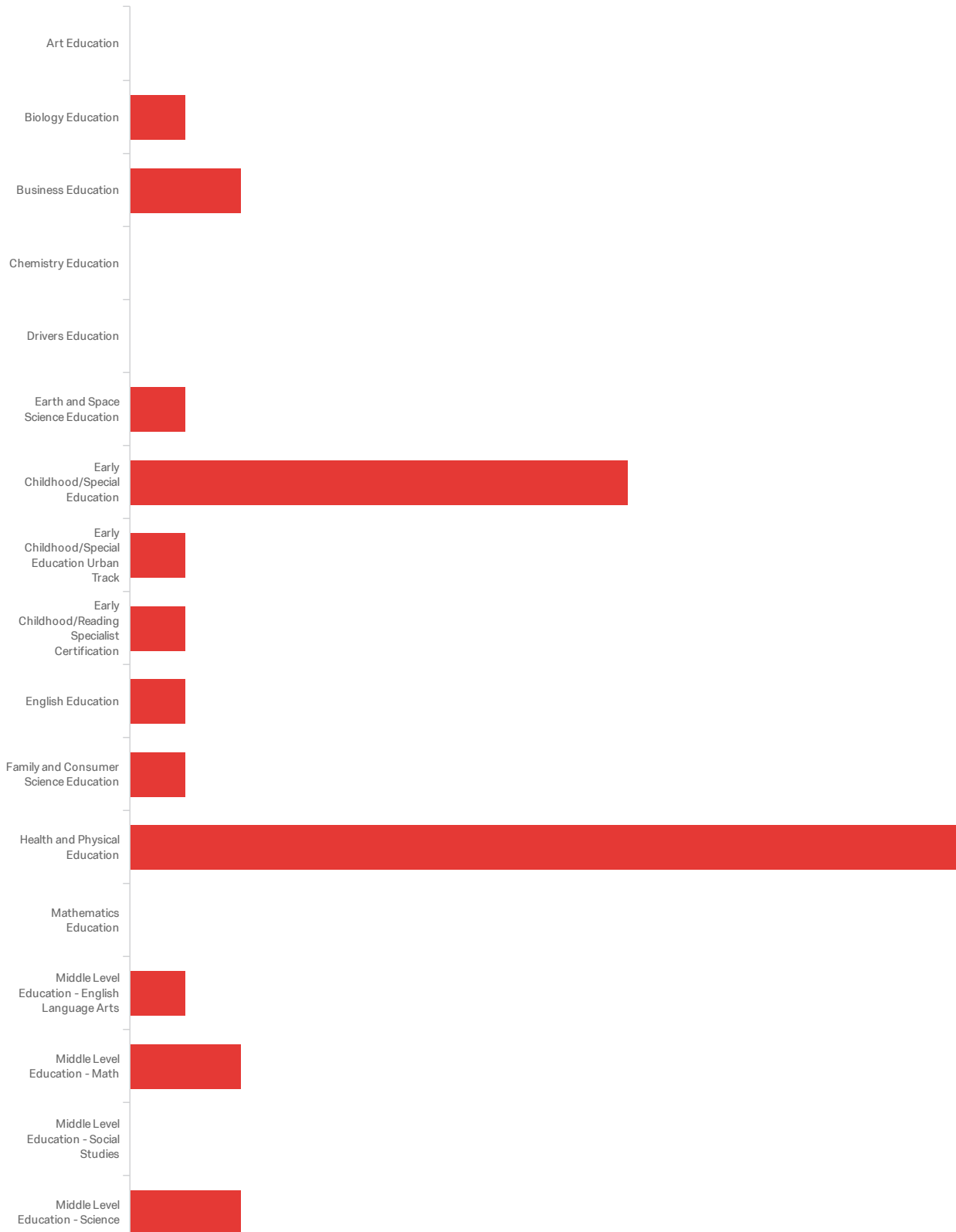


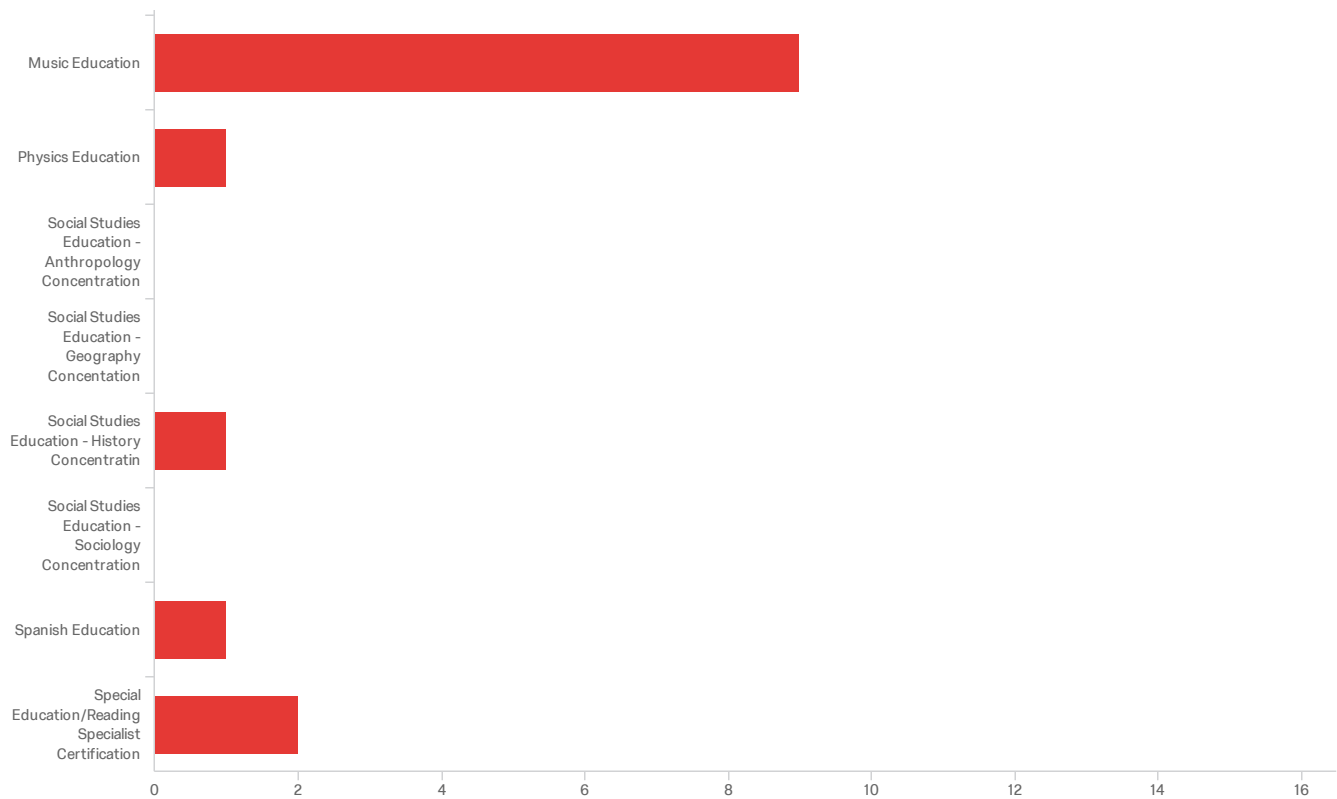
Fall 2018 Mentor Survey

Fall 2018 Mentor Survey

February 19, 2019 6:40 PM MST

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



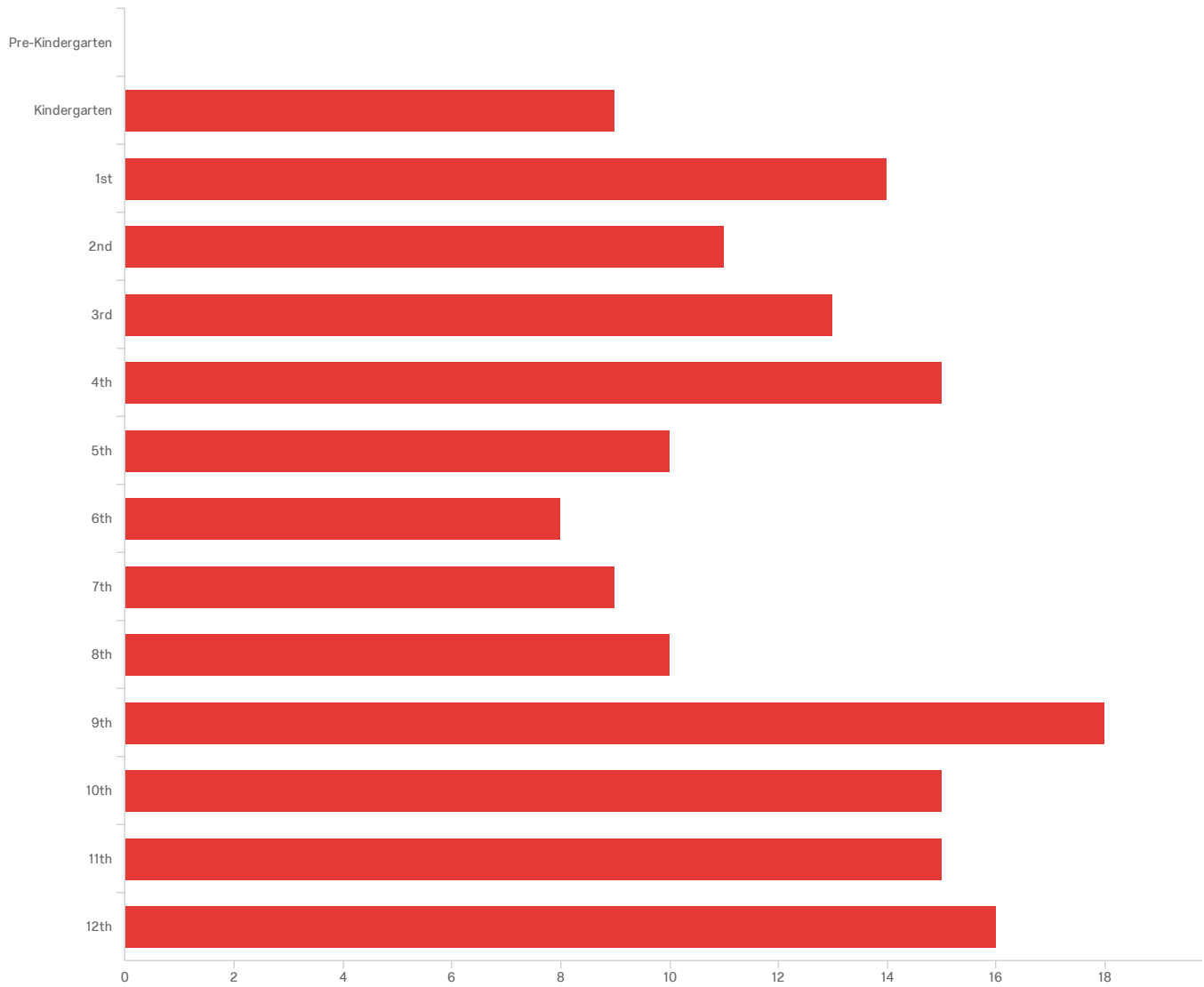


#	Field	Choice Count
1	Art Education	0.00% 0
2	Biology Education	1.96% 1
3	Business Education	3.92% 2
4	Chemistry Education	0.00% 0
5	Drivers Education	0.00% 0
6	Earth and Space Science Education	1.96% 1
7	Early Childhood/Special Education	17.65% 9
8	Early Childhood/Special Education Urban Track	1.96% 1
9	Early Childhood/Reading Specialist Certification	1.96% 1
10	English Education	1.96% 1
11	Family and Consumer Science Education	1.96% 1
12	Health and Physical Education	29.41% 15
13	Mathematics Education	0.00% 0
14	Middle Level Education - English Language Arts	1.96% 1
15	Middle Level Education - Math	3.92% 2

#	Field	Choice Count
16	Middle Level Education - Social Studies	0.00% 0
17	Middle Level Education - Science	3.92% 2
18	Music Education	17.65% 9
19	Physics Education	1.96% 1
20	Social Studies Education - Anthropology Concentration	0.00% 0
21	Social Studies Education - Geography Concentration	0.00% 0
22	Social Studies Education - History Concentration	1.96% 1
23	Social Studies Education - Sociology Concentration	0.00% 0
24	Spanish Education	1.96% 1
25	Special Education/Reading Specialist Certification	3.92% 2
		51

Showing rows 1 - 26 of 26

Q3 - What grade level(s) did you teach in 2017-2018?



