



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

Cycles included in this report:

Jun 1, 2023 to May 31, 2024

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Program Name: Elementary Education Grades 1-5 [PBC] [ELMO]**Reporting Cycle: Jun 1, 2023 to May 31, 2024****1 Is this program offered via Distance Learning?**

100% Traditional or less than 50% 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 EPP created a minor in elementary education that is expected to feed into the PBC Elementary Education program and potentially increase enrollment. The EPP is also implementing site supervisors to work with candidates in both residency and internship as support in the field. The EPP is also working on updating the handbook and processes for matriculating through the program.

2021-2022:

Aligned to the findings of the Teacher Preparation Quality Rating System evaluation in the spring of 2022, we are making efforts to design specific, measurable, and time-bound diversity goals that is connected to our recruitment goals. We have incorporated Call Me Mister, EdRising and Rowdy Rising, and other initiatives that are designed to help recruit quality diverse 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 499 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:

Recruitment efforts for the program have led to five candidates enrolled in the Elementary Education minor. These candidates would feed into the PBC program after completing their baccalaureate degrees. The EPP is continuously looking for ways to boost enrollment.

2021-2022:

- 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.

2022-2023:

240 Tutoring credits were purchased for candidates to prepare for Praxis exams. Additionally, Praxis vouchers were also obtained for candidates taking the PLT exam.

2023-2024:

The partnership of the EPP with Calcasieu Parish to establish the Teach for Impact program is off to a great start and has increased enrollment in the PBC program.

5 Program Mission

The purpose of the Post Baccalaureate certificates in Elementary Education 1-5 is to prepare candidates for successful entry into education as school teachers by providing opportunities for developing expertise in content knowledge, teaching methods and strategies, communication skills, behavior management, and the professional dispositions that will enable completers of the program to succeed as teachers.

6 Institutional Mission Reference

The PBC in Elementary Education supports McNeese State University's fundamental mission to provide successful education of students and services to the employers and communities in its region. The PBC in Elementary Education program prepares students to fulfill their roles in the teaching profession in grades 1-5 and contribute to the cultural and intellectual advancement of the citizens of Louisiana.

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

Assessment: Enrollment, Completion, Retention, and Recruitment

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 McNeese 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: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the post-baccalaureate program in Elementary Education within two years of being accepted into the program (499 packet). Practitioner candidates should complete the program within one year of acceptance into the program.

7.1 Data Enrollment and Completers

PBC Elementary Education Programs - Enrollment and Completer Data:

Academic Year	# of students officially enrolled in program with an EDUC 499 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2018-2019	9	0	5	5
2019-2020	2	0	2	2
2020-2021	1	0	0	0
2021-2022	1	1	0	1
2022-2023				
2023-2024	6	—	3	3

7.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

There has been a steady decline in enrollment since 2015-2016. Therefore, the benchmark was not met for the current year. From 2019-2020 to 2020-2021, the number of students officially enrolled in the program with an EDUC 499 packet decreased from 2 to 1 student.

The PBC program will have an increase in enrollment for the 2021-2022 academic year as a result of recruitment efforts by the education faculty throughout the year.

EPP faculty will document attending two recruitment events/opportunities for the PBC Elementary Education program. This may include events such as the TNT conference, Lake Charles Job Fair, and graduation practice or grad fest.

2021-2022:

Benchmark has not been met. To set a more realistic goal for the future, the EPP will recruit candidates into the PBC program and within the next two years, will have three candidates officially enrolled.

The EPP has implemented minor programs that will feed directly into the PBC programs after graduation with a baccalaureate degree. This was created to increase interest in and allow candidates to get a head start on the PBC if they are considering but are not positive that education is the career path that they would like to take at this time.

Faculty are continuously brainstorming ways to encourage enrollment in the PBC program.

2022-2023:

Low enrollment in the PBC program has led to discussions about a partnership with Calcasieu Parish to encourage uncertified teachers to enroll in McNeese's PBC program instead of other options. Planning for the roll out of the partnership agreement should be finalized for Fall 2023 start.

2023-2024:

The EPP partnered with Calcasieu Parish to form the Teach for Impact initiative to encourage current teachers in the parish who were not certified to enroll in the PBC program. Enrollment of candidates with a 299 packet increased this academic year. The EPP plans to expand the partnership to other districts in the upcoming year.

