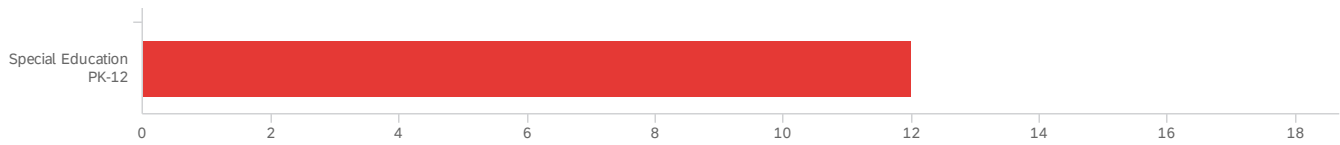


# Fall 2022 Mentor Survey Results

*Fall 2022 Mentor Survey*

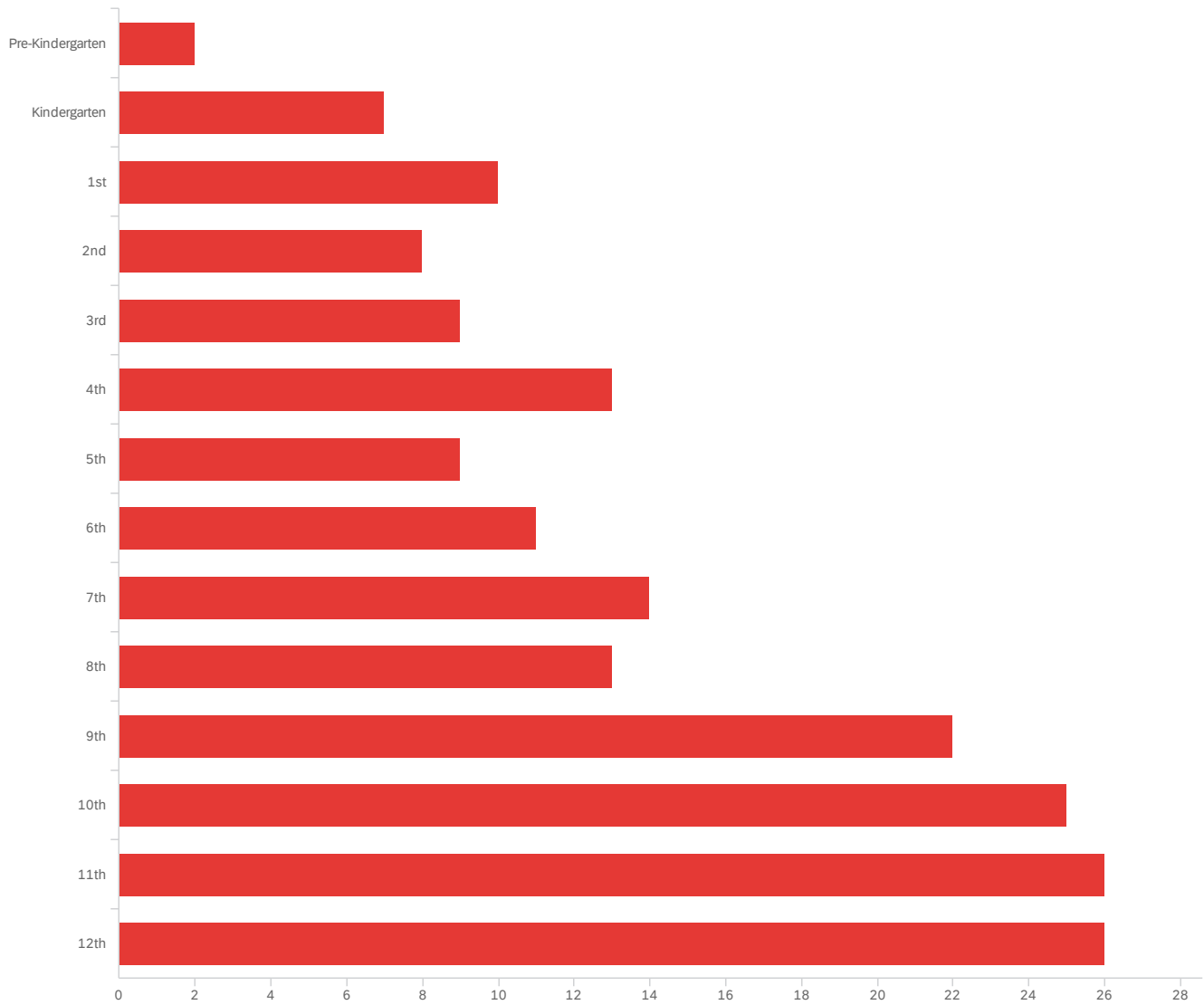
April 30, 2024 8:21 AM MDT

Q2 - What IUP Educator Preparation program(s) did you supervise? (select all that apply)



#	Field	Choice Count
1	Art Education	1.41% 1
2	Biology Education	0.00% 0
3	Business Education	8.45% 6
4	Chemistry Education	1.41% 1
5	Driver's Education	0.00% 0
6	Earth and Space Science Education	0.00% 0
7	Early Childhood/Special Education	5.63% 4
8	Early Childhood Education	18.31% 13
9	Early Childhood/Reading Specialist Certification	0.00% 0
10	English Education	2.82% 2
11	Family and Consumer Science Education	0.00% 0
12	Health and Physical Education	23.94% 17
13	Mathematics Education	0.00% 0
14	Middle Level Education - English Language Arts	0.00% 0
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	14.08% 10
19	Physics Education	0.00% 0
20	Social Studies Education	2.82% 2
24	Spanish Education	4.23% 3
25	Special Education PK-12	16.90% 12

