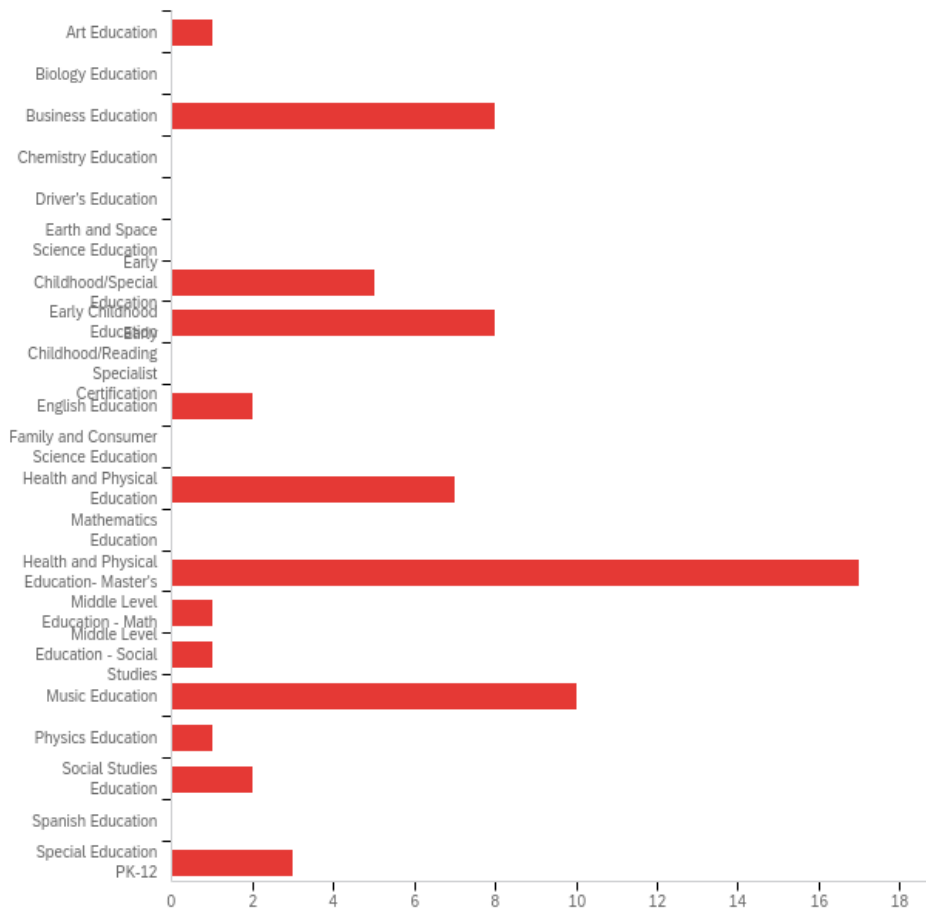


Fall 2023 Mentor Teacher Survey

Fall 2023 IUP Mentor Survey

January 16th 2025, 1:52 pm MST

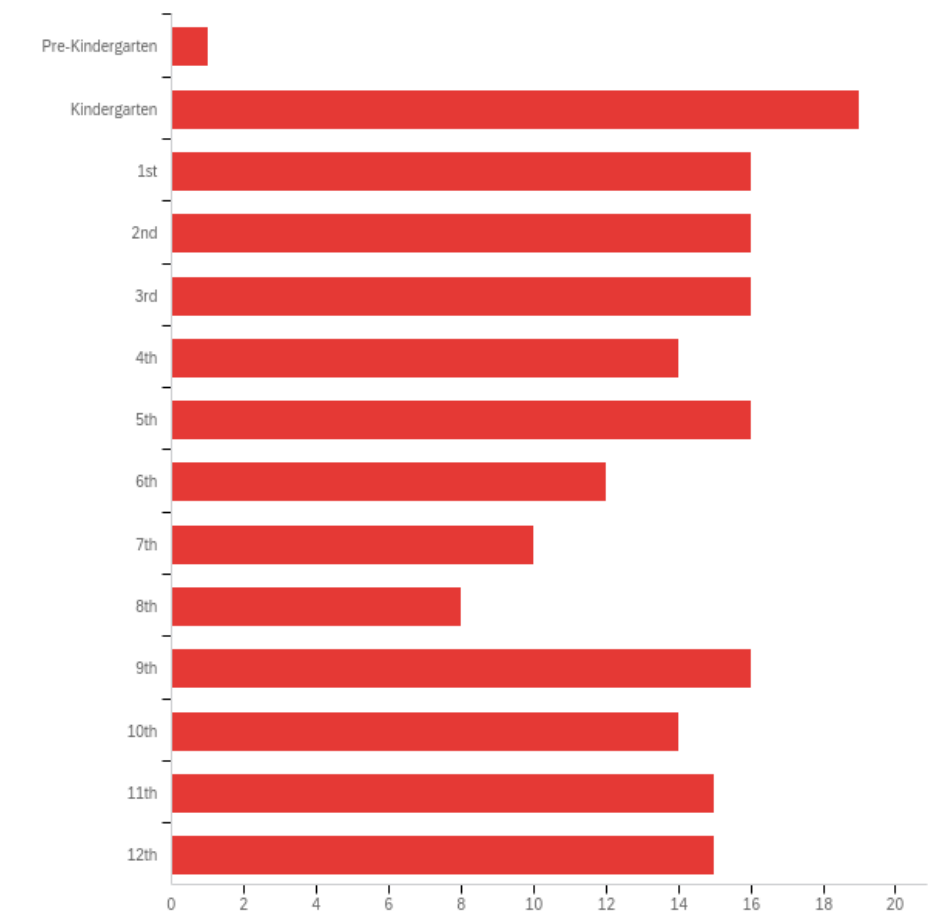
Q2 - What IUP Educator Preparation program(s) did you supervise? (select all that apply)



