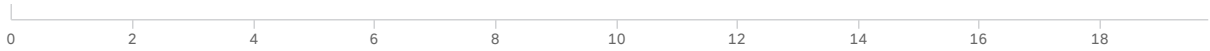


# Spring 2023 IUP Mentor Survey Results

*Spring 2023 IUP Mentor Survey*

April 30, 2024 8:10 AM MDT

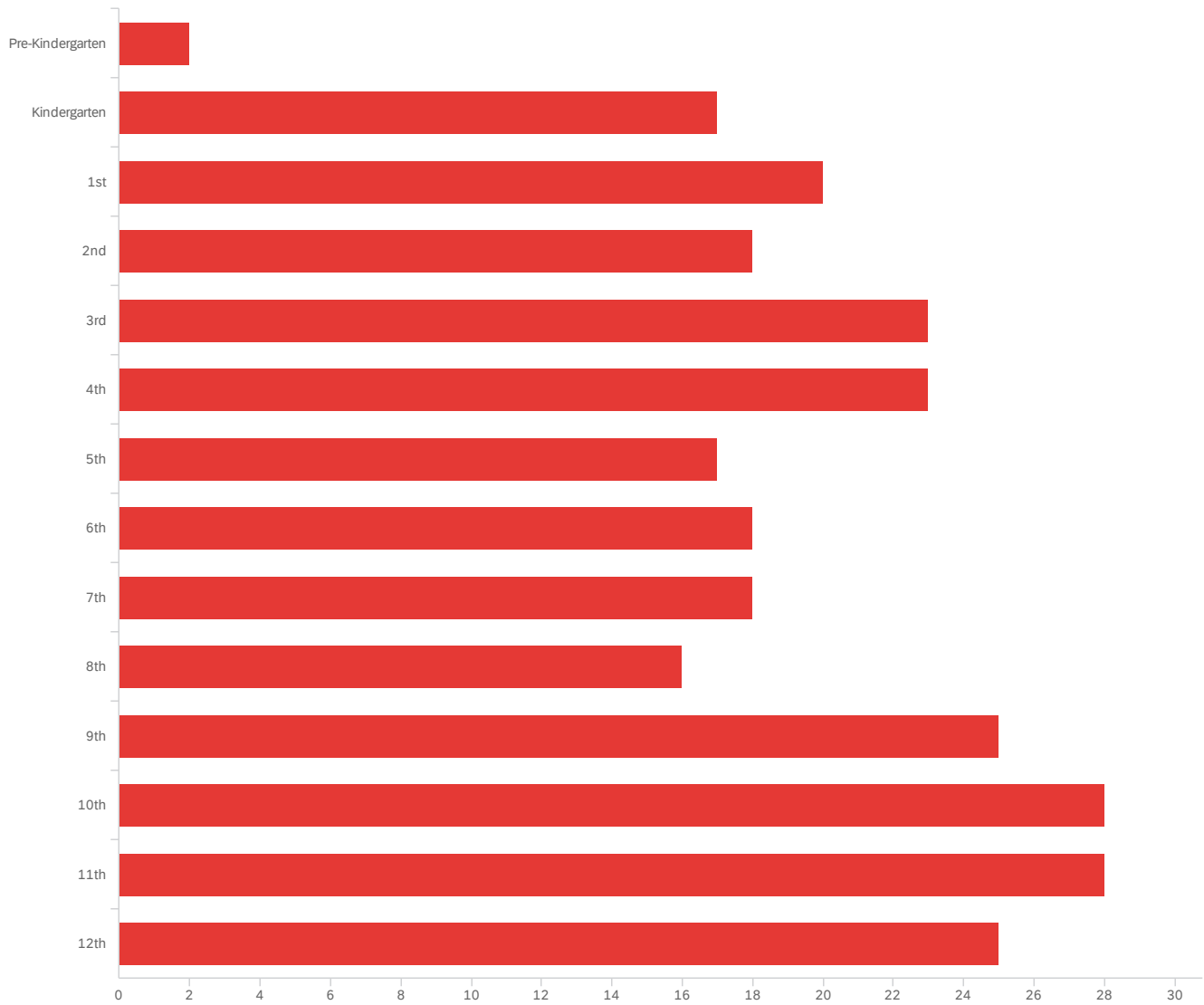
Q2 - What IUP Educator Preparation program(s) did you supervise? (select all that apply)



#	Field	Choice Count
1	Art Education	3.74% 4
2	Biology Education	1.87% 2
3	Business Education	0.93% 1
4	Chemistry Education	0.93% 1
5	Driver's Education	0.00% 0
6	Earth and Space Science Education	0.93% 1
7	Early Childhood/Special Education	9.35% 10
8	Early Childhood Education	16.82% 18
9	Early Childhood/Reading Specialist Certification	0.00% 0
10	English Education	10.28% 11
11	Family and Consumer Science Education	1.87% 2
12	Health and Physical Education	10.28% 11
13	Mathematics Education	1.87% 2
14	Health and Physical Education- Master's	1.87% 2
15	Middle Level Education - Math	2.80% 3
16	Middle Level Education - Social Studies	1.87% 2
18	Music Education	10.28% 11
19	Physics Education	0.93% 1
20	Social Studies Education	8.41% 9
24	Spanish Education	0.00% 0
25	Special Education PK-12	14.95% 16
		107

Showing rows 1 - 22 of 22

### Q3 - What grade level(s) did you teach in Fall 2023?



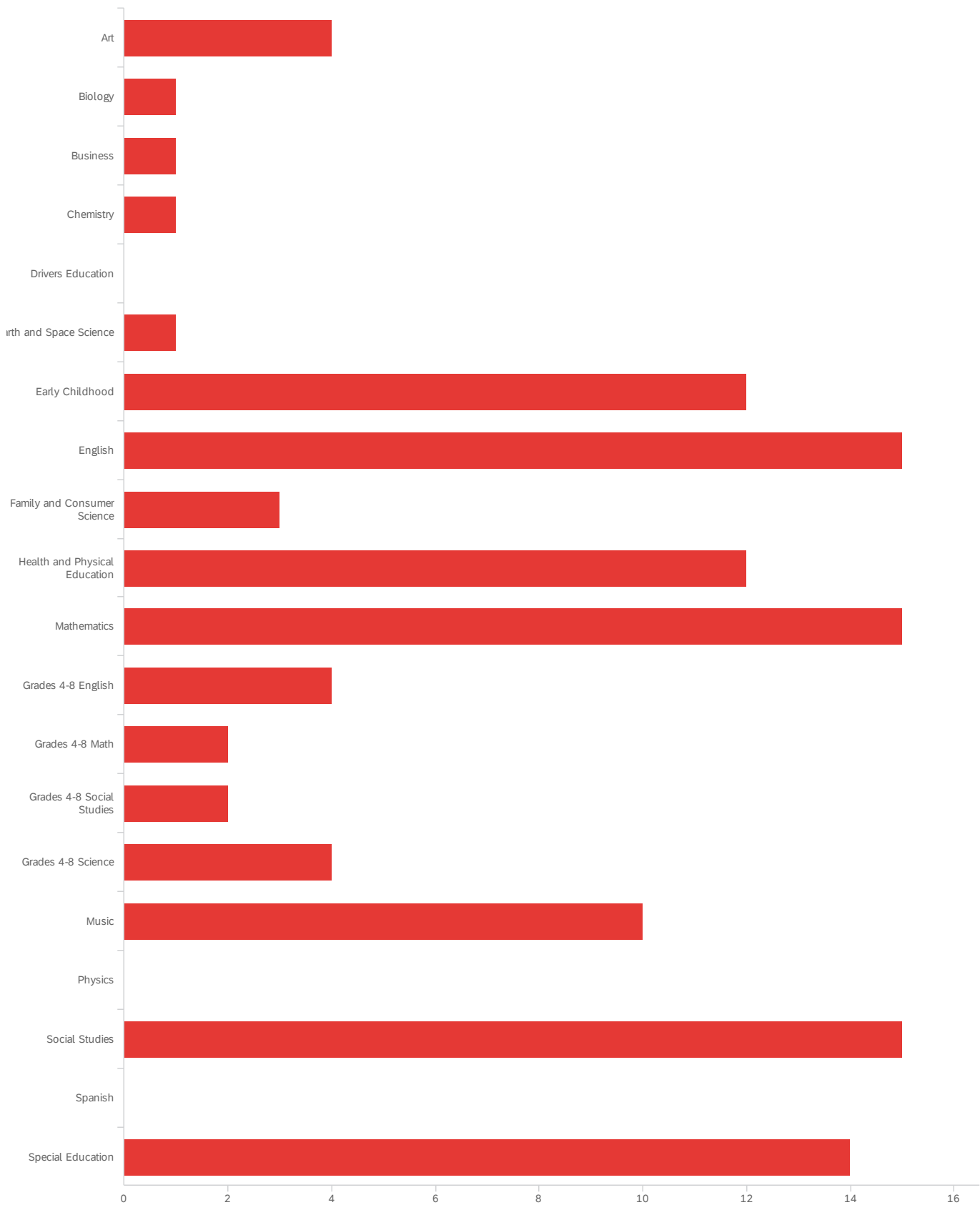
#	Field	Choice Count
1	Pre-Kindergarten	0.72% 2
2	Kindergarten	6.12% 17
3	1st	7.19% 20
4	2nd	6.47% 18
5	3rd	8.27% 23
6	4th	8.27% 23
7	5th	6.12% 17
8	6th	6.47% 18

