



Early Childhood Education Grades PK-3 [BS] [ECHD]

Cycles included in this report:

Jun 1, 2024 to May 31, 2025

Program Name: Early Childhood Education Grades PK-3 [BS] [ECHD]

Reporting Cycle: Jun 1, 2024 to May 31, 2025

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

2020-2021:

Candidates in degree plans with student teaching are completing the program and candidates in the revised programs with teacher residency are progressing through the program. EDUC 192 and EDUC 202 have been merged to cover pertinent material. EDUC 203 and EDUC 204 have been redesigned to offer anti-bias and culturally responsive classroom lessons, of which they can opt to earn micro-credentials. As a form of recruitment, EdRising was implemented into two high schools in the area.

2021-2022:

Candidates are completing the program within 1-3 years of official admission at a significant rate. This can be attributed to the increased use of course sequences in advising candidates and support for at-risk candidates throughout the semester.

2022-2023:

Faculty are identifying at-risk students and providing resources and supports for retention. Recruitment efforts are gaining momentum with EdRising and Call Me Mister.

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 200 is being implemented to better understand retention efforts needed during the first year of a students' program.

2024-2025:

The number of completers increased in 2024-2025 over the past two years. Faculty have made efforts to identify at-risk students and intervene early, secure Praxis study materials and incorporate them into coursework, collaborate with mentor teachers to support residents, and support candidates throughout the program through field experiences and residency as site coordinators.

4 Program Highlights from the Reporting Year

2020-2021:

Piloted a teacher residency for several early childhood candidates during the 2020-2021 academic year. The implementation of site coordinators and mentor teachers produced positive feedback from all involved. Full implementation should show improvement in completer preparation for the first year of employment.

2021-2022:

92% of candidates passed the Praxis Principles of Learning and Teaching Exam on the first attempt. There was also a 32% increase in the number of candidates who passed all four of the Praxis Content Sub-tests on the first attempt.

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 EPP hosted the Explore Tour in the Fall 2023 semester and the Unlock Education: Ed Rising Competition Conference in the Spring 2024. There was an increase in attendance at both events and the EPP is tracking how those events transpire into enrollment numbers in teacher education programs.

2024-2025:

The EPP had their CAEP accreditation site visit in the fall 2024 semester. Programs were approved with no stipulations and no areas for improvement.

5 Program Mission

The Bachelor of Science Degree in Early Childhood Education is designed to prepare teacher education candidates for entry into teaching as an Early Childhood Education teacher in Grades PK-3. Additionally, the purpose is to prepare professional educators and life-long learners who will contribute to the cultural and intellectual advancement of the citizens of Louisiana and instill professionalism, collaboration, reflection, and a respect for diversity.

6 Institutional Mission Reference

The Bachelor of Science in Early Childhood Education supports McNeese State University's fundamental mission to provide successful education of undergraduate students and services to the employers and communities in its region. The Early Childhood Education program prepares students to fulfill their roles in the teaching profession in grades PK-3 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.

CAEP Standard 3

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.

2024-2025 Updated Benchmarks:

Benchmark 1: The EPP will increase the number of candidates officially accepted into the teacher education program and the number of completers by 7% every 2 years.

Prior to 2024-2025 Benchmarks:

Benchmark 1: 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.

7.1 Data

Early Childhood Education - Enrollment and Completers:

Academic Year	# of students officially accepted into program with EDUC 200 packet	# of completers		
		Fall	Spring	Total
2022-2023	18	3	7	10
2023-2024	14	5	4	9
2024-2025	14	6	11	17

7.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark was not met as there has been a continued downward trend in ECHD official enrollment. From 2018-2019 to 2019-2020 there was a 31% decline and from 2019-2020 to 2020-2021 there was another 17% decline. During the 2020-2021 academic year, EPP faculty attended the Cowboy Q&A Day and Unlock Education. Faculty participate and post to social media what is happening in the college and on campus. The EPP is also partnering with local high schools to implement EdRising as a way to encourage high school students to learn more about the education profession while earning micro-credentials.

Faculty will continue to use community events to promote the Burton College of Education as well as involve themselves in area P-12 schools as permitted with COVID-19 regulations. Faculty will engage with candidates on social media highlighting current events. EdRising will add two more high schools in the upcoming educational year. Faculty will participate in community events such as "Out of the Darkness" suicide prevention awareness walk. Faculty will be in the district P-12 schools on a weekly basis, working with our candidates and other stakeholders in the field.

