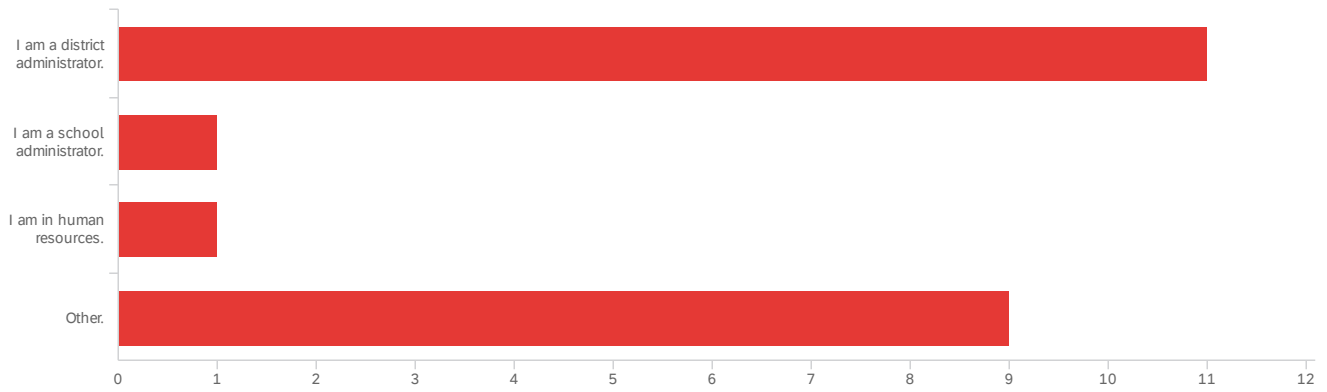


Q3 - Select the choice that best describes your role:



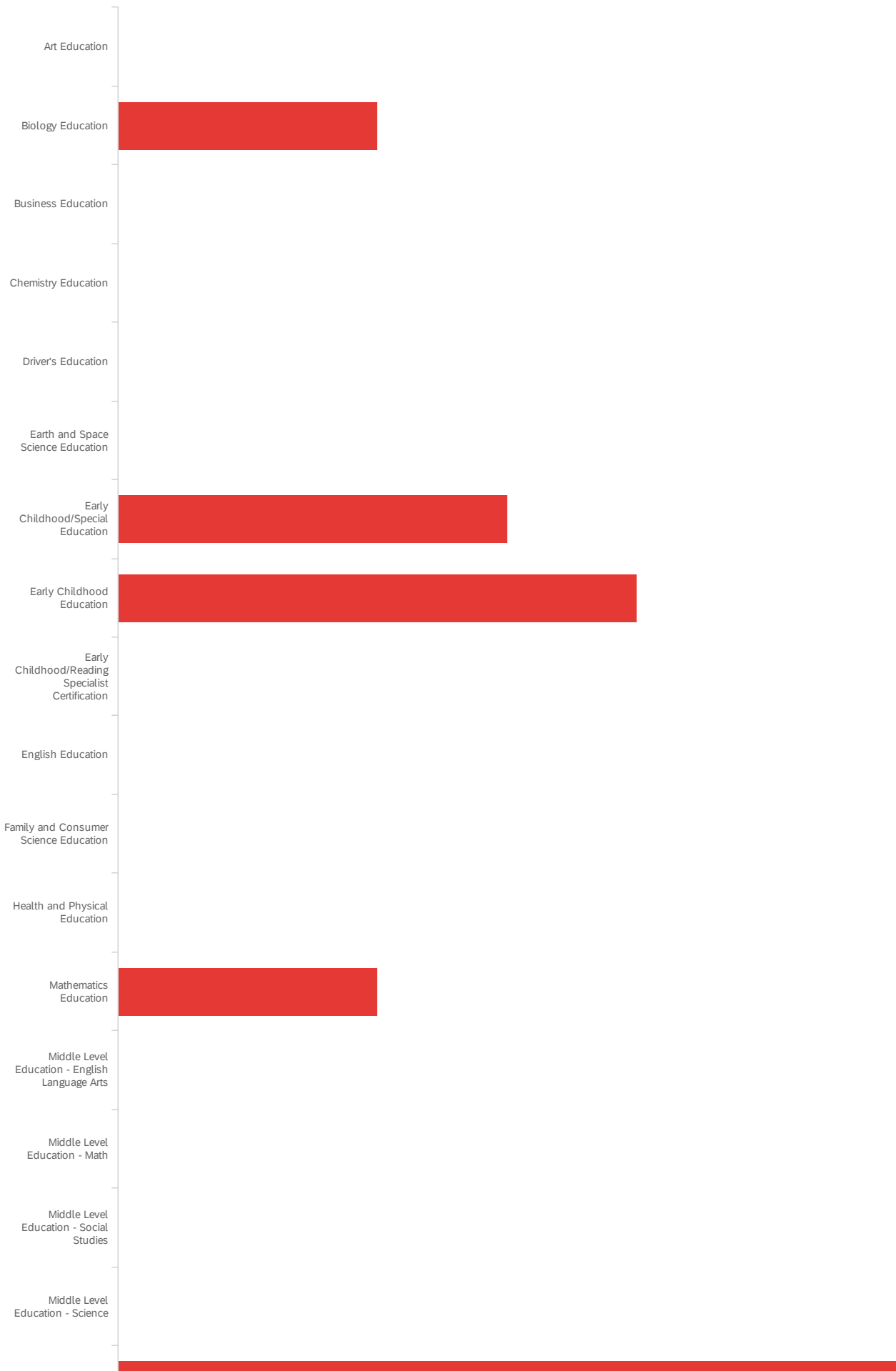
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Select the choice that best describes your role:	4.00	7.00	5.36	1.43	2.05	22