#	Field	Choice Count
9	7th	6.47% 18
10	8th	5.76% 16
11	9th	8.99% 25
12	10th	10.07% 28
13	11th	10.07% 28
14	12th	8.99% 25

278

Showing rows 1 - 15 of 15

## Q4 - What subject(s) did you teach in Fall 2023?



#	Field	Choice Count
1	Art	3.45% 4
2	Biology	0.86% 1
3	Business	0.86% 1
4	Chemistry	0.86% 1
5	Drivers Education	0.00% 0
6	Earth and Space Science	0.86% 1
7	Early Childhood	10.34% 12
8	English	12.93% 15
9	Family and Consumer Science	2.59% 3
10	Health and Physical Education	10.34% 12
11	Mathematics	12.93% 15
12	Grades 4-8 English	3.45% 4
13	Grades 4-8 Math	1.72% 2
14	Grades 4-8 Social Studies	1.72% 2
15	Grades 4-8 Science	3.45% 4
16	Music	8.62% 10
17	Physics	0.00% 0
18	Social Studies	12.93% 15
19	Spanish	0.00% 0
20	Special Education	12.07% 14

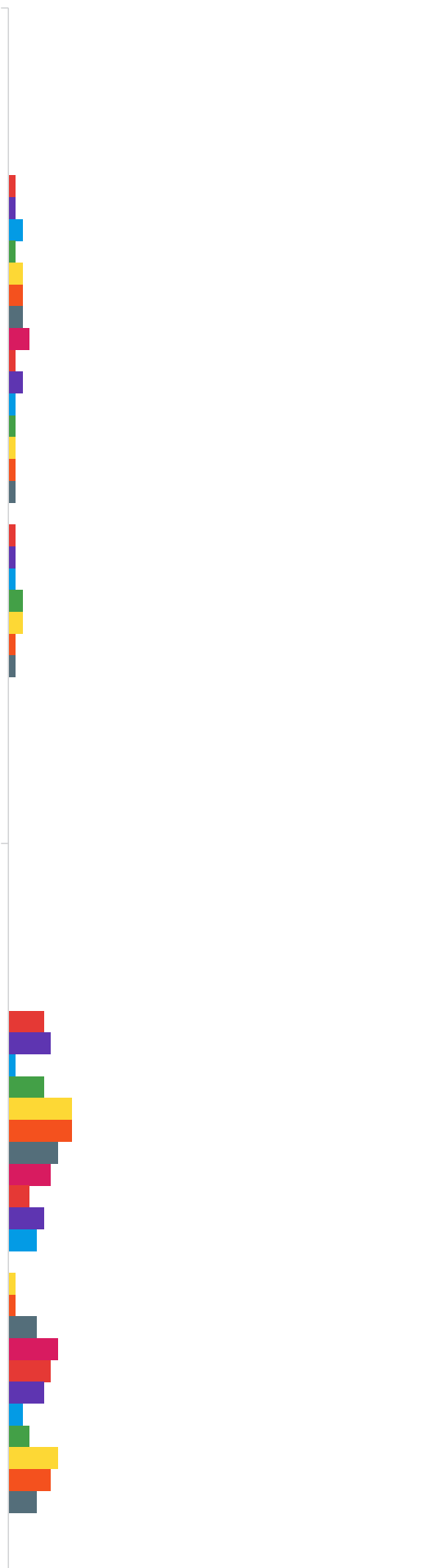
116

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Q5 - IUP prepares the teacher candidates to