7.2 Data Completion Matriculation Rates

Completer Matriculation Rates:

Cohort Academic Year	Accepted into program	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
2011	16		N=5 32%	N=2 12%	N=1 6%				N=8 50%
2012	20	N=10 50%	N=2 10%	N=1 5%		N=4 20%			N=3 15%
2013	24	N=4 16%	N=5 21%	N=1 5%		N=7 29%			N=7 29%
2013-2014	8	N=4 50%				N=4 50%			
2014-2015	11	N=8 73%	N=1 9%		N=1 9%	N=1 9%			
2015-2016									
2016-2017		1	N=1	100%					
2017-2018	4	N=2	50%				N=2	50%	
2018-2019									
2019-2020									
2020-2021									
2021-2022									
2022-2023									
2023-2024	5								5

7.2.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2020-2021:

The benchmark was met as the one candidate accepted into the 2016-2017 cohort completed the PBC program within 1-2 years. The goal is for candidates to continue to matriculate through the program within 1-2 years of acceptance noted by the approval of the EDUC 499 packet. PBC faculty will work to identify reasons candidates drop from the University to determine necessary intervention activities. PBC faculty will create exit surveys and contact candidates to inquire why they have dropped from the program and determine resources and support to assist them in re-entering and completing the program. Advisors will work with candidates at least twice a year to review program sequences, academic progress, and provide resources for students who are in need of additional academic support. All advising meetings will be documented in Degree Works. EPP faculty will also meet the week after midterm each semester to flag struggling students, discuss ways to support students in need, and determine ways to help remediate candidates to prevent dropping from the program.

2021-2022:

Of the four candidates who were accepted into the program in 2017-2018, 50% (n=2) completed the program and did so within two years. The other two candidates dropped out of the program in the Fall 2017 and Spring 2018 semesters.

EPP faculty are making an effort to be proactive in speaking with candidates who are considering dropping coursework or programs. Faculty meet several weeks after the start of school to discuss at-risk students and the department chair contacts students who are reported as being at-risk.

2022-2023:

No new candidates were admitted into the PBC ELEM program this academic year.

2023-2024:

Five candidates were officially admitted into the program after submitting the EDUC 499 packet. The EPP monitors at-risk student concerns and student progress and reports to both the department head and through Navigate. Candidates will also be tracked from EDUC 110 to EDUC 499 to gain a better determine resources and supports needed by candidates. Additionally, because the EDUC 499 packet requires candidates to have passed the Praxis content exam, 240 tutoring credits are being granted to those in EDUC 110 who need to take the exam.

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.

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	161	161	170	N	0	0%
	5003	157	1	175	175	172	Y	0	0%
	5004	155	1	160	160	166	N	0	0%
	5005	159	1	163	163	169	N	0	0%

2023-2024:

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	5002	157	3	160-170	163	170	N	2	67%
	5003	157	3	163-184	172	172	Y	1	33%
	5004	155	3	159-161	160	166	N	2	67%
	5005	159	3	166-182	174	169	Y	1	33%

8.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

The first time passage rate on the content exams has been relatively low for PBC candidates. PBC candidates are required to pass the content exam as part of the EDUC 499 packet which is the official admission packet into the program. Candidates will be given free credits to use 240 Tutoring to assist in preparing for the content exams.

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 Praxis Principles of Learning and Teaching Exam

#5621		Spring 2024
Overall Score Information	Number	3
	Mean	169
	Range	165-177
	% Pass 1st attempt	67%
	% Pass prior to ST/Intern	100%
Subcomponent	Number	3
Students as Learners (21)	Mean	17
	Range	16-17
	% Correct	79%
Instructional Process (20)	Mean	13
	Range	11-16
	% Correct	65%
Assessment (14)	Mean	8
	Range	7-9
	% Correct	57%
Professional Development Leadership and Community (13)	Mean	11
	Range	9-13
	% Correct	76%
Analysis of Instructional Scenarios (16)	Mean	11
	Range	11-12
	% Correct	71%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Over the last two cycles of data, 50% 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 EDUC 203, EDUC 204, and EDUC 315/317/318 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

	Term	n	Met
InTASC Standard 1	Spring 2024	3	75%
InTASC Standard 2	Spring 2024	3	100%
InTASC Standard 3	Spring 2024	3	95.45%
The Learner and Learning	Spring 2024	3	94.73%

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 95% of the time. InTASC Standard 1 has been noted as an area for improvement with meeting benchmark 75% of the time. 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

	Term	n	Met
InTASC Standard 4	Spring 2024	3	75%
InTASC Standard 5	Spring 2024	3	95.83%
Content	Spring 2024	3	88.88%

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 89% of the time. Completers fell below benchmark on InTASC Standard 4 with 75%. 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

	Term	n	Met
InTASC Standard 6	Spring 2024	3	93.75%
InTASC Standard 7	Spring 2024	3	75%
InTASC Standard 8	Spring 2024	3	82.14%
Instructional Practice	Spring 2024	3	85.41%

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 (85%). The area for refinement indicated in the data includes elements aligned to InTASC 7. 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

	Term	n	Met
InTASC Standard 9	Spring 2024	3	100%
InTASC Standard 10	Spring 2024	3	100%
Professional Responsibility	Spring 2024	3	100%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:
Data from the 2023-2024 academic year indicates that completers (n=3) met benchmark on 100% of the elements aligned to Professional Responsibility on the assessments within Residency I and Residency II. 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.