2021-2022:

The benchmark was not met in 2021-2022. There has been a continuous downward trend in enrollment and in the number of completers.

The Burton College of Education and particularly the Department of Education Professions has made intentional efforts to recruit candidates into teacher-education programs and has focused particular attention on those from diverse backgrounds and within high needs areas. In addition to traditional attendance at parish career fairs and expos, the following are part of the McNeese Department of Education Professions (EDPR) Recruitment and Retention Plan: Unlock Education, Call Me MISTER, Educators Rising, and minors.

Although the efforts are strong and we are committed to recruiting candidates from diverse backgrounds, results of these efforts are not immediate as these students are juniors or seniors in high school and the data reported in the Performance Profile for education provider programs is on completers. We will track the data for program admission to monitor new students and make adjustments as needed to attract a diverse group of candidates interested in the field of education.

2023-2024:

There was a slight decrease in the number of candidates officially enrolling into the program with an EDUC 200 packet from the previous year. However, there were changes in when the packet was submitted in relation to enrolling in the EDUC 200 course. In 2023-2024, we returned to the previous process of having the EDUC 200 packet completed prior to receiving a permit to be in enrolled.

Data for matriculation of candidates from EDUC 110 to EDUC 200 will also be tracked to determine the reason many candidates are not progressing into EDUC 200 as proposed in the catalog.

2024-2025:

This academic year had the highest number of Early Childhood program completers in the last three years. This exceeds benchmark with a 70% increase in total completers from 22-23 to 24-25. However, the total number of candidates accepted into the program decreased in the past two years by 22%.

Efforts to support candidates with Praxis exam preparation, field placements, mentor and site coordinator support, and early identification of at-risk students seem to be a contributing factor in the increased number of completers. Once candidates have entered the program, supports seem to enable them to successfully complete. As these efforts will continue, the EPP will also focus on ensuring that candidates are tracked and encouraged to submit their EDUC 200 packets in a timely manner as to not go off track with their academic process. Effective 2025-2026, we will no longer assess this benchmark.

8 Assessment and Benchmark PRAXIS II Content

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 graduate candidates will have passed the Praxis Content Exam (5014/5018 or 5001(5002, 5003, 5004, 5005) 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	7	157-169	162	170	N	5	71%
	5003	157	7	160-182	170	172	N	6	86%
	5004	155	7	156-159	159	166	N	3	43%
	5005	159	7	159-174	166	169	N	4	57%

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	
								#	%
Fall	5002	157	5	163-177	168	170	N	3	60%
	5003	157	5	157-180	170	172	N	4	80%
	5004	155	5	155-170	166	166	Y	3	60%
	5005	159	5	163-178	169	169	Y	2	40%
Spring	5002	157	4	163-193	173	170	Y	3	75%
	5003	157	4	164-183	169	172	N	3	75%
	5004	155	4	155-176	162	166	N	2	50%
	5005	159	4	159-181	170	169	Y	2	50%

2024-2025:

Term	Test #	Passing Score Required	n	EPP Range of Passing Scores Only	EPP Cycle Mean	National Median	EPP Mean National Median	EPP Pass First Attempt	
								#	%
Fall	5002	157	6	162-181	168	170	n	4	67%
	5003	157	6	161-191	174	172	y	5	83%
	5004	155	6	156-167	163	166	n	2	33%
	5005	159	6	166-197	176	169	y	2	33%
Spring	5002	157	11	158-181	167	170	n	8	73%
	5003	157	11	159-192	170	172	n	6	67%
	5004	155	11	155-176	162	166	n	4	40%
	5005	159	11	159-176	168	169	n	6	60%

8.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Candidates tend to struggle with the Science and Social Studies content portions of the Praxis content requirement for certification. BCOE has purchased credits for 240 Tutoring and is offering courses that are aligned with the Praxis content materials for these exams. These courses are not a requirement in the Early Childhood program, but are available for students to enroll. Methods courses are also implementing practice questions and noting topics as preparation for the exams. In the Spring 2024, all four parts of the 5001 series had at least a 50% first time pass rate. This is the first time in the last three cycles that this has occurred.