#	Answer	%	Count
1	Art Education	1.52%	1

2	Biology Education	0.00%	0
3	Business Education	12.12%	8
4	Chemistry Education	0.00%	0
5	Driver's Education	0.00%	0
6	Earth and Space Science Education	0.00%	0
7	Early Childhood/Special Education	7.58%	5
8	Early Childhood Education	12.12%	8
9	Early Childhood/Reading Specialist Certification	0.00%	0
10	English Education	3.03%	2
11	Family and Consumer Science Education	0.00%	0
12	Health and Physical Education	10.61%	7
13	Mathematics Education	0.00%	0
14	Health and Physical Education- Master's	25.76%	17
15	Middle Level Education - Math	1.52%	1
16	Middle Level Education - Social Studies	1.52%	1
18	Music Education	15.15%	10
19	Physics Education	1.52%	1
20	Social Studies Education	3.03%	2
24	Spanish Education	0.00%	0
25	Special Education PK-12	4.55%	3
	Total	100%	66

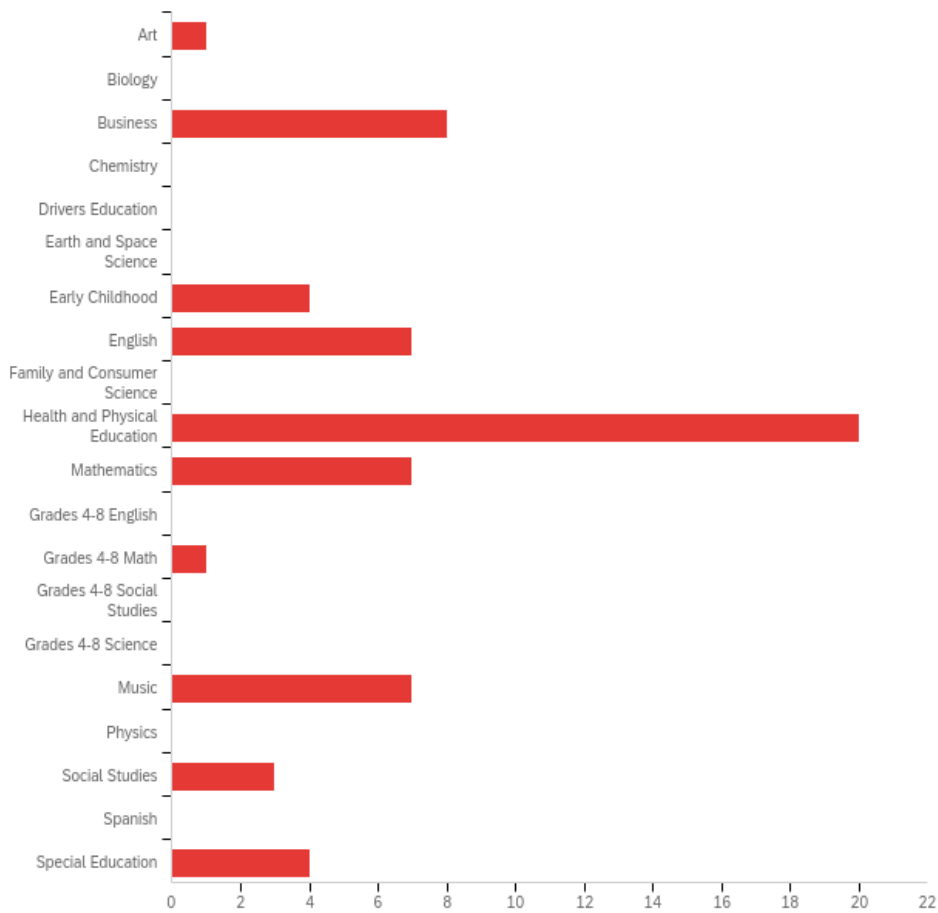
Q3 - What grade level(s) did you teach in Fall 2023?



#	Answer	%	Count
1	Pre-Kindergarten	0.53%	1
2	Kindergarten	10.11%	19
3	1st	8.51%	16
4	2nd	8.51%	16
5	3rd	8.51%	16

6	4th	7.45%	14
7	5th	8.51%	16
8	6th	6.38%	12
9	7th	5.32%	10
10	8th	4.26%	8
11	9th	8.51%	16
12	10th	7.45%	14
13	11th	7.98%	15
14	12th	7.98%	15
	Total	100%	188

