IUP Completers' Perceptions of Preparedness Survey Results

Overall (n=38)

InTASC Standard	Strongly Agree	Agree	Disagree	Strongly Disagree
Design and implement developmentally appropriate and challenging learning experiences based on how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP 4.1)	21 (55%)	17 (45%)		
Ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2; CAEP 4.1)	16 (42%)	20 (53%)	2 (5%) (1 ELED UR; 1 ENGL/ESL)	
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 4.1)	24 (63%)	14 (37%)		
Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4; CAEP 4.1)	21 (55%)	16 (42%)		
Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC 5; CAEP 4.1)	18 (47%)	19 (50%)	1 (3%) (ELED UR)	
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 4.1)	21 (55%)	16 (42%)	1 (3%) (ELED UR)	
Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and	23 (61%)	5 (13%)		

pedagogy, as well as knowledge of learners and the community context (InTASC 7; CAEP 4.1)				
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 4.1)	23 (61%)	14 (37%)	1 (3%) (ECSP)	
Engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, and adapt practice to meet the needs of each learner (InTASC 9; CAEP 4.1)	21 (55%)	16 (42%)	1 (3%) (ELED UR)	
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 4.1)	20 (53%)	17 (45%)	1 (3%) (ELED K-6)	
InTASC Critical Disposition	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Respect learners' differing strengths and needs and is committed to using this information to further each learner's development? (InTASC Critical Disposition 1h; CAEP 4.2)	26 (68%)	12 (32%)		
Make learners feel valued and helps them learn to value each other (InTASC Critical Disposition 2n; CAEP 4.2)	26 (68%)	12 (32%)		
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 3o; CAEP 4.2)	22 (58%)	16 (42%)		
Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these	18 (47%)	20 (53%)		

perspectives? (InTASC Critical Disposition 4p; CAEP 4.2)				
Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas (InTASC Critical Disposition 5r; CAEP 4.2)	18 (47%)	20 (53%)		
Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth (InTASC Critical Disposition 6v; CAEP 4.2)	18 (47%)	17 (45%)	3 (8%) (1 ELED K-6; 1 ECSP UR; 1 ELED UR)	
Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community (InTASC Critical Disposition 7q; CAEP 4.2)	27 (71%)	10 (26%)	1 (3%) (ELED K-6)	
Commit to exploring how the use of new and emerging technologies can support and promote student learning (InTASC Critical Disposition 8r; CAEP 4.2)	14 (37%)	19 (50%)	5 (13%) (3 ELED K-6; 2 ECSP)	
Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy (InTASC Critical Disposition 9o; CAEP 4.2)	25 (66%)	13 (34%)		
Embrace the challenge of continuous improvement and change (InTASC Critical Disposition 10t; CAEP 4.2)	25 (66%)	12 (32%)	1 (3%) (ELED K-6)	

IUP Completers' Preparedness Survey

0-5 Years of Experience (n=13)

InTASC Standard	Strongly Agree	Agree	Disagree	Strongly Disagree
Design and implement developmentally appropriate and challenging learning experiences based on how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP 4.1)	7 (54%)	6 (46%)		
Ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2; CAEP 4.1)	7 (54%)	6 (46%)		
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 4.1)	10 (77%)	3 (26%)		
Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4; CAEP 4.1)	6 (46%)	7 (54%)		
Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC 5; CAEP 4.1)	5 (38%)	8 (62%)		
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 4.1)	7 (54%)	6 (46%)		
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 4.1)	9 (69%)	4 (31%)		

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 4.1)	8 (62%)	4 (31%)	1 (8%)	
Engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, and adapt practice to meet the needs of each learner (InTASC 9; CAEP 4.1)	8 (62%)	5 (38%)		
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 4.1)	8 (62%)	5 (38%)		
InTASC Critical Disposition	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Respect learners' differing strengths and needs and is committed to using this information to further each learner's development? (InTASC Critical Disposition 1h; CAEP 4.2)	8 (62%)	5 (38%)		
Make learners feel valued and helps them learn to value each other (InTASC Critical Disposition 2n; CAEP 4.2)	9 (69%)	4 (31%)		
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 3o; CAEP 4.2)	7 (54%)	6 (46%)		
Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives? (InTASC Critical Disposition 4p; CAEP 4.2)	6 (46%)	7 (54%)		

Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas (InTASC Critical Disposition 5r; CAEP 4.2)	4 (31%)	9 (69%)		
Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth (InTASC Critical Disposition 6v; CAEP 4.2)	5 (38%)	7 (54%)	1 (8%)	
Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community (InTASC Critical Disposition 7q; CAEP 4.2)	9 (69%)	4 (31%)		
Commit to exploring how the use of new and emerging technologies can support and promote student learning (InTASC Critical Disposition 8r; CAEP 4.2)	7 (54%)	4 (31%)	2 (15%)	
Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy (InTASC Critical Disposition 9o; CAEP 4.2)	8 (62%)	5 (38%)		
Embrace the challenge of continuous improvement and change (InTASC Critical Disposition 10t; CAEP 4.2)	8 (62%)	5 (38%)		

IUP Completers' Preparedness Survey

6-10 Years of Experience (n=4)

InTASC Standard	Strongly Agree	Agree	Disagree	Strongly Disagree
Design and implement developmentally appropriate and challenging learning experiences based on how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP 4.1)		4 (100%)		
Ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2; CAEP 4.1)	1 (25%)	2 (50%)	1 (25%)	
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 4.1)	1 (25%)	3 (75%)		
Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4; CAEP 4.1)	2 (50%)	2 (50%)		
Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC 5; CAEP 4.1)	2 (50%)	1 (25%)	1 (25%)	
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 4.1)	2 (50%)	1 (25%)	1 (25%)	
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 4.1)	1 (25%)	3 (75%)		

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 4.1)	1 (25%)	3 (75%)		
Engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, and adapt practice to meet the needs of each learner (InTASC 9; CAEP 4.1)	2 (50%)	1 (25%)	1 (25%)	
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 4.1)	2 (50%)	1 (25%)	1 (25%)	
InTASC Critical Disposition	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Respect learners' differing strengths and needs and is committed to using this information to further each learner's development? (InTASC Critical Disposition 1h; CAEP 4.2)	2 (50%)	2 (50%)		
Make learners feel valued and helps them learn to value each other (InTASC Critical Disposition 2n; CAEP 4.2)	2 (50%)	2 (50%)		
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 3o; CAEP 4.2)	2 (50%)	2 (50%)		
Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives? (InTASC Critical Disposition 4p; CAEP 4.2)	1 (25%)	3 (75%)		

Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas (InTASC Critical Disposition 5r; CAEP 4.2)	1 (25%)	3 (75%)		
Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth (InTASC Critical Disposition 6v; CAEP 4.2)	1 (25%)	2 (50%)	1 (25%)	
Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community (InTASC Critical Disposition 7q; CAEP 4.2)	2 (50%)	1 (25%)	1 (25%)	
Commit to exploring how the use of new and emerging technologies can support and promote student learning (InTASC Critical Disposition 8r; CAEP 4.2)	1 (25%)	2 (50%)	1 (25%)	
Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy (InTASC Critical Disposition 9o; CAEP 4.2)	3 (75%)	1 (25%)		
Embrace the challenge of continuous improvement and change (InTASC Critical Disposition 10t; CAEP 4.2)	2 (50%)	2 (50%)		

IUP Completers' Preparedness Survey

11-20 Years of Experience (n=10)

InTASC Standard	Strongly Agree	Agree	Disagree	Strongly Disagree
Design and implement developmentally appropriate and challenging learning experiences based on how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP 4.1)	7 (70%)	3 (30%)		
Ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2; CAEP 4.1))	4 (40%)	5 (50%)	1 (10%)	
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 4.1))	7 (70%)	3 (30%)		
Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4; CAEP 4.1)	5 (50%)	5 (50%)		
Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC 5; CAEP 4.1)	6 (60%)	4 (40%)		
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 4.1)	6 (60%)	4 (40%)		
•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 4.1)	6 (60%)	4 (40%)		