2024-2025:

In the last 6 semesters, students testing for 5002 has not met 80% in 5 out of the 6 semesters, 5003 has only met 80% in 3 out of 6 semesters, and for 5004 and 5005 has never met the 80% benchmark. Early Childhood education majors are consistently struggling with all of the content exams, especially science and social studies.

We have implemented EDUC 224 and EDUC 225 and made it a program requirement. So, we should see improvement as students matriculate through.

9 Assessment and Benchmark PRAXIS II Principles of Learning and Teaching

ECHD SPA Assessment 6 Licensure: Early Childhood Praxis II
 Assessment: PRAXIS PLT 0621

Benchmark: At least 80% of graduates pass Praxis Principals of Learning and Teaching (#5621) on the first attempt. Candidates should also score a minimum of 70% on sub component scores with Praxis PLT (#5621).

9.1 Data

	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
% pass 1st attempt	83%	58%	81%	75%	100%	56%	100%	100% N=3	89% N=8

	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026
% pass 1st attempt	100% 3/3	57% 4/7	80% 4/5	75% 3/4	67%	91%			

#5621		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Overall Score Information	Number	12	16	4	19	9	8
	Mean	165	166	168	168	167	170
	Range	159-172	157-177	157-183	158-181	159-182	160-179
	% Pass 1st attempt	58%	81%	75%	100%	56%	100%
	% Pass prior to ST/Intern	100%	100%	100%	100%	100%	100%
Subcomponent	Number	8	14	3	17	9	7
Students as Learners (21)	Mean	14	14	14	13	14	15
	Range	11-20	9-18	11-16	11-17	10-19	13-18
	% Correct	67%	67%	67%	62%	67%	71%
Instructional Process (20)	Mean	14	14	15	15	14	14
	Range	10-17	12-17	13-18	9-18	13-18	11-18
	% Correct	67%	70%	75%	75%	70%	70%
Assessment (14)	Mean	10	9	11	9	9	11
	Range	9-11	6-11	9-12	6-13	4-12	8-13
	% Correct	67%	64%	79%	64%	64%	79%
Professional Development Leadership and Community (13)	Mean	11	10	11	10	10	9
	Range	9-14	7-13	10-12	8-13	8-13	6-11
	% Correct	67%	77%	85%	77%	77%	69%
Analysis of Instructional Scenarios (16)	Mean	10	11	12	11	10	13
	Range	8-13	8-14	9-14	6-15	4-14	8-16
	% Correct	67%	69%	75%	69%	63%	81%

#5621		Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Overall Score Information	Number	3	9	3	7	5	4
	Mean	168	168	160	165	166	168
	Range	164-173	158-177	158-163	161-176	158-177	157-181
	% Pass 1st attempt	100% 3/3	89% 8/9	100% 3/3	57% 4/7	80% 4/5	75% 3/4
	% Pass prior to ST/Intern	100%	100%	100%	100%	100%	100%
Subcomponent	Number	3	9	3	7	5	4
Students as Learners (21)	Mean	12	15	7	12	12	13
	Range	10-14	11-18	5-10	5-16	9-15	10-16
	% Correct	57%	78%	33%	56%	57%	62%
Instructional Process (20)	Mean	15	15	12	15	14	14
	Range	14-16	13-17	12-13	10-19	12-16	11-17
	% Correct	71%	72%	59%	71%	70%	70%
Assessment (14)	Mean	9	10	7	8	10	10
	Range	8-10	8-13	6-9	6-10	6-13	7-12
	% Correct	71%	73%	52%	60%	69%	68%
Professional Development Leadership and Community (13)	Mean	9	11	11	10	10	12
	Range	9-10	8-13	11-12	7-13	8-12	10-13
	% Correct	69%	85%	85%	75%	71%	82%
Analysis of Instructional Scenarios (16)	Mean	13	10	12	11	12	12
	Range	10-16	6-13	9-15	9-13	10-15	7-14
	% Correct	83%	63%	73%	68%	75%	72%

Test #	Cycle	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	
								#	%
5621	F23	157	5	158-177	166	168	N	4	80%
	S24	157	4	157-181	168	168	Y	3	75%
	F24	157	6	159-170	164	168	N	4	67%
	S25	157	11	157-173	165	168	N	10	91%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark was not met as only 56% of Fall 2020 completers passed the Praxis PLT on the first attempt, while 100% of completers in the Spring 2021 semester passed on the first attempt. There has been an overall trend over the last three years of a significantly higher first time pass rate percentage for spring completers than fall completers. ECHD faculty will research when candidates are taking the PLT in relation to designated courses to try to determine the significant difference in fall and spring first time pass rates.

