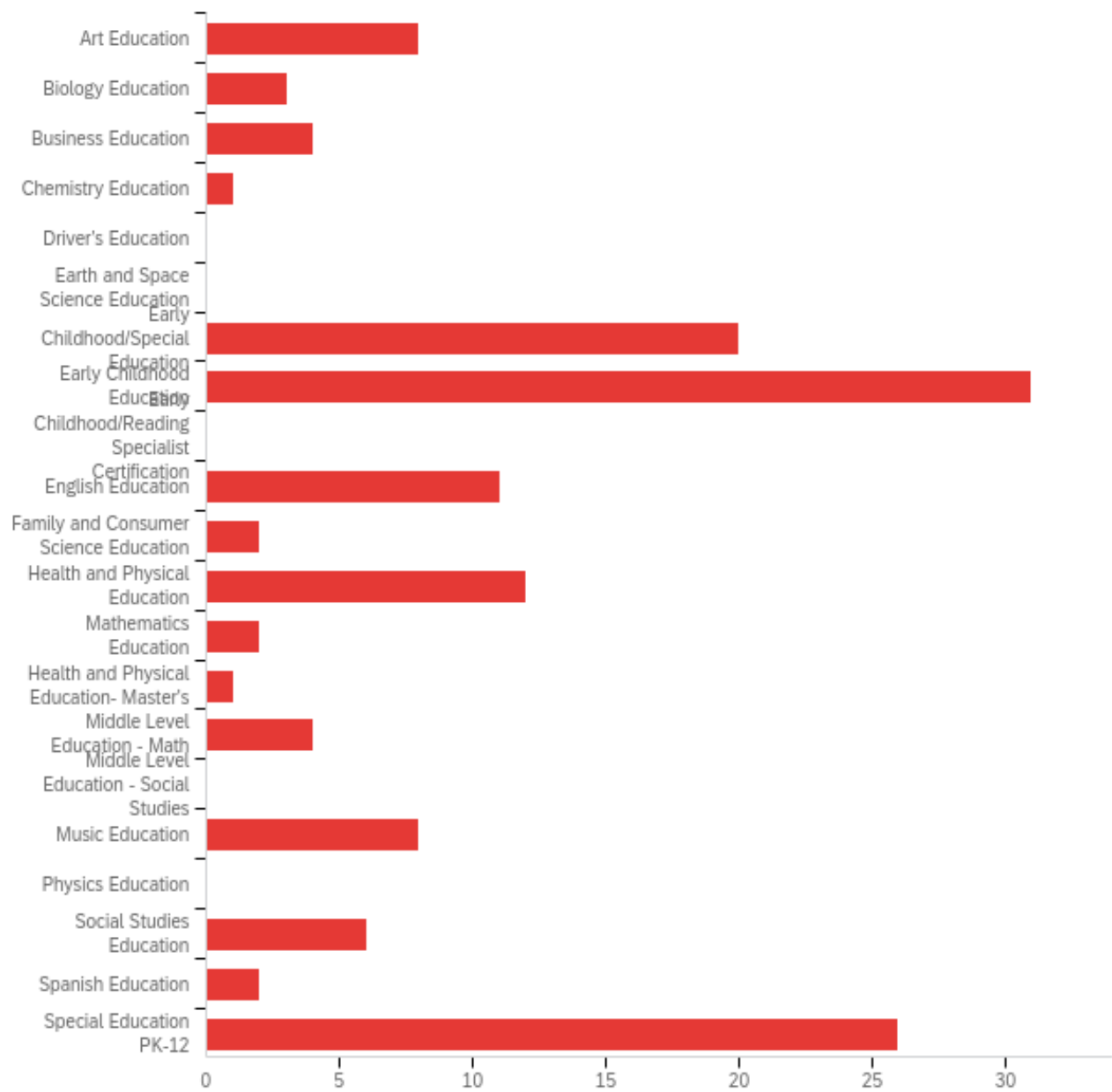


Spring 2024 Mentor Teacher Survey

Spring 2024 IUP Mentor Survey

January 23rd 2025, 1:54 pm MST

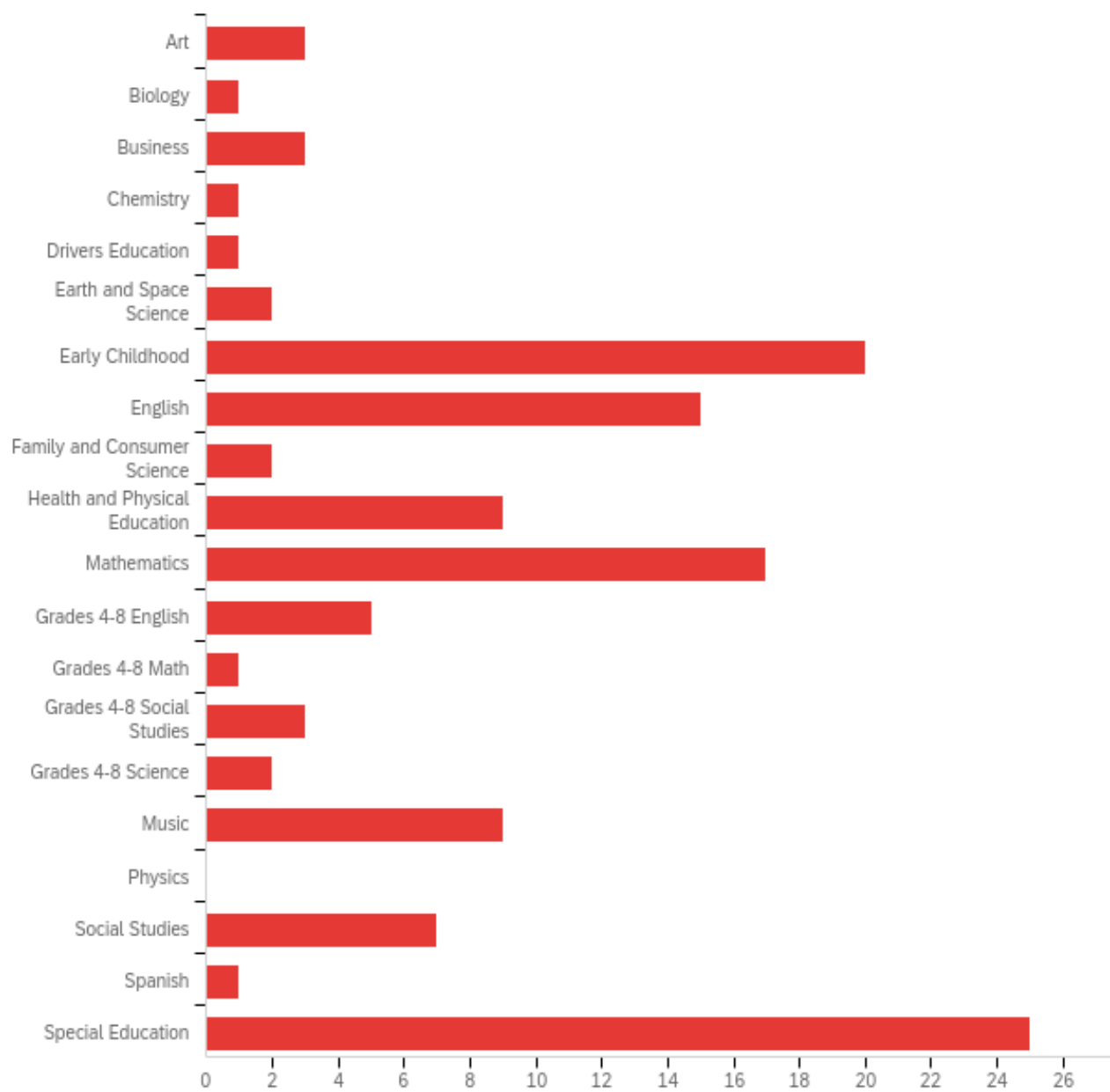
Q2 - What IUP Educator Preparation program(s) did you supervise? (select all that apply)



#	Answer	%	Count
1	Art Education	5.67%	8

2	Biology Education	2.13%	3
3	Business Education	2.84%	4
4	Chemistry Education	0.71%	1
5	Driver's Education	0.00%	0
6	Earth and Space Science Education	0.00%	0
7	Early Childhood/Special Education	14.18%	20
8	Early Childhood Education	21.99%	31
9	Early Childhood/Reading Specialist Certification	0.00%	0