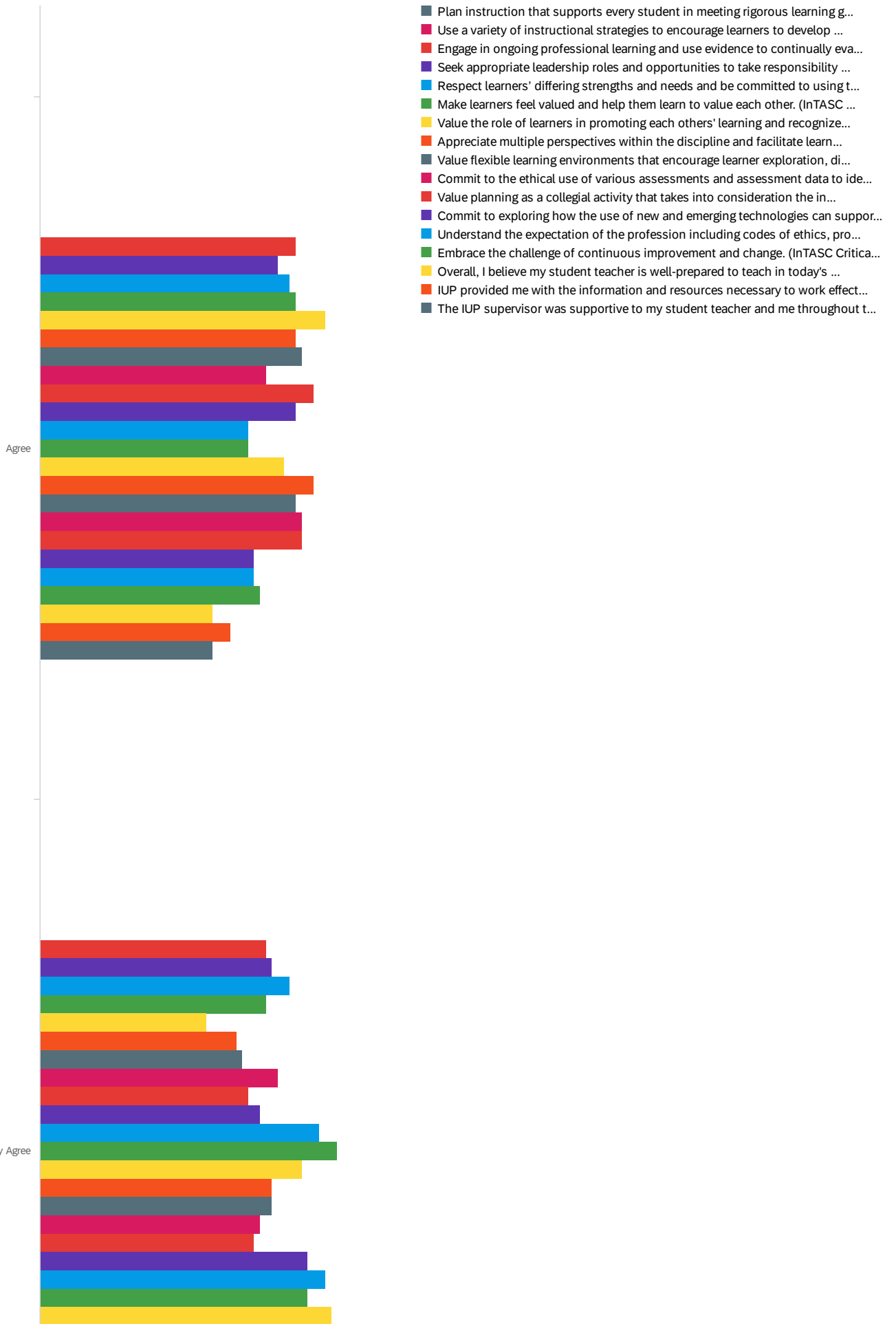
Strongly Disagree

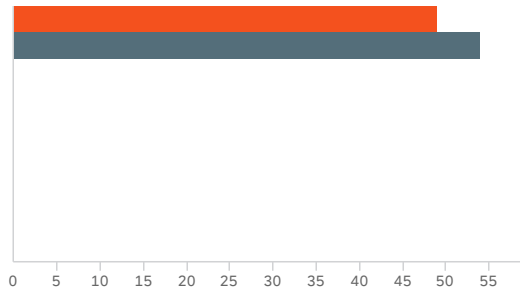
Disagree



- 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, ...







#	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	3.36	0.64	0.41	87
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	1.00	4.00	3.36	0.66	0.44	86
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	3.43	0.64	0.41	87
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	3.36	0.64	0.41	87
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	3.17	0.70	0.49	87
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	3.23	0.72	0.52	87
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	3.26	0.70	0.49	87
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	3.32	0.75	0.56	87
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	3.35	0.61	0.37	85
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	3.32	0.69	0.47	87

#	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	3.47	0.64	0.41	87
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	3.56	0.56	0.32	86
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	3.47	0.58	0.34	87
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	3.41	0.58	0.33	87
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	3.38	0.63	0.40	87
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	3.34	0.62	0.38	88
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	3.32	0.65	0.43	87
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	3.44	0.66	0.43	87
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	3.51	0.60	0.36	87
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	1.00	4.00	3.44	0.67	0.45	87
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP R2.3)	1.00	4.00	3.44	0.74	0.54	87
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	3.47	0.67	0.45	88
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP R2.1)	1.00	4.00	3.55	0.64	0.41	88

#	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)	1.15% 1	5.75% 5	49.43% 43	43.68% 38	87
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	1.16% 1	6.98% 6	46.51% 40	45.35% 39	86
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)	2.30% 2	1.15% 1	48.28% 42	48.28% 42	87
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	1.15% 1	5.75% 5	49.43% 43	43.68% 38	87
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	2.30% 2	10.34% 9	55.17% 48	32.18% 28	87
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)	2.30% 2	10.34% 9	49.43% 43	37.93% 33	87
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)	2.30% 2	8.05% 7	50.57% 44	39.08% 34	87
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)	3.45% 3	6.90% 6	43.68% 38	45.98% 40	87
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)	1.18% 1	3.53% 3	54.12% 46	41.18% 35	85
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)	2.30% 2	5.75% 5	49.43% 43	42.53% 37	87
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)	1.15% 1	4.60% 4	40.23% 35	54.02% 47	87
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	1.16% 1	0.00% 0	40.70% 35	58.14% 50	86
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)	1.15% 1	1.15% 1	47.13% 41	50.57% 44	87
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives.	1.15% 1	1.15% 1	52.87% 46	44.83% 39	87

#	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)	1.15% 1	4.60% 4	49.43% 43	44.83% 39	87
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	7.95% 7	50.00% 44	42.05% 37	88
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)	1.15% 1	6.90% 6	50.57% 44	41.38% 36	87
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)	1.15% 1	5.75% 5	41.38% 36	51.72% 45	87
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)	1.15% 1	2.30% 2	41.38% 36	55.17% 48	87
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	2.30% 2	3.45% 3	42.53% 37	51.72% 45	87
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP R2.3)	2.30% 2	8.05% 7	33.33% 29	56.32% 49	87
22	IUP provided me with the information and resources necessary to work effectively with, and assess, my student teacher. (CAEP R2.2)	1.14% 1	6.82% 6	36.36% 32	55.68% 49	88
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP R2.1)	1.14% 1	4.55% 4	32.95% 29	61.36% 54	88

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...

The only technology that was used was a smartboard.

My student teacher created blooket and kahoot activities. My student teacher did not use technology for assessment unless I provided the resource.

My student teacher taught lessons using a doc cam, SmartBoard, and individual Chromebooks.

Lea applied various learning apps with her students

Both of my student teachers used a projector daily for bell ringers and assignments. They also used Google Classroom to make announcements, assign work, and grade assignments/assessments. Go Guardian was a program that was used to monitor the students' computer screens. Computers were also used to create lessons, adapt activities/assessments, and to communicate as needed.

Multiple online Math programs. Reading program is online/virtual

Created Google Slides and CAANVAS for each lesson

In the actual lessons there was no technology used. However, for planning and preparation my student teacher would use his laptop to write and research lesson plans.

My student teacher used technology to support her lessons, when it was conducive in the coteacher setting.

Was integrated appropriately

My student teacher utilized technology effectively and efficiently on a regular basis. PowerPoint displays and videos pertinent to the lesson were consistently referred to in regards to the lesson's introduction, demonstration, and continual objective reminders.

For PE, the student teacher used technology more to design lessons and assessments. We use very little technology in our PE classes so that the students can be more physically challenged.

My student teacher used Google Classroom and PowerSchool as grading and organizational/communication platforms. MobyMax.com and ALEK.com were used for individualized remediation/ongoing assessments. Google FORMS were used for assessments and feedback in addition to paper tests. Other sites like Kahoot and Blooket were used for formative assessments/quick in-class reviews before tests.

She used the classroom whiteboard for different lessons.

My student teacher used Quizzes and Kahoot for assessment and instruction. He was also able to use Google Classroom to post assignments and use EdPuzzle for instruction and assessment.

He utilized PowerPoint style presentations, PowerSchools SIS, Schoology LMS, and Teambuildr workout programming.

Everyday power points, Kahoots, Gimlets, Exit Tickets

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

She was given access to my online formats as well as my Google files for my classes and lesson plans. She utilized a SmartBoard and a camera in order for the students to be able to see her demos.

Our district is a 1:1 school and my student teacher effectively utilized the technology provided by creating tech based, lessons, assignments, reviews, and assessments.

She was able to adapt quickly to our "teams" classroom, she used canva, and was able to quickly familiarize herself with online material I already used in the classroom.

He used google classroom and the other tools we used

Ms. Bergeron incorporated multiple types of technology in the classroom. She utilized my interactive white board, science simulations, and different types of interactive websites.

She used our district's platform, Schoology, to assess students' learning as well as Google Slides for lessons. She also used Kahoot to review concepts.

My student teachers used technology mainly in health class. They used a variety of techniques such as Google Slides for instruction and Google Forms for assessments.

The student teacher was well prepared to use tools like computers, sound systems, smart boards, video technology, and websites that enhanced student learning.

My student teacher used Desmos and GeoGebra to help the students better understand many geometric concepts. Google was often used to display a diagram for the class.

Ms. Keracher used a variety of instructional technology tools on an almost-daily basis to enhance learning. She introduced new strategies involving technology to students for both instruction and assessment and demonstrated a great deal of proficiency in using interactive panels, airplay, and other technology modalities for instruction.

She used technology non stop. She was constantly using various programs, the internet and the promethean board in the classroom.

My student teachers used google classroom, google applications (docs, forms, classroom, etc) and the classroom smartboard.

My student teacher used the technology that I already used in class. There wasn't anything new brought to the classroom. However, she understood how to use what we use in class.

My student teacher used slides that I created to teach a few Health Classes. He used our schools Google Classroom to design a short test.

My student teacher used a projector to display visual aids in his daily instruction. He used SmartBoard technology to annotate sheet music as well. He also used his personal tablet device to store resources and materials in a shared Google Drive folder, and he used this tablet to reference his lesson plans during his teaching episodes. My district has a subscription to the online platform "SmartMusic" which he used in a limited manner.