### Q3 - What grade level(s) did you teach in Fall 2022?



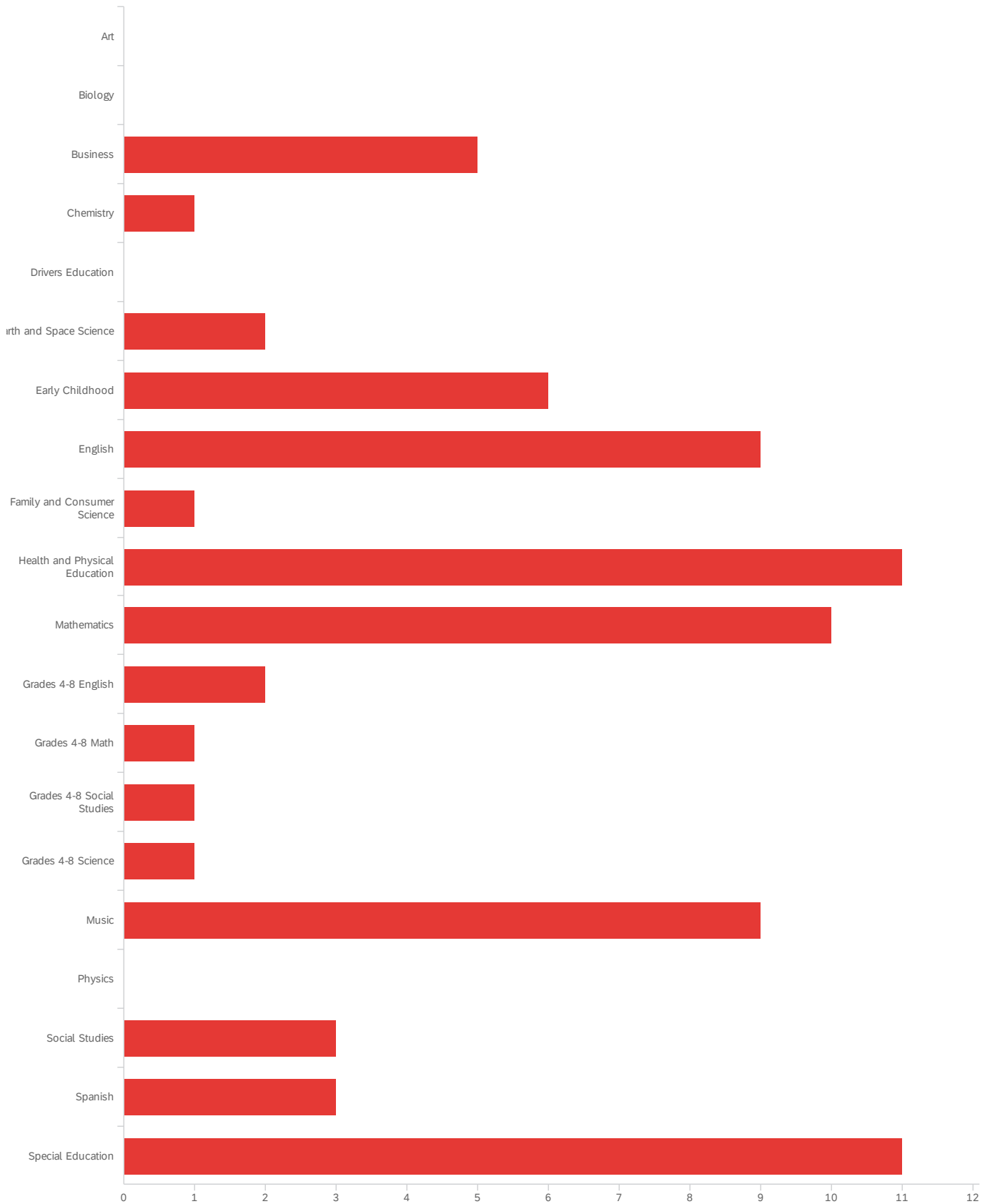
#	Field	Choice Count
1	Pre-Kindergarten	1.03% 2
2	Kindergarten	3.59% 7
3	1st	5.13% 10
4	2nd	4.10% 8
5	3rd	4.62% 9
6	4th	6.67% 13
7	5th	4.62% 9
8	6th	5.64% 11

#	Field	Choice Count
9	7th	7.18% 14
10	8th	6.67% 13
11	9th	11.28% 22
12	10th	12.82% 25
13	11th	13.33% 26
14	12th	13.33% 26

195

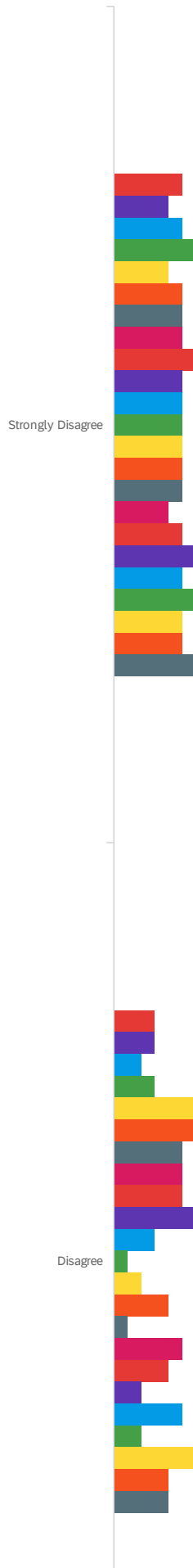
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## Q4 - What subject(s) did you teach in Fall 2022?



