

# 22-23 Completer Survey

*IUP Completer Survey 2022-2023*

April 1, 2024 10:42 AM MDT

Q1 - IUP's Educator Preparation Programs are in the process of preparing our Council for the Accreditation of Educator Preparation (CAEP) program report. For IUP to continue to be accredited by CAEP, we must meet all of the components in Standard 4: Program Impact. Standard 4 dictates that we demonstrate our program completers' teaching effectiveness, impact on K-12 student learning, and satisfaction with the relevance of preparation received. You are invited to participate in this 10 – 15 minutes survey because you completed one of IUP's education programs. The survey is being conducted in order to fulfill the requirements for our CAEP accreditation and to examine our educator preparation practices at IUP. To participate in the survey, you must meet the following criteria: 1) Completed an IUP Educator Preparation Program within the last 3 years. 2) Be certified by the Pennsylvania Department of Education in the content area in which you have been prepared by IUP. 3) Be employed as a teacher in the content area in which you have been prepared by IUP. Your participation in this study is voluntary; refusal to participate will not result in penalty or loss of benefits to which you are otherwise entitled. Once responses are submitted in Qualtrics, you cannot request to be withdrawn from the study due to the anonymity of the data set. There are no known risks or discomforts

anticipated as a result of your participation in the survey. There are no direct benefits for completing this survey. By completing this survey, you are consenting for us to report your feedback during the accreditation process. The information obtained in the survey will be reported to CAEP and may be published in academic journals or presented at professional conferences, but individual identities will be kept strictly confidential. At the end of the survey, you will have the option to share your contact information for details about a case study that will be conducted. Participation is optional and more details will be shared only upon request. Your name and contact information will be held in confidence if you choose to share it. If you have any questions, please contact Ms. Nicole Dunmire,

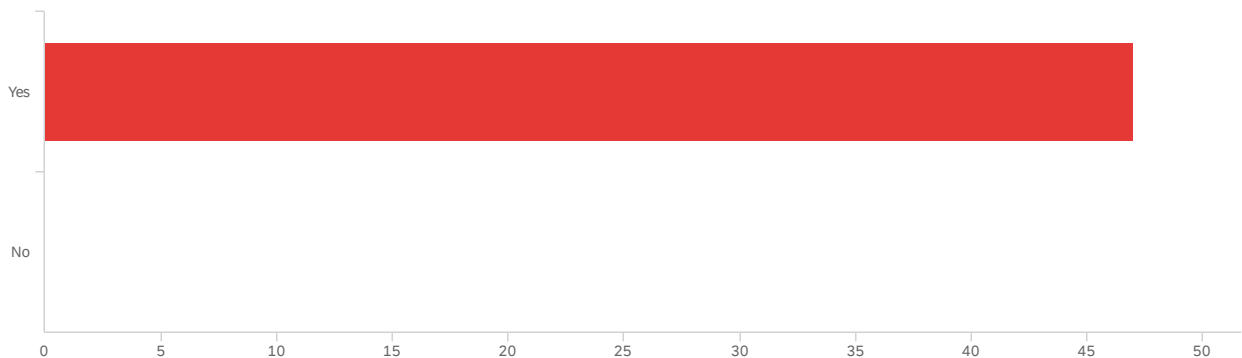
ndunmire@iup.edu. Thank you, Ms. Nicole Dunmire, Dr. Soo Lu, and Dr. Brian Carpenter

THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF

PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF

HUMAN SUBJECTS (PHONE 724.357.7730). By selecting "Yes", you will be giving your

informed consent and be directed to the survey.



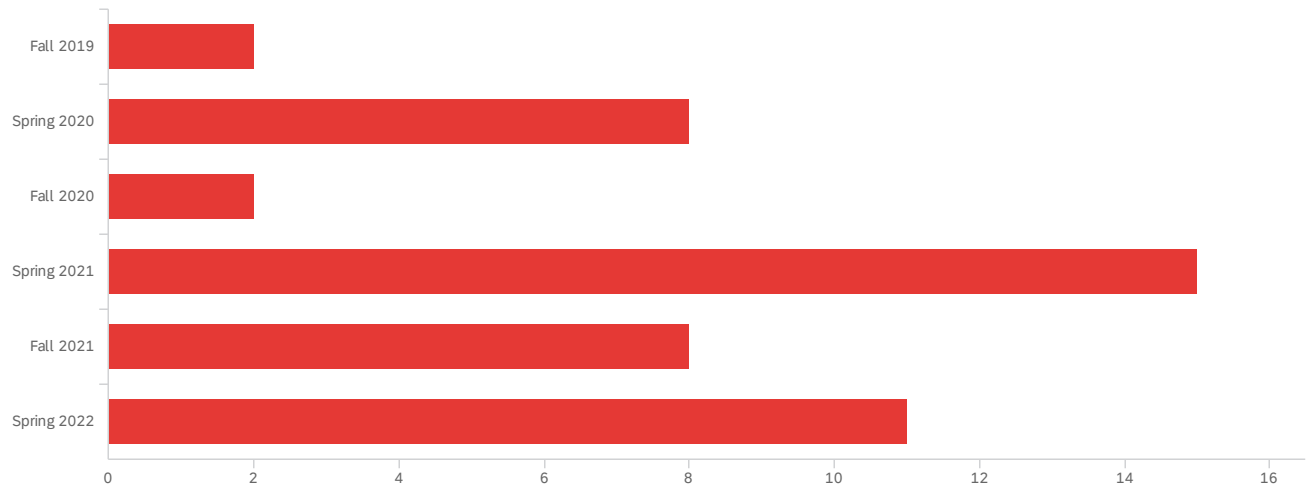
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	<p>IUP's Educator Preparation Programs are in the process of preparing our Council for the Accreditation of Educator Preparation (CAEP) program report. For IUP to continue to be accredited by CAEP, we must meet all of the components in Standard 4: Program Impact. Standard 4 dictates that we demonstrate our program completers' teaching effectiveness, impact on K-12 student learning, and satisfaction with the relevance of preparation received. You are invited to participate in this 10 – 15 minutes survey because you completed one of IUP's education programs. The survey is being conducted in order to fulfill the requirements for our CAEP accreditation and to examine our educator preparation practices at IUP. To participate in the survey, you must meet the following criteria: 1) Completed an IUP Educator Preparation Program within the last 3 years. 2) Be certified by the Pennsylvania Department of Education in the content area in which you have been prepared by IUP. 3) Be employed as a teacher in the content area in which you have been prepared by IUP. Your participation in this study is voluntary; refusal to participate will not result in penalty or loss of benefits to which you are otherwise entitled. Once responses are submitted in Qualtrics, you cannot request to be withdrawn from the study due to the anonymity of the data set. There are no known risks or discomforts anticipated as a result of your participation in the survey. There are no direct benefits for completing this survey. By completing this survey, you are consenting for us to report your feedback during the accreditation process. The information obtained in the survey will be reported to CAEP and may be published in academic journals or presented at professional conferences, but individual identities will be kept strictly confidential. At the end of the survey, you will have the option to share your contact information for details about a case study that will be conducted. Participation is optional and more details will be shared only upon request. Your name and contact information will be held in confidence if you choose to share it. If you have any questions, please contact Ms. Nicole Dunmire, ndunmire@iup.edu. Thank you, Ms. Nicole Dunmire, Dr. Soo Lu, and Dr. Brian Carpenter THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE 724.357.7730). By selecting "Yes", you will be giving your informed consent and be directed to the survey.</p>	1.00	1.00	1.00	0.00	0.00	47