My student teacher utilized the technology available in the district classrooms (Promethean Board, Chromebook, and IEP Writer software)

Cali used the promethean board and adjusted well to using it like a pro. In addition, she was very comfortable assigning activities for the students to complete using their iPads.

For instruction, the student teacher used teacher-created google slides to guide the lesson content. She often reviewed content on Kahoot.it. She used teacher-created Google forms for assessments.

Smart board, Google Slides, primary sources, google forms for tests.

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

She used technology from day one with an intro about herself, used it daily with instruction, and to design worksheets, templates, and assessments. She seemed very comfortable with using the document camera, and other technology and resources to best implement her ideas!

Desmos, flip charts, Blooket

She created Canva presentations daily for each subject, utilized the viewsonic viewboard, assigned Seesaw reflex, and Mathseeds activities

-Students presented WeVideos for movie trailers that represented a novel that was studied in class. -GimKits -WebQuests

We had one day that we were virtual and Amy was able to join in on those lessons. Amy also used computer, class projector, and copier.

My student teacher used are district programs and apps that we use in class. Ex. Achieve 3000, Actively Learn, and schoology

My student teacher daily used the promethean board (interactive board) to project and complete the notes/worksheets during her lessons. - She used Google Classroom to post lessons, worksheets, and links for her lessons. - She used the following websites to use as review Blooket, Kahoot! and Quizizz. - She incorporated PhET simulations and worksheets to help students learn and visualize concepts. - She located practice materials using the internet. - All self-created materials were made using Microsoft Word and Powerpoint.

They utilized their laptops, and appropriate software, to create multimedia educational presentations for the Smartboard use in class.

My student teacher used technology daily in instructions with our Promethean board, document camera, and red cat for voice projection. We use a variety of songs, clips, etc. to enhance our Kindergarten learning topics.

My student teacher used technology through Google Slides almost every day. They showed videos on YouTube and Edpuzzle. They created Kahoots and Jeopardy review games. My student teacher also worked on Google Docs to create all lesson plans and documents for me to check.

At my grade level we didn't really use technology but I know at the high school level he was teaching wellness classes in the classroom so I'd imagine he used technology more in those settings

My student teacher prepared numerous powerpoint slide shows to present the various topics that he was teaching to my students. He used a laptop and a smart board.

They used my smart board and a few different websites through that (surveys, Jamboard, etc.)

She prepared several PowerPoint demonstrations to introduce lessons.

We started each lesson with a PowerPoint presentation and put the grades on the computer so the students can immediately access them. Progress reports were sent via email to the parents of failing students.

Miss Teno used technology for instruction by creating PowerPoint presentations for a variety of lessons. She also used learning apps to encourage student engagement.

The student teacher used technology for instruction by preparing Google slide presentations, used the document camera to present instructional materials, utilized Google classroom to post resources and assignments. She also used online instructional programs for independent work stations.

She was able to use any of the technology available with very little instruction.

They used a variety of apps for learning, organizing, and educational games. Apps included Google Classroom, GimKit, Kahoot, Blooket, Quizizz, Google Slides, Google Docs, etc.

Technology was utilized through online music curriculum, bluetooth speaker for music, zoom observations, online music resources, metronome and tuner.



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

My student teacher would use Google Classroom to post videos and activities that she wanted the students to use. She would use various videos to support concepts she was teaching.

My student teacher used the Promethean Board to teach math, reading, spelling and science. She utilized the Google Classroom for lessons, as well as games such as SplashLearn and Kahoot.

My student teacher was generally familiar with all technology and was able to catch on quickly to new technologies that our school utilizes.

Mr. McCaffrey used technology daily in his written lesson plans and activities. He attached all items within the lessons he planned meticulously. Throughout the experience, Mr. McCaffrey had the students using their Chromebooks many times in discovery activities as well as assessment activities. He was very capable and able of incorporating multiple technologies into his lessons throughout the entire experience. Needless to say, he also was not so reliant upon it that he was unable to adapt and be flexible to issues that would and do arise throughout the year when technology goes down.

Technology like power point and various activities and websites on the chromebooks as well as music in the gym.

In our school we use Google classroom and Powerschool on a daily basis. We have many other platforms of technology that are supported such as Wevideo, edpuzzle, kahoot, banzai and more.

Technology was used in various ways. Promethean board, PowerPoint notes, Kahoot review games, Jeopardy review games, videos, geoguesser for geography practice, etc.

My student teacher created a slide presentation.

She incorporated technology with Google slides to convey information for a lesson, created games to play that correlated with the skill taught that day, and created activities for the students to complete for the lesson taught.

Both student teachers discovered on their own how to make lessons to use on our Promethean board. They used google slides or Canva to create engaging slide shows and presentations.

My student teacher used technology daily within my classroom. Computers, white boards, document cameras, and other technology is used within my classroom daily. Students have their own Chrome Books which are used to monitor their progress weekly. My student teacher was responsible for transferring their data into the main system. Lesson plans are computer generated. I feel she had lots of use of technology within my classroom.

N/A

She used appropriate videos, books on video, a doc cam, an interactive white board and learning games.

My student teacher is an expert in Google Suite and has used chromebooks, laptops, our online grading portal, our IEP writer, and a projector.

She able to teach by her computer during the Flex Days, had students make PowerPoints on Subjects taught during American History. She was able to make tests and quizzes in Google Classroom.

Very minimally. Technology was NEVER used for assessment. Technology was barely used for instruction.

Ms. Pesce utilized online resources such as Google classroom, Canva, and Near Pod. She also used Google forms, docs, and slides.

Created lessons with Google Slides and facilitated composition lessons by using " Noteflight ".

Desmos, Microsoft Teams (for posting information), Microsoft Forms (formative assessment) Word/Power Point (instructional delivery), Geogebra, TI Calculators

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

Student Teacher Logan Horn used technology daily within his classroom with Google Slides and graphics, Google Classroom instructions for assignments, KAHOOT for review . He did a nice job of using different types to meet the needs of our students.

Technology was used everyday for instruction. Power points. Kahoot. pre-post tests were created.

## 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?

More prestudent teaching hours/experiences. Opportunities to be able to teach lessons in front of real students.

My student teacher lacked basic knowledge. For example, I had to explain the difference between adjectives and adverbs on multiple occasions. This was also noticed last year by other teachers with block students. Motivation was also lacking. This may be isolated, but my student teacher was very focused on completing worksheets/reading from the teacher's manual. For example, if the workbook page was done, the lesson was done. There was little elaboration or creativity. I often suggested to use the workbook/manual to guide lessons, but add to them with activities, videos, discussions, etc.

N/A

Nothing at this time

Some of the forms needed were a little difficult to find on IUP's website. Adding a link on the homepage to take you directly to the Educator Preparation Program documents would be helpful.

More work on special education paperwork and progress monitoring

Encouraging a strong work ethic and not wanting to take shortcuts for things

I really don't have anything that needs added. The lesson plans were incredibly thorough and the checklists that I completed during his lessons were all encompassing.

Based on student input, I feel that the IEP process from evaluation to practice meeting needs to be utilized and taught more. Also, practice on a program like IEP writer.

There needs to be a realistic improvement in dealing with special education students. Conversations with my previous student teachers indicate that they were given extreme examples of disabilities to adapt lessons. This is not realistic in today's classroom. A better understanding of how to adapt content to an entire classroom who are reading four grade levels below expected is better preparation. While extreme cases of a student with multiple severe disabilities do exist- It isn't the norm. I have worked with some competent dedicated student teachers but the one area where they have been deficient is adapting for special education students in an inclusive classroom

Provide consistent feedback to student teachers and regular visitations for observations rather than relying on video submissions.

No advice. Corbin was well prepared.

More required opportunities to ensure students have the activities/achievements to add to their resumes upon graduation (like a student teacher showcase, student teacher awards, networking, coaching/experiences with kids, job fairs, mock interviews, attending in-person classes occasionally to meet w other student teachers and professors to discuss feedback/ideas, seminars/conferences etc..) While I'm sure these opportunities existed, I know some were required by my college and were beneficial on a resume. I'd rather them have a smaller lesson planning/work sample (not 5 binders worth) but leave with more skills and experiences that would add more/a variety of benefit.