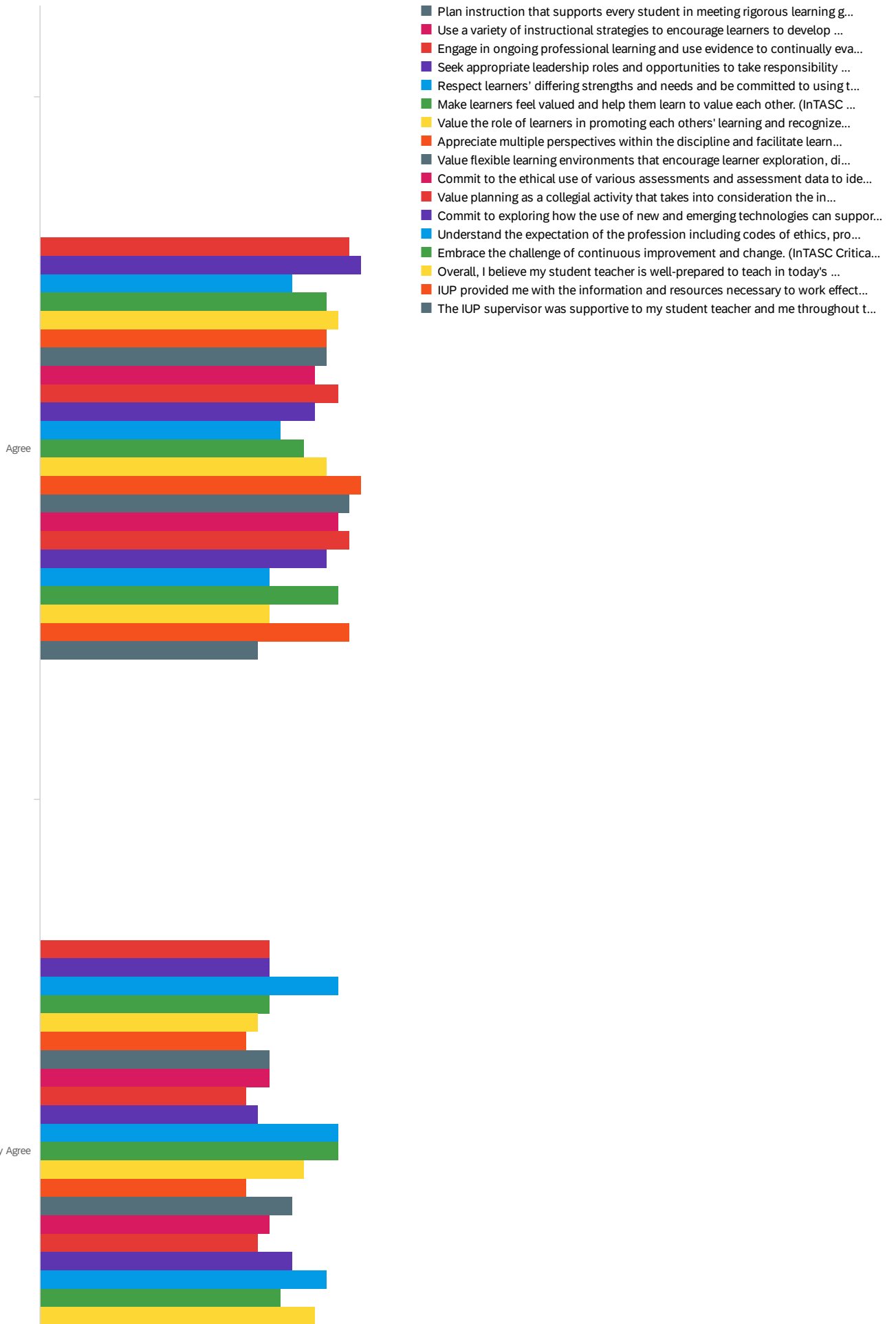
#	Field	Choice Count
1	Art	0.00% 0
2	Biology	0.00% 0
3	Business	6.58% 5
4	Chemistry	1.32% 1
5	Drivers Education	0.00% 0
6	Earth and Space Science	2.63% 2
7	Early Childhood	7.89% 6
8	English	11.84% 9
9	Family and Consumer Science	1.32% 1
10	Health and Physical Education	14.47% 11
11	Mathematics	13.16% 10
12	Grades 4-8 English	2.63% 2
13	Grades 4-8 Math	1.32% 1
14	Grades 4-8 Social Studies	1.32% 1
15	Grades 4-8 Science	1.32% 1
16	Music	11.84% 9
17	Physics	0.00% 0
18	Social Studies	3.95% 3
19	Spanish	3.95% 3
20	Special Education	14.47% 11

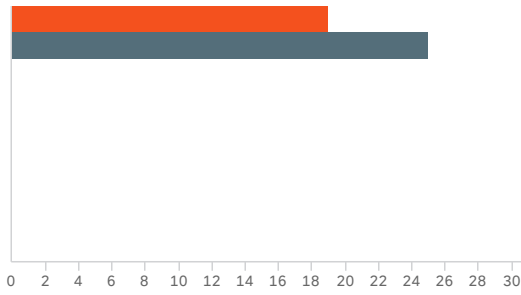
Q5 - IUP prepares the teacher candidates to



- 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, ...