#	Field	Choice Count
1	Yes	100.00% 47
2	No	0.00% 0

47

Showing rows 1 - 3 of 3

## Q2 - What semester did you complete your most recent educator preparation program?



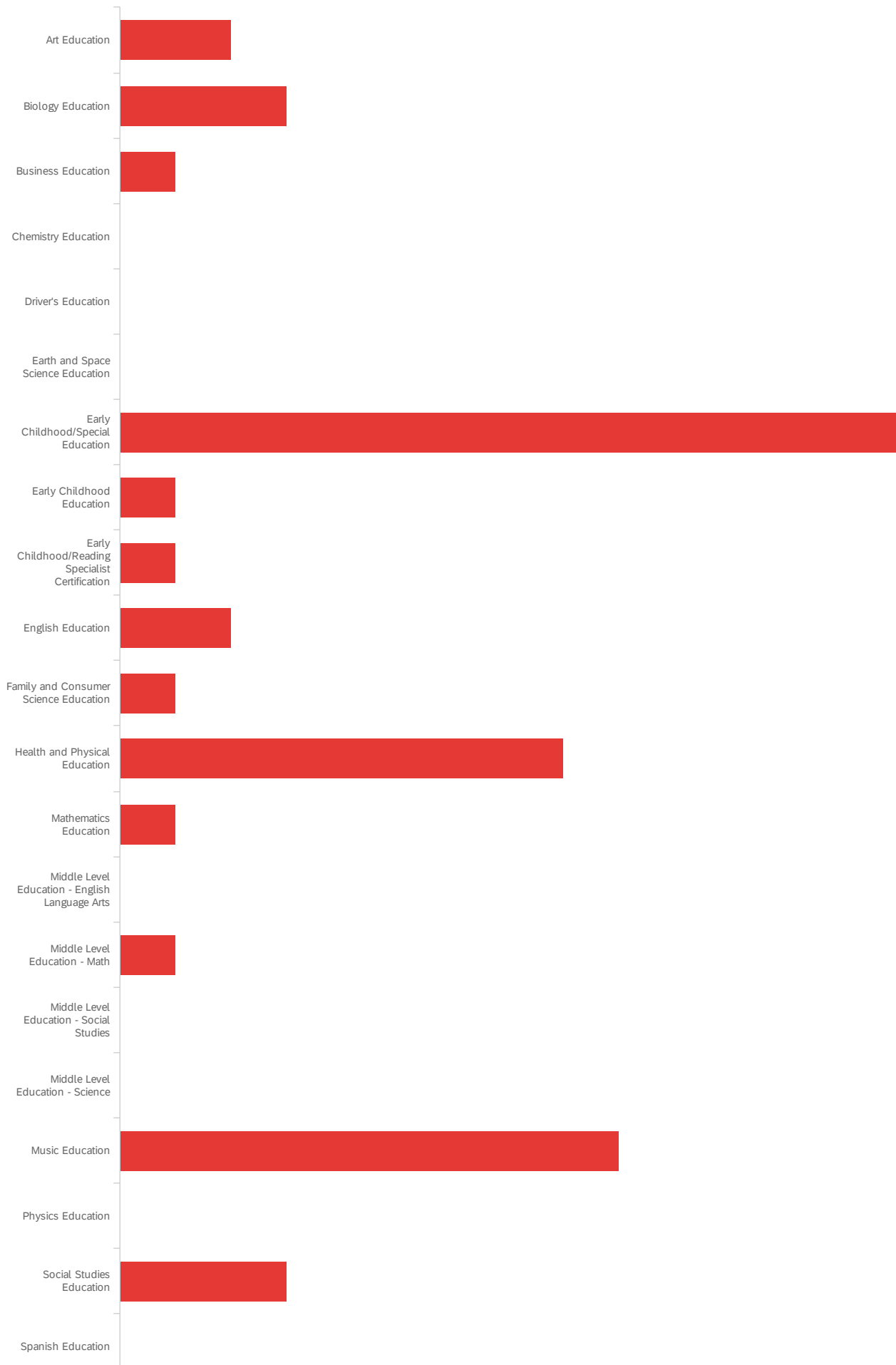
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What semester did you complete your most recent educator preparation program?	1.00	6.00	4.13	1.50	2.24	46

#	Field	Choice Count
1	Fall 2019	4.35% 2
2	Spring 2020	17.39% 8
3	Fall 2020	4.35% 2
4	Spring 2021	32.61% 15
5	Fall 2021	17.39% 8
6	Spring 2022	23.91% 11

46

Showing rows 1 - 7 of 7

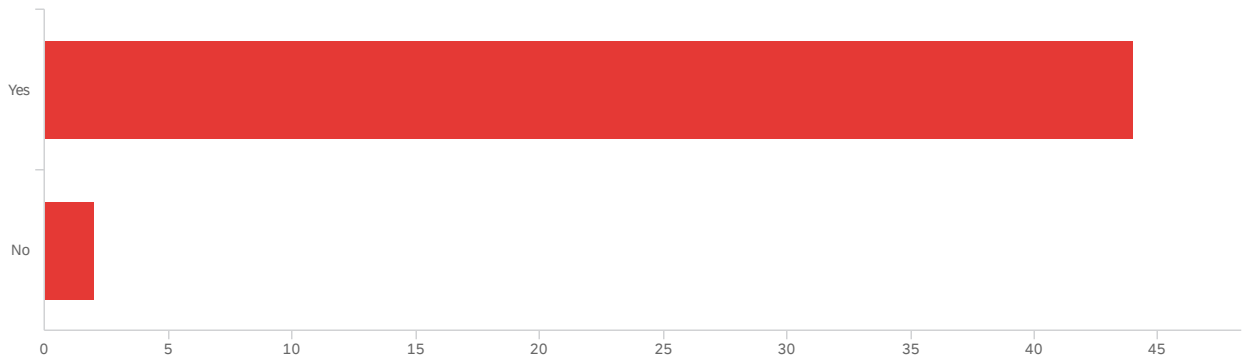
Q3 - What IUP Educator Preparation program(s) did you complete? (select all that apply)