More information on Special Education. There were many things that my student teacher was not familiar with, she had not heard of it before.

Have them practice writing IEP goals and SDI. The more practice, the better.

I prefer conversations with people rather than email communication and online submissions. It would be good to have a few conversations with the supervisor throughout the process.

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

Having the students observe more classes. Some may have had the idea that they wanted to be a teacher and when they student teach in their senior year it may be too late for them to realize that's not their goal. More exposure to classrooms and procedures would always be more beneficial.

More real time in the classroom learning to interact with students as they move toward the final student teaching experience.

Continue to develop lesson planning techniques that are relevant and feasible to complete with a high number of both students and preps.

I feel like I received the digital forms later or I just didn't see them to begin with

Better handbook for expectations as to when the student teacher should be taking over various parts of the job. The advisor provided very little feedback on her actual teaching and didn't ask for my input either. Ms. Bergeron was very good, but if a student teacher was struggling they would need this type of feedback.

It would be helpful for your students to have more exposure and practice with different teaching strategies. I expected her to come in with lots of new ideas, and she didn't really use or do anything that was different than what she observed me doing. She also did not seem to have knowledge of helpful teaching websites that are standard for secondary teachers like K20 Learn, Newsela, etc.

I think student teacher's need more in person teaching experiences prior to beginning their student teaching assignments. I remember when I was at IUP, and I had taught many times prior to student teaching, such as at St. Bernard's elementary school and at other schools throughout the area for individual lessons. My student teacher's reported that they had not previously taught any lessons other than peer teaching. I also feel the pre-student teaching experience should include some teaching. I believe that it is currently an observation only experience.

My student teacher did not have much experience writing lesson plans. His first lesson plan was in paragraph format, with no objectives, standards, assessments, or transitions. I would have expected someone entering student teaching to know how to write basic components of a lesson plan, or to have had a standardized format that they were used to. We had to spend a significant amount of time going over how to write and use objectives, the role of assessments, and alignment with standards.

They need more experience in classroom management and need to be encouraged to pursue summer jobs and internships that involve working directly with and managing a group of children. This is the hardest part of teaching, and pre-service teachers need to be reminded of the importance of jobs at places like summer camps and ESY programs to develop these skills prior to student teaching.

More clear cut directions and and better evaluations.

As a special education teacher, I feel that our special education teachers need to have more hands on experience before coming into the classroom. It would be beneficial for the students to observe classrooms as soon as they enter the program or have special education teachers speak in classrooms to share what actually happens instead of waiting until pre-student teaching. I think our special education students would value greatly by having more practice in writing state documents (IEP's, NOREP's, Behavior Plans, etc). It seems like they are exposed to what they are but are not taught how to write one or guided on how to write one step by step. Lastly, it would be of great value to expose our students to understand what are valuable Community Based Instruction trips, transition planning, what outside agencies there are and what services they offer, sign language, crisis intervention training, indicator 13 training, etc.

I know it is difficult, but it would be useful to have the Coop teacher in the classroom more often.

I would NOT recommend students to complete a teaching degree only online. It does not prepare the students to become hands-on teachers. You need to experience the classroom setting multiple times while studying to become a teacher. The Health Education concepts and strategies were lacking with my student teacher. The practical and knowledge of motor-skills at various grade levels were lacking. More hands-on learning is needed to become a sufficient Health & Physical Educator. I believe my student teacher was not properly prepared through this program.

From the musicianship perspective, my student teacher was very limited. He struggled with basic skills like sight-singing, transposing, secondary instrument technique, and piano proficiency. The foundational skills of being a strong musician were unfortunately lacking, which took away from his ability to develop as an educator. Stronger rigor in freshman/sophomore courses like music theory, aural skills, and vocal pedagogy would help immensely. From the education perspective, my student teacher was limited particularly with lesson plan design and implementation. He didn't have the language or understanding to create coherent, meaningful lesson plans for elementary general music classes, and he seemed unaware of many

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

of the components of assessment. I'm not sure what required courses are involved in the IUP music education degree track, but the curriculum design and planning area is lacking.

I believe IUP education students need more opportunities to get into the schools and work with children prior to their official student teaching experience.

In order to improve the program, I highly suggest getting the students into the classroom for many more hours of "on hands" work with teachers and students. By this I mean that the students need to be heading into the classroom starting the second semester of their freshmen year. I would even go as far as saying that IUP should consider having a class that requires each student to be an Aide to a classroom for an entire semester during their sophomore year. In addition, I think starting the freshmen year, students should be expected to teach a lesson to their peers at least twice every semester in every education class. They should prepare lesson plans for a 40 minute time block, and they should prepare for their peers as if they were actual students in a classroom. Finally, I firmly believe the students should go through the process of "mock interviews" their senior year. From experience, Norwin's interview process is grueling. If you are interested in making your program the best one in the area, I would love to be hired as an adjunct professor or a consultant to connect the real world of teaching to the students who want to learn the craft of being the best teacher possible. (As you can see, I love teaching students and I loved working with Cali to help her to be a polished professional educator.)

I would say I had 2 different student teaching experiences this year. One student teacher came with fresh ideas and strategies to use during lessons to make it more engaging for the students. The other struggled to implement any strategies she had gleaned from her IUP coursework. Once we get past the difficulty of the CKLA content and how to include all of the daily concepts required by the program, I was hoping for more unique ways to engage students. One student teacher seemed far more confident than the other in creating her lessons. I want to make sure it's understood, it's not a confidence issue, but a creativity in content delivery issue.

I've mentored student teachers for over a decade and this is by far the least prepared a student teacher has been. Please come up with some kind of way to challenge the student teachers with interpersonal skills, communication skills, and coaching as early in the process as possible. This has to be taught and evaluated and if a student teacher doesn't have the fundamental skills to be a teacher, they should know that early in the process and be given opportunities to practice these skills.

Provide a checklist of things other than planning, instruction, and assessment that we should be mentoring them on, for example gradebooks and report cards.

A stronger mathematics background would be highly beneficial.

Create a detailed check list of requirements for mentor teachers. Have all items that need to be completed in Livetext including observations.

Based on many (not all) student teachers throughout the building, there needs to be more emphasis on a professional dress code. Student teachers should not be showing up to school in jeans or casual clothes and shoes.

This was my first time with a student teacher. I think IUP did a wonderful job getting Amy ready for graduation.

none

- The importance of linking material to real-world applications. - Review/ emphasize ways to teach covering all learning styles (Auditory, Visual, Kinesthetic, Verbal, etc...) - Have them use and become familiar with Google for Education Suites

More careful selection of CoOp teachers - I've heard several stories of students' experiences with other CoOps which made the students want to leave the profession.

Encourage more to join the PDS program! What a wonderful experience for all involved and they are able to be fully invested in a classroom and see so much growth!

I would suggest more active roles in the classroom (when the student teachers do their "pre-student teaching" observations) to get a better feel for classroom management. I also feel student teachers should acclimatize themselves to the changing use of AI in classrooms, as well as find ways to foster empathy and inclusivity throughout all of their curriculum decisions; basically, building in more soft skills for student development.

Cody was well prepared and did not seem overwhelmed by anything he had to do. So from that standpoint he seemed ready and prepared.

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

None

Work with students on incorporating more variety and enthusiasm in their lessons and meeting the needs of ALL learners, especially those with an IEP. I also feel a 2 week takeover is not long enough to fully prepare students for teaching in the future. Also, there needs to be more of a focus on classroom management.

Stress the importance of showing up on time, being professional, taking the experience seriously (not calling off excessively). Also, I would like student teachers to be more tech savvy.

I would recommend having better contact with the cooperating teachers. I still don't think I have all of the necessary paperwork completed to get paid. I also don't think this is set up for a teacher in the arts since there are two placements.

The student teacher I had in the spring was very knowledgeable and prepared. Previous student teachers seemed less informed about what was expected of them in the classroom and were less confident in their "stage presence".