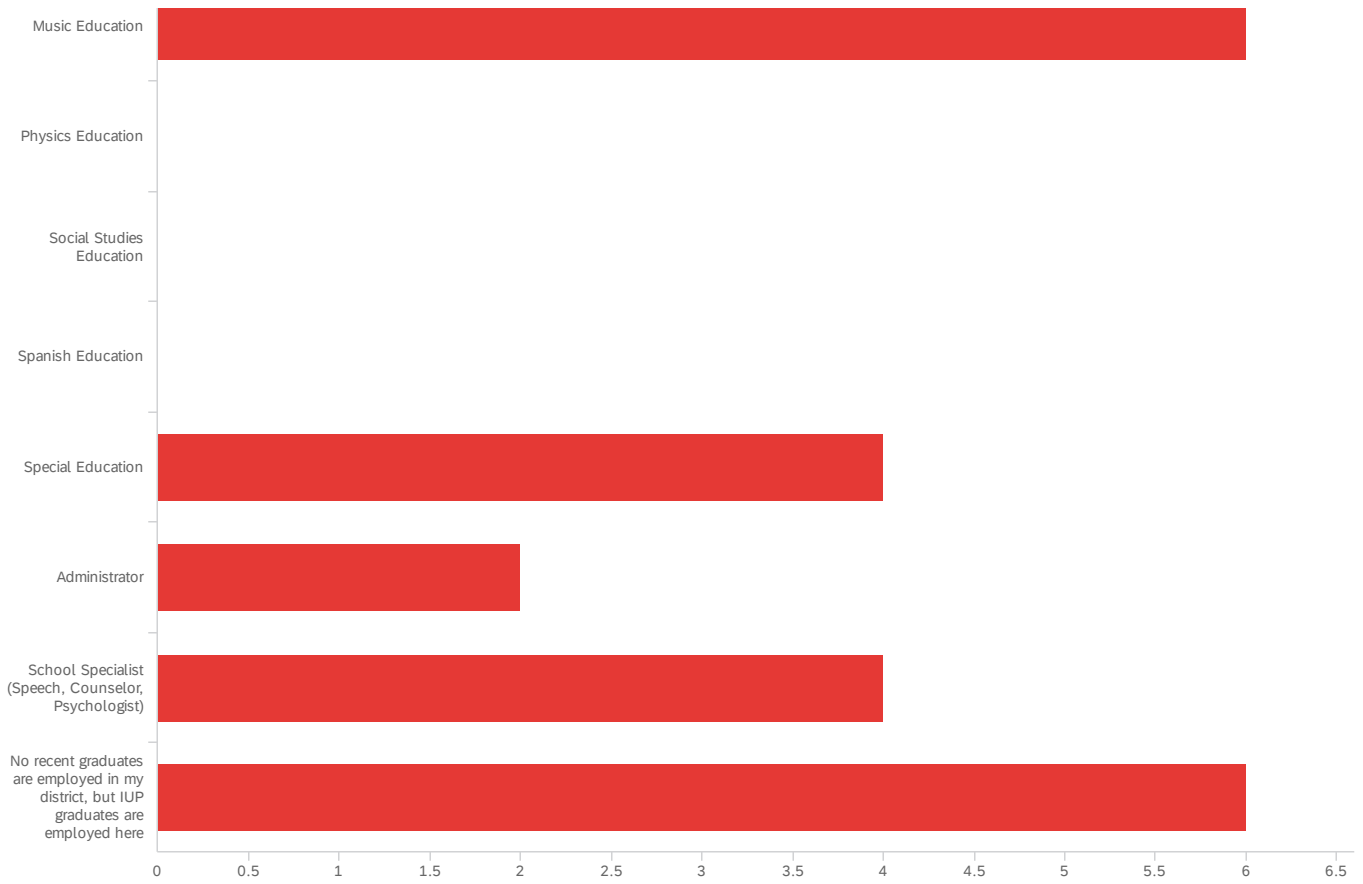
#	Field	Choice Count
4	I am a district administrator.	50.00% 11
5	I am a school administrator.	4.55% 1
6	I am in human resources.	4.55% 1
7	Other.	40.91% 9