#	Field	Choice Count
1	Art Education	4.17% 2
2	Biology Education	6.25% 3
3	Business Education	2.08% 1
4	Chemistry Education	0.00% 0
5	Driver's Education	0.00% 0
6	Earth and Space Science Education	0.00% 0
7	Early Childhood/Special Education	29.17% 14
8	Early Childhood Education	2.08% 1
9	Early Childhood/Reading Specialist Certification	2.08% 1
10	English Education	4.17% 2
11	Family and Consumer Science Education	2.08% 1
12	Health and Physical Education	16.67% 8
13	Mathematics Education	2.08% 1
14	Middle Level Education - English Language Arts	0.00% 0
15	Middle Level Education - Math	2.08% 1
16	Middle Level Education - Social Studies	0.00% 0
17	Middle Level Education - Science	0.00% 0
18	Music Education	18.75% 9
19	Physics Education	0.00% 0
22	Social Studies Education	6.25% 3
24	Spanish Education	0.00% 0
25	Special Education	2.08% 1

## Q4 - Do you currently hold a teaching certification in the area listed above?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you currently hold a teaching certification in the area listed above?	1.00	2.00	1.04	0.20	0.04	46

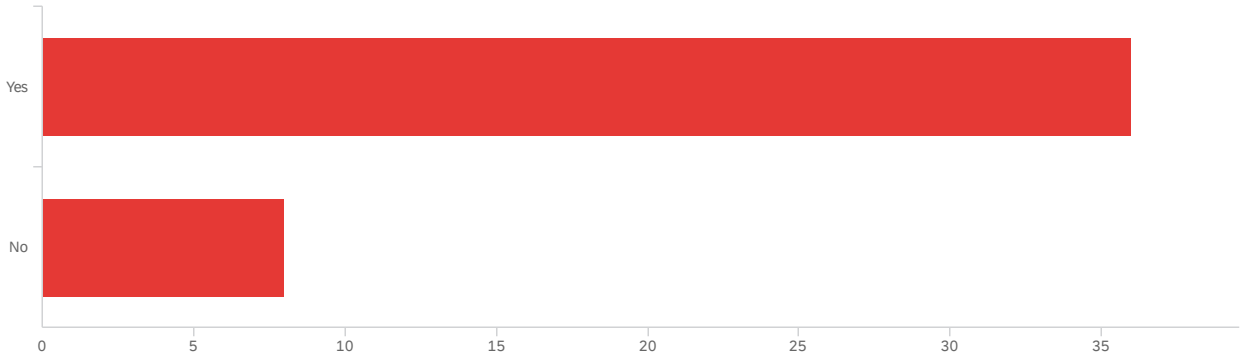
#	Field	Choice Count
1	Yes	95.65% 44
2	No	4.35% 2

46

Showing rows 1 - 3 of 3



Q5 - Are you currently employed as a full time teacher in the certification area that IUP prepared you for?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed as a full time teacher in the certification area that IUP prepared you for?	1.00	2.00	1.18	0.39	0.15	44

#	Field	Choice Count
1	Yes	81.82% 36
2	No	18.18% 8

44

Showing rows 1 - 3 of 3

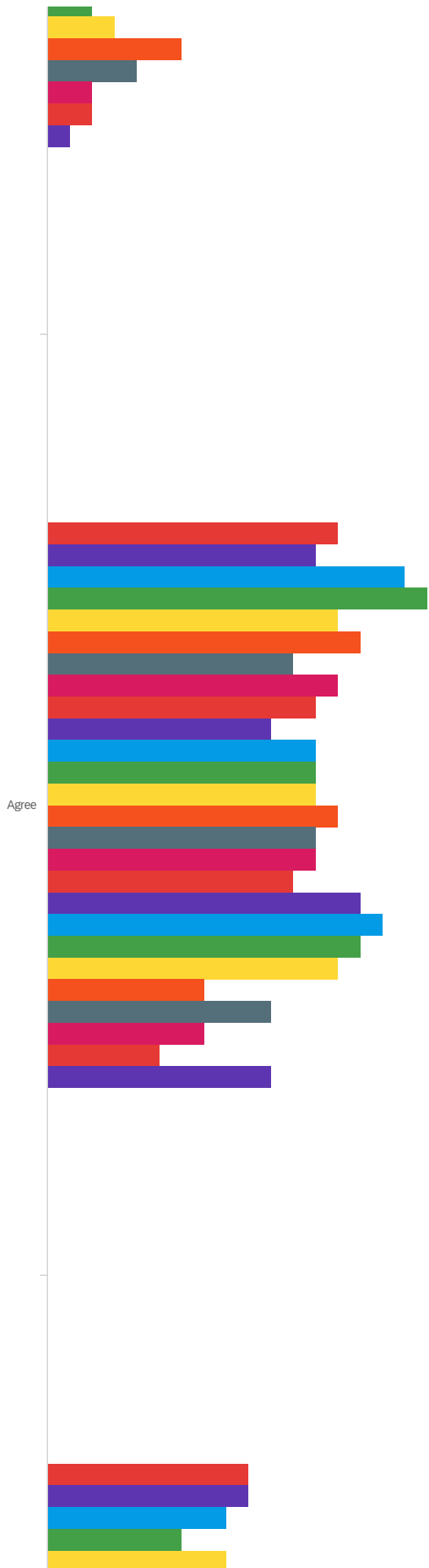
Q6 - How well do you believe IUP prepared you to