Providing students with more information on behavior management and classroom management

I believe Dr. Kappel is working with several temp faculty who are still in the field to revise some of the key assessments and course content for special education, and this should be helpful. Also, a menu of special education lesson plans would be helpful (in addition to the single "ECSP Lesson Plan" currently used).

My student teacher was professional and prepared. Anything that seemed like she may have needed more support or experience was due to necessary online classes during COVID instead of in person experiences, so I don't hold that against the university.

The student teachers should be able to write a good lesson plan and implement it by the time they are in student teaching so that they can perfect student discipline, working with a schedule, adapting to students needs and generally being involved in the classroom daily routine, during their student teaching experience.

Everything ran very smoothly through this mentoring process.

The music students need more background on the foundation & main pedagogies of music education. They also need more opportunities to create lesson plans that cover a wide variety of activities and topics.

If you can find a way to clone the preparedness of Matthew McCaffrey and clone that work ethic onto your candidates, you will definitely be able to fill the gap of teachers leaving the profession. From my point of view, the program is working very well and producing great candidates who will undoubtedly make huge and positive impacts upon children in the near future.

More teaching to actual students as opposed to peer teaching.

Give teachers in person -- content specific instruction. More information needs to be given on danielson's domains, the DOK, teaching strategies and importance of rigor. Offer a variety of teaching techniques. Only observe student teachers in person. Encourage the use of Google -- such as Google classroom, Google Docs, Google Forms, Google Drive, Google Sheets and Google Calendar.

Keep the standards high. Make sure teacher candidates understand the realities of education today and help them to understand how to navigate the ever-growing number of controversial topics. Parent interactions with the school system seem to have been changing over the past few years.

Honestly, I think it would be a great idea to have a mentor teach a 1 credit class about expectations, or have teachers come in as guest speakers in classes that can speak about realities of teaching. Things like lesson plans, sick days, dress code, interacting with students, and communication. MANY do not need these things, but it would be beneficial to have someone who is currently teaching discuss these things with students. They have a lot of misconceptions about the education system.

Perhaps a little more guidance with Live Text at the beginning

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

I value the experiences that I have with IUP and it was an honor to receive the 2023 IMPACT award. I appreciate all of the hard work and cooperative learning happening between IASD and IUP. My student teachers are always ready to learn and they have been loving and enthusiastic, too! I do suggest that there should be more of a focus on the Science of Reading. The research over the last several years suggests how reading and writing develop scientifically. There is a disconnect between real-world teaching and curriculum that align with the science of reading when preparing EL ED preservice teachers.

I was fortunate to have my student in the fall for part of her pre-student teaching block, and then again in the spring for the first part of her student teaching experience. I think this was very beneficial to my students as well as my student teacher. This gave the students and student teacher ample time to get to know each other. I think it made the student teacher more comfortable, and therefore more confident, within the educational setting.

Give more instruction on classroom management strategies, so that the student teachers can feel more confident coming into the placement.

None at this time.

My only suggestion is that teachers have more instruction on actual teaching methods and engagement strategies. I feel like that would be helpful to them.

I think that the Special Education Placement should be required to do an IEP not a behavior plan. Schools in this area now have behavior specialist and school psychologists for a behavior plan. However, I completed 25 IEP's this school year as a Special Ed teacher.

None

The CORE of what we do as music teachers is teach MUSIC. The student teacher was so inadequately prepared on the music side of content that their day to day classroom instruction suffered. Simple things such as music reading, singing skills, piano skills, even basic music theory were lacking. This so negatively impacted my students that they have asked me to never take student teachers again. This could have been the specifically individuals placed in my classroom, but it is very concerning nonetheless.

My student, in particular, struggled to develop her own materials that weren't an adaptation of my materials or something taken from online. Though this is quite common, I would like to have seen more diverse, original materials besides google slide lessons. Also, my student struggled with making adjustments to a lesson when it did not work very well the first time.

I believe this program is excellent in preparing future educators.

I don't have advice for improvement—I thought it went very well.

This was my first student teacher. I was pleased with the program.

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...

Yes I believe that they were prepared and understood how to handle a classroom.

My students teacher was not motivated. I feel she will struggle with all of the responsibilities beyond teaching. She did not like to go outside for recess, did not attempt to collaborate with others other than what was necessary, and complained a lot. Again, this may be an isolated situation. Teaching involves many responsibilities beyond the lesson and student teachers need to understand that.

Overall, I do feel my student teacher was prepared for her student teaching placement. She was willing and eager to step right into the classroom by asking what she could help with, aiding in student assistance, and being an active learner herself. She was extremely self-reflective throughout her 6 weeks with me. After each lesson, she talked through any changes that could have been made, whether her students understood the lesson, and what the future lessons should look like, if they needed to be adjusted for better student learning.

Yes, it appears the Lea is prepared to be effective and relevant. She was professional, prepared and effective.

Yes, I feel that both of my student teachers are well prepared for all of the responsibilities they will be given in a future job. They both had a clear understanding of the content and were able to use the data given and/or collected to make adaptations to meet the students' needs. They both asked for feedback often and attended any professional development activities that were offered. They both set high expectations for the students and demonstrated great classroom management.

I do believe that it is. They came prepared, eager to learn and accept feedback. Jumped right in.

Yes, with more experience in the classroom, which is where so much learning takes place!

Yes, the preparation puts them in position to be ready to step right into a position upon completion.

Yes, prepared and ready to take on a role as a teacher.

My student teacher is exceptionally prepared for her transition into a full-time job; however, as in any typical educator's preparation program, the student teacher learns more on the job during their internship rather than in the classroom. The college classroom is meant to teach theory, for the most part, while the internship is meant to develop practiced skills.

I believe my student teacher, Corbin Stroh, was prepared for anything that he had to deal with or adapt to to meet the needs of the students and the situations of each day.

Yes. Overall, I think my student teacher did a fine job and is prepared to become a successful educator. The only thing I would change is less required paper/binder work during student teaching, and more things they can actually use on an interview, as well as the more on-hands experiences as mentioned in my previous answer.

YES! I had a very good student teacher who was willing to do, try, learn, help, work together and enjoyed the kids. She used her class instruction to build on and advance her learning which will be very helpful to her when she gets a job.

Yes, because he did an excellent job exuding confidence in front of the classroom, he was able to manage their behaviors, and he has a wonderful rapport with the students. He is able to effectively differentiate and use strategies to help students who are differently abled.



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

I believe so. He is a 30 year old who brings experience working with large groups of kids, so combined with his IUP experience, I believe he will do well.

Overall, yes when it comes to her lessons and interaction with students. But, she needed to work on her professional responsibilities of arriving on time, communication and handing lesson plans in on time.

I do. She was exemplary in learning how to be an art teacher and was very receptive to any constructive criticism she was given.

I believe there preparation is effective, there is a gap between theory and practice in education and I feel they are working to minimize that.

Yes

yes - Corbin was one of the most mature student teacher's I have ever had. This could be because of his time in the Coast Guard and being a parent but I'm sure your university played a part as well.

Ms. Bergeron did an excellent job in this placement.

For the most part. She knew how to design lesson plans, create assessments, and teach a unit.

I do not, as my student teacher's were very raw coming to Indiana Senior High. They had not previously taught at schools and I feel they would have been better prepared if they would have had some prior teaching experience. Also, phys ed wise, they had not participated in many of the activities we do in the gym. I feel to teach a variety of sports, you at least have to have some experience with it. It's not the same thing as learning about something and actually doing it. My student teacher's did not have any experience with sports such as badminton and pickleball, which makes it difficult to teach when you cannot demonstrate how to do these activities. I feel these 2 examples I gave are wide spread activities that are done as part of most high school physical education curriculums.

My student teacher started this placement well prepared to give instructions, teach from prepared lessons, and apply content knowledge. He was effectively prepared for teaching and interacting with students and others around the building. He was not prepared for writing lesson plans or for creating and utilizing assessments.

Having them involved in an actual classroom setting the earlier the better. It should help with their comfort level of working with students.