10	English Education	7.80%	11
11	Family and Consumer Science Education	1.42%	2
12	Health and Physical Education	8.51%	12
13	Mathematics Education	1.42%	2
14	Health and Physical Education- Master's	0.71%	1
15	Middle Level Education - Math	2.84%	4
16	Middle Level Education - Social Studies	0.00%	0
18	Music Education	5.67%	8
19	Physics Education	0.00%	0
20	Social Studies Education	4.26%	6
24	Spanish Education	1.42%	2
25	Special Education PK-12	18.44%	26
	Total	100%	141

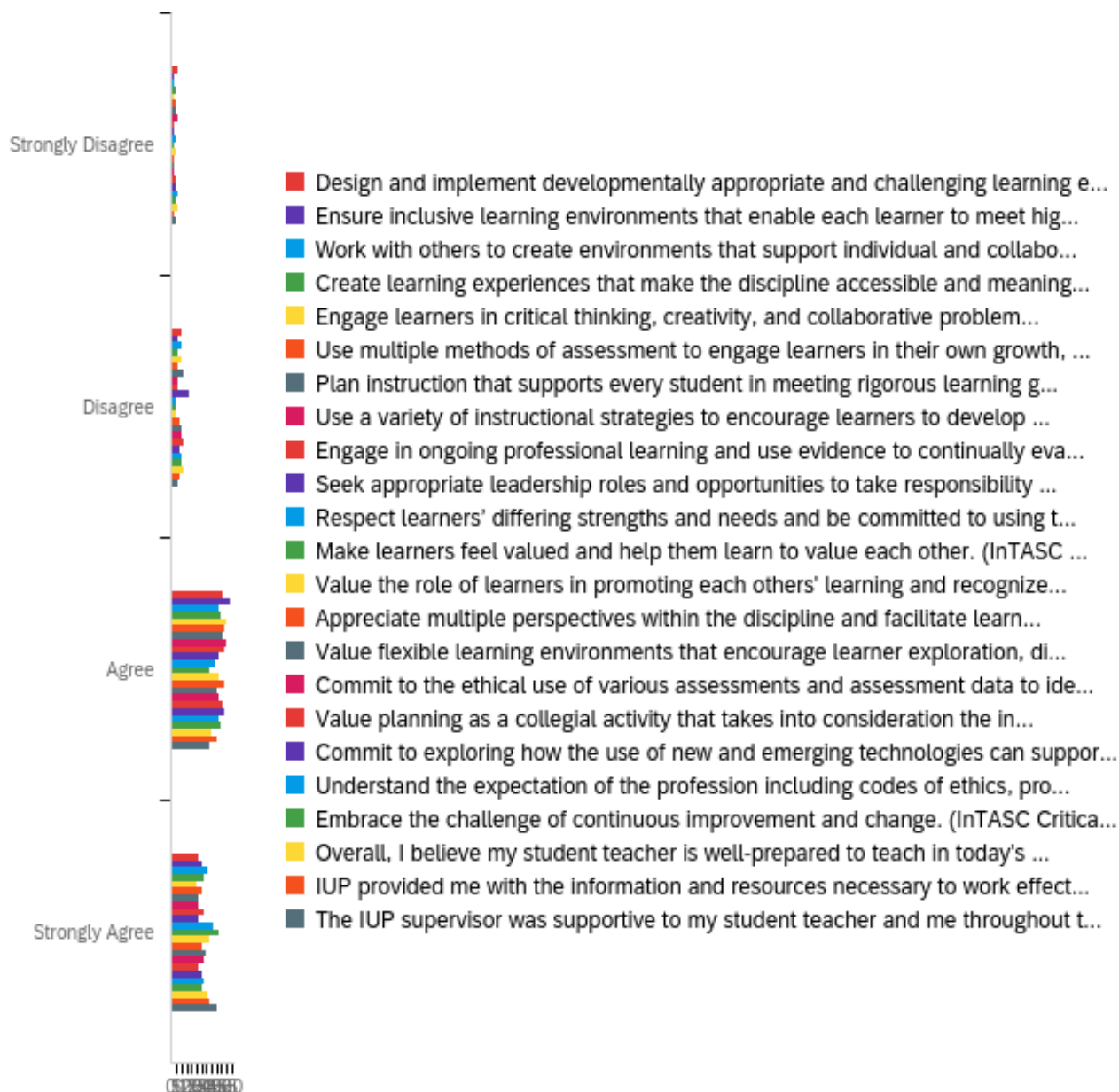
Q4 - What subject(s) did you teach in Spring 2024?