Strongly Disagree

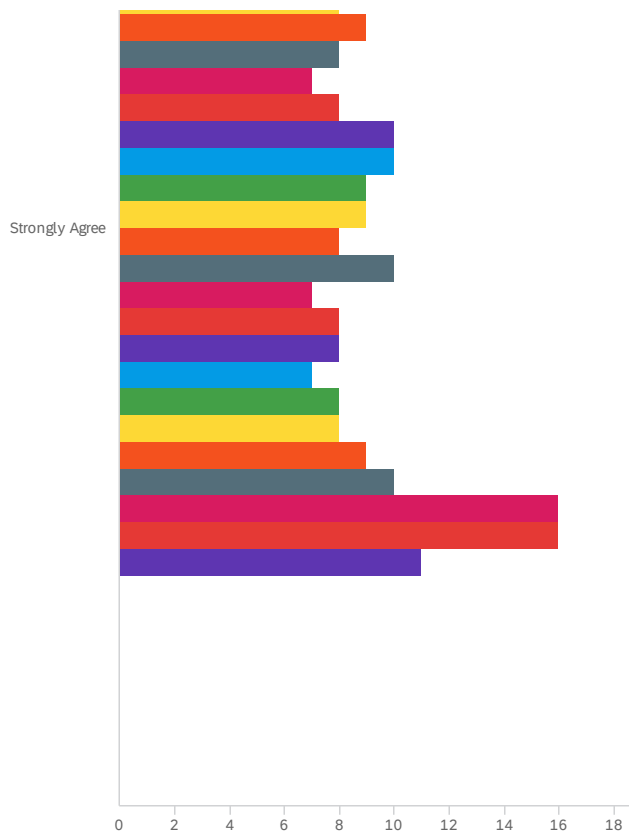


Disagree





- Design and implement developmentally appropriate and challenging learning e...
- Ensure inclusive learning environments that enable each learner to meet hig...
- Work with others to create environments that support individual and collabo...
- Create learning experiences that make the discipline accessible and meaning...
- Engage learners in critical thinking, creativity, and collaborative problem...
- Use multiple methods of assessment to engage learners in their own growth, ...
- Plan instruction that supports every student in meeting rigorous learning g...
- Use a variety of instructional strategies to encourage learners to develop ...
- Engage in ongoing professional learning and use evidence to continually eva...
- Seek appropriate leadership roles and opportunities to take responsibility ...
- Respect learners' differing strengths and needs and be committed to using t...
- Make learners feel valued and help them learn to value each other. (InTASC ...
- Value the role of learners in promoting each others' learning and recognize...
- Appreciate multiple perspectives within the discipline and facilitate learn...
- Value flexible learning environments that encourage learner exploration, di...
- Commit to the ethical use of various assessments and assessment data to ide...
- Value planning as a collegial activity that takes into consideration the in...
- Commit to exploring how the use of new and emerging technologies can suppor...
- Understand the expectation of the profession including codes of ethics, pro...
- Embrace the challenge of continuous improvement and change. (InTASC Critica...
- Overall, I believe my field experiences at IUP prepared me for the expectat...
- My EDUC 242 Pre-Student Teaching I experience was valuable to my preparati...
- My EDUC 342 Pre-Student Teaching II experience was valuable to my preparati...
- My Student Teaching experience was valuable to my preparation as a teacher....
- My Cooperating Mentor Teacher provided a positive learning environment for ...
- My University Supervisor provided pertinent information and support through...



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP R1.1)	1.00	4.00	3.12	0.85	0.72	26
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	1.00	4.00	3.08	0.87	0.76	26
3	Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3; CAEP R1.1)	1.00	4.00	3.19	0.68	0.46	26
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	1.00	4.00	3.04	0.76	0.58	26
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	1.00	4.00	3.08	0.84	0.71	25
6	Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making. (InTASC 6; CAEP R1.3)	1.00	4.00	3.19	0.73	0.54	26
7	Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as	1.00	4.00	3.00	0.89	0.80	25

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
	knowledge of learners and the community context. (InTASC 7; CAEP R1.3)						
8	Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8; CAEP R1.3)	1.00	4.00	2.92	0.92	0.84	26
9	Engage in ongoing professional learning and use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others, and adapt practice to meet the needs of each learner. (InTASC 9; CAEP R1.4)	1.00	4.00	3.00	0.88	0.77	26
10	Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10; CAEP R1.4)	1.00	4.00	3.08	0.92	0.84	26
11	Respect learners' differing strengths and needs and be committed to using this information to further each learner's development. (InTASC Critical Disposition 1(h); CAEP R1.1)	1.00	4.00	3.15	0.86	0.75	26
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	1.00	4.00	3.08	0.87	0.76	26
13	Value the role of learners in promoting each others' learning and recognizes the importance of peer relationships in establishing a climate of learning. (InTASC Critical Disposition 3(o); CAEP R1.1)	1.00	4.00	3.08	0.87	0.76	26
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	1.00	4.00	3.04	0.85	0.73	26
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	1.00	4.00	3.20	0.85	0.72	25
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6(v); CAEP R1.3)	1.00	4.00	2.88	0.93	0.87	26
17	Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. (InTASC Critical Disposition 7(q); CAEP R1.3)	1.00	4.00	2.96	0.90	0.81	26
18	Commit to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC Critical Disposition 8(r); CAEP R1.3)	1.00	4.00	3.08	0.83	0.69	26
19	Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (InTASC Critical Disposition 9(o); CAEP R1.4)	1.00	4.00	3.04	0.81	0.65	26

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	1.00	4.00	3.08	0.83	0.69	26
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP R2.3; R4.3)	1.00	4.00	3.04	0.85	0.73	26
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	1.00	4.00	2.81	1.07	1.16	26
23	My EDUC 342 Pre-Student Teaching II experience was valuable to my preparation as a teacher (CAEP R2.3; R4.3)	1.00	4.00	3.08	0.92	0.84	26
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	1.00	4.00	3.46	0.80	0.63	26
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP R2.2)	1.00	4.00	3.40	0.94	0.88	25
26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP R2.2)	1.00	4.00	3.16	0.97	0.93	25

#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1	Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP R1.1)	7.69% 2	7.69% 2	50.00% 13	34.62% 9	26
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	7.69% 2	11.54% 3	46.15% 12	34.62% 9	26
3	Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3; CAEP R1.1)	3.85% 1	3.85% 1	61.54% 16	30.77% 8	26
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	7.69% 2	3.85% 1	65.38% 17	23.08% 6	26
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	8.00% 2	8.00% 2	52.00% 13	32.00% 8	25
6	Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making. (InTASC 6; CAEP R1.3)	3.85% 1	7.69% 2	53.85% 14	34.62% 9	26
7	Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC 7; CAEP R1.3)	8.00% 2	16.00% 4	44.00% 11	32.00% 8	25

#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
8	Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8; CAEP R1.3)	11.54% 3	11.54% 3	50.00% 13	26.92% 7	26
9	Engage in ongoing professional learning and use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others, and adapt practice to meet the needs of each learner. (InTASC 9; CAEP R1.4)	7.69% 2	15.38% 4	46.15% 12	30.77% 8	26
10	Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10; CAEP R1.4)	7.69% 2	15.38% 4	38.46% 10	38.46% 10	26
11	Respect learners' differing strengths and needs and be committed to using this information to further each learner's development. (InTASC Critical Disposition 1(h); CAEP R1.1)	7.69% 2	7.69% 2	46.15% 12	38.46% 10	26
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	7.69% 2	11.54% 3	46.15% 12	34.62% 9	26
13	Value the role of learners in promoting each others' learning and recognizes the importance of peer relationships in establishing a climate of learning. (InTASC Critical Disposition 3(o); CAEP R1.1)	7.69% 2	11.54% 3	46.15% 12	34.62% 9	26
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	7.69% 2	11.54% 3	50.00% 13	30.77% 8	26
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	8.00% 2	4.00% 1	48.00% 12	40.00% 10	25
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6(v); CAEP R1.3)	11.54% 3	15.38% 4	46.15% 12	26.92% 7	26
17	Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. (InTASC Critical Disposition 7(q); CAEP R1.3)	7.69% 2	19.23% 5	42.31% 11	30.77% 8	26
18	Commit to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC Critical Disposition 8(r); CAEP R1.3)	7.69% 2	7.69% 2	53.85% 14	30.77% 8	26
19	Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (InTASC Critical Disposition 9(o); CAEP R1.4)	7.69% 2	7.69% 2	57.69% 15	26.92% 7	26
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	7.69% 2	7.69% 2	53.85% 14	30.77% 8	26
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP R2.3; R4.3)	7.69% 2	11.54% 3	50.00% 13	30.77% 8	26
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	15.38% 4	23.08% 6	26.92% 7	34.62% 9	26