#	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	3.13	0.87	0.77	55
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	1.00	4.00	3.16	0.83	0.68	55
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	3.25	0.90	0.81	55
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	3.09	0.93	0.86	54
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	3.09	0.86	0.74	55
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	3.04	0.90	0.81	54
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)	1.00	4.00	3.09	0.90	0.81	55
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	3.09	0.91	0.82	54
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	3.02	0.92	0.85	55
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	1.00	4.00	3.04	0.91	0.84	55

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
	members to ensure learner growth, and to advance the profession. (InTASC 10; CAEP R1.4)						
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	3.24	0.91	0.84	55
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	3.27	0.88	0.78	55
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	3.20	0.88	0.78	55
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	3.07	0.87	0.76	55
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	0.86	0.74	55
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	3.13	0.85	0.73	55
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	3.09	0.88	0.77	55
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	3.15	0.92	0.85	55
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	3.18	0.94	0.88	55
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	1.00	4.00	3.13	0.92	0.84	55
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP R2.3)	1.00	4.00	3.15	0.94	0.89	55
22	IUP provided me with the information and resources necessary to work effectively with, and assess, my student teacher. (CAEP R2.2)	1.00	4.00	3.09	0.88	0.77	55
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP R2.1)	1.00	4.00	3.17	0.98	0.95	54

#	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)	9.09% 5	5.45% 3	49.09% 27	36.36% 20	55
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	7.27% 4	5.45% 3	50.91% 28	36.36% 20	55
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)	9.09% 5	3.64% 2	40.00% 22	47.27% 26	55
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	11.11% 6	5.56% 3	46.30% 25	37.04% 20	54
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	7.27% 4	10.91% 6	47.27% 26	34.55% 19	55
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)	9.26% 5	11.11% 6	46.30% 25	33.33% 18	54
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)	9.09% 5	9.09% 5	45.45% 25	36.36% 20	55
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)	9.26% 5	9.26% 5	44.44% 24	37.04% 20	54
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)	10.91% 6	9.09% 5	47.27% 26	32.73% 18	55
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)	9.09% 5	12.73% 7	43.64% 24	34.55% 19	55
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)	9.09% 5	5.45% 3	38.18% 21	47.27% 26	55
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	9.09% 5	1.82% 1	41.82% 23	47.27% 26	55
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)	9.09% 5	3.64% 2	45.45% 25	41.82% 23	55
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives.	9.09% 5	7.27% 4	50.91% 28	32.73% 18	55

#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
	(InTASC Critical Disposition 4(p); CAEP R1.2)					
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	9.09% 5	1.82% 1	49.09% 27	40.00% 22	55
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)	7.27% 4	9.09% 5	47.27% 26	36.36% 20	55
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)	9.09% 5	7.27% 4	49.09% 27	34.55% 19	55
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)	10.91% 6	3.64% 2	45.45% 25	40.00% 22	55
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)	9.09% 5	9.09% 5	36.36% 20	45.45% 25	55
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	10.91% 6	3.64% 2	47.27% 26	38.18% 21	55
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP R2.3)	9.09% 5	10.91% 6	36.36% 20	43.64% 24	55
22	IUP provided me with the information and resources necessary to work effectively with, and assess, my student teacher. (CAEP R2.2)	9.09% 5	7.27% 4	49.09% 27	34.55% 19	55
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP R2.1)	11.11% 6	7.41% 4	35.19% 19	46.30% 25	54

Showing rows 1 - 23 of 23

## Q6 - Please describe how your student teacher used technology for instruction and assessment in your classroom.

Please describe how your student teacher used technology for instruction an...

She used the smartboard, Kahoot, Google Slides, other online resources, Doc Cam

Used the ipad, document camera, virtual games, virtual escape rooms within daily lessons

There is not much opportunity to use technology in our elementary pe program.

My student teachers used my laptop and smartboard daily for instruction. They also used our ActivInspir program on the white board.

The student teacher used the Smart TV, Kahoot, BrainPop, and IXL.

We use an online platform for a portion of both our reading and math programs. She also used two different programs that help students grow at their individual levels in each subject. She utilized a document camera daily, and Microsoft teams for communication with students and parents.

My student teacher used technology to aid lessons through Google Slides. Also she used youtube videos that were trimmed to meet the needs of the lessons. For assessment, the student teacher created several assessments both formal and informal to gauge student learning. We also used an online platform to give assessments.

My student teacher used the Promethean board, Google Slides, Kahoot, and other online platforms to engage learners.

My student teacher was limited in her use of technology, however she was familiar with the programming using to collect data for progress monitoring.

My student teacher used technology on a daily basis as a means of presenting new material (Google Slides), reviewing the previous day's material (bellringers in conjunction with Google Slides), unit assessments via Google Forms, along with the use with several short videos supporting her instruction.

Used various coding software, Adobe and smart tv and iPad instruction for guided learning

Use of overhead projector and materials as needed for instruction. Electronic record keeping.

She used my iPad linked with the projector to present information and interactively write on texts using the Apple pen. She also incorporated technology in students' assignments using their chromebooks.

My student teacher was able to instruct and assess students using technology by using a document camera/projector, Chromebook and Google Classroom.

They used technology (computers, recordings, etc.) during the instruction for Intro to Guitar class. We also used technology (drill design, etc) for the Marching Band during football season.

Being in a first grade classroom the use of technology is a little limited due to inexperience of the students. We used Google classroom, GoNoodle, Xtra Math, and various other websites to supplement student learning. For assessments we use ESGI and Acadiance.

Utilized the technology available in the classroom.

Please describe how your student teacher used technology for instruction an...

As a music teacher in a high school band setting, my student teacher used standard music technology such as a tuner/metronome as well as using technology to record his conducting/teaching to review for later.

Although technology is not used on a regular basis in PE, my student teacher did have students use their devices to create and video games.