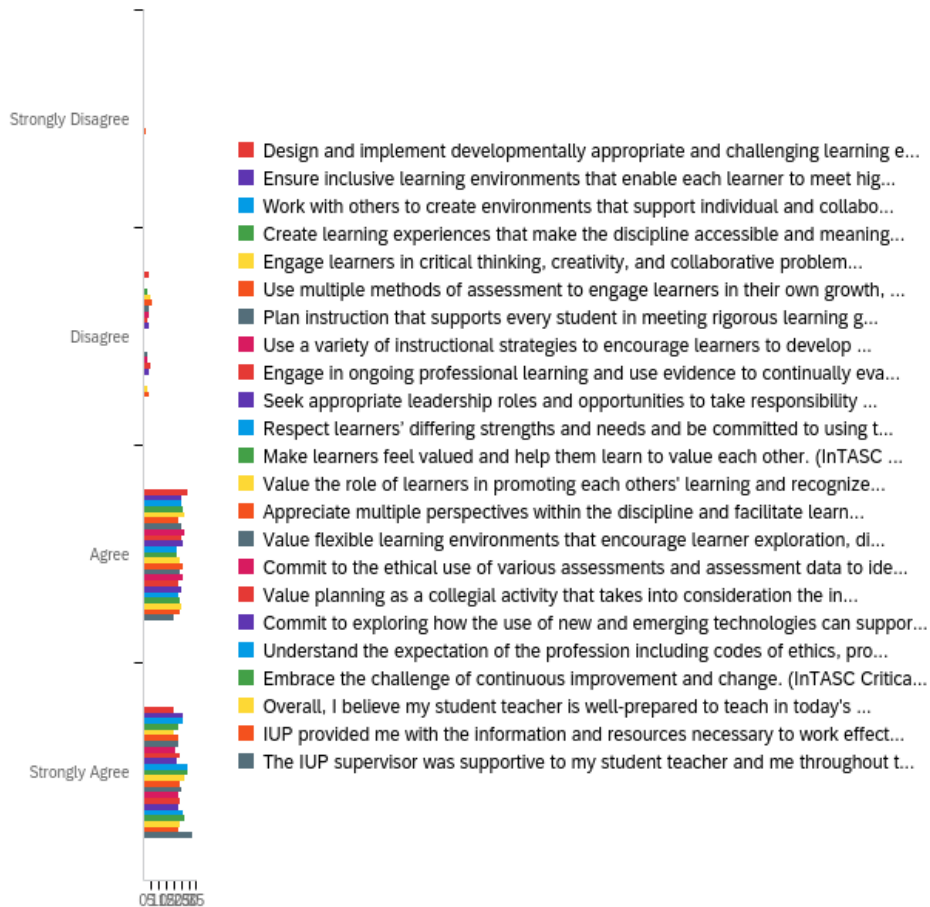
Q4 - What subject(s) did you teach in Fall 2023?



#	Answer	%	Count
1	Art	1.61%	1
2	Biology	0.00%	0
3	Business	12.90%	8
4	Chemistry	0.00%	0
5	Drivers Education	0.00%	0

6	Earth and Space Science	0.00%	0
7	Early Childhood	6.45%	4
8	English	11.29%	7
9	Family and Consumer Science	0.00%	0
10	Health and Physical Education	32.26%	20
11	Mathematics	11.29%	7
12	Grades 4-8 English	0.00%	0
13	Grades 4-8 Math	1.61%	1
14	Grades 4-8 Social Studies	0.00%	0
15	Grades 4-8 Science	0.00%	0
16	Music	11.29%	7
17	Physics	0.00%	0
18	Social Studies	4.84%	3
19	Spanish	0.00%	0
20	Special Education	6.45%	4
	Total	100%	62

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; CAEP R1.1)	1.00	4.00	3.26	0.67	0.45	54
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	1.00	4.00	3.43	0.63	0.40	53

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	0.63	0.40	53
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	3.34	0.67	0.45	53
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	3.25	0.70	0.49	53
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	3.28	0.74	0.54	53
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	3.32	0.69	0.48	53
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	3.28	0.68	0.47	53
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	3.36	0.68	0.46	53
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)	1.00	4.00	3.30	0.69	0.47	53
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	3.49	0.63	0.40	53
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	3.52	0.60	0.37	52

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	3.45	0.63	0.40	53
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	3.36	0.70	0.49	53
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	0.68	0.46	53
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6(v); CAEP R1.3)	1.00	4.00	3.34	0.67	0.45	53
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	0.72	0.52	53
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	3.32	0.69	0.48	53
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	3.45	0.64	0.40	51
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	1.00	4.00	3.45	0.63	0.40	53
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP R2.3)	1.00	4.00	3.36	0.68	0.46	53
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	3.33	0.70	0.49	52
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP R2.1)	1.00	4.00	3.57	0.60	0.36	53

#	Question	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)	1.85%	1	7.41%	4	53.70%	29	37.04%	20	54
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	1.89%	1	1.89%	1	47.17%	25	49.06%	26	53
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)	1.89%	1	1.89%	1	47.17%	25	49.06%	26	53
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	1.89%	1	5.66%	3	49.06%	26	43.40%	23	53
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	1.89%	1	9.43%	5	50.94%	27	37.74%	20	53
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)	1.89%	1	11.32%	6	43.40%	23	43.40%	23	53
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)	1.89%	1	7.55%	4	47.17%	25	43.40%	23	53
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)	1.89%	1	7.55%	4	50.94%	27	39.62%	21	53
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)	1.89%	1	5.66%	3	47.17%	25	45.28%	24	53
10	Seek appropriate leadership roles and opportunities to take responsibility for	1.89%	1	7.55%	4	49.06%	26	41.51%	22	53