22

Showing rows 1 - 5 of 5

Q4 - In what area(s) are recent (within the last three years) IUP graduate(s) employed full time in your school or district?





#	Field	Choice Count
1	Art Education	0.00% 0
2	Biology Education	6.06% 2
3	Business Education	0.00% 0
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	9.09% 3
8	Early Childhood Education	12.12% 4
9	Early Childhood/Reading Specialist Certification	0.00% 0
10	English Education	0.00% 0
11	Family and Consumer Science Education	0.00% 0
12	Health and Physical Education	0.00% 0
13	Mathematics Education	6.06% 2
14	Middle Level Education - English Language Arts	0.00% 0

#	Field	Choice Count
15	Middle Level Education - Math	0.00% 0
16	Middle Level Education - Social Studies	0.00% 0
17	Middle Level Education - Science	0.00% 0
18	Music Education	18.18% 6
19	Physics Education	0.00% 0
22	Social Studies Education	0.00% 0
24	Spanish Education	0.00% 0
25	Special Education	12.12% 4
27	Administrator	6.06% 2
28	School Specialist (Speech, Counselor, Psychologist)	12.12% 4
29	No recent graduates are employed in my district, but IUP graduates are employed here	18.18% 6
		33

Showing rows 1 - 26 of 26

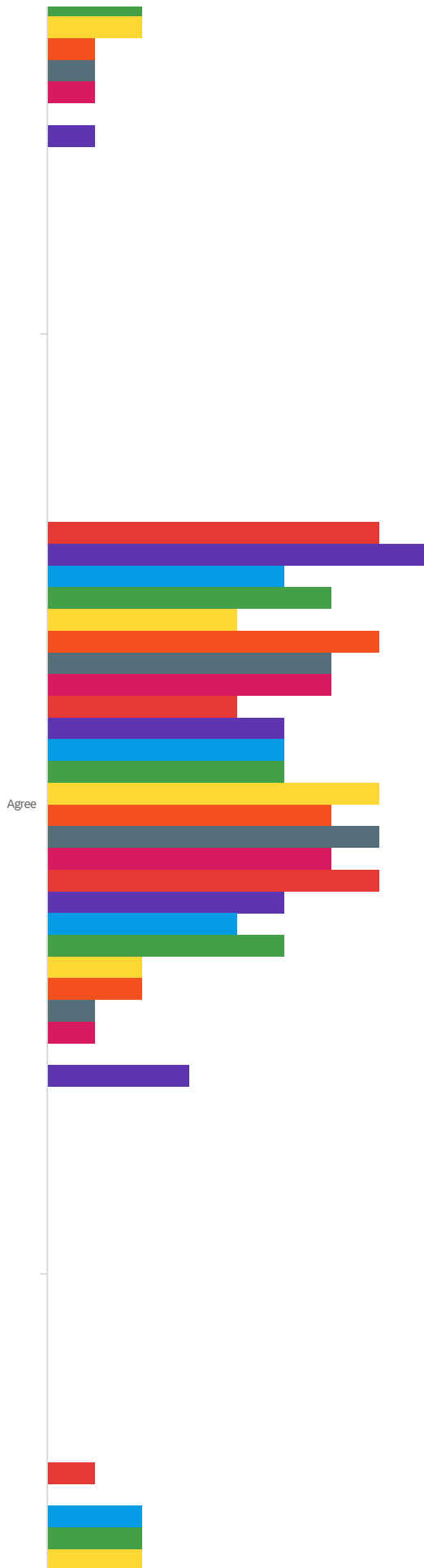
Q5 - How well do you believe your teacher(s) who graduated from IUP is (are) prepared

to:

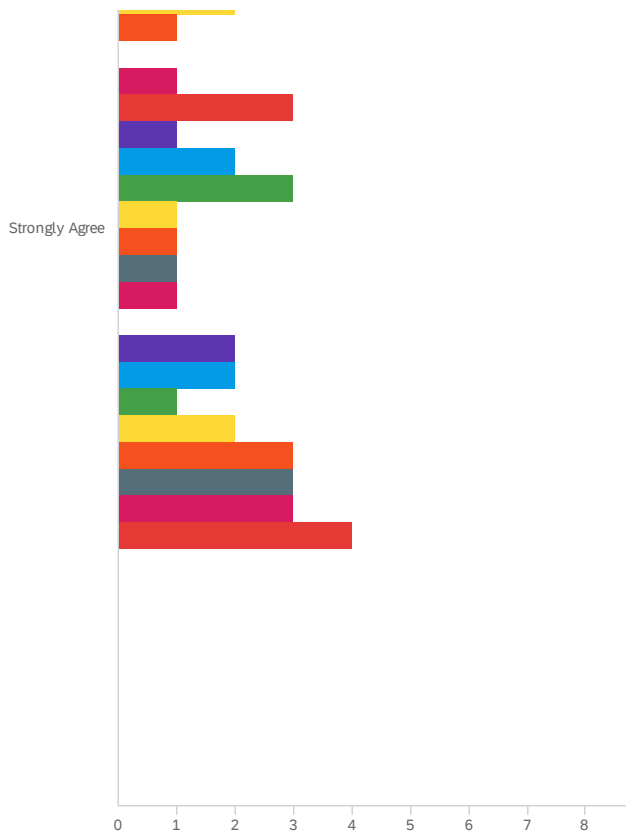
Strongly Disagree



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)	3.00	4.00	3.13	0.33	0.11	8
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	3.00	3.00	3.00	0.00	0.00	8
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)	2.00	4.00	3.13	0.60	0.36	8
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	3.00	4.00	3.25	0.43	0.19	8
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	2.00	4.00	3.00	0.71	0.50	8
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)	3.00	4.00	3.13	0.33	0.11	8
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	2.00	3.00	2.75	0.43	0.19	8

#	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)	2.00	4.00	3.00	0.50	0.25	8
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)	2.00	4.00	3.25	0.66	0.44	8
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)	2.00	4.00	2.88	0.60	0.36	8
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)	2.00	4.00	3.13	0.60	0.36	8
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	3.00	4.00	3.38	0.48	0.23	8
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)	3.00	4.00	3.13	0.33	0.11	8
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	2.00	4.00	3.00	0.50	0.25	8
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	3.00	4.00	3.13	0.33	0.11	8
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)	2.00	4.00	3.00	0.50	0.25	8
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)	2.00	3.00	2.88	0.33	0.11	8
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)	2.00	4.00	3.13	0.60	0.36	8
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)	2.00	4.00	3.00	0.71	0.50	8

#	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)	2.00	4.00	2.88	0.60	0.36	8
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP R2.3; R4.3)	2.00	4.00	3.00	0.82	0.67	6
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	2.00	4.00	3.33	0.75	0.56	6
23	My EDUC 342 Pre-Student Teaching II experience was valuable to my preparation as a teacher (CAEP R2.3; R4.3)	2.00	4.00	3.40	0.80	0.64	5
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	2.00	4.00	3.40	0.80	0.64	5
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP R2.2)	4.00	4.00	4.00	0.00	0.00	4
26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP R2.2)	2.00	3.00	2.75	0.43	0.19	4

#	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)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	0.00% 0	0.00% 0	100.00% 8	0.00% 0	8
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)	0.00% 0	12.50% 1	62.50% 5	25.00% 2	8
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	0.00% 0	0.00% 0	75.00% 6	25.00% 2	8
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	0.00% 0	25.00% 2	50.00% 4	25.00% 2	8
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)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8
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)	0.00% 0	25.00% 2	75.00% 6	0.00% 0	8