#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
23	My EDUC 342 Pre-Student Teaching II experience was valuable to my preparation as a teacher (CAEP R2.3; R4.3)	7.69% 2	15.38% 4	38.46% 10	38.46% 10	26
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	3.85% 1	7.69% 2	26.92% 7	61.54% 16	26
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP R2.2)	8.00% 2	8.00% 2	20.00% 5	64.00% 16	25
26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP R2.2)	12.00% 3	4.00% 1	40.00% 10	44.00% 11	25

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## Q7 - Please describe how you use technology for instruction and assessment in your classroom. (R1)

Please describe how you use technology for instruction and assessment in yo...

Students participate in direct instruction in my classroom using chromebooks. They also use an online program called IXL instead of doing worksheets for practice on topics in my classroom. Additionally, they sometimes do labs on computers and research new topics using technology.

When it comes to technology in the classroom, I use it to create unique assessment tools that cater to the interests of my middle school students. This year, my students responded very well to games, so I began using various games sites like Kahoot!, Blooket, Gimkit, and JeopardyLabs. Aside from games, I have been pioneering Nearpod in my class. Students seem to respond well to the interactive features and formative assessments of Nearpod, and they like that they can follow along on their screen instead of having to look up front. EdPuzzle is something else I have been using, though my students complain about it. EdPuzzle allows them to watch a video free of advertisements, and it will also pause and have them answer comprehension questions. I like EdPuzzle because it ensures that students are watching the material, but they also have the option to re-watch clips if they don't understand a question. Lastly, I will use FlipGrid as an assessment tool. Instead of students writing or giving presentations, I will ask them to create a FlipGrid that showcases their understanding of a certain topic or question.

I use technology almost every single day that I am in the classroom. For the majority of the week I am in the gym or outside but when I am in the health classroom I use Google Classroom for assignments, projects, presentations, and testing. I use the promethean board almost everyday as well as videos, YouTube, etc.

I use technology for visual aids everyday in my classroom. I also use various educational programs and online services. Lastly, I use it in various ways to engage my students.

Technology is used in my classroom and outside of my classroom daily. Through the use of flip charts and google slides I am able to provide fun and engaging learning experiences while also just guiding students through our directed programs. Since I teach in kindergarten we also have many transition times as their attention is limited as they are learning how to be in school for a full day, I use the promethean board often for brain breaks and calm down videos. Outside of the classroom I am often communicating with families to keep them informed as best as I can. Having a partnership with families has lead to great success in forming relationships as well as ensuring that their student is growing and excelling at school. To communicate with families I often use remind. If they do not have remind I will email them or call them. I had also taught online for two years in which I had used google meet regularly to teach my classes. This was a great experience in guiding me through the best practices of using technology in the classroom. There are many great resources and website online that can help guide students learning when learning from a distance or in the classroom setting.

Google classroom. Post all my assignments there and kids turn in their work via Google classroom

I use websites such as edpuzzle, ziplot, nearpod, quizizz, blooket, and quizlet. Students also use labquests to collect data for science fair projects.

Google Forms for assessment, iPads using different music apps

I am a Computer Science teacher at a school in Erie PA. I use technology daily for my instructions. I take advantage of online resources and software.

Online curriculum is used a lot in my classroom. Assignments and assessments are done in an online format.

I use technology to grade assignments and create assignments for my students.

I use technology everyday during my instruction. I teach online class's, I also use technology to keep track of grades as well as student IEP goals.

My students learn how to structure and send appropriate emails on their chromebooks, they use their chromebooks to practice their typing/writing skills, they use their chromebooks to research topics.

Please describe how you use technology for instruction and assessment in yo...

I use a View Board (smart board) with PowerPoint presentations and videos daily, as well as a document camera

We are taking a stwp away from technology to maximize student focus. However, technology is still used for quizzes, games and occassionally reading stories when paper copies are not available.

All materaials are accessible via canvas and google drive. Students in grades 6-8 explore music technology and sound engineering through digital composition and recording projects.

Make learning more accessible to all students, increase engagement, monitor/collect/analyze data to drive instruction

We use a program called seesaw to assign activities. It also connects us to the parents for contact and has a forum for the kids to display their work for classmates and parents to see.

That I was taught at IUP? Absolutely nothing besides power point or google slides. That I learned on the job, I use nearpod, formative, tpt and so much more.

I use technology in a variety of ways. I use it to produce engaging lessons and to have students complete their own research.

I use Google Suite for EVERYTHING!

## Q8 - Please describe the experiences you have had working with diverse students. (R1)

Please describe the experiences you have had working with diverse students....

In terms of diverse students most of my experience comes from special education diversity. The school district I work and student taught in are not very culturally diverse. Working differently abled students in my classroom has been challenging due to class sizes and support staff. In my first year of teaching I had two 8th grade classes that had ~25 students in each. They were previously divided into three sections based on ability and this was the first year they were mixed. I had life skills students in the same classroom as gifted students. This was extremely stressful. I feel like I didn't have very much support from the special education supervisor in my school and I had minimal support from one of my aids.

The school I am currently at doesn't have much cultural diversity, but the diversity amongst student ability is huge. Every day, I work with middle school students whose literacy can be anywhere from a 2nd grade level the whole way up through a 12th grade level. This drastic span of literacy levels poses a challenge to me, as my classes are not leveled- everyone is in the same History course. I have to plan inclusive instruction, and sometimes it can be challenging to do when student ability is extremely diverse. I have found that offering different ways to complete assignments has been the most effective. Some students will highlight or speak/record their answers while others will write them out. Simple changes to directions and execution is typically how I handle the diversity amongst my students.

I experience diverse learners on a day to day basis. I have several students of different backgrounds, ethnicities, sexualities, household income, etc. It is a priority of mine to accommodate all students and I do this by research of demographics, research of different circumstances, and research on best methods of practice to accommodate the students.