#	Answer	%	Count
1	Art	2.36%	3
2	Biology	0.79%	1
3	Business	2.36%	3
4	Chemistry	0.79%	1
5	Drivers Education	0.79%	1

6	Earth and Space Science	1.57%	2
7	Early Childhood	15.75%	20
8	English	11.81%	15
9	Family and Consumer Science	1.57%	2
10	Health and Physical Education	7.09%	9
11	Mathematics	13.39%	17
12	Grades 4-8 English	3.94%	5
13	Grades 4-8 Math	0.79%	1
14	Grades 4-8 Social Studies	2.36%	3
15	Grades 4-8 Science	1.57%	2
16	Music	7.09%	9
17	Physics	0.00%	0
18	Social Studies	5.51%	7
19	Spanish	0.79%	1
20	Special Education	19.69%	25
	Total	100%	127

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	3.05	0.80	0.65	97
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	1.00	4.00	3.19	0.68	0.46	97

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	3.21	0.75	0.56	97
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	3.17	0.78	0.60	95
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	1.00	4.00	3.09	0.71	0.50	96
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	3.14	0.76	0.58	95
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	3.07	0.77	0.59	96
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	3.08	0.77	0.60	96
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	3.21	0.71	0.50	96
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	3.03	0.77	0.59	96
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	3.31	0.75	0.57	95
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	3.38	0.73	0.53	94

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	3.26	0.74	0.55	95
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	3.17	0.71	0.50	95
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	3.21	0.73	0.53	94
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	3.17	0.75	0.56	95
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	3.06	0.79	0.62	96
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	3.16	0.74	0.55	96
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	3.10	0.82	0.68	96
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	1.00	4.00	3.11	0.79	0.62	96
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP R2.3)	1.00	4.00	3.11	0.86	0.75	96
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	3.24	0.75	0.56	95
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP R2.1)	1.00	4.00	3.31	0.81	0.65	96

#	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)	6.19%	6	11.34%	11	53.61%	52	28.87%	28	97
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	3.09%	3	6.19%	6	59.79%	58	30.93%	30	97
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)	3.09%	3	10.31%	10	49.48%	48	37.11%	36	97
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	5.26%	5	7.37%	7	52.63%	50	34.74%	33	95
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	3.13%	3	11.46%	11	58.33%	56	27.08%	26	96
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)	5.26%	5	7.37%	7	55.79%	53	31.58%	30	95
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)	4.17%	4	13.54%	13	53.13%	51	29.17%	28	96
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)	6.25%	6	7.29%	7	58.33%	56	28.13%	27	96
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)	3.13%	3	7.29%	7	55.21%	53	34.38%	33	96

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)	3.13%	3	18.75%	18	50.00%	48	28.13%	27	96
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)	4.21%	4	5.26%	5	46.32%	44	44.21%	42	95
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	3.19%	3	5.32%	5	41.49%	39	50.00%	47	94
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)	4.21%	4	5.26%	5	50.53%	48	40.00%	38	95
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	3.16%	3	8.42%	8	56.84%	54	31.58%	30	95
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	2.13%	2	11.70%	11	48.94%	46	37.23%	35	94
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)	3.16%	3	11.58%	11	50.53%	48	34.74%	33	95
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)	5.21%	5	12.50%	12	53.13%	51	29.17%	28	96
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)	4.17%	4	8.33%	8	55.21%	53	32.29%	31	96
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)	6.25%	6	10.42%	10	50.00%	48	33.33%	32	96

20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	5.21%	5	10.42%	10	52.08%	50	32.29%	31	96
21	Overall, I believe my student teacher is well-prepared to teach in today's diverse classroom. (CAEP R2.3)	6.25%	6	13.54%	13	42.71%	41	37.50%	36	96
22	IUP provided me with the information and resources necessary to work effectively with, and assess, my student teacher. (CAEP R2.2)	3.16%	3	9.47%	9	47.37%	45	40.00%	38	95
23	The IUP supervisor was supportive to my student teacher and me throughout the placement. (CAEP R2.1)	5.21%	5	6.25%	6	40.63%	39	47.92%	46	96

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.

She used a **Promethean Board** to display information. However, interaction on the board was done through screen mirroring with an iPad.

My student teachers used the Promethean Board frequently during their lessons. They used **online resources to search for worksheets/activities**. They also used online resources to play review games, such as: Jeopardy, Kahoot, Blooket.

My student teacher created powerpoint lessons for Health using **CANVA**. She found resourceful **videos** to support her information. She used Kahoot to quiz the students to review information given in previous lessons.

My student teacher did not initiate the use of the technology in the classroom unless I asked her to. She did play a Youtube video as a break or to introduce a lesson.