	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)									
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)	1.89%	1	1.89%	1	41.51%	22	54.72%	29	53
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	1.92%	1	0.00%	0	42.31%	22	55.77%	29	52
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)	1.89%	1	1.89%	1	45.28%	24	50.94%	27	53
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	3.77%	2	1.89%	1	49.06%	26	45.28%	24	53
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	1.89%	1	5.66%	3	45.28%	24	47.17%	25	53
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6(v); CAEP R1.3)	1.89%	1	5.66%	3	49.06%	26	43.40%	23	53
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)	1.89%	1	9.43%	5	43.40%	23	45.28%	24	53
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)	1.89%	1	7.55%	4	47.17%	25	43.40%	23	53
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)	1.96%	1	1.96%	1	45.10%	23	50.98%	26	51
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	1.89%	1	1.89%	1	45.28%	24	50.94%	27	53

21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP R2.3)	1.89%	1	5.66%	3	47.17%	25	45.28%	24	53
22	IUP provided me with the information and resources necessary to work effectively with, and assess, my student teacher. (CAEP R2.2)	1.92%	1	7.69%	4	46.15%	24	44.23%	23	52
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP R2.1)	1.89%	1	0.00%	0	37.74%	20	60.38%	32	53

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 and assessment in your classroom.

My student teacher used websites, the projector, elmo for classroom lessons and assessments. Also for research.

Interactive Smartboard lessons, Kahoots, Blooket

The curriculum that my student teacher taught is technology based. His students worked on Chromebooks using a variety of computer applications and educational platforms to complete assignments everyday.

Used google classroom in all 8th grade classes, posted assignments, gave quizzes, etc. Also created unit reviews using Kahoot website. Also utilized the 8th grade online health book and its resources. Also posted 7th and 8th grade physical education assignments. Used google classroom and created weekly missed physical education classes assignment make ups.

Student teacher had to utilize her own resources to find independent work for student groupings. She used the Elmo and video projector during instruction. She also had students use district learning apps during independent work.

I purchased software for my student teacher so that she could write music and print parts for students. Preparing adapted parts for students is one of my main tasks and way not able to accomplish this on her own device. I also utilize recorded accompaniments for many of my rehearsals. was not able to prepare these tracks for her ensemble use.

promethean boards, online resources

My student teacher used a variety of online resources to assess the students learning and as a resource for learning.

Power point presentation was projected in the gym to display standards, objectives, and directions. Assessment was observational.

My student teacher used my LMS: Google Classroom. Other technology used was Kahoot, YouTube, and the student management system; Sapphire.

It was used on a daily basis not only as a tool for instruction, but the curriculum itself. Students had online textbooks, which allowed for students to input work online and the student teacher to access their online work for assessment.

My student teacher used the promethean board daily including the actiview, flipcharts, and google slides.

planning, preparation, Read aloud stories, power points for intruction

Schoology was the learning platform used. The student teacher used it to create "some" of his own assignments. Due to the lack of preparation in the college classroom, I created most of the assignments and assessments in Schoology.

My student teacher used technology for instruction in every single lesson for instruction and assessment purposes. She provided the students with all of the resources and materials needed for each lesson on their class page. She utilized videos, interactive sites, Google forms, Google docs, Google sheets, Canva, and so much more.

Utilization of projector with computer Use of websites for instructional activities and reference/resources To find and create appropriate instructional materials Creation of assessments using google tools and websites

My student teacher used her own device to develop presentations and then used my desktop to present the material.

My student teacher used the Google suite to plan and collaborate on lessons. Other technology used included Canvas, Bitmoji, Musescore, Zoom, and others.

Our entire CKLA and math curriculum is online.

Made efforts to incorporate tech into **everyday lessons**. Tech was used for our warm up as well as a resource for engaging physical activities

My student teacher used technology to **deliver instruction** to the students using the technology-based curriculum. She had access to the projector and Elmo.

Research lessons and assessments Google Slides with images for better understanding Promethean board

My ST used various forms of technology from digital tuners/metronomes to music writing/arranging software.

Ms. Guide used the **Google Suite** to great effect. She created **visual aids** such as slide decks, images and hyperdocs to aid in her lessons. I also showed her Formative, ThingLink, Quizziz and how to create a quiz using Google Forms. Using these as formative assessment aids are something that could be touched on a bit more in preparing student teachers.

My student teacher was **well-versed** in **several modern technologies**. The classes are focused on technology so he used it properly and demonstrated it exceptionally well.

He learned how to use our **Sapphire** system for our grade book. He used **videos** to show students what certain games looked like when playing (i.e. what a real Ultimate Frisbee game would look like), and used programs to help show the layout of the gym/equipment to explain in not only his plans, but able to post to **Google Classroom** for students to see, especially when they were not in class to participate in activities.

██████ utilized a **promethean** board to present the daily lesson posting learning goals, lecture concepts, diagrams and visuals for games and activities. Within the **presentations he linked videos, timers, and music**. For **assessments** he used the District created assessments in Socrative. Not all schools have promethean boards and it was the expectation that he use some type of visual for instructional purposes. I am not sure he would have utilized the technology had it not be the expectation.

Mr. Bigam **utilized technology effectively and meaningfully**. He demonstrated mastery of the technology he used and was able to have students maximize its use for their learning.

