

Undergraduate Completer Round Table Data Analysis

Fall 2019 and Spring 2020; Collected Spring 2021
Strengths
Develop learning experiences that engage learners in collaborative and self-directed learning. (InTasc Standard 3; CAEP R4.3)
Design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results. (InTasc Standard 6; CAEP R4.3)
Use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, and writing? (InTasc Standards 8,5; CAEP R4.3)
Engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. (InTasc Standard 6; CAEP R4.3)
Needs
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 R4.3)
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 R4.3)
Implications
Groups of candidates indicated that they feel capable to differentiate assessment practices but struggled to differentiate for individual students during instruction; some students stated that there was a lack of time to accommodate individual differences.

Fall 2020-Spring 2021; Collected Spring 2022
Strengths
Develop learning experiences that engage learners in collaborative and self-directed learning. (InTasc Standard 3; CAEP R4.3)
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 R4.3)
Design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results. (InTasc Standard 6; CAEP R4.3)
Engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. (InTasc Standard 6; CAEP R4.3)

Needs
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)
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)
Implications
Groups of candidates indicate that they were confident in engaging learners, using various methods of assessment and designing assessments throughout lessons that assess the learning objective. Some candidates stated a need for more instruction on questioning and analyzing ideas from diverse perspectives. A few students also indicated after Covid that the learning gaps among students were hard to navigate.

Fall 2021-Spring 2022; Collected Spring 2023
Strengths
Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences.
Create learning experiences relevant to the concepts of the disciplines to ensure mastery of the content. (InTASC 4)
Implement multiple methods of assessment to document, monitor, and support learner progress. (InTASC 6)
Plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. (InTASC 7)
Needs
Design inclusive learning experiences aligned to Louisiana standards to accommodate for individual differences. (InTASC 2)
Collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility. (InTASC 3) Build a positive learning environment
Implications
While stating that they felt prepared to build a learning environment, students indicated they wish they had more strategies for how to handle misbehavior. Candidates also said they felt like they had strategies for differentiation but were not prepared for the learning gaps in the classroom.

Trends (Spring 2021, 2022, 2023)

Completers indicate that they are well prepared to engage students using a variety of instructional strategies and are comfortable in assessing learners throughout instruction. They see the value in having students collaborate to achieve mastery of the standard.

Completers indicate they feel capable in differentiating for individual students but struggle to manage large learning gaps in groups of students.

Completers indicate they would like more instruction on how 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.