#	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)	0.00% 0	12.50% 1	75.00% 6	12.50% 1	8
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)	0.00% 0	12.50% 1	50.00% 4	37.50% 3	8
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)	0.00% 0	25.00% 2	62.50% 5	12.50% 1	8
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)	0.00% 0	12.50% 1	62.50% 5	25.00% 2	8
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	0.00% 0	0.00% 0	62.50% 5	37.50% 3	8
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)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	0.00% 0	12.50% 1	75.00% 6	12.50% 1	8
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8
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)	0.00% 0	12.50% 1	75.00% 6	12.50% 1	8
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)	0.00% 0	12.50% 1	87.50% 7	0.00% 0	8
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)	0.00% 0	12.50% 1	62.50% 5	25.00% 2	8
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)	0.00% 0	25.00% 2	50.00% 4	25.00% 2	8
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	0.00% 0	25.00% 2	62.50% 5	12.50% 1	8
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP R2.3; R4.3)	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6

#	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)	0.00% 0	20.00% 1	20.00% 1	60.00% 3	5
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	0.00% 0	20.00% 1	20.00% 1	60.00% 3	5
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP R2.2)	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP R2.2)	0.00% 0	25.00% 1	75.00% 3	0.00% 0	4

Showing rows 1 - 26 of 26

Q6 - Overall, are you satisfied with the teacher's(s') preparation for his/her/their assigned responsibilities? Why or why not?

Overall, are you satisfied with the teacher's(s') preparation for his/her/t...

I am OK with the new teacher's preparation. I feel that work ethic needs to be an important part of the program as doing the extra work that is needed to be a successful educator, Is there a component that could be added to the guidance area about working in vocational schools?

Yes. The 5 student teachers that I have had the privilege to have in my classroom all show a love for learning and for helping children learn as well. They are well versed in how to create positive interactions with children and how to sustain them over long periods of play.

Yes - they are professional, motivated, and seek to excel in their craft by meeting the individual needs of their students.

The student teacher was excited to work with the students. She was able to write a lesson plan and follow it. If you were asking for someone who did what they needed to do, she was it. There was no above and beyond. She came in at the time she needed to, no sooner, and she left as soon as she could. She lacked the ability to come up with grade appropriate lessons on her own when just given a standard.

Yes

Yes

Yes. Appropriate preparation.

Q7 - If not addressed above, what specific strengths do you believe the teachers who graduate from IUP possess?

If not addressed above, what specific strengths do you believe the teachers...

Communication skills in a professional manner.

Willing to try different strategies, recognize that students have different learning rates and styles,

I have had PDS students for the last two years. It seems like a great program. They get to know my classroom during pre-student teaching so that they are ready to get rolling as soon as they start student teaching. These students have been prepared to work and have delivered instruction well.

Q8 - What advice do you have to improve IUP's educator preparation programs in order to prepare our candidates for today's classroom?

What advice do you have to improve IUP's educator preparation programs in o...

Learn about poverty and diversity.

Provide the IUP students with more opportunities to create and implement lessons in their shorter internships to better prepare them for their student teaching semesters.

How to handle communication with parents, particularly in difficult circumstances. Also, preparation that students seem to be coming in with more difficult home situations and obstacles to learning than we have seen in the past.

They don't seem to understand professionalism. (How to dress, being on time, eating while observing,...) We have had several student teachers in our building who are unable to present material correctly, pronounce words correctly or even write complete sentences. Do they teach lessons in their on campus classes and get feedback? Do they know how to create a lesson given a standard? How do they find resources?

More work on Special Education paperwork

Behavior management has become more relevant in the past few years, more focus on how to handle behaviors and the classroom may be beneficial

I strongly support the PDS program

structured literacy and trauma-informed practices

Q9 - Would you consider hiring IUP's educator program's graduates in the future? Why or

why not?

Would you consider hiring IUP's educator program's graduates in the future?...

Yes

Yes. All that I have worked with are professional, caring, and see the value in educating youth,

Yes - students are well-prepared and I am confident that they have received the training and support necessary to help make them successful.

It would really all depend on the individual candidate. The program used to be one in which you had the very best and prepared teacher graduates. It isn't that way any more. There is a lot of on-line teaching. There are a lot of professors that don't have classroom experience. Many advisors who are tasked to give feedback to the student teachers don't have recent classroom experience. This doesn't lead to the best prospects for the job.

Yes

Absolutely!

Absolutely

Yes

End of Report