I work with diverse students in my classroom everyday. I work with students with learning and behavioral needs. I have students from a range of socio-economic status and family types.

I have worked with ESL students coming from other countries as well as students with various learning needs and styles. Working with ESL students I have been able to provide differentiated instruction that aloud support for their communication needs. Visual Phonics is a training that I had done that not only helps ESL students but also my speech students and any other student in my classroom as it is a way to provide a visual hand motion for each sound. While at IUP I also attended the Philly Urban Seminar where I was in Camden NJ with a group of second graders. This was a huge eye opening experience to learners with various backgrounds.

Work with students from all races and intellectual abilities

Every student that I teach is Caucasian. The only diversity I have is working with special education students. These students require a wide variety of needs in my classroom.

Working with IEPs, 504s, behaviorally challenged students, emotionally unstable students, etc.

Each one of my classes is considered diverse classroom.

I have a group of diverse students in my classroom.

Most of my students come from diverse backgrounds. They all have different home lives and some students care about their grades because their parents care about their grades while others do not as their parents do not care.

I have experience through my district as well as through my teacher education program.

I have to make accommodations daily for my students. I read their IEP's and have copies in my room. I make sure that each student is benefiting from the lesson.

I have students of all backgrounds. Most recently, I got a Ukrainian student who doesn't speak any English. I have to translate all my PowerPoints and documents for her.

Please describe the experiences you have had working with diverse students....

I worked in a title 1 school last year and the most difficult part of that was trying to get parents involved in their student's lives. If the parents don't value education, neither will their children in most cases. At my current school, classes are very diverse, allowing the classroom to develop and discuss many different perspectives our students might have.

About 20 percent of the students I teach have IEP, BIP, or are classified as section 504. 67% of students identify as black or African American; 11 percent identify as white; 15 percent identify as Hispanic/Latinx; and 6 percent identify as multi-racial

I have had the opportunity to work with diverse populations in many ways (ex. race, ability levels, socioeconomic status, etc.).

I have worked with a variety of students with disabilities and backgrounds. Varying from autism to ADHD. I have support kids with unfortunate home lives. Each student in my class is approached as an individual that learns in their own way. I model and modify my classroom to fit their needs. That could be isolated space to work. Wiggle breaks in a support room or the hallway or extra 1 on 1 time if they need more support in any area. Different students need different things to succeed and I do my best to set them up for success.

Well my first job was at an alternative school and it was truly amazing to see such a diverse population.

None

I work with diverse students everyday. Not sure, how to sum this up???

## Q9 - What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

What aspects of IUP's Educator Preparation Program were of greatest value t...

My methods class with Dr. Travis was easily the most valuable class for my teaching career. My student teaching with Michael Thom at Purchase Line was also essential to my success as an educator.

- Student Teaching - Performing lessons with my cohort - Collaboration with my cohort - History Department supervisors / classes for education

The students teaching experiences was hugely impactful to me in my professional development. Before that experience I had never been in a classroom where I was the lead teacher. Due to COVID we were unable to do programs such as SNAP and Homeschool. It was definitely a challenge but the field experiences are what really made me want to continue on to be a health and physical education teacher.

My student teaching experience was the greatest value of IUP's Educator Preparation Program. I learned how to use behavior management strategies, how to structure a lesson, using assessments, and other valuable skills when teaching and leading in a classroom.

The PDS program was the aspect of IUP's Educator Preparation Program that held the most value to me. I am a hands-on learner so getting to be in the classroom with a great mentor and students gave me the best experience I needed to be successful on my own. Being able to do the PDS program where I could extend my student teaching hours and be in the classroom more often allowed me to connect better with the students and the school community. It was the best experience I could have ever asked for from IUP.

Learning to teach diverse group of students

I think nearpod was the most useful thing I gained from a class. I use that very often. Additionally Dr. Travis told me that while DI is sometimes useful, you should use it as little as possible. Before I was student teaching and even while I was still part of the way through student teaching, I didn't realize how this would turn my entire classroom around. My students are excited and engaged and I've learned a lot from the laboratory exercises that we do weekly.

Methods classes & mock teachings.

My mentor teacher Dr. Willis. Multiple teachers can teach the same subject and get different results from their students. She brought the best out of everyone she taught.

Lesson planning and being able to be flexible with what I am planning on teaching because anything can happen to disrupt a school day to work around that schedule, such as an assembly, 2 hour delay, or a rewards day.

Getting in the classroom early. I feel that my taking general education as well as special education classes, I was able to develop classroom skills.

Having experience with students and practicing being in front of the classroom.

Student Teaching Squad Art Studio Any kind of hands on experience

The student teaching sequence was the most helpful. I had an amazing mentor and university contact in Dr. Wender and they supported me in any idea I had for the students, helping me develop the projects and assessments along the way.

Engaging in tutorial-based learning; field experiences

Student teaching experience

What aspects of IUP's Educator Preparation Program were of greatest value t...

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Most professors were encouraging and understanding of what we were getting into as teachers. They cared for our mental health and supported our struggles while celebrating our success. They were a shoulder to lean on in a time of need and your biggest advocate when going for what you want.

I'll tell you once I know. I was almost removed from the college for speaking out against a Racist Cooperating teacher that the university uses today and for making it aware I was almost removed for bringing a title 9 issue.

Studying English

Kalani Palmer and Michelle Tweardy. My student teaching experience was FUN.

## Q10 - What advice would you have to improve IUP's Educator Preparation Program?

What advice would you have to improve IUP's Educator Preparation Program?

I feel like there wasn't a lot of discussion of how to communicate with parents as an educator. Getting cussed out by parents was something that I had expected but not something that I was confident handling. I also don't think I was prepared for the balancing of aspects in our jobs. I thought IUP prepared me to teach my content to regular and special education students but did not prepare me to include social emotional learning, standardized testing preparation, and my content area in my classroom. I was also extremely uneducated about TIMS and PERMS as well as Level I and Level II teaching certification. These were part of discussions but they were never defined or explained in any educator prep class. I think it would be helpful to have something like a seminar class to define and explain what these are and how they work.

- A stronger focus on social-emotional learning and student informed instruction. - How to work with students who have behavioral needs and concerns. - Classroom management / how to respond to students who say inappropriate, hurtful, or threatening things. - More projects that help you plan for diversity within the classroom. - For the technology course, I would have liked to practice with trending education programs that are free or have a small paywall, not obscure resources that cost money or require a subscription.

I know they are going back to those programs like homeschool but I think having students in the field as much as possible is very beneficial. I have learned so much from experienced teachers. As much as I loved and appreciated all of my IUP professors I really think it is important to hear from a wide range of professionals. I also think that more of a focus on health content would be a huge benefit to the students.