Both student teachers had a good understanding of technology and understood how incorporate it into instruction and use for assessment.

The student teacher had access to various forms of technology and appropriately used them to enhance instruction. The technology was not used just to use it. It had specific purpose.

Daily use of technology, Google classroom, Google Slides, Google Docs, Google Forms

She used computers daily in the classroom, utilized Google Classroom, Microsoft office, and other programs as appropriate.

My student teacher used the doc cam provided, 2 instructional videos (youtube and science), and 1 game using the program kahoot. Much of the placement was hands on science lab work for electrical circuits.

Our curriculum that we use for some classes is online. He had to learn how to navigate the program. He also learned to use the program to create worksheets that are symbol supported.

Hannah was interested in integrating technology into the classroom instruction

My student teacher was very capable at operating the Promethean board and using it for presentations and interactive music lessons. He also had the students use their Chromebooks to complete assignments and assessments.

Google Classroom platform and many extensions/sites.

My student teacher used technology every day during her lessons.

Schoology: posted/created notes, posted/created assignments and posted/created tests. Review using Kahoot, quizlet. Facilitated use of Vernier probes with graphical analysis and logger pro for student data collection and analysis. Used AP Classroom for AP Daily Videos, Topic Questions, Progress Checks (MC & FR).

My student teacher used the SmartBoard and different interactive slides to aid in her instruction. She also used different videos to help support the lessons she was teaching.

Instruction the use of calculators. The use of online computer based programming for student assessment and data collection

She used technology in order to engage the students in learning and to use the Schoology platform.

She was very limited in her technology experience that is used in public school. Since Covid on line platforms are how we survive. We use google classroom. She was able to make slide shows on power point.

online, formative and summative, paper/pencil, observation

Our district is a 1:1 technology district. Students use technology on a daily basis and have access off campus as well. My student teacher was able to use our student learning system to share and assess student learning. He also used basic google applications.

Many of the lessons (if not all) had 90% or more technology usage. Many of the lessons had the students working in online lessons, associated with teacher-led lessons using PowerPoint, an e-Board, and all-in-one computers.

Please describe how your student teacher used technology for instruction an...

Some technology is used on the SmartBoard such as SMART notebook Google Slides and online games.

Michael integrated use of Schoology into daily lessons

My student teacher used a smart board, doc cam, Canvas, Clever, Go Guardian, and the Google Suite.

My student teacher used google forms projected on a smart board. (exit tickets and checks for understanding).

My student teacher used technology to project and display content.

My student teacher used technology in my classroom - mostly my Smart Board. He incorporated Google Slides to guide the lessons for my choir and general music classes. We used several different rubrics throughout my student teachers placement, for performance tests.

She prepared most of her materiales using Google Suites since this is what the district uses. She designed activities for students to complete on their individual Chromebooks when appropriate and implemented educational apps that I introduced to her and a few that she discovered on her own.

Using Google Classroom to facilitate technology use, the student teacher utilized Google Earth and virtual tours to explore places in Spain. Videos and music were incorporated daily into slideshows. The smartboard was regularly used to incorporate electronic manipulatives for the lower level Spanish classes.

PowerPoint Kahoot Educational Videos

My student teacher was quite skilled in using technology to help find meaningful and appropriate PE and Health content for students.

My student teacher was willing to use technology in the classroom for instruction and assessment but did not know many options. He was comfortable with Google and Canva. By the end of his placement, I had shown him many others!

My student teacher utilized technology in various ways in order to accommodate my students. She was able to use Google Slides as a catalyst to note distribution as well as the Canvas platform (district adopted tech platform) to post make up assignments, video notes for those students absent, interactive map activities, as well as embedded Cahoots, and Quizlets.

Power School Student Management System

Used Bluetooth from their phone to classroom system for musical activities every day.

Both had to utilize the LMS Schoology for planning and preparation purposes. All assignments and materials are uploaded to the LMS for the students to utilize. She also used YouTube videos and online programs to find appropriate activities.

Schoology - our LMS. Sharing docs with kids, giving feedback that way.



## Q7 - What advice would you give to improve IUP's Educator Preparation Program?

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

Give students more hands on practice prior to pre student teaching.

It would be nice to have an in-person observation so the teacher can meet the supervisor and the student-teacher can experience a real walk-through. They are very different than a snippet of a virtual lesson.

Develop a set of stern rules and guidelines for the younger students Structure is very important in elementary pe.

I would suggest helping to boost IUP students' understanding of and use of repeated formative assessments in each lesson.

The LiveText has very difficult to navigate.

I honestly didn't receive any information from IUP. All of my information about what was expected came from the student teacher. There should be a meeting before the student teacher begins. I know one was scheduled, but it was during our teacher in-service day and most teachers can't take off on an in-service day. A small booklet or guide that would tell cooperating teachers what is and isn't allowed would be beneficial (ex: she was supposed to create learning centers, a bulletin board, teach so many lessons...)

I understand these were hard times in teaching the students with COVID taking up much of the time they were in their undergraduate education. There were definitely holes in the teaching pedagogy that had to be learned on the fly while the student was student teaching. Some basic understanding of effective teaching strategies for planning for a music ensemble and tools and tricks for the toolbelt could be enhanced.

Have students focus on understanding the big picture and planning with the end in mind. Students struggled to plan for an entire unit and went day by day, rather than focusing on the big ideas and objectives of units.

Students need to be prepared with the knowledge of how to adapt, modify, and design instruction for ALL students.

?

Maybe more interaction with the Teacher

More contact with supervisors and student teachers prior to start time. He was almost not permitted to start on time due to lack of district required paperwork.