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 4.1)	7 (70%)	3 (30%)		
•Engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, and adapt practice to meet the needs of each learner (InTASC 9; CAEP 4.1)	5 (50%)	5 (50%)		
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 4.1)	4 (40%)	6 (60%)		
InTASC Critical Disposition	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Respect learners' differing strengths and needs and is committed to using this information to further each learner's development? (InTASC Critical Disposition 1h; CAEP 4.2)	8 (80%)	2 (20%)		
Make learners feel valued and helps them learn to value each other (InTASC Critical Disposition 2n; CAEP 4.2)	8 (80%)	2 (20%)		
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 3o; CAEP 4.2)	8 (80%)	2 (20%)		
Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives? (InTASC Critical Disposition 4p; CAEP 4.2)	8 (80%)	2 (20%)		

Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas (InTASC Critical Disposition 5r; CAEP 4.2)	7 (70%)	3 (30%)		
Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth (InTASC Critical Disposition 6v; CAEP 4.2)	5 (50%)	5 (50%)		
Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community (InTASC Critical Disposition 7q; CAEP 4.2)	7 (70%)	3 (30%)		
Commit to exploring how the use of new and emerging technologies can support and promote student learning (InTASC Critical Disposition 8r; CAEP 4.2)	2 (20%)	8 (80%)		
Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy (InTASC Critical Disposition 9o; CAEP 4.2)	7 (70%)	3 (30%)		
Embrace the challenge of continuous improvement and change (InTASC Critical Disposition 10t; CAEP 4.2)	7 (70%)	2 (20%)	1 (10%)	

IUP Completers' Preparedness Survey

21+ Years of Experience (n=11)

InTASC Standard	Strongly Agree	Agree	Disagree	Strongly Disagree
Design and implement developmentally appropriate and challenging learning experiences based on how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP 4.1)	7 (64%)	4 (36%)		
Ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2; CAEP 4.1))	4 (36%)	7 (64%)		
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 4.1))	6 (55%)	5 (45%)		
Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4; CAEP 4.1)	8 (73%)	2 (2%)		
Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC 5; CAEP 4.1)	5 (45%)	6 (55%)		
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 4.1)	6 (55%)	5 (45%)		
•Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and	7 (64%)	4 (36%)		

pedagogy, as well as knowledge of learners and the community context (InTASC 7; CAEP 4.1)				
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 4.1)	7 (64%)	4 (36%)		
•Engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, and adapt practice to meet the needs of each learner (InTASC 9; CAEP 4.1)	6 (55%)	5 (45%)		
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 4.1)	6 (55%)	5 (45%)		
InTASC Critical Disposition	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
Respect learners' differing strengths and needs and is committed to using this information to further each learner's development? (InTASC Critical Disposition 1h; CAEP 4.2)	8 (73%)	3 (27%)		
Make learners feel valued and helps them learn to value each other (InTASC Critical Disposition 2n; CAEP 4.2)	7 (64%)	4 (36%)		
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 3o; CAEP 4.2)	4 (36%)	7 (64%)		
Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these	5 (45%)	6 (55%)		

perspectives? (InTASC Critical Disposition 4p; CAEP 4.2)				
Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas (InTASC Critical Disposition 5r; CAEP 4.2)	6 (55%)	5 (45%)		
Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth (InTASC Critical Disposition 6v; CAEP 4.2)	6 (55%)	4 (36%)	1 (9%)	
Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community (InTASC Critical Disposition 7q; CAEP 4.2)	9 (82%)	2 (18%)		
Commit to exploring how the use of new and emerging technologies can support and promote student learning (InTASC Critical Disposition 8r; CAEP 4.2)	4 (36%)	5 (45%)	2 (18%)	
Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy (InTASC Critical Disposition 9o; CAEP 4.2)	7 (64%)	4 (36%)		
Embrace the challenge of continuous improvement and change (InTASC Critical Disposition 10t; CAEP 4.2)	8 (73%)	3 (23%)		