The advice I would offer to IUP's Educator Preparation Program is having students practice forming lessons or using a curriculum, as I was unfamiliar with using a curriculum for lessons until student teaching.

I would say that more field experience would be beneficial to students at IUP. Since most of the field experience is done towards the end of students time at IUP it would be great to see students in classrooms or with children from the start. I had volunteered in classrooms prior to my student teaching and it was great to do that before I went into a classroom during student teaching. Even promoting students to volunteer and directing them in the right way to do so would be wonderful and beneficial to their learning. This would also allow them to observe even more teachers to watch various teaching styles and grade levels.

My substitute teaching experience prior to the program greatly assisted me

I think some of the classroom management things that we talk about aren't super realistic to the place where students are right now. Between the attitude of students and parents I sometimes feel like I'm stuck in terms of controlling my classroom. When I discipline a kid, they don't care and neither do their parents. I also don't feel like I was prepared to take on the social emotional aspect of this job. Sometimes I feel absolutely drained from the social emotional part of my job. I also don't feel as if I was prepared to work with administrators specifically special ed administrators.

Some classes aren't important for the program/outdated.

Nothing, was perfect while I was completing my program.

N/A

More special education classes need to be implemented for dual majors. I wish I was taught more on how to monitor goals, how to access students for re-evaluations, as well as classroom management skills.

Make sure that mentors are allowing students to be involved in IEP meetings.

More hands on experience working with students with special needs, not just one online class with outdated information. An art education class dedicated to the extra duties art teachers have, such as teaching how to prepare and set up an art show with 1200+ student works. An art education course designed for teaching special education students in an integrated classroom as well as adapted art classroom settings.

Allow for a closer one on one with professors. Students should be encouraged to discuss their ideas and thoughts with their professors rather than being told at the very beginning that they will not be able to do it.



What advice would you have to improve IUP's Educator Preparation Program?

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Unify the expectations for all education majors, particularly for those who are also enrolled in the honors college

Improve the literacy element of preparation. What was taught within the program is no longer used in many schools I have worked at and is not consistent with current research.

The course where we were taught how to write a lesson plan was inaccurate to real life lesson plans. The professor who taught that course was also not supportive of diverse needs for their learners. She did not support students with disabilities or show understanding for different circumstances. I believe it would also be beneficial to vet the cooperating mentor teachers to make sure they are capable of supporting a learning student teacher in a positive environment.

Probably remove the racist co-ops and remove the co-ops that violate title nine against male students.

Prepare students better with the knowledge of GPA and Praxis scores Communicate better

Have students learn what the job of teaching entails, and what will be required of them in the career.

Less emphasis on writing lesson plans, and more on teaching, dealing with students, parents, etc.

## Q11 - Overall, do you believe that your preparation from IUP was effective and relevant to the responsibilities you confront on the job? Why or why not?

Overall, do you believe that your preparation from IUP was effective and re...

I believe I was prepared to teach my content and manage a classroom if the only thing I had to do as an educator was teach my content. There were certain things I was unprepared to handle such as communication with administrators and social emotional learning in my classroom. I also struggled to manage unruly students. Before going through the educator prep program, I held a long term substitute teaching position in a classroom that had very minimal management before I got there. When we had discussions of classroom management at IUP, I felt like we never addressed the level of insanity that was the classroom that I had long term substituted in. What we discussed as a "worst day in my classroom" was a "best day" in the classroom I subbed in. The classroom management and discipline techniques that we discussed weren't realistic to the students I actually teach. I felt very unprepared to deal with students who cussed me out and then counted down how many infractions they could get before they got suspended when they were deciding whether or not to cuss me out again. Additionally as a secondary science teacher, I felt that a lot of discussions we had about conflict resolution in a classroom and management techniques were for elementary students rather than high school students. We had to watch a lot of videos about elementary students in classes at IUP but not high school students. I learned how to resolve conflicts of students who were fighting over a block not students who were fighting over girlfriends. Because most of my educator prep classes were virtual (these were post covid), I felt like I was missing out on observing teachers in a classroom. Many of my education professors, I never met and never got to observe interacting with a classroom. The only education professor that actually impacted me was Holly Travis. She was also the only education professor I interacted with in person. Overall I was prepared to teach science; I wasn't prepared totally to deal with the other aspects of a classroom.

Overall, yes, I would recommend IUP to anybody who is looking to become a teacher! My experience at IUP is unmatched when talking to other young teachers in the field. IUP's program has proven bountiful. However, I wish the program would have focused more on student needs (academic, social, emotional, behavioral, etc.) as current classroom management demands and student diversity are very complex.

I think that teaching independently in my own classroom is quite different from field placements and student teaching, however, I think that student teaching and the preparation program puts the students in a position that is high stress, high reward. Which only makes moving on to a full-time position easier.

IUP's program was effective and relevant to the responsibilities I confront on the job, as I received so many opportunities for hands-on learning in the field.

Yes, I feel that IUP has prepared me well for my current role as a Kindergarten teacher. I had a great experience and great professors to guide me along. I was pushed to excel and do my very best the entire time I was at IUP.

Use of technology in a classroom. Seeing other students examples.

I think I was prepared to deliver my subject content. I don't know that I was totally prepared for everything else.

No, student teaching prepared me the most. With teaching, every day is different and you are constantly learning and teaching yourself each day.

I had a special case where I was emergency certified and already teaching in a classroom. IUP was flexible and helpful at all times.

I believe that my preparation from IUP was effective and relevant because I can use my knowledge and some of the activities I did in some of my classes as fun activities for my students to do.

Yes, I feel that I have a variety of experiences that have helped me get my job.

Some parts yes, some parts no. Some of the skills come from you having your own classroom. There was not enough taught about IEP's and all of the paperwork. Student teacher's should attend IEP meetings, and participate if they are able. There should be more overview of assessments that can be used in different classes/subject areas.

Overall, do you believe that your preparation from IUP was effective and re...

Some of it was, some of it was not. As stated previously, the hands on experiences were the best ways IUP prepared me for my job. Most of my time at IUP was spent learning directly from (many outdated) textbooks. Some of the most important classes I took (i.e. special education class) were only offered online which I feel is a huge disservice. That class needed more hands on experiences. I have an adapted art class and I had no clue how to teach those students what they needed to learn given the skill sets they had.

Yes. While IUP did not teach me everything about being a teacher, it allowed me to develop a work ethic that more closely aligns with the amount of effort and work that teachers have to put into their job.

Overall, yes I believe my experience was relevant; however, many of the opportunities I pursued during and after my time at IUP inform my daily teaching practices more than my experiences preparing to teach at IUP prepared me to work in the classroom.

Yes

Yes, they provided me with adequate information on what I would see in my day to day job as a teacher. I felt like I was provided more in my program than some of my colleagues in their programs.