The student teacher used the **Google Educator** menu of tools in her placement (i.e., Gmail, Google Classroom, Google Docs, Google Slides, Google Spreadsheets), as well as Promethean "Smart" board and various online tools (PowerSchool, etc.).

The teachers assisted with ipads and adding brain breaks in when needed.

She prepared multiple powerpoint **presentations, flipcharts, geogrid, blookit.**

The **Smartboard** was used with such comfort that it was transparent and the pedagogy shone through...and online resources (YouTube, Google, Scribd) were utilized regularly.

My student teacher used technology for **planning lessons, instruction, and assessment**. In the planning realm, she used data from our program, STAR 360, to focus on specific skills that needed taught. She also used the PDE website for PA standards, eligible content, PSSA samplers to incorporate into her lessons. She used Google Classroom every day to post directions and materials. She used short videos, webquests, and a variety of websites to enhance her lessons (especially non-fiction) by building background knowledge with her students. Many of her lessons linked directly to Scholastic Scope (part of our curriculum), and she was able to incorporate some of their digital resources, such as digital texts and audio links for her IEP students. She used technology to **assess students frequently**. She created quizzes with **Google Forms, surveys, rubrics and writing checklists in Google Classroom**, and informal assessments through sites such as Kahoot and Blooket. **Nearpod** was another website that was invaluable for creating **polls** and **review** activities (vocabulary matching, for example). She even used technology for **enrichment**. She offered students **weekly sessions during our "Spartan Time", giving them the opportunity to learn how to create their own websites on Google Sites**. Students loved it and her sessions were always filled!

Instruction - **promethean** board (which I taught her how to use), **google slides** (which I taught her how to create)

My student teacher used the **smart board, document camera, and computer**. I believe she used the things because I recommended them. **Neither student teacher had ideas that she had learned in college to incorporate** in the classroom.

My student teacher used **Google classroom** (at my direction) for posting of materials and sharing information with students. She also used the tool Geogebra for a lesson.

She was very quick to utilize things such as kahoot to do a get to know me activity on one of her first days. She has utilized google classroom **proficiently and effectively**. She uses the promethean board to supplement her lessons.

He used the **computer and projector** daily along with various website such as code.org, typing.com, and many Google applications.

My student teacher used **Google forms** for assessments, Google slides to presentations, and **AI** generator technology for a culminating project.

She used the smart panel as well as many educational sites for review and instruction.

My student teacher implemented assignments that required students to use their iPads for discovery, collaboration, presentations, and note taking. He also presented lessons using the Promethean Board. Skyward was used for grading and Google Classroom was the platform students received their assignments. Google Forms was used for Quick Quizzes throughout the semester. PowerPoint, Word, Docs, Slides, Canva, Notability, and Kahoot were used regularly in lessons. To prepare for technological difficulties and for those that preferred, my student teacher was always prepared with paper copies.

She used a document camera everyday. She utilized youtube and Netflix for appropriate educational videos. The children also use chromebooks to complete lessons/games on certain reading skill areas.

My student teacher taught many lessons using my smartboard to teach different concepts. She also used the smart board to test the knowledge mastery of the students. She created Powerpoint presentations to teach.

He used the technology provided to him by our district and used my software and supplements for instruction and assessment. It was mandatory for one of the three preps that he use my software/supplements due to a contract I signed with Seton Hill University. But the other classes he could have used whatever he wanted to implement and basically utilized what I provided him with.

My student teacher utilized technology through the use of my view board (smart board) in my classroom. This was done on a daily basis. She also utilized technology through the use of the students' iPad. This was also done on a daily basis. Most of our assessments were done through paper/pencil means. However, my student teacher did help implement several of our mid-year assessments, some of which are completed through the use of the students' iPad.

Kodak Nuscan App to project documents. Used projector and laptop to show short video clips, educational songs and brain breaks Nearpod Kahoot

My student teacher used technology to present lessons, to give evaluations, and to provide videos for a deeper understanding.

My student teacher used the LMS Canvas each day for instruction. She also used Google Apps for Education and the Promethean board. She also used Canva to create materials.

IEP Writer/Progress Monitoring

My student teachers both used PowerPoint note-taking in teaching their health classes. They also showed health videos from online resources.

used several forms of technology. She used a doc cam and a projector. She used the projector to teach math and ECRI. The children were able to go to the board to answer math questions. She used YouTube for educational videos.

Management -- First graders require a structured learning environment. Carly used the clock app to provide a timer. Carly used pictures and videos to provide visuals for her lessons. Students played an online calculator with an online app.

We do not use a lot of technology in the gym.

My student teacher used the Promethean board and created Kahoot games.

Technology is not used excessively in the PE classroom, however, the student teacher utilized technology as a resource for planning instruction.

3rd grade students have Chromebooks which are used to complete both Math and Science activities- Kahoots, Gimkits, Online games and assessments.

I don't believe in putting computers in front of students when they have that enough in their at-home life

He used power points and slides for presentations made by Co-op teacher. He showed videos from online sources.

-She created her notes and worksheets using Google Slides and Google Docs. - She imported her materials into the ActivInspire programs so you could use the promethean board to annotate the materials. - She used Google Classroom daily to post absent sheets and materials for student who were not present. - She took attendance and

recorded grades using PowerSchool - She used the following websites to instruct and review materials: Edpuzzle, Quizizz, PhET simulations.

Smartboard: brain breaks, educational learning songs, story time, projection (ELMO) of assignments, etc.

She presented Google Slide shows and showed videos

My students teachers all implemented their own unit in my music technology class, which demonstrated a high level of technical proficiency.

My student teacher was able to effectively use the Promethean Board for instruction and assessment.

-Google Slides, Docs, Forms, online resources

Both student teachers this semester used the technology that was available in my classroom.