I absolutely believe that her preparation from IUP has her well prepared for the responsibilities she will face on the job, but the 10 page lesson plans are not practical and are not preparing her as well as more face-to-face student exposure would for classroom management.

I am unsure where that line is drawn; as to, how much she was taught by IUP verses me. I think she learned what she needed to about the actual classroom and how to run it from me. That is where I think IUP should spend a little more time, so they come in with a better idea of what to do.

I believe the prep from IUP was effective and relevant in terms of understanding the content area. My student teacher was able to adjust often to things that came up on the fly. She was very responsible.

He was not properly prepared to teach Health & Physical Education. He did not have the background knowledge of the areas he was teaching. He did not have the drive or the knowledge of how to create his own lessons. Because he is a coach of baseball he did better teaching PE.

No, I don't think my student teacher is prepared to be a successful music teacher at this point in his development. I do think that he can get there with time and dedication, but his readiness is very low. As mentioned in the earlier two comment boxes, his musicianship skills were not proficient enough (unable to recognize basic pitch/rhythm mistakes in students and in his own performance, teaching incorrect transpositions/fingerings in band, unable to maintain steady tempo while accompanying chorus, etc.) He also lacks initiative to prepare in advance. Throughout his 7-week placement with me, he turned in lesson plans late or not at all, he arrived late, he required regular reminders for basic tasks like sending emails, he didn't engage in reflection until I required him to watch videos of his own teaching, and he didn't improve on secondary instruments (especially brass). He clearly was not ready to student-teach.

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

Yes... however, students need more exposure to the Special Education side of education. They are only required to complete 7 weeks in a single Special Education placement. They only get to see a small part of the spectrum of possible Special Education services.

Overall, I believe Cali was definitely not prepared to begin her student teaching in my classroom. She did make adequate progress through the semester, but she really did not get to take over until late in the semester. As a result, she did not get ample time to teach and learn the craft of teaching. When Cali is employed, she will undergo some growing pains, but she will ultimately succeed as a solid educator. Her willingness to ask for help, use suggestions given, and her positive attitude will be her best qualities.

see my answer above...I also feel student teaching is the semester used to fine tune responsibilities needed for a job. I do believe the IUP students come ready and willing! They accept constructive criticism and use it to make positive change and growth.

I've mentored student teachers for over a decade and this is by far the least prepared a student teacher has been. I've noticed a trend that in the last 3 years student teachers have been much more negative about their experiences at IUP and teacher training. This is something that I care deeply about as a grad from the program. They are not ready. 1. They need training on how to communicate effectively. They need to know how to show empathy and they need to know how to connect with other human beings. 2. They need to be able to take coaching and feedback. 3. They need to have concrete teaching strategies they can use on day one. Knowing how to lecture, do a jigsaw, and do a WebQuest are not concrete teaching strategies. 4. There has to be some kind of basic evaluation of their communication and human connection skills before they get to student teaching. I love mentoring student teachers, and pour myself into the process, anything you can do to improve this would be greatly appreciated as I don't think I can continue if I have another experience like this.

Yes, she is well prepared in writing lessons, using a variety of instructional and assessment practices, and designed her own assessment aligning with the curriculum and standards.

Yes, they are well prepared. More preparation in creating assessments/worksheets in Microsoft Word would be helpful. There are many math features (equation editor) in Word that would benefit student/pre-service teachers. Google docs also has math features.

Yes. My student teacher, Alyssa Goodman, was an amazing student teacher. She was well organized, prepared, and knowledgeable. If I base the program off of her ability and preparation then I do believe the program was effective.

Overall, yes preparation from IUP was effective.

Amy was a wonderful student teacher. We would get together and she was flexible to make changes and eager to learn new things.

Yes, he was very open to the advice provided to him. He made the proper adjustments and learned from his mistakes.

Yes. She had a strong background and understanding of the content that she was teaching. In addition, she was very confident in her knowledge. She has a good foundation on which to hone her teaching and expand her pedagogy.

Yes - today's student body is the TikTok generation, and needs fast paced delivery of high quality pedagogy, and all my student teachers have been prepared to do so.

Yes! They are very prepared and the hands-on experience they receive during their student teaching is wonderful. I absolutely love the PDS model and how much growth a student teacher sees through this experience not only with themselves but with the students in their classroom.

I would say that it seems like IUP did its job. The student teacher came in somewhat prepared and was resilient to the demands of teaching in today's world.

yes. read above comments

Yes, but I think my student teacher's success had more to do with him being a responsible engaging person.

That depends on what my student teacher ends up teaching in the future. I feel they are prepared to teach AP level students, but not lower level

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

students (accommodating their learning needs/addressing classroom management issues).

Yes, my last few student teachers have been very mature and responsible. They have also been receptive to feedback, and very reflective in their teaching practices, making adjustments as needed.

I think she was well prepared.

Yes, I believe Miss Teno is well prepared for her responsibilities as an early childhood educator.

Yes, I believe my student teacher was prepared for employment. She developed excellent plans, communicated effectively with co-workers and administrators, had an excellent rapport with students, and asked meaningful questions. Many aspects of teaching are in the moment decisions, I felt my student teacher responded well in the moment and was able to shift her plans accordingly.

Yes.

Yes. The classroom training combined with experience in schools (pre-student teaching and student teaching) seems to be a good balance of theoretical and practical training/preparation.

Yes. My student teacher had a great network to support her, multiple resources to rely on in the curriculum and support from the supervisor. She also had experience as a sub before student teaching that led to her being exposed to many things in the school before coming, but credit is also due to the university for preparation in that area.

She will have to learn to be on time and to follow and adjust to a curriculum.

Yes, I feel confident that my student teacher will be able to be an effective teacher moving forward in the workforce. There will always be things that one will need to be flexible with, but she is well-equipped to navigate her responsibilities.

Yes, I believe so. I think that student teaching is always very eye-opening because it is very different from the simulated lessons in the college classroom, but the student teachers adjusted well.

As I said, he was brilliant from the very first day. That is a reflection on the program's ability to produce quality teachers. He effortlessly came in and assumed very solid control of the students in our classes. This is uncommon from what I hear, so I was very fortunate.

Unfortunately, due to COVID, many of my student teachers classes were online or adapted. With this being said, she struggled to create rigorous lessons that meet all learners in the classroom. She struggled with creating content specific information in finance, cooking and sewing.

Yes. I still think it is the best program around. I have had student observers and a student teacher in my classroom previous to this experience. Those students came from Mount Aloysius and Saint Francis. Based on my experience with this 1 IUP student teacher, I would say IUP's preparation is definitely ahead. It's hard to fully prepare a student teacher for the profession, but I think IUP gets them as close as possible. The rest will come from continued on-the-job experience.

I have mixed reviews. My latest student teacher was an extreme exception. Generally speaking, yes. I believe they are prepared, but naive. They may know how to teach, but I don't feel like they actually understand the implications of being a teacher.

I feel she was well prepared to begin her student teaching experience. She was flexible when learning the different programs we teach and adapting the lesson to reach all learners.

Absolutely yes! They have assumed responsibilities and gone above and beyond. Things like helping out with additional responsibilities; getting along with other staff, communicating with families, and helping out with after-school activities. My student teachers have been respectful of these new ideas. These are things that you cannot teach from a textbook, but they rose to every occasion.

Yes. My student teacher did a fabulous job and was well prepared to I feel quite ready to enter the work force upon her graduation.

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

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Yes. My student teacher knew what was needed and strived to get better throughout the placement

Yes.

Overall, yes she was very prepared. She was also very willing to learn new things and was open to me teaching her about different ways to engage students. Others may have felt underprepared for that part of teaching.

I think it was useful, however it is clear that the staff is low from low enrolment and budget cuts, however, these students need to have access to the same opportunities that I did just 5 years ago when I was in the undergrad program.

She did a Great Job teaching school, she knew the subject matter and was able to reach all of her students from working with Life Skills students to Gifted students. She made Great Lesson and her planning was done in a timely matter. She was able to control the classroom without any problems.