She assisted students with **accessing curriculum and resources** via their devices. She also used **assistive technology** with a student who is non-verbal.

Students were engaged in projections on the white board, they utilized their chromebooks to complete assignments and assessments. Code and Go **robots** were utilized in the learning centers.

██████ had the opportunity to use my gym's **Promethean Smartboard** for various timed lessons during his experience.

██████ used his cellphone for Zoom Sessions when being observed by his supervisor from IUP. At ██████████ taught PE classes only so technology wasn't used other than zoom sessions for observations.

██████ used a variety of activities that involved technology. These included **google classroom, blookit, infographics, video creation, promethean board**.

My student teacher used **various modes** of technology. She also was **open to learning** new technologies that she wasn't familiar with that our district uses.

At the elementary level we do not teach Health, just PE. The use of technology is limited in elementary PE due to lack of financial resources. We do use the **projector/lap top** for a few activities.

Both student teachers were **fluent in music notation software**, Smartmusic, the google suite, as well as the promethean programs.

Utilized **multiple resources** from the internet and also used a smart board as a visual resource.

My student teacher created **slide presentations** for their lessons. He also utilized shared **Google** doc for completing assignments.

Smartboards - project PowerPoints, show demonstration videos

Uses a smart **board** with various programs including google tools, canva, redcat technology, digital timers, google **drive/slides, brain break videos, digital resources and platforms from provided curriculum**. The use of student chrome books are also utilized.

She used **google** slides, appropriate recordings/videos and groove pizza.

The use of a **smart board** and the and students were allowed to use their chrome books for research. Formative assessments.

She made **powerpoints** every day for music history and played a lot of music for them. She learned to use Google Classroom to post assignments.

Powerpoint

She used technology daily and primarily through the **Google** platform to enhance student **engagement** and deliver **meaningful lessons**. She also used a variety of other content-specific online resources to help plan and assess students on content.

He used **Google slides & an Epsom projector** for **warmup & cool down** activities. He also used computer skills & knowledge for health lessons & sharing lesson plans.

Research/ resources for instruction. Also using **AI programs** to assist with lessons

He used technology for instruction by using a **smart board/projector** for elementary health lessons.

My student teacher used **Nearpod** as spiral review once a week, **Kahoot** was used as a review, **Desmos** was used a couple of time - completed individually and as a class, and GeoGebra was used in class demonstrations.

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?

I don't have any advice as of now.

I feel the 8 week placement in the general education classroom makes it difficult for some student teachers to get the experience they need in a classroom.

None

I think it would have been very valuable if his supervisor came and saw him teach in person rather than evaluate him virtually.

Provide teachers with a fact sheet or something to reference regarding expectations of the student teachers lesson plans.

All K1-12 Music Education majors should have to work in the general music classroom. I feel that missing this responsibility has crippled immediate ability to be employed as a music teacher.

Develop content knowledge in more detail so that student teachers are comfortable with content of curriculum.

Grow your business education program! We need more business teachers.

I would suggest for the master's program, more exposure to dealing with/adapting students with disabilities/special needs.

Graduate students should have teaching experience in a classroom before student teaching. A type of field experience would be very beneficial. I also believe my student teacher did not receive any classes or instruction on how to teach health.

Students are always prepared.

Emphasis on planning with scripted curriculum and how to make it your own in the classroom. Planning and preparing was a weakness.

IUP needs to be more clear on the unit planning, pre, and implementation that student teachers need to develop.

My student teacher is not prepared to teach all courses in the BCIT curriculum; he/she is only qualified to teach a few. He does not possess upper level or simple skills, such a touch-typing. Students should be able to format business documents, touch-type, create spreadsheet, create a web page and make professional looking presentation before entering the class room. Student teachers need to work on their lesson plans outside of the school day. I believe once the dismissal bell rang, my student teacher thought it was quitting time. In addition IUP needs to do a better job of communicating with student teachers. My student teacher did not know what he/she was minoring in until the middle of November. The minor is tech ed. He would not be able to step into a wood shop, engineering course or CAD lab and be able to teach. I did speak with my student teacher about his/her weaknesses. The student teacher is committed to making improvements.

Give students more opportunities to teach in a classroom prior to student teaching.

My student teacher did not receive information regarding his second placement until very close to its start date. This did not allow him to communicate in as timely a manner as possible with his second cooperating teacher.

Try to match university supervisors that have had the same experience with student teachers that are having the experience now. It helps getting advice from someone who has been in the classroom at the same level in which they are student teaching.

A little more communication at the beginning. Expectations, suggested timeline or benchmarks

More experience with Culturally Relevant Pedagogy. How to incorporate it in your curriculum. Become familiar with scholars that reference and have books that relate to Culturally Relevant Pedagogy: Dr. Lisa Delpit, Gholdy

Commented [NR1]: Created Pre-Step 1 Field Experience

Commented [NR2]: Incorporated CR-SE into curriculum

Muhammad

None at this time

Overall good. The beginning was a little unclear on what my role was and the communication from IUP. Assessment of the student teacher was good just a little unclear. I did not do the training in the summer but did the online training

None - my ST was FANTASTIC.

It seems like there wasn't a lot of education regarding theory of knowledge and higher order thinking skills. When I asked [REDACTED] about those and how she would apply them to lessons she seemed a little lost. She also did a lot of asking questions in a way that did not lead to students understanding or learning.