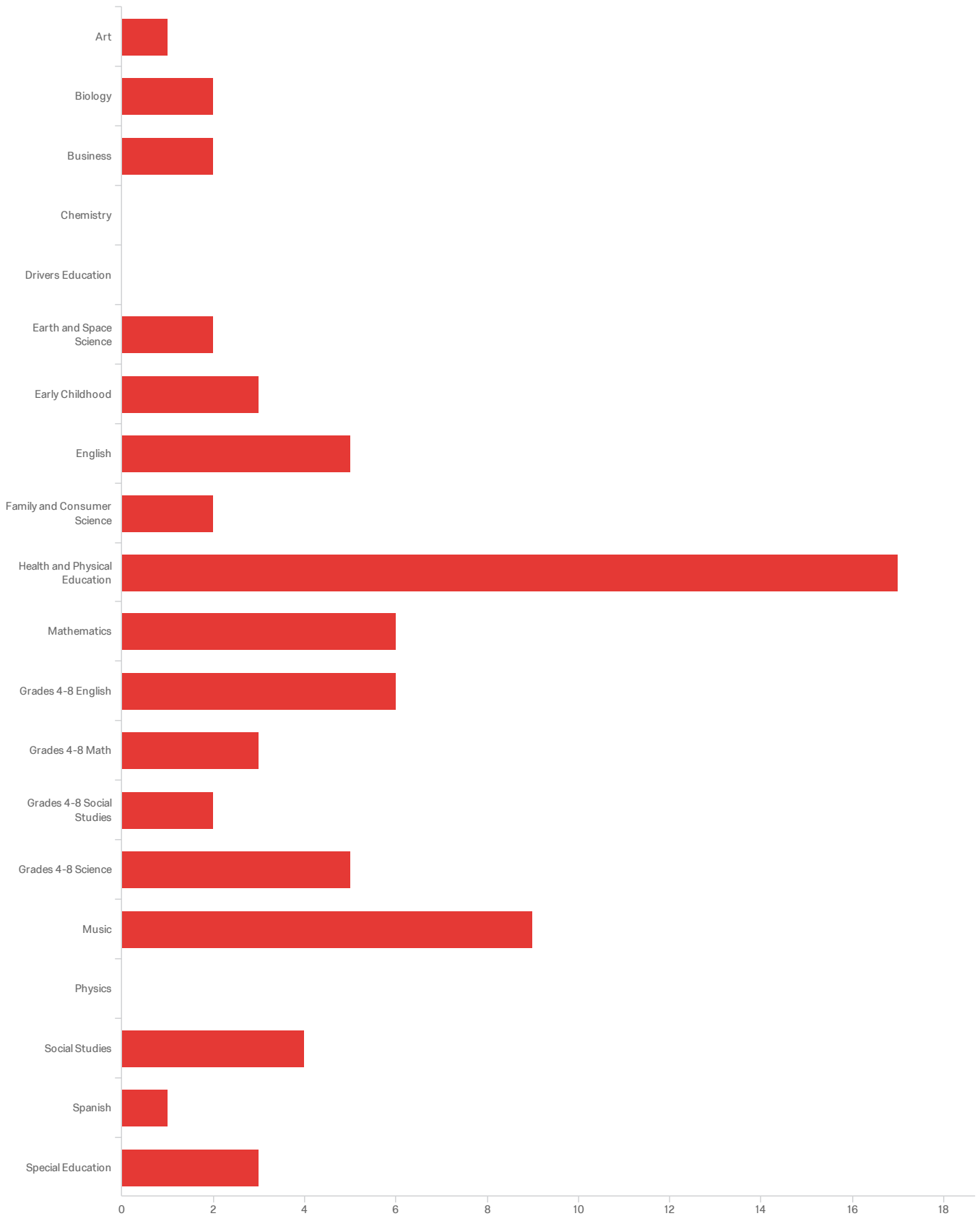
#	Field	Choice Count
1	Pre-Kindergarten	0.00% 0
2	Kindergarten	5.52% 9
3	1st	8.59% 14
4	2nd	6.75% 11
5	3rd	7.98% 13
6	4th	9.20% 15
7	5th	6.13% 10
8	6th	4.91% 8

#	Field	Choice Count
9	7th	5.52% 9
10	8th	6.13% 10
11	9th	11.04% 18
12	10th	9.20% 15
13	11th	9.20% 15
14	12th	9.82% 16

163

Showing rows 1 - 15 of 15

Q4 - What subject(s) did you teach in 2017-2018?