I think that a detailed list for candidates with requirements and similar communication across the board would be very beneficial.

Student teachers should be responsible for teaching more than two lessons within each placement.

Even though my student teacher was a vocal major - they student taught in the band program. I feel strongly that band students should student teach in band - orchestra in orchestra, and vocal in vocal.

More background knowledge on the Science of Reading

Encourage additional research and creativity on the part of the student to "think outside the box" a little more.

Everything went really well, so I have no advice. Keep moving in the current direction for music education.

Encourage the student to be creative and to try new things instead of relying on what the cooperating teacher always did.

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

Observing the student teachers in person rather than zoom. I do not feel that you can truly get a feel for the effectiveness or classroom management over zoom. I also feel that supervisors should be observing each student more than 2 times per placement and that it should not always be scheduled or announced. Allowing the student teacher to schedule each observation also can be misleading especially when it comes to classroom management and effective planning.

The music technology aspect needs updated and enhanced. The problem is that technology changes so rapidly that it is hard to keep up. However, there are various open source software programs that can be utilized.

None

I am a graduate of IUP Education. I felt as a student the program was strong and prepared me for teaching. As a student teacher mentor I believe the program is still strong and prepares students.

My student teacher was unable to recall topics covered in her Science/ Social Studies coursework. She had zero prior knowledge to draw from in these content areas or how to design an interactive lesson for this grade level. She struggled with designing spelling activities/ review centers/ visual displays/ bulletin boards/ technology used to design instructional sheets or assessments.

The initial email with Mentor Teacher resources was slightly overwhelming. It had plenty of great information, but not all of it was relevant to each placement. I had to search through lots of documents to get an understanding of what was expected. Although, this was my first time working with an IUP student, so I will have a better idea of how things work next time!

A bit more focus on addressing students with IEPs. How to use SDI on an every day basis.

I think the Educator Preparation Program is great the way it is. A lot has to do with the quality students you have recruited into your program! These young people give me hope. I don't worry as much as I used to about who will take care of my students when I leave. Thank you for allowing me to guide them one step closer to their chosen profession!

I believe IUP does a wonderful job to prepare their teacher candidates.

More work on IEP/RR/IEP progress monitoring

The idea that a student can student teach for 4 and 1/2 weeks and be prepared to be a special education teacher makes me sick. There was NO WAY I could prepare her for what she needed to know. She had limited knowledge on all the paperwork needed for special education. The time was not even enough to get to know the kids, which is very important for special education. Her high school content knowledge was limited. Learning Support Teachers are included in the regular education classroom and have to know the content. This also leads to knowing how to work with regular education teachers. We didn't even get to work on classroom management.

A checklist for the classroom teacher with dates of when they need to do what evaluation/form

I would like to see future student teachers coming in with some background in the Science of Reading. While my student teacher always did her best, she was very intimidated by teaching reading because she did not have a strong background in phonics and phonemic awareness. I had to provide her with a lot of support during this instruction, which disrupted the flow of her lessons.

My student teacher was underprepared for the content that was to be taught. As the masters certification program goes there needs to be a check to make sure that graduates are prepared for the content area.

As I can see through Liz's performance, IUP provided her with the best possible education, teacher mentors, and adviser. She is so happy and empowered as an instructor.

Preparing students on how to become a professional. 1. Arriving on time. 2. Working as a professional all day long (not on self-projects unless planning time). 3. Assisting and taking on responsibilities of teacher (at least offering) such as hall duties, copying, helping students, tidying room, etc. 4. Asking what else can be done and preparing for the next day before leaving. 5. Becoming part of the faculty (talking with other teachers)

They need to do MUCH more with writing IEPs and understanding goals and SDI's. The fact that IUP still focuses so heavily on writing a behavior plan is crazy. I was a learning support teacher for 7 years and I have been a general education teacher for 7 years with the learning support block,

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

and I have written ONE behavior plan in that 14 years, with the help of the school psychologist. But as a learning support teacher, I wrote HUNDREDS of IEPs. And as a gen ed teacher, I need to know how the SDI's apply to my classroom. The kids coming out of IUP have such a vague understanding of SDI's and how they apply in the classroom that they basically don't know anything.

None at this time.

The student teacher need more content knowledge in both Health and PE. It will improve with experience be he lacked some of the basic knowledge that should have been learned in classes in his program.

I believe that a higher standard of professional disposition would be beneficial to incorporate into a MUED program. Learning how to conduct oneself in a professional setting is something that I really like to stress with my student teachers and I think having a base line of that in undergrad is crucial.

I believe that more time in a classroom earlier in a teacher candidate's education/preparation, both observing and planning, is always beneficial.

I know my student teacher was placed late however a simple bulleted list of my expectations and due dates would have been tremendously helpful!

Great Job! Keep doing what you are doing to develop future educators.

Clearer communication with advisor and expectations of the mentor teacher throughout the process.

Allow students to be in front of students more often. I know the student teacher I had did most of college during the pandemic but I feel like he would have walked into student teaching more confidently.

From a social studies perspective...there seems to be some eras of world history that are not as emphasized in IUP course loads as compared to the Armstrong School District scope and sequence. This could be student teacher selected course choices or could be lack of topic offered within program.

More IEP writing, but that is just specific to Special Education. All student teachers I have had from IUP have not had a lot of experience in writing all the different parts of the IEPs. They were taught about the parts of the IEP but they really need experience in applying those skills to writing an actual IEP, start to finish.

More creativity. There were not many original ideas, different takes.

Q8 - Overall, do you believe that your student teacher's preparation from IUP was effective and relevant to the responsibilities he/she/they will confront on the job? Why or why not?