None

You were a little late in getting me the criteria in which I was to observe him with. I would have liked to look at it before he even started to teach with me.

[REDACTED] came with very little experience from the teaching perspective. His background was exercise science but he had little to no experience "teaching". He had personal experience from coaching and subbing within the public school system but if he didn't have that he would be coming in cold. And with special areas like HPE, music, and art their experience is split 7 weeks between levels. They need more time to develop or a pre-student teaching experience as offered in the undergrad degree. Two weeks in the summer teaching to other adult students is not a realistic test to apply teaching strategies and pedagogy.

Make adjustments for educators who have previous experience in the classroom as a full classroom teacher. [REDACTED] has already a full year of experience in writing lesson plans, classroom management strategies, and various other teacher responsibilities. Much of his work seemed redundant at times.

I thought my student teacher was very well prepared. I was pleased. Communication was excellent with the supervisors.

The lesson planning process may need to be adjusted for future student teachers. A great deal of time is spent on typing up pages of lesson plans for the lesson; however, there are a great deal of scripted lessons within the core programming. Perhaps time could be better spent intensifying instruction and discussing the adjustment of delivering evidence based practices. For example: Here is the script or plan provided, here is how I will increase opportunities to respond, here is how I will utilize technology to enhance this lesson, here is how I will utilize peer assisted learning strategies to enhance the lesson.

With the HPE teacher certifications being K-12, only having a student teacher for 1/2 of a semester is limiting.

Every student should have to take a classroom management course.

More communication on expectations of the student teacher. Timeline on when evaluations are due more clearly communicated.

N/A

More hands on experience with adapted PE, especially working with autistic students.

The quality of student teacher that I am receiving is knowledgeable, well versed in education, and set for success.

Observations need to be in person! Students pay too much money and work too hard to be evaluated through zoom. I felt it showed a lack of professionalism, and effort on the university. I am an IUP alumni and I personally felt bad and was saddened by this procedure. Hopefully, we can make that change into this program. At least give the student a choice?

My current student teacher and previous teachers have really struggled to plan lessons independently. They seem to lack the ability to figure out what needs to be done on a daily basis in order to meet the objectives of the unit. They also struggle to set objectives for a unit that reflect the standards. It's the big ideas and backward planning that really seem to challenge them.

Commented [NR3]: These are sent to teachers when placements are given- they are posted on the Live Text Teacher Ed page

Commented [NR4]: PDS Placements, limited by PDE

N/A

Student teachers often struggle with **long term planning**, as opposed to stand alone lessons.

Keep doing what the program is doing and that's producing quality educators.

Give us **more input before we received our student teacher**. I am an instrumental band director and I received a vocal education major. I have SOME chorus, but it would have been beneficial for me to be more prepared for that.

Teach students more about the **science of reading**. Provide situational scenarios for behaviors in classrooms. **Get them into the classrooms more...** so many come and want to sit at a desk and watch and won't engage with students until they are asked. Teach them to be more **proactive** when engaging with students... I don't want to tell them they need to engage with the students.

None

Make sure the student teachers know how assignments need to be completed & **communicate regularly** with student teacher. There was some confusion on format of assignments & class data to collect.

None

Prep graduate students in actual classrooms with students instead of peers. The student teacher I had was never in a classroom during pre-student teaching he was teaching/instructing his peers. He would have been better prepared had he been with actual children.

I must say, I have had the opportunity have a student in the fall taking 342 and then student teach in the spring - this is a great flow!

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 was effective and relevant to the responsibilities he/she/they will confront on the job? Why or why not?

Yes, I feel the student teacher's preparation gives the students a wide range of different experiences which will help them to be more prepared.

For the last 3 years my student teachers from IUP have been well prepared to enter the classroom. They have the proper background knowledge to be successful in the classroom.

Since my student teacher is already an employee in the district it is difficult to determine how much IUP's student teacher prep has impacted his ability to manage his responsibilities versus what he has learned from the school district since his employment began here over a year ago.

Yes- I think [REDACTED] was very well prepared for the demands of student teaching. His education at IUP definitely prepared him for teaching all levels K-12. He is more than ready to teach in a public school setting. He completed his student teaching on 12/15/23, and already has a placement to begin teaching on 12/18/23.

Yes.

With the exception of the ability to use curricular concepts in assessments and feedback, I feel that [REDACTED] was well-prepared to begin an instrumental job. Most of the reason that I hold this opinion is because [REDACTED] is an excellent musician!

Yes, I think student teachers will continue to grow in the field once they are employed.

Yes, he was knowledgeable in the content and was well prepared to manage a classroom.

Yes! Evidence shown as [REDACTED] was able to take control of my schedule early on in his placement.

My student teacher has all the soft skills and professionalism that would be required of a teacher. I think pedagogy and content knowledge were lacking.

My student teacher was well-prepared and eager to start teaching. We even met prior to school starting so he was familiar with his responsibilities.

Yes, she has taken feedback and grown tremendously over the course of the semester.

Yes. Most development as a teacher comes from experience in the classroom through working. She was sufficiently prepared for this experience

I answered this questions in the previous question.