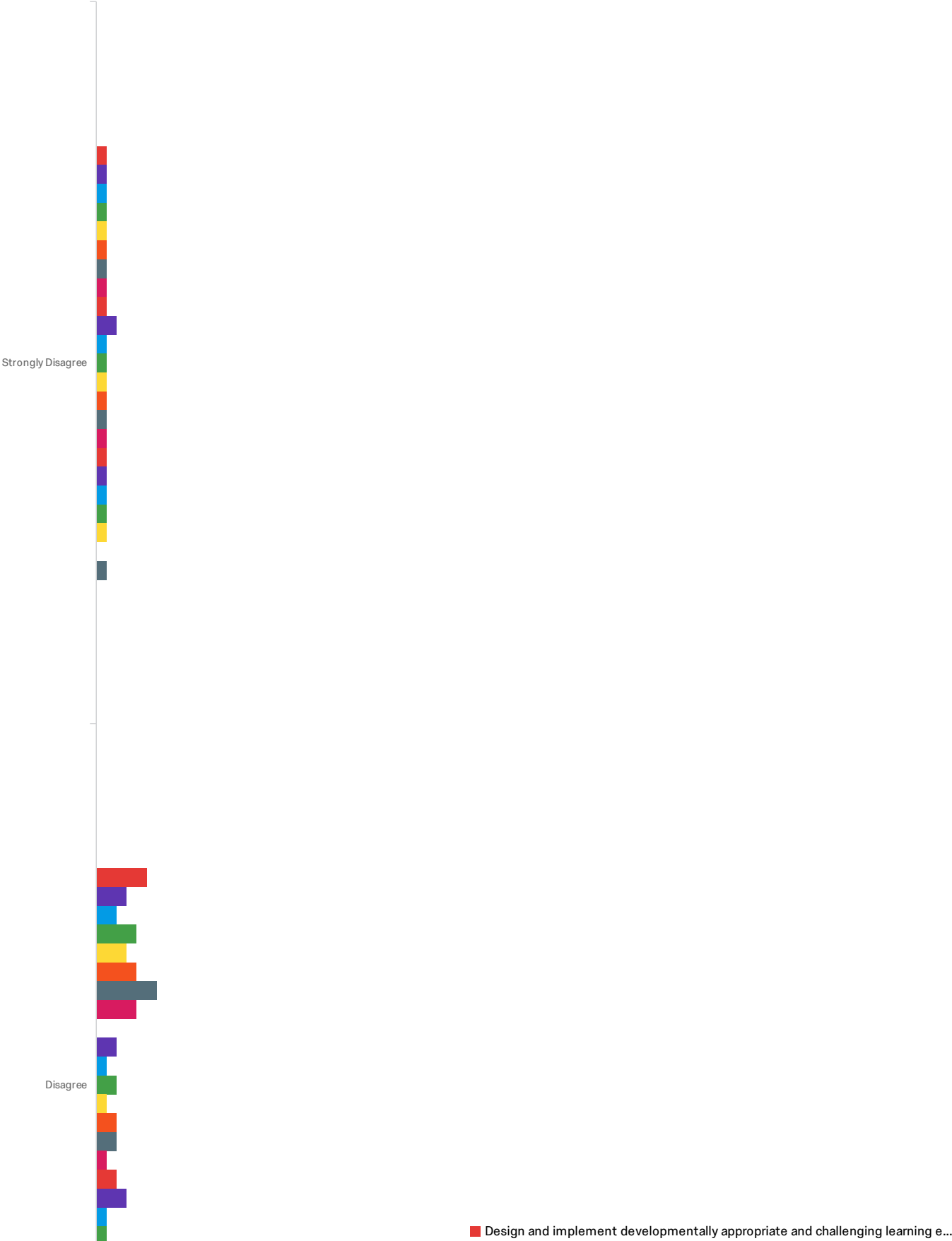


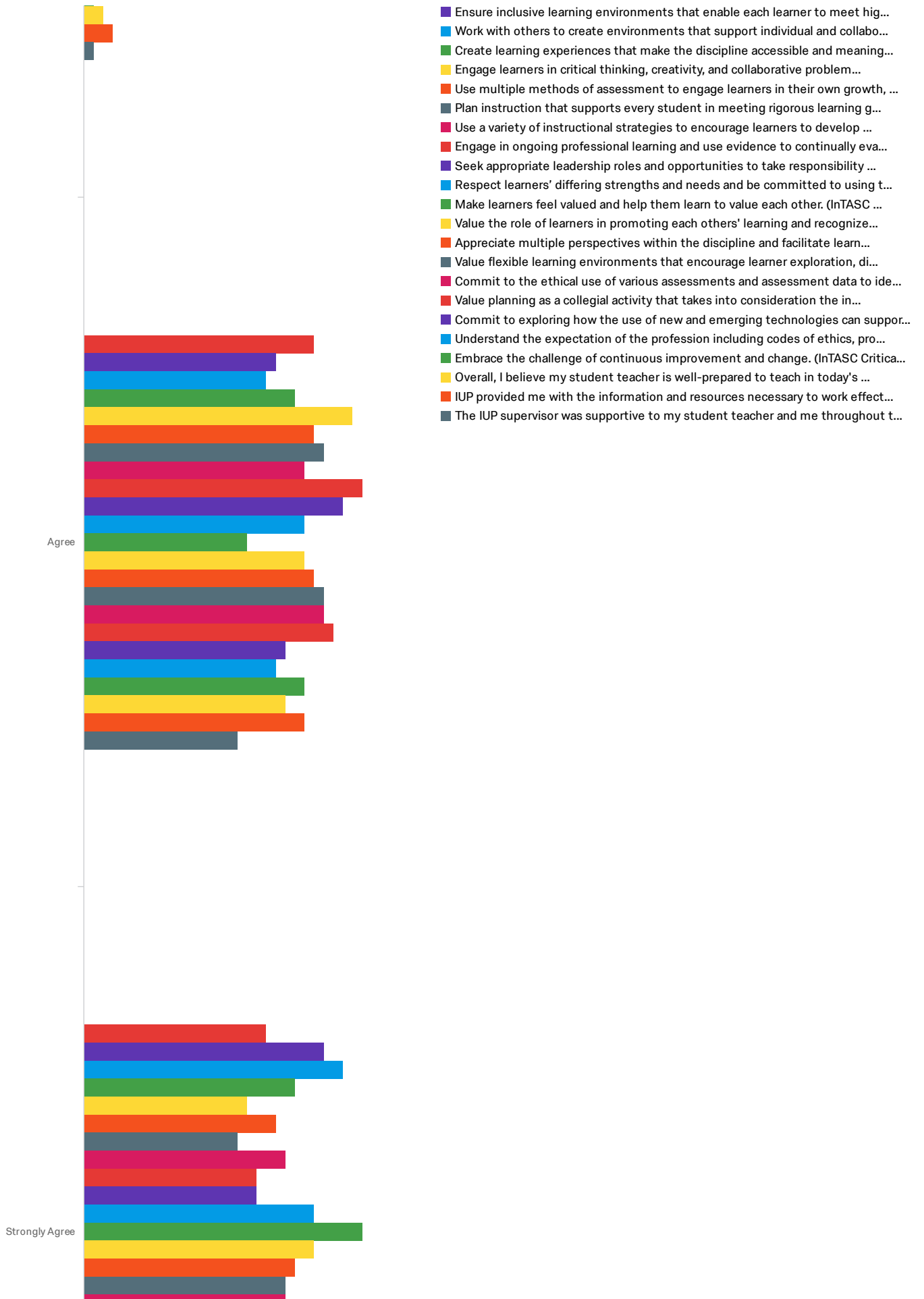
#	Field	Choice Count
1	Art	1.37% 1
2	Biology	2.74% 2
3	Business	2.74% 2
4	Chemistry	0.00% 0
5	Drivers Education	0.00% 0
6	Earth and Space Science	2.74% 2
7	Early Childhood	4.11% 3
8	English	6.85% 5
9	Family and Consumer Science	2.74% 2
10	Health and Physical Education	23.29% 17
11	Mathematics	8.22% 6
12	Grades 4-8 English	8.22% 6
13	Grades 4-8 Math	4.11% 3
14	Grades 4-8 Social Studies	2.74% 2
15	Grades 4-8 Science	6.85% 5
16	Music	12.33% 9
17	Physics	0.00% 0
18	Social Studies	5.48% 4
19	Spanish	1.37% 1
20	Special Education	4.11% 3