Overall, do you believe that your student teacher's preparation from IUP wa...

The last 3 student teachers from IUP that I have had have been prepared for the job. They come in with a willingness to learn and a foundation in lesson design.

Yes, the student saw a broad level of experience throughout the 14 weeks by being in special education and regular education.

Yes, I believe Nathan will be very successful in the PE field. He got a chance to teach all grade levels k-5.

I do believe that both of my student teachers are well prepared for future teaching positions. Of course, the student teaching semester remains important for them to learn to apply academia to practice. I was fortunate to have 2 student teachers who were studying to be dual certified so they already understood special education law and differentiation whether or not a student has an IEP.

Yes. My student teacher was confident and will make a great teacher.

I do believe she was well-prepared. I also believe she grew a lot as an educator once in the classroom and she adjusted well to meet the needs of our learners.

I feel the student teacher had most skills needed. The student was a great performer but sometimes did not have the pedagogical skills to know how to fix something in the ensemble setting. I feel the student teacher did not have much time in front of a class of real students before student teaching and this would greatly help them in learning how real students learn and not the "acting students" in their college classes.

My first placement was well beyond ready to have a classroom of her own but my second was not prepared for the workload of having a classroom.

She was responsible and dependable. The preparation for IUP seemed to not get below the surface of special education.

I am very confident that she is very well prepared to take on the responsibilities of her own classroom. She has shown throughout the semester the effectiveness of the program she studied at IUP.

Effective, because student teacher was prepared every day to lead and direct the class

Yes. There are certainly things that he still needs to work on, but they will come with experience. He was very receptive to constructive criticism and worked to make changes as needed.

I think that my student teacher is very prepared to take on the responsibility of a full time teaching job. She has great instincts!

Student teachers are very capable of completing the necessary paperwork that is assigned to them but they need more experience with teaching students. They need to work on time management with lessons/ activities, developing continuing lessons and developing their teaching style.

I would say yes if they were student teaching inn vocal - because they were trained in vocal and teaching in band some things were lacking although the student teacher did a very nice job in spite of this obstacle.

Overall, do you believe that your student teacher's preparation from IUP wa...

I feel that my student teacher possess all of the skills necessary to successfully run her own classroom. IUP has prepared her for all of the knowledge based things she will need when dealing with curriculum , planning, and assessing. Some things cant be taught and will only be learned through experience.

Even given the circumstances surrounding the COVID epidemic, my student teacher was well prepared for organizing and delivering lessons to students. If anything, they were too prepared for instruction that was more advanced than the students were able to handle at this time, but readjusting to the students' proximal zone of development was a relevant challenge for the student teacher.

Yes, my student teacher was prepared to take over my classes and did a good job with not only teaching the material but also with record keeping, building connections with the students, and the ability to adapt when obstacles occur.

I think IUP needs to encourage the student teachers to get involved more with the school. Both of my student teacher did the minimum when it came to responsibilities. Very little initiative was taken to go over and beyond the requirements. Both students struggled to develop effective and friendly relationships with students.

I feel confident in my candidates preparation. Part of the reason is that he is older and has experience in the field.

Yes

Yes. My student teacher is teaching as an intern and is doing an amazing job in preparing content, presenting content, working with the students, and working with her peers. This view is shared by the Dean of Students, Asst. Principal, and Principal.

I am not clear as to whether IUP did not prepare this candidate or if the candidate did not apply the practices and knowledge taught by the university. The candidate struggled with simple grammar, time management, meeting expectations, prioritizing personal life vs. professional life, following through with projects, and researching/ planning instructional lessons.

The only thing I am not sure he was prepared for were behaviors and how to handle them.

Yes, I believe my student teacher was well prepared to be a part of an Elementary Music classroom. He was willing to jump right in and get to know the kids, and he was not timid in taking on classes to instruct.

Yes, well prepared in lesson planning and professionalism.

You have prepared the students to take on the challenge of teaching! It is not for the faint of heart! Most of my student teachers have had Dr. Kappel as their supervisor. She has been so supportive and helpful to her students as well as me when I had a question. I ALWAYS learn something new from my student teachers. They can research and find anything!

Yes. My student teacher is prepared to go out, start teaching and utilizing the numerous skill sets he has acquired and practiced.

I believe most student teachers, regardless of the program, have their eyes opened wide when they enter schools as a full time teacher. There are many scenarios they will face and have difficulty dealing with, regardless of the education they receive. Some things aren't in books and I've found that I learned the most, and still continue to learn, each and every single day as I teach.

Yes

Yes, I feel that the my student teacher was prepared as she was able to prepare lessons and deal with challenging behaviors.

I have had several student teachers and junior block students. I feel it is my duty to help these students as someone helped me become a teacher. IUP needs to get in touch with what is really happening IN the schools. When was the last time the supervising teachers actually spent time IN a school to see how it is NOW. Covid has changed things in education drastically. The students are different and so is the teacher techniques. Special education student teaching needs to be like the content programs in the high school. They need to spend more time in the placement. I have always said I would like to teach a class to student teachers called "The Real World." I have been in education for over 25 years and I know things to do

Overall, do you believe that your student teacher's preparation from IUP wa...

change quickly. I understand about limited staffing and required policies. Supervisors should be checking in more often to assist the teacher and the student.

Yes

I feel that my student teacher lacked content knowledge and the knowledge of the special education processes that take place in the educational settings.

Absolutely. She was an outstanding educator, student support system, and co-worker. During her time with me, Liz and I faced a few situations that were a learning experience for the both of us. We both agreed on how to handle the situation and followed through with our plan.

