Benchmark: A minimum of 80% of candidates will engage in professional learning, act ethically (InTASC 9), take responsibility for student learning, and collaborate with others (InTASC 10) to work effectively with diverse P-12 students and their families.

13.1 Data

	Semester/Year	n	Met
InTASC Standard 9	Fall 2023	—	—
	Spring 2024	2	75%
InTASC Standard 10	Fall 2023	—	—
	Spring 2024	2	100%
Professional Responsibility	Fall 2023	—	—
	Spring 2024	2	83.33%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Data from the 2023-2024 academic year indicates that completers met benchmark on 83% of the elements aligned to Professional Responsibility on the assessments within Residency I and Residency II. Completers fell below benchmark on InTASC Standard 9. The observation assessment used for evaluations will be changing from the Danielson Framework for Teaching to the Louisiana Aspiring Educators Rubric beginning in Fall 2025. Therefore, as this new assessment is implemented, a backward design approach will be used to specifically address InTASC Standards 9 and 10 within more program coursework as practice to proficiency when in Residency.