

AY 2023-2024 Report

College of Education and Human Development (CEHD) Educator Preparation Program

LEARn (Louisville Educator Alumni Reflections & iNsights)

Participant Responses Coded Report 4/11/2024

Overview

The LEARn instrument was established by UofL CEHD in Summer 2023 to solicit feedback from Educator Preparation Program's (EPP) graduates. The LEARn instrument was put through in three tier process until a successful process was found.

1. **LEARn pilot** was conducted in Summer 2023 (6/13/2023) at the CEHD Dean's Advisory Board meeting with a group of current student panel. The student panel consisted of five current students from the Multicultural Teacher Recruitment Program (MTRP).
2. **LEARn Questionnaire** was emailed to UofL completers in early Fall 2023 (9/14/2023) to 134 initial certification graduates from the last three years that are employed in a Kentucky public school. Of the remaining 124 participants, there were four respondents.
3. **LEARn+** consisted of interviews that were conducted in Fall 2023 (10/9/2023-10/12/2023) with 7 participants who were a mixture of initial and advanced educator preparation program (EPP) 6 alumnus, 3 completers, 3 classroom teacher/support, 4 EPP employers, and 1 EPP educators.
 - o LEARn+ was found to be the most successful strategy to collect qualitative data from EPP graduates and was finalized to be the key strategy for LEARn moving forward in the future.
4. **LEARn** conducted in Spring 2024 consisted of five interviews (4/8/2024 - 4/19/2024). Participants were a mixture of initial and advanced educator preparation program (EPP) 4 alumnus, 2 district leaders, 2 EPP educators, 1 employer, 1 school coach, and 1 community supporter.

This coded report consists of all data collected from AY 2023-2024, including LEARn Pilot, LEARn Questionnaire, LEARn+, and LEARn, Spring 2024.

What type of impact have UofL graduates had on P-12 students?			
Themes	Frequency	Summary	Selected Quotes
Differentiated Instruction	9	<ul style="list-style-type: none"> • Intervene for different behavior issues- classroom management. • Proximity control seating for certain students, giving them extra room for text size. • Chunking style of teaching • Adjustment for different languages • Teach kids at different levels how to read. • Get to know students, bring out their individual identity, and have out of the box mindset. 	<p><i>“As teachers we have to know about kid’s individual identity and their reading growth...also thinking through how to bring each kid’s identities in class and learn more.”</i></p> <p><i>“Not focus on deficits but build on strengths of the students”</i></p>
Building Relationship	6	<ul style="list-style-type: none"> • Advanced program has internships that helps them build a lot of practical skills like facilitating staff, priority needs for students etc. • Cohort based learning for networking and support system. • Communication & social skills with students- even teach students on boundaries, personal space etc. 	<p><i>“I’ve been able to build relationships with students that make them feel confident in their work and eager to excel and show off what they’ve learned.”</i></p>
Multiple Learning Reinforcement	7	<ul style="list-style-type: none"> • Coaching through different childhood development • More direct teaching and one-one experience has more impact on students. • Reinforcement learning system. • Culturally relevant teaching and learning practices 	<p><i>“...saying okay Brandon great job! Can you also write you answer notes on board? Then give them bonus grade for it”</i></p>
Content Knowledge & Skills	12	<ul style="list-style-type: none"> • Able to use multiple perspective to teach content. • Behavior management 	<p><i>“I have had the opportunity to impact students’ connection to the content and passion for the pathway</i></p>

		<ul style="list-style-type: none"> • Lesson planning, direct instruction methods. • Content and method classes helped them in classroom instruction. • Policies and procedure for working in public space. • Knowledge on how to deal with trauma and mental health of students in general. • Using alternate curriculum, research program/resources, when necessary 	<i>by exposing them to foundational concepts and field experiences in the real world.”</i>
Prepared for diverse student population	8	<ul style="list-style-type: none"> • Graduates exposed to work in urban/rural, high poverty areas. • Exposed to ideas on trauma, mental health so it was not too surprising going into the field. • Trying to understand student’s behavior and background to better connect with them. • Advocate for students who have behavior issues- using trauma lens. • There is a need for openness and understanding diverse background of students to meet their needs. • Diversity lens learning; Cultural competency 	<p><i>“Diversity is all about awareness and mindset- it’s not the matter of if we do it, or why we do it, but really just how to do it.”</i></p> <p><i>“UofL graduates have the training in urban and diverse institute, that’s what the employers in school district want”.</i></p>
Using Data to Assessing Student Growth	7	<ul style="list-style-type: none"> • Student learning data collection and analysis • Standards based learning- data assessment on goal accuracy. • Assessment in daily instruction, curriculum • Evaluate student improvements and create report for stakeholder like principal, parents. • Holding up standards-based grading. 	<p><i>“[Making impact is] the whole reason of what we do and why we do it... it happened a while back, but I still remember that student who was struggling...finally she made it...and it was one of those turning points for her”</i></p>

How have UofL graduates supported diverse learners?			
Themes	Frequency	Summary	Selected Quotes
Differentiated Instruction	9	<ul style="list-style-type: none"> Proximity control seating for certain students, giving them extra room for text size. Chunking style of teaching How to teach kids at different levels how to read. Utilize multiple teaching strategies 	<p><i>"I differentiate constantly and try to find the most consistent ways to build knowledge to students."</i></p> <p><i>"I use many strategies learned during my studies to support diverse learners during my work as a development interventionist."</i></p>
Teaching adapted to different abilities and disabilities	5	<ul style="list-style-type: none"> Courses exposed to group counseling, social skills on grief, Trauma, mental health and coming to field was not too surprising. Advocate for students who have behavior issues- using trauma lens. Diversity lens learning 	
Prepared culturally diverse student population	11	<ul style="list-style-type: none"> Supportive to multi-lingual students Adjustment for different languages UofL program guided for diverse learning from critical thinking to special population. Graduates exposed to work in urban, high poverty areas. Internship at Americano Community Center Understanding diverse background of students to meet their needs 	<p><i>"Moving to high poverty school with 99% free and reduced lunch for students, lot of ESL, we had to understand their background to meet their needs"</i></p> <p><i>"I think it [diversity] is the cornerstone in all UofL classroom...Addressing diversity is just having an openness and it is a mindset. Then with that you can understand different people background, culture, and try to meet those needs."</i></p>
Research to solve unique needs	5	<ul style="list-style-type: none"> Conduct research in addressing specific needs. Evaluating Multiple perspective Peer Learning from diverse cohort, staff, and students 	<p><i>"Larger district like JCPS encourage teachers to use pre-packaged curriculum, and that fine but UofL helped me in recognized there are alternate curriculum. If this kid isn't moving in this program,</i></p>

		<ul style="list-style-type: none"> Field-based learning at diverse locations 	<p><i>then how can you move them in right direction to a good program. Not just that but UofL has taught me how to do the research work to find the best programs, best resources”</i></p>
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