Student teacher may have preparation but possibly does not showcase skills. Student teacher seems educated, but not as experienced in the classroom. She seems uncomfortable and timid. Lessons lack in length and content even after discussions.

Michael was well prepared to teach in front of students and understood how to organize and conduct meaningful well planned lessons.

Aside from the gross lack of IEP education, yes, their preparation was relevant.

Yes, my student teacher was very well prepared and had a variety of resources that she pulled from to aid her lessons and to help connect to our students.

No. As mentioned before his knowledge of different activities, the cues/steps to break down and introduce a physical skill were lacking. His content knowledge of health related topics was also lacking. He found it difficult to "come up" with things to teach.

Yes I do. My student teacher had the pedagogy background to be effective in my classroom.

Yes, she was prepared to either complete her responsibilities or to learn how to confront them quickly.

I am confident that my student teacher placement will be well prepared to confront the responsibilities of teaching.

Yes. Hands on learning and stepping into the the teachers full time roll at the end, is the best training they could have.

I believe my student teacher was thoroughly prepared for the responsibilities required to be an effective teacher. My student teacher was respected and prepared to handle all of the situations that may occur in the gymnasium as a teacher as well as the classroom during health classes.

Yes! He is a skillful teacher. His biggest weakness is that he needs to believe in himself and he will be a rockstar. He did terrific interacting with the students and creating lessons!

My student teacher took all aspects of student teaching very seriously. This includes the in class instruction as well as taking on responsibilities of a teacher outside of the classroom. This would mean involvement in various clubs as well as parent teacher conferences and open house. Her attention to detail will serve her well and make her a successful teacher and one that IUP will proudly call there own.

Yes. They are wise beyond their years. As with all young teachers, much learning takes place while teaching. The important thing to remember is that we don't know everything. Sabin is open-minded and teachable. Their mind is sharp and their intellect keen so knowledge is easily retainable.

Yes and no, it is a tough call because students change year to year and education is not what it was, even when I graduated college 10 years ago. I think in preparation to become a teacher, behavior and mental health should be a course on its own. A lot of education today is catering to those students Maslow needs and without those covered, you get nothing accomplished academically.

Oh, yes. She had a lot of experience before setting foot here. She had a lot of comfort in "being a teacher." Being in front of a class.

## Q9 - Please provide any additional comments you would like to make regarding our Educator Preparation Programs at IUP.

Please provide any additional comments you would like to make regarding our...

Very good program.

I appreciate being considered for future student teacher candidates. Kathleen Kirwan, 4th grade teacher, Johnstown Elementary School

I have to say I was a little disappointed in the amount of feedback from the IUP Supervisor for the student teacher. During the student teacher's placement, the supervisor was not able to make it to the school to see the student teach. I understand that Zoom was used, but it is hard to gauge what is happening in the class just using Zoom because it doesn't give the full scope of all of the learners you can see when you are physically present.

When preparing students to enter the world of teaching special education the focus needs to go further than surface level. Writing on "example" IEP and behavior plan will NOT prepare our future educators on what they will actually experience in the classroom. Provide more access to the student teacher's supervisor.

?

The experience was much more pleasant and rewarding for me than I imagined it would be.

N/A

While in a placement, student teachers should be required to participate in all trainings/ In service days with the Cooperating Teacher.

Remind students of professional boundaries. I know that it is hard to separate yourself from the students especially when they (student teachers) are so young but student teachers must remember that in this role they are teachers and not students. They are not there to be friends with the students nor are should they put themselves in any situation that may be questioned.

I am not sure that this year's student teachers had a sufficient enough time prior to student teaching in schools getting experience with students, which is most likely due to COVID. The lack of experience with students was evident in how comfortable with were in front of the students.

Always look for ways to help ALL teaching candidates prepare for the non-pedogocial things that could overwhelm them. Most students are digital natives, however, the amount of tech we use in the schools daily is overwhelming to new teachers. I would be glad to discuss this further with anyone interested.

None

Dr. Lucinda Willis is an excellent Business Educator and she is wonderful to work with.

The supervisor came in 2 times to observe the candidate and did not take time after each session to reflect or review the lesson with the candidate. The candidate told me she wasn't prepared by IUP in knowing where to find specific forms or information. She was unclear on timelines and expectations for her unit and how to incorporate that into her placement.

Great job IUP Health and PE Staff!

I truly believe you do an amazing job with your teacher candidates.

Please provide any additional comments you would like to make regarding our...

More stricter policy on absenteeism from assignment

Please work towards improvements.

As a tenured teacher, I went through a educator preparation program with my college. I wish my experience was similar to her. I, too, had a wonderful adviser, but there was no accountability on behalf of my mentor teacher. It was a terrible experience--but I learned from it.

Student teacher uses every free moment to work on project that is required for program (from last placement?). This seems to take up more of her time then focusing on this placement. She said it is a 70 some page paper.

They need to do MUCH more with writing IEP's and understanding goals and SDI's. The fact that IUP still focuses so heavily on writing a behavior plan is crazy. I was a learning support teacher for 7 years and I have been a general education teacher for 7 years with the learning support block, and I have written ONE behavior plan in that 14 years, with the help of the school psychologist. But as a learning support teacher, I wrote HUNDREDS of IEPs. And as a gen ed teacher, I need to know how the SDI's apply to my classroom. The kids coming out of IUP have such a vague understanding of SDI's and how they apply in the classroom that they basically don't know anything.

None at this time.

N/A

N/A

None

Dr. B Carpenter was outstanding. He is real positive, real honest.

**End of Report**