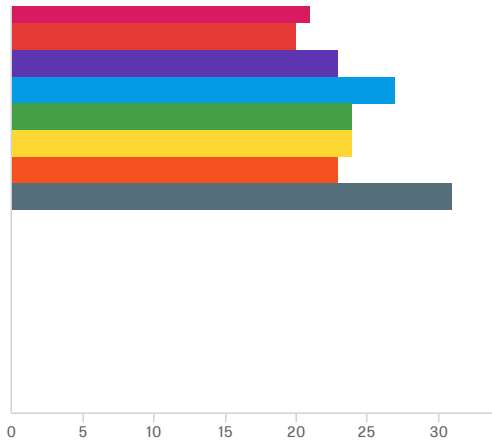
73

Showing rows 1 - 21 of 21

Q5 - IUP prepares the teacher candidates to







#	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; CAEP4.1)	1.00	4.00	3.24	0.72	0.51	49
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP 4.1)	1.00	4.00	3.41	0.70	0.49	49
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 4.1)	1.00	4.00	3.47	0.67	0.45	49
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP 4.1)	1.00	4.00	3.33	0.71	0.51	49
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP 4.1)	1.00	4.00	3.24	0.66	0.43	49
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 4.1)	1.00	4.00	3.29	0.70	0.49	49
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 4.1)	1.00	4.00	3.17	0.72	0.51	48
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 4.1)	1.00	4.00	3.31	0.71	0.50	49
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 4.1)	1.00	4.00	3.33	0.59	0.35	48

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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 4.1)	1.00	4.00	3.24	0.72	0.51	49
11	Respect learners' differing strengths and needs and be committed to using this information to further each learner's development. (InTASC Critical Disposition 1h; CAEP 4.2)	1.00	4.00	3.43	0.64	0.41	49
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2n; CAEP 4.2)	1.00	4.00	3.51	0.67	0.45	49
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 3o; CAEP 4.2)	1.00	4.00	3.43	0.64	0.41	49
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4p; CAEP 4.2)	1.00	4.00	3.37	0.66	0.44	49
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5r; CAEP 4.2)	1.00	4.00	3.35	0.66	0.43	49
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 6v; CAEP 4.2)	1.00	4.00	3.38	0.63	0.40	48
17	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)	1.00	4.00	3.33	0.65	0.42	49
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)	1.00	4.00	3.38	0.70	0.48	48
19	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)	1.00	4.00	3.49	0.64	0.41	49
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10t; CAEP 4.2)	1.00	4.00	3.43	0.64	0.41	49
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP 2.3)	1.00	4.00	3.42	0.67	0.45	48
22	IUP provided me with the information and resources necessary to work effectively with, and assess, my student teacher. (CAEP 2.2)	2.00	4.00	3.41	0.60	0.36	49
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP 2.2)	1.00	4.00	3.57	0.64	0.41	49

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
#	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; CAEP4.1)	2.04% 1	10.20% 5	48.98% 24	38.78% 19	49	
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP 4.1)	2.04% 1	6.12% 3	40.82% 20	51.02% 25	49	
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 4.1)	2.04% 1	4.08% 2	38.78% 19	55.10% 27	49	
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP 4.1)	2.04% 1	8.16% 4	44.90% 22	44.90% 22	49	
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP 4.1)	2.04% 1	6.12% 3	57.14% 28	34.69% 17	49	
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 4.1)	2.04% 1	8.16% 4	48.98% 24	40.82% 20	49	
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 4.1)	2.08% 1	12.50% 6	52.08% 25	33.33% 16	48	
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 4.1)	2.04% 1	8.16% 4	46.94% 23	42.86% 21	49	
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 4.1)	2.08% 1	0.00% 0	60.42% 29	37.50% 18	48	
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 4.1)	4.08% 2	4.08% 2	55.10% 27	36.73% 18	49	
11	Respect learners' differing strengths and needs and be committed to using this information to further each learner's development. (InTASC Critical Disposition 1h; CAEP 4.2)	2.04% 1	2.04% 1	46.94% 23	48.98% 24	49	
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2n; CAEP 4.2)	2.04% 1	4.08% 2	34.69% 17	59.18% 29	49	
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 3o; CAEP 4.2)	2.04% 1	2.04% 1	46.94% 23	48.98% 24	49	

#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4p; CAEP 4.2)	2.04% 1	4.08% 2	48.98% 24	44.90% 22	49
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5r; CAEP 4.2)	2.04% 1	4.08% 2	51.02% 25	42.86% 21	49
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 6v; CAEP 4.2)	2.08% 1	2.08% 1	52.08% 25	43.75% 21	48
17	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)	2.04% 1	4.08% 2	53.06% 26	40.82% 20	49
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)	2.08% 1	6.25% 3	43.75% 21	47.92% 23	48
19	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)	2.04% 1	2.04% 1	40.82% 20	55.10% 27	49
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10t; CAEP 4.2)	2.04% 1	2.04% 1	46.94% 23	48.98% 24	49
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP 2.3)	2.08% 1	4.17% 2	43.75% 21	50.00% 24	48
22	IUP provided me with the information and resources necessary to work effectively with, and assess, my student teacher. (CAEP 2.2)	0.00% 0	6.12% 3	46.94% 23	46.94% 23	49
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP 2.2)	2.04% 1	2.04% 1	32.65% 16	63.27% 31	49

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...