When analyzing the subcomponents of the PLT, each section had at least one of the two semesters where the mean score fell below benchmark (70%) except for Instructional Process which was at benchmark (70%) for both semesters.

During the past year, EDUC 202 and EDUC 203 in the traditional BS ECHD program were revisited to ensure pertinent topics for early childhood were being presented. EDUC 192 and EDUC 202 were combined for a more cohesive delivery of developmental stages, so now EDUC 202 addressed developmental stages for childbirth to five, cognitive development for PK, K, and grades 1-3.

The benchmark will remain the same. The redesigned program has a recommended timeline for candidates to take all Praxis exams. Advisors will strongly suggest that the PLT be taken immediately after completion of EDUC 202, PSYC 260, and EDUC 203.

2021-2022:

Benchmark was met: 92% (11/12) of completers in the 2021-2022 academic year passed the PLT on the first attempt.

An average of 70% or above for questions correct in each category were achieved in all areas except for Students as Learners in Fall 2021 (57%), Professional Development Leadership and Community in Fall 2021 (67%) and Analysis of Instructional Scenarios in Spring 2022 (63%). Faculty will continue to review Praxis PLT expectations with candidates to prepare them for the exam.

2022-2023:

The benchmark was not met for the academic year with 70% of candidates passing the exam on the first attempt (Fall 2022: 3/3; Spring 2023: 4/7). The Students as Learners category dropped to 33% and 56% of questions correct for the Fall 2022 and Spring 2023 semesters respectively.

EDUC 203, EDUC 204, and EDUC 315/317/318 faculty will meet in summer to discuss the progression of topics for the PLT within the coursework.

2023-2024:

The benchmark was not met for the academic year with 78% of candidates passing the exam on the first attempt (Fall 2023: 80%; Spring 2024: 75%). There was an increase in the Students as Learners category in both semesters. Faculty are implementing the topics covered on the PLT within the EDUC 203, EDUC 204, and EDUC 315/317/318 courses to ensure that candidates are better prepared for the topics covered on the exam.

2024-2025:

In the last 6 semesters, students testing for ECHD has not met 80% in 3 out of the 6 semesters.

Spring 2025 has had the most students taking the praxis out of the past few semesters. We are trending upward after curriculum and pacing changes. Realignment was done in summer 2023. We have also included 240 tutoring access to students in preparation for Praxis PLT. So we expect to see further increase.

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	5	95%
	Spring 2024	4	75%
InTASC Standard 2	Fall 2023	5	90%
	Spring 2024	4	58%
InTASC Standard 3	Fall 2023	5	88%
	Spring 2024	4	86%
The Learner and Learning	Fall 2023	5	88%
	Spring 2024	4	83%

	Semester /Year	n	Met
InTASC Standard 1	Fall 2024	6	100%
	Spring 2025	11	80.95%
InTASC Standard 2	Fall 2024	6	100%
	Spring 2025	11	83.33%
InTASC Standard 3	Fall 2024	6	91.35%
	Spring 2025	11	86.03%
The Learner and Learning	Fall 2024	6	93%
	Spring 2025	11	85%

10.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

For the Learner and Learning, 88% in Fall 2023 and 83% in Spring 2024 met the benchmark. While over 80% of Fall 2023 completers met benchmark for all three InTASC Standards, only 75% of Spring 2024 complete met InTASC Standard 1 and 58% met InTASC Standard 2. 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.

2024-2025:

For standards 1, 2, and 3 students met the 80% benchmark for Fall 2024 and Spring 2025 semesters. Although we met 80% benchmark from Fall 2024 to Spring 2025, we are not scoring as high as we previously were. That is something that will need to be further investigated and tracked moving forward. Due to these students being assessed by different instructors, it could mean a need for more interrater reliability. Moving forward, we are revising major assessments in residency I, residency II, and portfolio to align with Louisiana Aspiring Educators Rubric.

