ULM Completer Round Table

Completion Year	Fall 2019 and Spring 2020
Residency School	Elementary and Secondary

In the chat, answer the following questions:
Name (responses below) Year of completion Content area
How well do you feel ULM's Teacher Preparation Program has prepared you to: Assess individual and group performance in order to differentiate instruction? (InTasc Standards 7,8; CAEP 4.4)
Elementary- The curriculum is structured however, ELA has room for differentiation; many kids on different levels- felt prepared for that. ELA- learned more in residency about it. It is a learned by practice- Needed to be in 4007 and residency at the same time. (addressed now) Secondary- Math- Curr is so structured, to differentiate is a challenge; District has a calendar of where you have to be at certain times. ELA- struggled not from preparation but from difference in grade levels within one class.
How well do you feel ULM's Teacher Preparation Program has prepared you to: Design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways? (InTasc Standards 1,2; CAEP 4.4)
Elementary- Depends on the curr. ULM did prepare me to meet diverse learners needs. Based on CURR I can do different things if there is time. Harder to deliver learning in different ways- may be easier in math- I am in ELA, the final task is always a writing piece. Secondary- In assessment we learned how to meet all students needs through technology (Google) Helpful with special needs students
How well do you feel ULM's Teacher Preparation Program has prepared you to: Design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings? (InTasc Standards 6,7; CAEP 4.4)
Elementary- Not sure if I was prepared for it. I think I figured it out from the curr I teach each day.- heard it in class- didn't understand until I was actually teaching. Assessment course helped me to understand how to see what students already know and then build on knowledge. ELA & SS- uses pre and post on every unit. Secondary- Math- Having to go back and scaffold missed skills, there are so many levels of students in one class. Once I discovered this I can try to help. I knew that I had to find the misunderstanding. ELA- we were explicitly taught how to use it. Did not have opportunity to experience in action until this year due to COVID.
How well do you feel ULM's Teacher Preparation Program has prepared you to: Develop learning experiences that engage learners in collaborative and self-directed learning? (InTasc Standard 3; CAEP 4.4)
Elementary-Felt very prepared for group work-and keeping them motivated. I knew how to group

them from our training. We knew to give them specific tasks. Task cards, etc. ELA- I was very prepared for this- learned how to apply it more so in Residency. I would have liked to know more about how to collaboratively and who to pair them with.

Secondary-Math- Groups were challenging in COVID. Teaching face to face and virtual at the same time. I feel like next year I will be able to do that. ELA- I felt prepared on how to create groups and see that they are on task with specific things to accomplish.

How well do you feel ULM's Teacher Preparation Program has prepared you to: Engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (InTasc Standard 2; CAEP 4.4)

Elementary-ELA- I feel like I need more on how to do this. We touched on it but there should be more. ELA- I now have a diverse learner- I thought back and used some of the strategies- they acceptable strategies from ULM do not align to what my school wants. I wish I knew more about what to do other than google translate.

Secondary- ELA- I did feel prepared to have students examine other perspectives. Weems challenged us in class and gave examples of how to- More of touches of it- not really taught. Math- It was talked about but not shown in practice.

How well do you feel ULM's Teacher Preparation Program has prepared you to: Stimulate learner reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences? (InTasc Standards 5,8; CAEP

Elementary – I felt very prepared to make connections to prior knowledge and real-world experiences to activate their knowledge. I also felt very prepared- it was on our rubric and our US focused on it.

Secondary- Math- I've always struggled to make connections with students on their experience. Secondary students do not want to admit the connections. Prepared for how to do it- but I have trouble relating sometimes to get to their prior knowledge. Lack of background knowledge on what these students may relate to. (different community then my residency)

How well do you feel ULM's Teacher Preparation Program has prepared you to: Develop and implement supports for learner literacy development across content areas? (InTasc Standard 8; CAEP 4.4)

Elementary- Some lessons do not work for this- but when it does, I feel prepared. I feel prepared to incorporate many subjects together. ELA- Block 1 & 2 really helped with this.

Secondary- ELA- I wish I would have learned how to cross content- there was so much focus on ELA inserting into other subjects. Secondary could study or learn about other contents standards and themes for the year. Math- I struggle to make literacy connections. It's really hard to do this for Math- especially math students.

How well do you feel ULM's Teacher Preparation Program has prepared you to: Design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results? (InTasc Standard 6; CAEP 4.4)

Elementary- 4001 prepared me to make a test that aligns to standards and objectives. Other methods courses taught us to break apart standards- and how to differentiate. If I learned nothing else, I learned about assessment and connections to objectives

Secondary- I am most prepared for this out of all the other questions you have asked. Standards Matrix- was scary at the time in class but I know how to do it now.

How well do you feel ULM's Teacher Preparation Program has prepared you to: Engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process? (InTasc

Standard 6; CAEP 4.4)
ELA- I was very prepared. We had to differentiate for assessment on the lesson plan throughout the experiences and on assessment course. Secondary- We were taught logistics of differentiating tests but for ELA that is difficult when only writing for assessment. Math- Yes. I think I had a good understanding of this- how to choose a variety of test questions. Backward design helped with this. It was hard to put into practice.
How well do you feel ULM's Teacher Preparation Program has prepared you to: Use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners? (InTasc Standards 8,9,10; CAEP 4,4)
Elementary- I learned this in practice during real life practice in residency. I am not sure that I understood it when in methods. It's easier in the moment through real practice. ELA- I teach three sections- I know how to adjust in the moment and for the next classes. Secondary- Reading 4019- we talked about how to meet the needs of all students- alternative text- I was not prepared to help 4th grade level in a senior level class. It comes from experience.
How well do you feel ULM's Teacher Preparation Program has prepared you to: Engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards? (InTasc Standards 4,9; CAEP 4.4)
Elementary-I felt like I was prepared to do this. Secondary- We were prepared to Rabbit hole- whatever the topic is- make connections everywhere. This makes students very engaged. And then get back on task.
How well do you feel ULM's Teacher Preparation Program has prepared you to: Use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, and writing? (InTasc Standards 8,5; CAEP 4.4)
Elementary- I felt prepared to do this- our lesson plans encouraged us to do this. Secondary- Math- I do not feel prepared. It was hard for me to grasp this as a whole. ELA- I felt super prepared for this- We were taught to do RWSL each lesson. Paper to note card activity in Methods.
What aspects of ULM's teacher preparation program were of greatest value?
Elementary- Residency- it gave us the hands-on experiences. US- liked having someone I didn't know really pushed me to do my best- she gave great constructive feedback. Super prepared to teach reading. Just being able to put all I learned in action. Secondary- I think- residency was a great hands-on experience- My mentor helped me to put things into practice. I learned how to work well with different personality and learned so much. Literacy methods prepared me to teach ELA.
What advice would you give to improve ULM's teacher preparation program?
E-I wish I knew more about SPED and how to work with so many levels of students. S-I liked how we were challenged to do SPED accommodations-however I feel like we need more SPED strategies. E-I can tell differences in the program from my teacher friends who graduated one year before me. I

know it is improving.

E-More experiences in residency- when with a mentor only teaches ELA it's hard to teach math after. (specific content teachers in Elementary)

Elementary- More methods on actual hands-on SS and Science practice.

Elementary-I don't feel as prepare for science and math, as I was for ELA.