There were a number of different sites my student teacher took advantage of during his experience here. He used Quizizz as a primary assessment tool. Daily, he also used Promethean technology which allowed him to link to the internet, display Powerpoint, write, etc. as a part of his routine of instruction. Also, technology plays a important part in our current science curriculum with the use of robot brain input and outputs. Technology played a role in is daily routine of instruction.

My student teacher helped to create web assignments for my AP Music Theory class, taught a new web-based program to my music technology class, and used the computer as a visual guide for students in my adapted music class.

My student teacher was up to date and had mastered software that is most used in music education. He was able to create printed music using music software. Also to Create PowerPoint to enhance lessons, use digital piano, add Mp3 music files and digital video to his lessons.

They used technology in health for powerpoint presentations and webquests to have the students complete health related activities. One also used an app to have the students complete a physical activity scavenger hunt.

use of video and audio backing tracks for modeling ipad apps for note reading fluency creation of original worksheets and audio examples

All of the student teachers that I have used the Smartboard in a variety of ways that have been engaging to the students. They have utilized, much technology in ways of communication with myself and their supervisors as well.

My student teacher used Google Slides and Active Inspire to create lessons that could be interactive and presented on the Promethean Board.

Google suite, LiveText, and the classroom's Smartboard were all utilized to enhance instruction.

We used technology day. Our district has a 1-1 grant so that each student has his/her own device. Google suite is our main resource along with Study Island and Accelerated Reader.

John was great in using technology for assessment in HPE. He used it in his fitness unit.

My student teacher used my Promethean Board each class. She has her objectives, expectations, agenda all on the board. Her workout of the day was up each day for all of the students to see.

My student teacher utilized google for a variety of items including presentations and forms. The student teacher also utilized blackboard, QR codes and Gifs for teaching methods.

She used technology in our music technology class. Not to assess, but she taught a few lessons using Finale and GarageBand.

At the elementary level she used Polar Heart Rate monitors for each of the students. After putting all the information into the system she was able to project the results on the wall during class. Students could actually watch their own heart rate while they were working out. It was a great activity.

My student teacher actually did a lesson plan reviewing the negative impact that some technology can have on people. She also used technology to have the students do projects, she did power points and showed some educational videos.

She utilizes power point presentations, relevant instructional videos to enhance student interest, and charts to analyze her three student project data.

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

The student was not prepared to teach the content for this area.

She used our Elmo projector & smartboard

I did not have a student teacher in 2017-2018, I did have one fall 2018-which is what I based my answers on. The students in my school all have school-issued laptops and the only time technology was used by the student teacher was to play Kahoot! on a few occasions.

She mainly used Google Slides / powerpoint to introduce concepts (in the content areas). It's not dissimilar to promethean board flipcharts. We didn't utilize technology for assessment, but we were establishing the beginning of the year, I wouldn't introduce that right away.

Tessa used technology through her computer, YouTube, promethean board, iPad's, and other forms of technology that were incorporated into her lessons.

She did not, other than to submit plans.

She utilized a variety of technological resources.

This particular candidate used very little technology in the classroom. She projected PowerPoint onto a monitor. However, other candidates have used Office 365, Youtube, Nearpod, and various apps to integrate technology into the classroom.

We both used Google Classroom extensively. My student teacher was able to use all of his PowerPoints and convert them to Google Slides. We used the classroom for giving instruction, posting announcements, homework and also assigning tests and quizzes.

My student teacher used technology in various ways throughout her placement with me. She supported lessons with video clips, interactive games online, and used the active inspire software with the Promethean board.

She used PowerPoint to present and review songs, as well as notation software to notate student compositions.

You Tube, promethean board, GoogleClassroom

She used an application that picked teams randomly. She also used an app that gave her the ability to send, edit and share all of her lessons.

KAHOOT - GOOGLE SLIDES - TESTS ON GOOGLE FORMS

Instruction: Show YouTube performances as models and to learn from, recording and mixing programs to make rehearsal tracks for students, Google Classroom to send assignments and announcements to students. Assessment: Students submit recordings or video recordings via phones or School Video Recorder app on Chromebooks for teacher to give feedback as a learning tool and assessment.

Computer Powerpoint Remind Mobile Computer Lab Computer lab Walking around tests-online and paper

They used the Google suite of tools and our smartboard effectively.

My student teacher used heart rate monitors to assess participation of students during physical education.

He used a few videos from youtube in social studies and a video in math class to teach a math concept. Other than that, he used technology to prepare Google slides presentations in science and social studies.

As a resource for gathering information about a topic; Kahoot; creating picture profiles for student use during instruction

use of computer lab use of mimio during large group instruction

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

Student teacher was able to use the smart board to introduce lessons.

Used technology at the high school level, not the elementary level.

We have laptops available to the students and a smart board for instruction.

My student teacher was comfortable using technology to prepare his lessons and teach his lessons (using presentations). . . we also used Google Classroom as a way to keep students connected and responsible for their learning. Most simple assessments were given through Google forms.

She didn't really.

We had a small health unit in which they used webquests, had the students research and access health related information on their own, and use the internet to find reliable information.

Usage of making own student materials, graphs, and ELMO.

She used technology almost everyday to get assignments to and from students as well as use it to grade. She also used it a vital tool to teach students.

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?

Does the university teach or explore the importance of parent/teacher relationships, especially in the elementary? I haven't come across that with most universities. It really is an important aspect in the profession.

None. This has been my only experience with IUP, and this student teacher was extremely well prepared.