11 Assessment and Benchmark 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

	Semester/Year	n	Met
InTASC Standard 4	Fall 2023	5	90%
	Spring 2024	4	67%
InTASC Standard 5	Fall 2023	5	87%
	Spring 2024	4	88%
Content	Fall 2023	5	88%
	Spring 2024	4	80%

	Semester/Year	n	Met
InTASC Standard 4	Fall 2024	6	100%
	Spring 2025	11	72%
InTASC Standard 5	Fall 2024	6	92%
	Spring 2025	11	73%
Content	Fall 2024	6	94%
	Spring 2025	11	73%

11.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

88% (Fall 2023) and 80% (Spring 2024) of completers met standards for Content with Spring 2024 candidates being the only group that did not meet the 80% benchmark for InTASC Standard 4. 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.

2024-2025:

In Fall 2024, students met the 80% benchmark for standards 4 and 5. In Spring 2025, students did not meet the 80% benchmark for standards 4 and 5. Students are not scoring as high as we previously were on these two standards. That is something that will need to be further investigated and tracked moving forward. Due to these students being assessed by different instructors, it could mean a need for more interrater reliability. Moving forward we are revising major assessments in residency I, residency II, and portfolio to align with Louisiana Aspiring Educators Rubric. Effective 2025-2026, we will no longer assess this benchmark.

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	5	91.59%
	Spring 2024	4	57.69%
InTASC Standard 7	Fall 2023	5	100%
	Spring 2024	4	87.50%
InTASC Standard 8	Fall 2023	5	85.44%
	Spring 2024	4	47.83%
Instructional Practice	Fall 2023	5	88.2%
	Spring 2024	4	55%

	Semester/Year	n	Met
InTASC Standard 6	Fall 2024	6	89%
	Spring 2025	11	65%
InTASC Standard 7	Fall 2024	6	100%
	Spring 2025	11	81%
InTASC Standard 8	Fall 2024	6	83%
	Spring 2025	11	67%
Instructional Practice	Fall 2024	6	87%
	Spring 2025	11	68%

12.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

Data from 2023-2024 shows a significant decline in the number of candidates meeting benchmark on the InTASC Standards included in Instructional Practice. 88% of Fall 2023 completers and 55% of spring completers met benchmark on the combined standards. There was an indication that candidates 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. Candidates now work on the Teaching Cycle with Pre-Assessment Data, Teaching Cycle with Post-Assessment Data, and Teacher Cycle based on Learner Growth, and the Residency I Performance Portfolio. By creating progression of learning and application, we expect to see improvement.

2024-2025:

In Fall 24, students met the 80% benchmark for standards 6, 7, and 8. In Spring 25, students did not meet the 80% benchmark for standards 6 and 8. However, they did meet the 80% benchmark for standard 7. Students are not scoring as high as we previously were on these two standards. That is something that will need to be further investigated and tracked moving forward. Due to these students being assessed by different instructors, it could mean a need for more interrater reliability. Moving forward we are revising major assessments in residency I, residency II, and portfolio to align with Louisiana Aspiring Educators Rubric. Effective 2025-2026, we will no longer assess this benchmark.

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	5	90%
	Spring 2024	4	67%
InTASC Standard 10	Fall 2023	5	87%
	Spring 2024	4	88%
Professional Responsibility	Fall 2023	5	88%
	Spring 2024	4	80%

	Semester/Year	n	Met
InTASC Standard 9	Fall 2024	6	90%
	Spring 2025	11	90%
InTASC Standard 10	Fall 2024	6	83%
	Spring 2025	11	85%
Professional Responsibility	Fall 2024	6	88%
	Spring 2025	11	88%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2023-2024:

88% (Fall 2023) and 80% (Spring 2024) of candidates met benchmark in Professional Responsibility with Spring 2024 completers as the only group to fall below the 80% benchmark for InTASC Standard 9 (67%). Currently, candidates are scored on Domain 4 of the Danielson rubric only in Residency semesters. A program rewrite will occur in the Summer 2025 as the LDOE is requiring the use of the Louisiana Aspiring Educators Rubric for observation evaluations. This will be an opportunity for the EPP to define practices and support throughout the program to support proficiency.

2024-2025:

For standards 9 and 10, students met the 80% benchmark for Fall 2024 and Spring 2025 semesters. From Fall 2024 to Spring 2025, the standards 8, 9, and 10 have all made improvement. That is something that will need to be further investigated and tracked moving forward. Due to these students being assessed by different instructors, it could mean a need for more interrater reliability. Moving forward we are revising major assessments in residency I, residency II, and portfolio to align with Louisiana Aspiring Educators Rubric. Effective 2025-2026, we will no longer assess this benchmark.