I do not believe so. The student teacher indicated that lesson structure was not covered, day to day classroom management was not covered, planning was not covered, and this was very evident in their teaching.

Yes, I do. She was quite capable of planning lessons that were accurate and interesting. She also was easily able to develop relationships and to work with large and small groups of students.

Yes

I think my student teacher is well prepared for the responsibilities he will confront on the job because of what he encountered here during his student teaching. He indicated that he had been instructed in class for various events that he encountered

Yes

Yes she was prepared for the daily tasks.

## 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...

None

Kelli Paquette was amazing to work with. She went above and beyond to address all concerns. This was so important because as a mentor it can be difficult to address concerns one-on-one. With her support, we were able to make significant improvements throughout the student teaching experience. Being a mentor with a struggling student in comparison to one who excels can be very stressful.

N/A

n/a

None

I have always gotten great student teachers from IUP!!!

I have no additional comments.

Continue to work to create the most practical program possible by providing more opportunity for practice based experience at the expense of theory.

I really like the improvements to the pre student teaching (weekly and then for a block of time) and felt the candidate made additional growth being in one classroom for the entire placement.

For Secondary English, more coursework about how to effectively teach grammar, punctuation, and vocabulary would be beneficial. This was one area that my student teacher struggled with.

My student teacher has a great disposition for teaching, and was well-prepared to take advice and learn from others. I would be happy to host another student teacher from IUP in the future.

I feel the student teacher is more prepared when they have completed their EDUC 342 with the same teacher as student teaching. In the spring, the student teacher is ready to start.

None

As a special education teacher, I feel that our special education teachers need to have more hands on experience before coming into the classroom. It would be beneficial for the students to observe classrooms as soon as they enter the program or have special education teachers speak in classrooms to share what actually happens daily in a classroom instead of waiting until pre-student teaching. I think our special education students would value greatly by having more practice in writing state documents (IEP's, NOREP's, Behavior Plans, etc). It seems like they are exposed to what they are but are not taught how to write one or guided on how to write one step by step. Lastly, it would be of great value to expose our students to understand what are valuable Community Based Instruction trips, transition planning, what outside agencies there are and what services they offer, sign language, crisis intervention training, indicator 13 training, etc.

Overall, the experience was very positive.

I do not believe taking a 45-credit education course online will prepare you for in-person instruction. Too many real-life factors occur in the classroom

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

that you cannot prepare for online. The background knowledge of the content area is lacking.

It seems like there needs to be more rigor or higher standards for students to continue in the Music Education program. I'm not sure when students officially "enter" the major, but there are certainly some sort of qualifying exams or parameters for students to be considered an official "music education candidate" when students reach their junior year.

NA

I really enjoyed working with Dr. Paquette. She was very easy to communicate with, she was supportive, and really showed a caring, but firm attitude when Cali needed it the most.

I continue to enjoy my IUP connection. I love being able to support a program where I, too, was once given the opportunity to enter a classroom and work with seasoned professionals. Working with IUP students pushes me to teach outside-of-the-box and always strive for best practices in my classroom. I love the 342 fall with spring student teaching experience. It was hard this year to end in the second week of PSSAs. This was the first time the IUP schedule seemed to do this.

Anyone who gets to student teaching has to be able to effectively communicate with students, their co-op, and colleagues. If that student teacher cannot engage in conversation, connect with these different groups, and make them feel heard and valued, that student teacher should not be placed. This is a bare minimum requirement and those student teachers should be put into multiple social situations where they have to show they can do these important and foundational things. I think the supervisors in our program are really good and do a great job with the student teachers. The issue is not the supervisors, but the issue is the process and the supports for these pre-service teachers. We have to adapt to the world we are in now and update what we are doing.

NA

N/A

I really liked the fact that I had my student teacher for pre-student teaching the quarter prior to her student teaching experience.

I absolutely love working with Pre-service teachers and gain an incredible amount of knowledge and ideas from them as well. It was wonderful to have IUP Supervisors back in our buildings and giving that valuable feedback in person. It was easier to collaborate and talk through activities, lessons, growth areas with supervisors in person.

None.

I don't know the placement requirements since they were not made clear from the college. That makes it hard to help the student teacher.

None at this time

It was a joy having my student teacher here, and if the situation arises again in the future, I would be more than willing to be a cooperating teacher again.

I would really like to see the quality of teacher be what it used to be. IUP students teachers were always overly prepared, very professional and wanting to go above and beyond. I don't see this any more.

The communication that I had with the IUP Supervisor was fantastic! She was professional, supportive and knowledgeable.

The music students seem like they need more time experiencing, teaching and/or observing real classrooms during their prep work in undergrad. Other than pre-student teaching, it doesn't seem like they get many other opportunities to teach students and observe K-12 teachers.

Thank you for encouraging all student teachers to be observed in person! Please provide future teachers with the opportunity to learn on Google. Many schools use Google as a platform for organizing and providing learning opportunities. I would like to recommend a different lesson plan format that aligns closer with Penn University of Pennsylvania.

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

I enjoyed working with IUP and connecting with my old program. I look forward to doing so again in the future.

If there are specific forms aside from live text that mentors should use for observations, it would be helpful to have the student teachers give those to us. I think it would be helpful to have the student teachers and mentors matched more carefully. For example, if a IUP student is getting a Social Studies degree, they could go into a class that teaches elementary social studies. That way there is a segue for success.

The PDS program is phenomenal- The amount of time that student-teacher gets to spend in a classroom is invaluable -Try to recruit more PDS students! -It would be helpful if student teachers came in with some strategies to help struggling readers - Being familiar with "how to" use a teachers' manual would be helpful

N/A

I loved my university supervisor, Dr. Laverick. She was very helpful. Ms. Trentin was a joy to work with!

I think that the Special Education Placement should be required to do an IEP not a behavior plan. Schools in this area now have behavior specialist and school psychologists for a behavior plan. However, I completed 25 IEP's this school year as a Special Ed teacher.

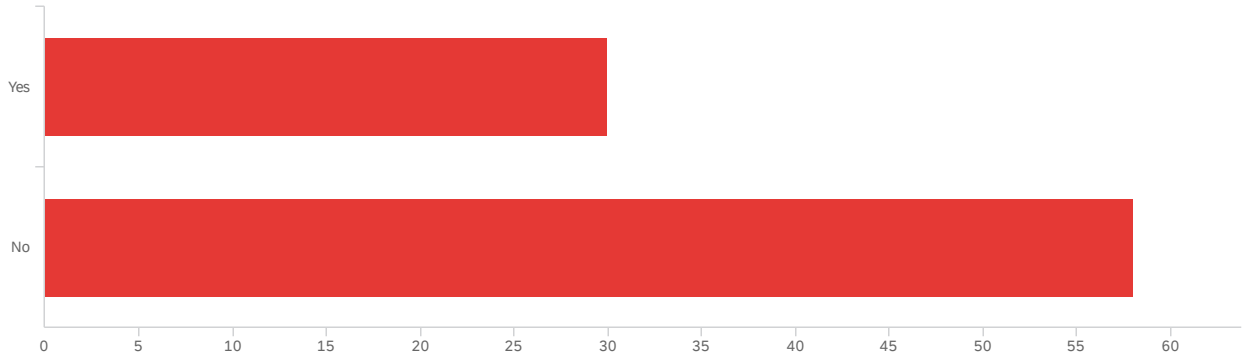
None

Music teachers need more emphasis on music fundamentals. Teaching can be fine-tuned, but if they cannot perform the music aspects, they cannot teach.

I have seen an improvement in the quality of student teachers in the past couple of years versus five years ago.

I wish you good luck in preparing our young men and women for teaching--we must foster these students to keep them interested in the profession.

Q11 - Is your student teacher participating in a year-long placement with you? (Fall EDUC 342 and Spring Student Teaching?)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is your student teacher participating in a year-long placement with you? (Fall EDUC 342 and Spring Student Teaching?)	1.00	2.00	1.66	0.47	0.22	88

#	Field	Choice Count
1	Yes	34.09% 30
2	No	65.91% 58

88

Showing rows 1 - 3 of 3

**End of Report**