Technology was used by the student teacher : Classroom projector Chromebook for assignments and research Document Camera/ Projector for games and demonstrations

Miss [REDACTED] used videos, Smartboard, and Chromebooks in her lessons

She used technology to teach a coding lesson. Each student used their own computer and practiced writing codes. She used an interactive online games and had students come to the smart board to do the activity. She showed videos that go along with the content she was teaching and she created and interactive map to teach the students about the seven continents and the oceans.

My student teacher used her laptop and created google slides/power point to teach vocabulary to our students.

My student teacher uses ipads as a reinforcer for several students during lessons to keep them engaged. My student teacher also encourages and teaches the use of AAC devices for communication with several students.

Using Canva to make worksheets and Kahoot or Blookit for review games.

My student teachers used a variety of technology; Kahoot, Google Slides, Canva, STAR testing were all used.

My student teacher created flipcharts to enhance their instruction. They used online games to help review and engage students in their learning.

The student teacher used Google classroom, IXL, Blooket, and had students do writing and projects on their laptops.

Both of my student teachers used our document camera, digital components from the curriculums, the smart board, the students' Chromebooks, YouTube, and resources from Teachers Pay Teachers to enhance their instruction. They used teacher-created assessments, curriculum assessments, and school-wide assessments to guide their planning and instruction.

She had the opportunity to observe and engage with students hands-on during their use of technology in the classroom including i-pads, center materials (electronic microscope, telescope, indoor greenhouse), and the varied uses of the SmartBoard.

She was amazing! She helped with some very sophisticated eye gaze technology ! IUP does a great job of preparing students for teaching.

[REDACTED] used technology in my classroom. She used a Smartboard, Chromebooks, Document Camera, Printers/Copiers.

All of my student teachers were fluent in the use of smartmusic program, music notation software, audio engineering software and the google suite applications.

She used the Google Classroom format to post lessons and assignments for the students. She also implemented several Kahoot reviews, used [REDACTED] Area's electronic gradebook to record student work. She used emails to communicate with the students. A new technology she showed me how to use is Chatgpt.openai, which I found interesting and helpful. It also gave me clues about how students might abuse this technology, and how to combat that problem.

We used YouTube videos to introduce new PE skills and games to the students.

My student teacher actively uses online resources to search for new lessons and strategies to help students in their learning and in general planning. He actively uses and embraces the various technology I use in my classroom.

Both the students teachers had to utilize techonolgy within the classroom. We have prometheon boards and us google classroom.

The Promethium board was used daily to go over morning work, present lessons, show educational videos, having the students present work on and to enter data for the various programs.

My student teacher brought in newer technologies that I was unaware of that the younger generation is more familiar with than I am. The students adapted well to the integration as they were familiar with the new technologies.

Computer software programs Smart board

My student teacher would use the smart board and Google Classroom that I had already set up for her.

My pre-student teacher used the projector and computer in my classroom along with a PowerPoint presentation.

My student teacher was able to use any platfrmns that I had shown her throughout her experience and was easily able to adapt. She did not come in with different uses of technology.

My student teachers used technology in many different ways some of these are; google classrooms, Kahoots, Quizlets, Internet searches, etc..

N/A

My student teacher utilized a program called 95RAP in which she taught two small group lessons on the computer using this program to help build upon beginning reading skill deficits. She also incorporated games which the students used the SMART boards to play.

She used Google Classroom to create, assign and grade assignments. She also used many different websites to engage the students in different learning environments.

My student teachers used a SMARTboard and Instructional panel, YouTube, and Promethean Board Instructional technology.

They used things like chromebooks while teaching health, older technology to play music in the gym, and having student turn assignments in to the google classroom.

Student teachers need to be familiar with using a Promethean Board in the classroom.

She made PowerPoints for students to use in class Had students make PowerPoints on subject matters Used Kahoot for Reviews Games Used Google Classroom for assignments and when students had snow days Used Chrome Books for students on assignments in class

Hover Camera; Mimio; students' personal Chromebooks; Canvas (Learning Management System); online textbook

It is evident that the student teacher excels at using technology in conjunction with what the kid's devices are compatible with. Strong marks for creativity.

The students did not have their computers due to PSSA testing week.

My student teacher used technology to examine and explore mathematical concepts of 3-dimensional shapes. We did not use technology for assessment specifically, however, we did discuss some possible ways to use technology to do so.

She used videos, the Promethean panel, made games for the students on different sites such as Blooket and Kahoot, she also used the projection lamp.

Data collection, progress monitoring, presentation of lessons

My student teachers were observational only. It was not a requirement for them to conduct assessments and plan for instruction.

Review games (Kahoot, Quizziz, etc); Formative assessments where all students respond; Desmos; Geogebra; Study Island

Student teachers are able to use technology - computers, smartboards, etc. They follow whatever we use for the most part. They pick up on technology rather quickly.

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?

N/A

I think that providing the cooperating teacher with a binder of the requirements for the student teacher and the forms that need completed would be nice. I know that everything is digital these days, but a paper copy would also be nice. I also think that the forms on Live Text need updated....there should be a separate form to fill out for each of the 2 observations that I am required to do for my student teachers. The current ones don't really pertain to one lesson.

The last 2 student teachers that I have had, came in uncertain for managing a classroom/activity. On phones and watches. I think this needs to be emphasized as not acceptable. They need to have a sense of wanting to learn and responsive to feedback. I also feel they are uncertain to their capabilities to make decisions, asking how to do things for little tasks. Needing to take charge. I think they could benefit from more job shadowing prior to student teaching. I have had great student teachers from IUP, well prepared!! I do think its a different generation, but I believe we need to be little old school, in reminding them this is their "job". I think they feel they don't have to worry about anything. Lack of enthusiasm. All students are different, and respond different to the same program, so I'm not saying it's the program itself, I just think some of the kids today, need MORE before student teaching or firmness of what's expected when student teaching.

The program is not rigorous enough to meet the needs of the current classroom. What is expected assignment wise from the student should be shared with the mentor teacher as well. This way we can plan accordingly to accommodate lessons and student teacher needs. When a professor comes to observe the student teacher, after the lesson the professor should have a check in with the student teacher to see how things are going and to offer lesson critiques.