I think my student teacher's preparation from IUP was effective and relevant. Being a teacher means we have to learn how to adapt, grow, and change constantly as a professional and an individual. She got to experience all of that during her student teaching experience, which I feel was a valuable experience that will help her when she has her own classroom.

Yes. With the IUP courses and the field experience of student teaching, I believe student teachers are prepared to enter the work force and succeed with responsibilities of the job.

I do believe that IUP prepared my student teacher well, but the best training is when you are in front of your own classroom.

Absolutely. My student teacher was so prepared, professional, knowledgeable about music, and flexible.

I feel that my student teacher was very effective and will be an asset to any district from which she accepts employment.

I do believe she is ready to meet the challenges and responsibilities. She is mature and professional in her approach

I believe that my student teacher preparation from IUP was effective to be prepared to work with students in non-urban settings. My student has the personality to work well with others. She did not enter the classroom space with biases. It was a pleasure working with her and watching her grow as teacher. My student teacher was willing and open to learning and growing. I am very confident that she will be able to handle responsibilities that she will confront on the job.

Yes my student this year was well prepared for her experience.

I do think that [redacted] came prepared. Of course there are still a lot to learn but he was knowledgeable about Danielson's frame work, assessments, teacher's responsibilities

My ST was truly phenomenal. I believe she was fully prepared and could take a full time permanent position immediately following her graduation.

For the most part, yet. Perhaps some more topics regarding using technology in today's classroom and how that could look. Specifically in a music class. There are many tech tools available right now that make teaching reachable by more students.

Yes. My student teacher was extremely prepared and quite mature. He was a leader in the classroom.

This is actually a tough question based on my student teacher. For one, I know both his parents were teachers, so he's been around things about teaching his whole life. He didn't actually get his undergrad in teaching, so there were a lot of experiences he had probably missed from not being in a program prior to his Master's work. Luckily, I think his substitute teaching and coaching experiences have helped as well. Everything worked out in the end, but [redacted] was one of those that was eager to know where he could improve. I usually don't take on student teachers just because I've seen so many bad ones come through our district with other teachers. Overall, I was pleased with what IUP prepared him with.

No, I do not feel the IUP preparation was effective at least with the teacher candidate I mentored. He may be able to fulfil a job but I feel I had more knowledge and experience 30 some years ago when I graduated from IUP. Above I chose disagree for many of teaching descriptions because of the level the descriptor was written, I read them indicating a mastery level; and that my teacher candidate did not have. He was learning it all for the first time and just as it was coming together he moved on to a different level with different teachers and expectations, and I know from experience that they will not hold him to the same level. I also shared some of these same comments in my final evaluation and write up, so this seems a little redundant. For [redacted] health unit, he was told he had to teach in a classroom setting. I took offense to that for at the elementary level we do not isolate health, but rather integrate health concepts (SEL, Red Ribbon, heart, nutrition, etc.) with movement in PE. Health is an integral part of our PE program at [redacted]. A strong HPE teacher will integrate health and PE in any environment, your physical space doesn't define your teaching ability or expertise. Also, he was never observed in person. All lessons were recorded and the advisor watched at a different time. There is a lot to be observed live, and some of it is also the pressure of teaching in front of others. If you can not offer live observations or at least 50% then maybe chose a different radius of travel.

The program has prepared him well for future jobs. He has gained experience and valuable time in the classroom.

Yes, it was effective and relevant.

Yes, I feel like the more experience they have in the classroom and school system the better prepared they will be with classroom management. One area of focus to develop would be reading instruction. I feel like my student teacher was concerned about not having the background knowledge regarding phonics skills and phonics instruction. LETRS courses would be hugely beneficial for college age students to equip them with the background knowledge about the English language, spelling and phonics rules, vocabulary and morphology.

I do feel like he will be fine and be an asset to a school. Given the limited experiences through student teaching, I think he could benefit from being on a staff versus being the lone PE teacher in a building.

Yes I believe he was given the tools and resources to be a successful teacher in the future.

Yes. She was well prepared with the methodology of the teaching practice. Willing to learn and receive constructive feedback.

Yes, she was prepared and had appropriate knowledge.

I absolutely do think so! [REDACTED] lesson plans were very detailed, she was always prepared, very professional, and very hands-on.

Yes!

The preparation from my student teacher was remarkable! He received more than his share of teaching because he was eager and ready!

Yes, I do feel they were prepared but I would like to see more preparation offered for lesson planning. I think student teachers would struggle less and experience less anxiety if they had more knowledge in this area.

Yes. He was confident in his content and ability to be in front of students.

I believe that IUP was effective in preparing my student teacher for the job. The areas of education that can be instructed have been taught very well. Areas of improvement, in my opinion are ones that cannot be taught but must be developed with experience in the profession.

My student teacher was well equipped.

I believe the preparation was effective and relevant of the confrontations of the job. Our classes are inclusive in that a few classes we have regular ed students mixed in with life skills students. Also we team teach and have our classes mixes. We have 6th, 7th, 8th grade students in the same class and teach all of the kids the same skills in physical education. In health we do split the classes with the assigned teacher. Not too many schools, if any, team teach every class in physical education. By doing this we offer more than one activity per class period. Also with teaching [REDACTED] assumed other duties such as early morning duty and breakfast duty. [REDACTED] is well prepared and confronted the situations and did an outstanding job.

Somewhat. I wasn't sure if I was to expect her to come to all activities outside of school or not.