I was not able to attend the the prep meeting as it was scheduled during the summer and I was on vacation with my family. I would like to see it scheduled during a school year weekend.

I feel that the Health and Physical Education department is lacking in methods classes. The students go through classroom activities, but the Slippery Rock students actually go through sport classes to practice skills, learn how to teach them, and play games. I understand that there are method classes that need to be taken, but the HPED students from IUP are lacking from "activity" based classes and it sets them behind cohorts from other Universities.

The LiveText platform has some bugs, and it was very difficult to access the assessments.

I think the program has evolved with the times and changes in today's classroom. I think the PDS is a particularly valuable program and the year- long placement should be implemented with all student teachers during as a graduation requirement.

It was a very good program.

This particular student teacher was amazing. She was very well prepared, enthusiastic, personable with not only the kids but the staff as well. Therefore, I saw no need for improvement.

Provide students with the knowledge and experience to make create and use a variety of assessment methods.

I mean this in the nicest possible way, but don't offer me student teachers who are not ready to student teach. Student teachers who are not at the top of their game or who don't already have some sort of teaching experience (marching bands, sectionals with schools, etc.) do not have the skills necessary to work with my students.

My student teacher did not have a BS in education. She was getting her Masters in PE. Even though I think the Masters program is a wonderful addition I feel there needs to be planning to get these students out into a classroom before they begin to student teach. The following were areas I feel need revamped without a teaching degree: *understanding developmental and skill level *time and class management *standards and lesson planning

Everything was fine.

Perhaps give more information regarding district assessments as Dibels; how they are administered and their uses. We usually explain this information at the beginning of the year to our student teachers.

More rigorous standards for graduate students wanting to teach.

Student teacher supervisor be available after observation for us to collaborate about the pros & cons about the lesson.

is there a minimum grade they must have in courses prior to student teaching? My student teacher had poor planning, poor lesson planning, poor organization for courses--I would hope there is certain criteria per courses they should earn.

Focus more on questioning. I've noticed student teachers asking more literal questions, rather than those that encourage deeper thinking. By the end she knew to ask more open-ended questions and give plenty of wait time to let kids think about it. Sometimes it's not always about looking for a black and white answer...see what they come up with!

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

Tessa was great. She was a model student teacher. She made IUP look great.

Students need more time in the classroom; they should spend an entire year.

Incorporate Google Classroom applications into classes at IUP.

The last candidate mentored here struggled with some basic education principles. As IUP has a strong program, I am sure there are "checkpoints" in place for students working through the program. These may need to be modified or revised to ensure students are ready for student teaching.

I feel the program did a very good job at preparing the future teachers.

Forms are still confusing. I wasn't sure which one needed filled out and when. Although, MUCH better than in past years!

More emphasis on using high quality materials from established sources.

N/A

Provide the details etc.... prior to the student teacher coming - Also check up on the supervisors as ours did not email back or show up when they were supposed to.

Two skills that are often not as strong as they should be are rhythm and piano.

none, or stay longer

LiveText has some bugs, and would not allow me to access assessments easily.

Better understanding of Standards and an understanding of how they will be evaluated when they secure a job

More preparation in Health curriculum.

I'm not sure the student teacher I had this semester is ready for his own classroom. It seems that he was not completely prepared to plan, implement, and assess instruction. Issues about dialogue were not addressed prior to his student teaching experience. Professionalism was also lacking ("I don't like to read and don't think I ever finished a book."). I thought I was going to have a heart attack. The students teachers must realize that they aren't here to be friends of the students. Discipline was a huge issue while my student teaching was instructing and preparation for his instruction as also a problem.

Try to give student teachers a better feel for different ways to teach lessons. I feel that some individuals may be more apt to try things; however, some need to be exposed to different ways to teach lessons and and "see" other means to get students involved. I think it is important that they receive more opportunity to receive evaluations from peers to allow time to self evaluate on who they are as an educator. Also, maybe incorporate mock interviews to help with giving them an idea of what to expect when they are applying for jobs.

Student teacher did not receive an onsite visit fro supervisor. Student teacher also had a hard time reaching supervisor to discuss important questions.

N/A

I think it may be beneficial for the placement to be a little longer in order to really feel immersed in the placement. Perhaps the student teacher spends a semester "pre-student teaching" (one day per week) in his student teaching placement, then the second semester in the same placement (everyday).

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

I feel that the HPED program has had so many cutbacks and it has really set back the student teachers. Compared to other student teachers they are very behind in their methods classes. They have an opportunity to teach one Health and one Physical Education lesson while they are in school, and they do not have any sport method classes. Other Universities provide method classes covering all of the sports and give them the opportunity to practice the skill, learn the rules, how to to teach it and what adaptations could be made. IUP students do not get any of this and it something that is really beneficial to other programs and sets SRU students ahead of them.

I would say a stronger Classroom management for an urban setting. Be prepared for the emotional support.

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. He seemed to be well aware of current instructional practices. He was willing to adapt, whether that was his personality or a result of IUP's education philosophy, to any suggestions and changes in his planning and delivery. Change, as you know, is a part of our professional world. He certainly entertained and received that well.

Yes. She had a very good understanding of what was expected of her as a teacher, along with great content knowledge.

Yes i do. He understood education theory and music education methods. He was prepared to expect different style learners and was even familiar with legal policy. He was experienced in using PA and national standards for music education.

Yes and no. They are more than prepared when it comes to completing lesson plans and paperwork, but they lack experience on what to actually do with what was written on paper in the classroom. They lack preparation in adapting and adjusting in the Physical Education setting.

yes the student teacher was poised and comfortable in the classroom accepted criticism well and worked to improve was proactive in managing difficulties that arose

Yes

Yes - in today's rapidly changing field, they are prepared to be flexible and open-minded, with a growth mindset. Adapting to meet the needs of students even as the environment and technology change year by year will be their most valuable asset.

I feel most confident that students placed in one classroom for their entire senior experience are more than adequately prepared.

Yes I believe that John was very prepared from IUP. He really put together great lesson plans and really good units. Very knowledgeable in his subject matter.

I do believe they were because she was so good the moment she walked in the door.