Continue to employ temp faculty who are currently working in the field for some of students' coursework. I've spoken with IUP education alumni who now are experienced teachers, and they consistently have affirmed that some of their most valuable classes at IUP were ones that focused on educator practices and skills and were taught by "temp faculty" who were also still working in the field.

Maybe allow them to have to do 1 assignment where they do jump in. Maybe a story or even a small game with a lesson plan so the student teachers feel they are assisting the teacher more in the room.

I feel that the teacher candidates need more opportunities within an actual classroom setting.

More in-class experience with actual students before the placement is always helpful.

This was my first time taking a student teacher, and there was really no guidance provided from the college beforehand. I felt completely unprepared for the task until her first observation, at which point I was able to meet the supervisor and ask questions. There should be a handbook for the cooperating teacher that outlines exactly what they will need to complete and when for the semester. Also, who works with these kids to write a resume, cover letter, and prepare them for interviews? I took on this task myself, but this should be an integral part of your program. After the amount of money these kids have spent on their education, it seems really frivolous that IUP wouldn't dedicate a significant amount of resources to see their graduates through this process. Perhaps these resources exist, and I was not aware of them? Again, a handbook would have been helpful.

My student teacher was very poorly prepared to plan, write, and execute her own lessons. She struggled to write objectives, use PA standards to guide instruction, and to match her assessments to the objectives. I taught her how to write objectives and fully supported her in building her lesson plans. It seemed as though she was not required to write complete IUP format lesson plans until this student teaching experience.

A clearer picture of what is expected of the student teachers. I don't feel that they were fully aware of what was expected of them, and their mentor was very lackadaisical about it all. It was basically however we decided to do it, we did it. There were no clear directions communicated.

I think the rigor of the program reflects the rigor required for actual full time teaching. I think their pre-placement course work could be better aligned to the expectations of the student-teaching course. My student teacher reflected often on how her methods courses did not accurately prepare her to plan for elements of real teaching such as information delivery (specifically the language used to describe things in verbal instruction) or classroom management. She lacked a variety of teaching strategies to pull from when she began planning her own lessons. Lesson plans during methods classes seemed to rely heavily on the use of sample text books and followed patterns such as "Students will complete examples on page ____ and then practice on page ____." This type of planning is not at all what I am expected to do as a full time teacher. I must have highly engaging lessons for most class periods to be successful with students. Activities and a variety of teaching strategies need to be incorporated in lessons daily. I am not sure that accepting the other type of lesson plans as good enough helps the candidate shape their lesson planning to reach the standards that are expected during the student teaching placement. Because at that time they are expected to select their own materials (with guidance of course) and lessons don't typically follow an "I Do, You Do" format to meet the needs of the students in math class.

I think the art education department has to improve in terms of creating lesson plans before they student teach so they know how to incorporate standards and build on prior knowledge. I think they need more instruction on how to plan and build units and a curriculum map. Even the Art Praxis II has a very broad range of material from art history to studio technique, and I don't believe IUP is doing enough to adequately prepare students in their content area.

My student teacher was a master's student, I was expecting more out of him coming in. His undergraduate had nothing to do with education or business. He has never taken a business class, he observed at the high school business classes and had no idea what the teacher was talking about. He is a good teacher for elementary level but will have a K-12 certification and no idea what to do with high school students. Also his supervisor came to the school 1 time to observe at the school, the rest were by Zoom. I feel like she did not get the real feel of how the lesson went because she was not in the environment.

My student teacher would have benefitted from instruction in the area of planning and prep; specifically designing lessons aligned to the standards, with specific learning outcomes driving all choices.

I really enjoy having them observe in the fall and teach in the spring in the same classroom. They can start teaching so much sooner and really have time to gain experience.

Spend more time focusing on standards, whether PA BCIT or NBEA as well as a concentration of more business content such as marketing, finance, or accounting.

When I attended IUP, I had to complete so much more! We didn't have the internet to rely on and we had to create our own, interactive and creative lessons. I made things from scratch. I was involved after school and before school with the kids. I had to create my own themed bulletin board, etc. Absolutely nothing that my student teacher has done was created by her. She never even found things to do that would get the kids engaged in a lesson topic. For instance, if I am teaching about shapes, I would find a piece of children's literature and use that book to come up with an activity or craft. The children simply learned from our workbook pages, so her entire unit was handed to her. Including the assessments. She never made one up. Everything that we did that was fun, was already planned by myself and my team. She would take the ideas and use them in her portfolio as her own. These young kids should be able to use teachers pay teachers to find something to accompany their lessons that would get the students more engaged.

Give more experience with the various behavior challenges that teachers at all levels are experiencing.

This information is based on my last few student teachers: Instilling more professionalism: attendance, appropriate dress and appearances for work, etc.

The Supervising Educator () was perfection - she kept in touch with me and always answered my questions in a timely fashion.

I believe the IUP Educator Preparation Program could be way more rigorous. When I was in student teaching, we were required to create a FULL unit plan. A unit plan was at minimum of 12-15 lessons. Now, they are only required to write 3-5 lessons and that is considered a unit. Sadly, that is not realistic and it is nothing they will experience in real life. Most units are way longer than that, as previously mentioned. Three lessons is barely a mini-unit. And, the student teachers can choose whether they want to complete 3 or 5 lessons. Naturally, most will complete 3 which is

not realistic. I would require that students complete a minimum of 12 lessons for a unit, as that is what they will experience in the real world.

How to **differentiate instruction** for Learning Support students.

N/A

I believe students in this program could use **more real-world teaching application**. I know they have student teaching experiences, but scenarios may help them prepare for the unexpected and help with flexibility.

Teaching ABA and **more behavior management classes**. I had trouble finding the correct link or links that worked on the supervisory side.