I think students are not well prepared for teaching reading... each student teacher I've got only wants to teach math or science. The program is lacking in reading instruction. Most of the student teachers are not engaging with students until the experience is almost over. Also, the seven week placement with a dual certification is not enough. Students coming out with Special Ed are not prepared to teach it or deal with the paperwork. The program is lacking.

Yes because she received an authentic experience as a student teacher through your program and she was challenged to problem-solve as she effectively led her classes.

Yes. He did a great job & he will be ready to help with any challenges presented.

Yes, provided hands on experience in a real teaching setting.

Yes, the student teacher I had was made aware of strengths & weaknesses and eventually stepped up his game.

I believe my student teacher is mostly ready for a teaching position. More time working with students would be helpful.

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 Educator Preparation Programs at IUP.

I believe the program is **doing well and helping to create excellent future educators.**

It has **been a pleasure** working with IUP and [REDACTED]

I have hosted student teachers from Slippery Rock, Penn State, and IUP. I believe IUP has done an outstanding job preparing their students teachers for their placements.

There used to be a list of required work for student teachers - I did not see any of that. I felt that a preservice teacher should be interviewing administrators, observing other music teachers, and observing students in the regular classroom as well as music instruction room. The work sample project was over the term and did not pertain to my students. I felt that [REDACTED] should have been writing more lesson plans/rehearsal plans, and planning over the duration of her time with my students. She always planned and executed, never saw what would be coming next, the long range was cloudy in her view. Also, the level of her assuming my duties was at about half, because she was not comfortable. It would have been nice to know the expectation from IUP.

1. I understand the reasoning behind using the Danielson model to evaluate teachers. I do not think it's effective to use to evaluate a student teacher. I found it very challenging to use that framework. The eval forms are challenging to complete. 2. I **don't feel that I was informed about all of the evaluations in LiveText.** I completed the online training before my student teacher started. I was unsure if I needed to complete all the evals in LiveText. 3. [REDACTED] was very responsive to emails. **Good communication.** 4. I **had little to no communication with my student teacher's supervisor.** I spoke with her one time early in the placement via phone. This communication took place because my student teacher was observed by the supervisor via a phone (FaceTime).

Thank you for always sending me the very best teaching candidates. They are **always prepared!**

The **BCIT Education Preparation Program is very weak.** Students need more than just business principles courses.

N/A

I always enjoy working with IUP as a student teaching mentor. I always feel as though I know what is going on and that information is communicated effectively.

Implement classes on the **science of reading.**

I had a nice mentor experience with Joe. He was able to adapt and listened well to directions. **He was prepared to teach with his knowledge from IUP.**

n/a - thanks for sending a great one!

There **wasn't a lot of interaction with me and his student teaching supervisor.** The other teacher that I shared this with met her online for his observations. I never received any feedback after completing my observations and a thank you (which it may just be that he hasn't finished with his other placement yet?) and letting me know when we would expect our payment (even though that's not why I did take him on as a student teacher).

N/A. I **look forward to hopefully hosting more IUP student teachers** in the near future. Please contact me at any time: [REDACTED]

I have had a **wonderful experience** with my student teacher and I hope that we were able to provide her with an experience that will make a lasting impression.

-NA

I thought the **program was excellent** and gives your student-teacher candidates an opportunity to learn how to become successful educators.

It was a pleasure to mentor [REDACTED].

N/A

I think IUP is doing an excellent job preparing students to be Health and PE teachers. I graduated from IUP in 2001 and was very prepared to teach in the classroom and gym!

N/A

I loved mentoring in this program and would be willing to do it again!

None, thank you.

N/A

I thin the educator preparation program at IUP is outstanding. [REDACTED] was confronted with different situations that he will encounter on the job and did outstanding. I can say that [REDACTED] is very prepared to do the job. I would mentor student teachers from IUP again because I know that they will be prepared to do the job.

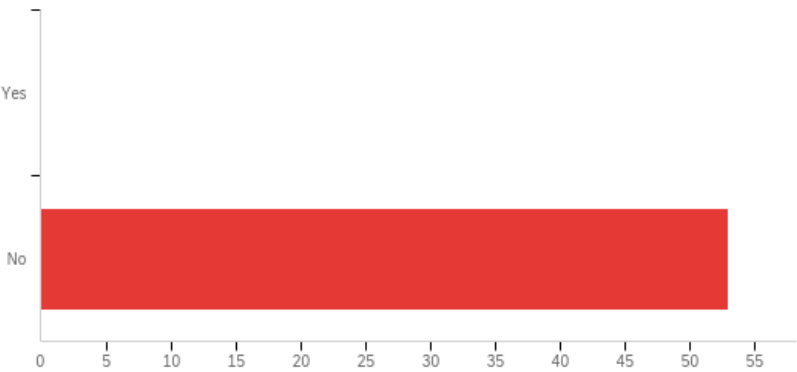
Like I said, perhaps an overview/questionnaire of our student teacher before we received them. I was told I was supposed to have a pre-student teacher, but I have heard nothing about them.

N/A

Thank you for the great opportunity to work with this student teacher! He did a great job.

I know IUP holds the bar high for future educators!

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?)	2.00	2.00	2.00	0.00	0.00	53

#	Answer	%	Count
1	Yes	0.00%	0
2	No	100.00%	53
	Total	100%	53