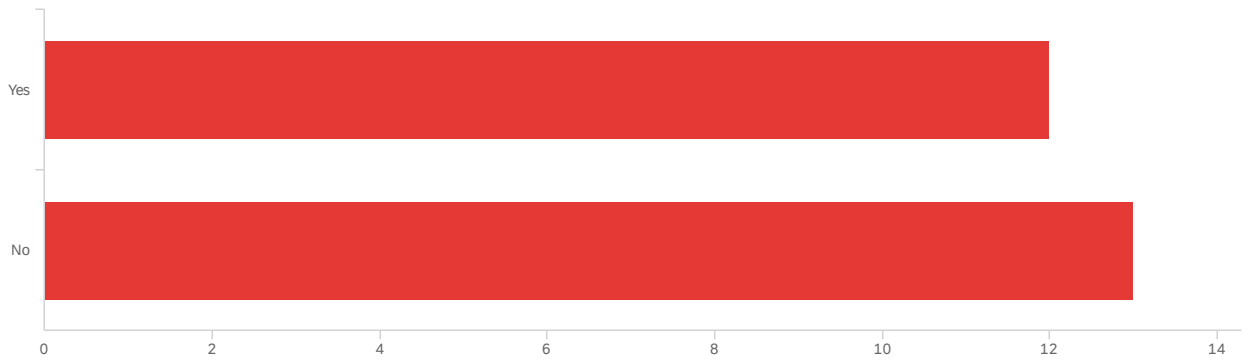
In the History department absolutely not, in the special education department with professors like Dr.Migyanka absolutely.

No. The job of a classroom teacher can not be taught in a classroom. Classes at IUP teach about the perfect environment and situations for a teacher, which is never the case.

I believe people are naturally good educators or they are not. No amount of education will help someone who is just not cut out for the job.

Q12 - With your permission, we would like to reach out to your direct supervisor and share the same survey to assess their satisfaction with IUP graduates. Your name will not be shared, they will be asked to answer based on their experience with recent IUP hires.

Do you give us permission to contact your supervisor?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	With your permission, we would like to reach out to your direct supervisor and share the same survey to assess their satisfaction with IUP graduates. Your name will not be shared, they will be asked to answer based on their experience with recent IUP hires. Do you give us permission to contact your supervisor?	1.00	2.00	1.52	0.50	0.25	25

#	Field	Choice Count
1	Yes	48.00% 12
2	No	52.00% 13

25

Showing rows 1 - 3 of 3

Q13 - Please share the name, title, and email address of the supervisor to whom we should share the survey.

Please share the name, title, and email address of the supervisor to whom w...

Edward Alexander, Principal, [edward.alexander@bvikings.org](mailto:edward.alexander@bvikings.org)

Mark Magolis, Principal: [mmagolis@mcasd.net](mailto:mmagolis@mcasd.net)

Rachel Horrell, High School HPE Teacher, [rachelhorrell20@gmail.com](mailto:rachelhorrell20@gmail.com)

Donald Springer, Principle at East Pike Elementary School, [dspringer@iasd.cc](mailto:dspringer@iasd.cc)

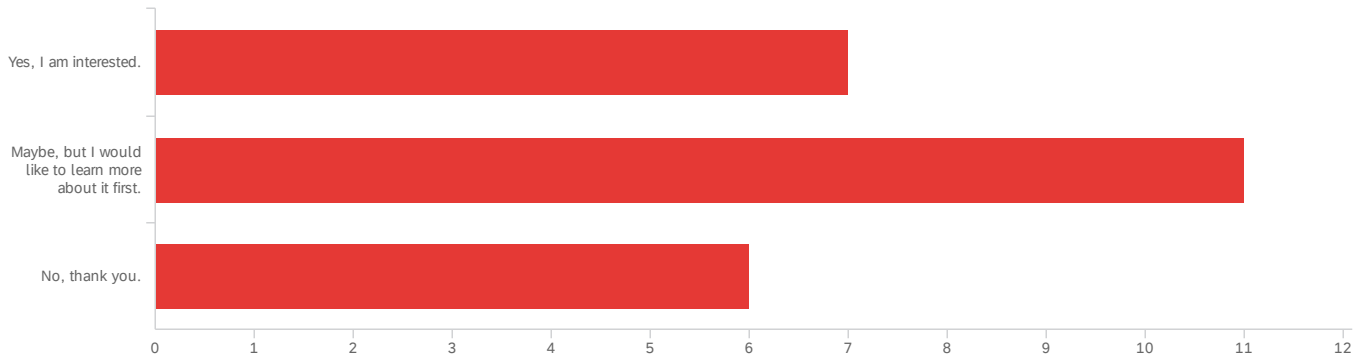
Kelly Giordano

Edward Alexander, High School Principal, [edward.alexander@bvikings.org](mailto:edward.alexander@bvikings.org)

Laura Ferguson, coordinator of music education, [lfergusn@iup.edu](mailto:lfergusn@iup.edu)

Jessica Vance, Secretary of the Assistant Superintendent. [jevance@gjsd.net](mailto:jevance@gjsd.net)

Q14 - Are you interested in completing a more in depth case study of your impact on K-12 learners? Your answer does not committ you to completing the study.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you interested in completing a more in depth case study of your impact on K-12 learners? Your answer does not committ you to completing the study.	1.00	3.00	1.96	0.73	0.54	24

#	Field	Choice Count
1	Yes, I am interested.	29.17% 7
2	Maybe, but I would like to learn more about it first.	45.83% 11
3	No, thank you.	25.00% 6
		24

Showing rows 1 - 4 of 4

Q15 - Please share your name and e-mail address so that we can contact you with more details regarding the case study.

Please share your name and e-mail address so that we can contact you with mo...

Breanna McGhee, [breanna.mcghee@bwikings.org](mailto:breanna.mcghee@bwikings.org)

Caitlin Kalgren: [cakalgren@mcasd.net](mailto:cakalgren@mcasd.net)

Rachel Horrell, [rachelhorrell20@gmail.com](mailto:rachelhorrell20@gmail.com)

Korrie Alexander [korrie2000@yahoo.com](mailto:korrie2000@yahoo.com)

Natalie Deck, [ndeck@iasd.cc](mailto:ndeck@iasd.cc)

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Taylor Juszynski [taylorjuszynski@gmail.com](mailto:taylorjuszynski@gmail.com)

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[Joseph.Rhoades11@gmail.com](mailto:Joseph.Rhoades11@gmail.com)

[mcshuss98@gmail.com](mailto:mcshuss98@gmail.com)

Hope Kiehl, [kiehl.hope@gmail.com](mailto:kiehl.hope@gmail.com)

**End of Report**