While I believe both of my student teachers work well with students and do well creating good rapport with them, neither of them seemed to realize the importance and necessity of having prewritten **lesson plans** where they had to research their own ideas for lesson activities and use available resources. I am always happy to help if they are truly stuck, it just seemed as though they depended on me for all of their lesson ideas, often the day they were to teach the lesson. I think that HPED students need to improve on writing unit plans using their own unique ideas and activities. As for Health, both student teachers relied heavily on PowerPoint notetaking without many ideas of how to implement class activities, partner work, games etc. More emphasis on incorporating activities in classroom lessons may be beneficial to HPED students.

I cannot think of anything at this time. I was very pleased with my student teacher.

Student teachers need a **longer time in the classroom to develop management skills**. The seven/seven week split between early childhood and learning support is not giving these student teachers enough time to get to know their students and then teach. Experience days are not possible because they are still learning.

Have the students better prepared with **content knowledge** and a better understanding of being **professional** - not being on phones or watches.

It seems that different **supervisors have different expectations** in regards to dress code, lesson plans, etc. Many student teachers arrive and are shocked when IUP lesson plans are requested from me.

Increase classroom/student experience prior to teaching. Increase communication between IUP, the supervisor and the cooperating teacher. Increase expectation for participation in after school activities. Improve classroom management practices Expectations of student teachers to meet deadlines while student teaching

Classroom management

I was really disappointed with the **online class** for Health & PE. I believe it did not prepare my student teacher for the teaching profession. I would not recommend this be a standard way of preparing future teachers. They need **prior experience in a classroom setting**. The supervisor was not helpful for this teacher, I am not sure he even watched the lesson the student teacher presented via zoom. I did not even speak with the supervisor, he did not have time for me.

Student **should not be allowed to take both EDUC 342 and EDUC 242 at the same time**. They need the time to build and process the skills during each course.

Special Education: show teachers in the special education program reports/outcomes of students evaluations. My own son happened to be diagnosed with Autism and I had his evaluation report. My student teacher was extremely interested in seeing what tests were giving to my son, how the diagnosis of Autism was reached by his results, etc.

I would say that the **work ethic** of many of the student teachers that I've had is just not there. Many of the student teachers that I've worked with do what they can to do minimal work and are missing the mark on what it takes to be a classroom teacher. The planning and preparation is very last minute and the instruction lacks rigor.

I have had both in person and virtual observations by the IUP supervising teachers. I think that **in person observations** should be the norm, as I don't believe that virtual observations accurately reflect all of the nuances necessary for a comprehensive evaluation.

IUP needs to focus more on **Special Education**. Currently, there is a Special Education teacher shortage in Pennsylvania and IUP needs to help meet that need.

-The rubric above is an incredibly high bar, and one I think we should strive for. I think the students **need more practice doing the everyday parts of teaching and more of a realistic understanding of how much work is needed** to

be successful.

Some student teachers are better prepared than others. I don't think it's anything on your end. I think some people are just born teachers and others have to learn it. The ability to learn and the drive to learn is within them.

Do not require student teachers to take additional classes while student teaching. This was stressful for my student teacher. She had a lot of work to complete additional to her student teaching responsibilities.

I thought this was **less rigorous** than the previous IUP pre-student programs. The **expectations were not clear** and doing "what student teacher student is comfortable with" is not preparing for the real world.

I would have them **create more lessons** to present to the class. I felt my pre-student teacher became more confident each time she taught. This confidence showed in her lessons and how to interact with the class.

*My student teachers didn't seem to know much about **HIPPA**. I have heard different student teachers talk to outside staff who work in our classroom. I had to talk to student teachers about how they can't talk to outside paraprofessionals about students in our classroom that are not assigned to that paraprofessional. *One of my student teachers didn't seem to know about the importance of different types of assessments/progress monitoring and how assessments/progress monitoring are used to guide our teaching.

none at this time

My current placement is doing well with this but previous ones have **lacked initiative** and were content to sit and wait to be told what to do. They were fine doing the bare minimum and not going above and beyond.

Student teachers need more experience with using **teacher manuals**. So much instruction is given with a manual now. They need to know how to take the information in the manual and enhance it and make it their own. After having many 14 week and many 7 week student teachers. I believe that each placement should be a full 14 weeks. I know this would increase the time students are at IUP but with being dual certified, that might require more time. The 7 week student teachers do not get the full experience that they need to be successful.

Continue to have high expectations and continue to be a demanding program.

If it is possible to put the IUP students into a **variety of classroom settings** earlier in the placement, I think that might help reduce the "shock" felt in student teaching when they get a placement in a grade level they have never experienced. Also, I really enjoyed the 3SP that I completed when I went through the program years ago. It would be nice to see that make a comeback. I think it was beneficial to me and to the students.

My student teacher was in a practicum level class and I was impressed by her as a potential teacher. I would've loved to see her further along in her journey where she was planning and instructing her own lessons or engaging students in formal/informal observations.

I'm not sure that the program needs improvement. I do think student teachers need one or two days built in so that they may interview for jobs. There is a teacher shortage as you are aware. My student teacher was able to ask districts to zoom the interviews, but I think she would have benefited from a face to face meeting.

Maybe divide the placements in half, having student teachers in middle or junior high schools, and then high school, just to really show them the spectrum of issues with the age differences. I have all twelfth grade, and I think she would have gained a broader skillset if she had experienced seventh grade, for example.

In the Music Education program specifically, students need more and diverse classes in TEACHING and assessing music, and general music pedagogy. Some of the music education courses focus on theories and reading material, but there is less time to actually PRACTICE the skills in a classroom. There also seems to be a large requirement in the sciences compared to other class requirements, but these classes not inform students' teaching practices. 7-8 credits of science could be reduced to drop the overall credit requirement of a Music Education degree or allow another space for a class that is more beneficial to a student's degree.

Remind the student teacher they are not "friends" of the students, they need to show **discipline** and stay firm.