Yes. My student teacher was very prepared from the first day of class. With minimal instruction, she was feet first into the classroom and prepared to engage the students at their level of learning.

She really wasn't ready and lacked the knowledge a senior music major should have. I don't think she has the necessary skills to be successful in a high-performing school district.

Again, I think the Masters in PE is a wonderful addition. I am sure she was well prepared in her undergrad degree, It just was not of relevance for student teaching.

I felt that IUP did a good job preparing my student teacher for her profession. She was very prepared with lessons, she was on time and always dressed professionally.

Yes, she remains professional, hard working, and open to suggestions.

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

No. He was unable to work independently and take responsibility for his experience.

In my professional opinion, she will do a good job. Honestly, I only worked with her for six weeks then she went to another classroom for spec. ed.

I know from my numerous past student teachers from IUP that they are typically prepared to enter the education field.

She was great. Honestly the best student teacher I've had.

Absolutely

Yes, but the more real life experience, the better.

Yes... they were prepared to student teach.

For this particular candidate, no, they were not prepared. Their lesson writing was weak, as was their ability to sequence coherent instruction. They had minimal attention to detail and did not understand how to unit plan. She was missing many of the benchmarks that other recent candidates possessed. I understand that IUP does take care and attention to students exiting the program and that all students and their abilities are different.

Yes. I know my student teacher had prior experience, but he came in his first day and was already comfortable and capable of working with the students. He started demonstrating the very first day and also adding technique and skill work at different stations by the next day.

I think that students are as prepared as any program can make them. A big part of being "prepared" is experiencing a classroom without someone else there with you. I do feel that my student teaching is ready to independently take on the challenge of her own classroom.

Yes - my student teacher was fully capable of stepping into an elementary general music classroom.

Yes

I absolutely think she is extremely prepared to be a quality educator. At times I would put her in a challenging position and she succeeded every time.

Yes - student teaching is the best way to experience what it's like to be a real teacher - however the 80 some page unit plan that you make them do DOES NOT. It is a waste of time and resources - student teacher could be doing so much more but instead are worried about getting 80 plus pages done for the unit plan.

Yes.

Yes, she is motivated and is subbing in the district already

IUP has a strong Music Education program, which prepares it's candidates well for today's challenges. The field is changing rapidly, and all the IUP student teachers I've had have been admirably open-minded and flexible. The skills they've acquired during their studies are a solid foundation indeed, but their willingness to acknowledge change and adapt to the current situation has been notable, and will ensure them a long and successful career.

Yes. I think that it was difficult for my student teacher to understand the rigor of the curriculum in health when she had very little familiarity with the PA standards

Yes, however I do believe hands on experiences during student teaching is a very valuable learning tool.

I have had incredibly talented student teachers from the university. I am so grateful to work with these students. Unfortunately, I didn't feel the young man who was with me this fall was prepared for his experience.

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

Yes, as demonstrated by my student teachers' performance managing planning, instruction and assessments

yes

Yes, He received the necessary teaching that will be helpful to get him to where he needs to be on his next phase.

Student teacher was well prepared and knowledgeable in the subject area. It was refreshing to have someone so prepared and dedicated.

Overall, I do believe that teacher preparation at IUP is effective and relevant to most student teachers leaving there, but it did not hold true to my current student teacher, but I feel that this was an isolated incident.

Yes - My student teacher was prepared and organized and was up-to-date on effective learning strategies. He was also informed about formative and summative assessments and their importance in planning and teaching effectively.

It was sufficient but can be improved. I'd always prefer greater emphasis on practical skills such as instrument pedagogy, transposition, repair, etc.

I feel that lesson design, classroom management, and all other areas are covered and they did a nice job when it came to planning and preparation. They were just not confident in the skills being taught as they had no background in it or how to teach the physical skill.

Yes. My student teacher was professional, competent, and security in themselves to handle an urban setting .

Yes. The student teacher was well prepared to take on many of the tasks during her student teaching experience.

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...

Great program. My student teacher came out of IUP motivated and ready to begin his career. That doesn't happen with all students from other universities I have dealt with.

I have no other comments about the Educator Preparation Programs at IUP. However, I believe that the assessment portal that is used needs to be reevaluated for music education. Students who are in 1 placement have a mid-term evaluation and a final evaluation. Students in music education who have two placements have a midterm and final evaluation from both teachers, which is doubled what the other students have. However, from what I was told, the midterm evaluation that I had to complete was not even looked at. If this is true, then it was a waste of my time and not a good incentive for me to want to supervise a student teacher again.

My first IUP student teacher was a very positive experience. Thank you!

Health and Physical Education may need to change their curriculum and hire additional professors to teach "Activity" classes and require the students, especially in the Masters program to have additional pre student teaching experiences.

It is a privilege to play a small role in this exemplary program.

I have had very positive experiences working cooperatively with IUP and the student educators. It feels like it has been a fulfilling and valuable experience. I see improvements each year in student preparedness with each passing year!

More information for CI's regarding the process. I was unaware of many of the requirements and only knew about them from the student teacher.

In the past I had two other student teachers from IUP and they were great. I am hoping this student teacher was an anomaly and not a sign of things to come.

The program has been very beneficial to our students. Hopefully, it continues!!!

I have always had a fantastic experience with IUP until this student. The difference being the student did not have enough content classes to perform the expected duties.

N/A but I would like to be a cooperating teacher again in the future. Thank you.

NA

I feel the program is an excellent program to prepare our future teachers. I would recommend this program to anyone interested in becoming a teacher.

I really enjoyed the experience I had with Abbey. I felt the program was run very well and any concerns I had were answered immediately. I would gladly accept another student, if the opportunity ever presented itself.

I am appreciative of the high level music education students receive at IUP.

Did a wonderful job overall.

It is a privilege to play a small role in shaping the future of Music Education in America, and in IUP's exemplary program. Thank you for including me.

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

I

I believe IUP to have a stellar program in student teacher preparation in foreign languages.

n/a

I think that you need to add additional instruction in Elementary, Middle, and High School Physical Education activities. Have them take sport courses where they can play and get involved and be instructed on how to actually teach it.

End of Report