Honestly, the 2 student teachers that I worked with this year have both gone above and beyond my expectations. They were both very prepared for all the duties of a classroom teacher. Their dedication to education and to the students was clearly noticed.

My advice really would be what I put in would be my statement in the question below this one about student teacher preparation. It needs to be stressed to the student-teachers that you will be working extremely hard and now throwing in a new schedule with working 40 hours a week in the classroom plus the work that is done at home to prepare for their classes they are teaching. They shouldn't be surprised or complain about how much work they have to do. Little suggestions that need to be stressed which are those "soft skills" are things like showing up early for work and always dressing to set yourself apart from the high school students. Schools today have a more relaxed dress code than in the past, but it should be stressed to the students that they dress at or better than what their cooperating teacher is dressing. This not only shows professionalism but also helps them especially in the high school setting. The students will see them in a more authoritative position rather than someone their age.

More training on Sp. Ed. paperwork

The preparation needs to be more vigorous. They need to understand that they need to do really well in this placement.

Find a way for IUP students to spend more time in K-12 classrooms earlier in their program.

More experience in classes with IEPs and SDIs. More practice on taking data and creating goals and being able to assess data correctly.

I can't think of anything at this point in time.

I feel that the IUP's Educator Preparation Program did a great job at preparing student observers for the classroom.

It would be nice if they did not miss almost every Friday for class. She would plan a unit and then not be here on Friday to give the tests and accommodations.

Your teachers have no real experience with dealing with discipline, 504 vs IEP, adjusting lessons for IEP/ gifted students. They also need more time to actually teach. 2 weeks of a full schedule is not giving them the chance to find their comfort level as well as developing their own lessons to see if they need adjusting. It is sad that most programs are still doing the same thing I did at IUP when I student taught. I did not walk into my own classroom feeling prepared because I had a load of my own lessons to work with. Instead I had two weeks worth of lessons. Education has changed so much since I was at IUP over 30 years ago but it seems like the students teachers are coming out with the same basic knowledge and skills.

Add English as a Second Language as an option on this survey. That is the course for which I supervise student teachers, but it is not an option on here.

The student teachers need more time teaching students early in their college career. Peer teaching and associated activities can help, but it is not an adequate substitute for teaching school age children. This would help them not only in preparation, but it would also give them the opportunity to make sure they enjoy it before committing years of college toward it.

I wouldn't change anything

IEP development

My student teacher in particular isolated himself from other teachers and even students for the first half of his placement with me. He did eventually come around, but I think it's very important to emphasize the importance of collaboration and communication with other professionals in the building.

Continue to network with local schools.

The students that I had were prepared. They were very organized and willing to answer questions on the subject.

Please provide a more indepth class on what IEP's, GIEP's and 504 plans are and how regular education teachers must do to meet those documents. This is not just a topic for special education teachers but requires classroom teachers to understand their role in compliance of these documents. Also, these future educators should understand what must be done to maintain their certificate beyond graduation.

Not sure

Practice with **collecting data** on the following.... - first sound fluency -phoneme segmentation fluency - nonsense word fluency (correct letter sounds, whole word read) - oral reading fluency - ORF retell and quality

Providing **more time and give the students the ability to teach various lessons**.

Greater job-search preparation (creating resumes, cover letters, standard teaching application; interview preparation; greater certification application prep; etc) Greater focus on professional interactions, professional attire, etc.

Have the student teacher's be more involved when in the classroom and become part of the class. They tend to just sit at their computers.

Soft skill improvement needed. **Communicating effectively through email**.

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 think that IUP prepares students well for responsibilities of a teacher. They are given plenty of opportunities to be a part of various classrooms as well.

Yes; however, I think that some of the student teachers could work on being more "creative" in their lessons and not rely so much on just using the book/manual all the time.

I think there are a lot of great things, I do think its lack of maturity for some. I think personalities are all different too, I can't say the program didn't provide my students teachers with what they needed. They can pass all the classes and then not have the enthusiasm/management to be ready for the classroom.

Not really, my student teacher did not know much an IEP or how to even begin progress monitoring which is part of the daily job. Other things she was really good at - helping in the classroom, working with students without being asked

Yes, see above.

yes, they are very well mannered. they understand what is expected of them and they all remain professional throughout their time here.

I feel that the PDS students are more prepared by the end of their experience versus a student who only had eight weeks in a placement. The more consistent time a student teacher can have one classroom allows for more opportunities to build rapport with students, become more comfortable teaching actual lessons, and implement/adapt positive behavior support plans.

Absolutely yes...IUP students are consistently prepared for the constant flux and overwhelming deluge of responsibilities both in and outside the classroom. Expectations for educators increase every year, and IUP students come to us ready for it all.

Yes, she's as ready as she can be; however, in this profession, no amount of experience can ever prepare someone for the amount of work that education has become.

I do not believe that my student teacher was prepared for student teaching. She puts forth great effort, does everything that she is asked to do, and wants to be a great teacher - but came to me very unprepared. Many of her classes were online, and she seemed to not be held to high standards during her classes. She was not prepared to write lesson plans, she did not have much experience with assessing and then responsively planning/teaching/differentiating.

I believe that what prepared them both was hands on experiences in the schools they were placed in. Again, I feel like they were unprepared when coming in. I had to tell them, explain expectations, which were my own, not from the college. And when they had questions from the college, they were never clearly answered. When I had to student teach, everything I did was created by me. I have binders full of bulletin boards, lessons, etc. I feel like that is not the case anymore.

I think its difficult to simulate the expectations of actual full time teaching of a tested-subject in a student teaching environment. The student teacher's expectation from the University to focus on the 4 areas of the Danielson framework and also the Math Practice Standards through extensive lesson planning. While mastering the planning of instruction and developing strong conceptual pathways to understanding are extremely crucial parts of becoming a full-time teacher, there is no time left to devote to many of the other tasks such as maintaining accurate records, home contact, family engagement, or data analysis. Had I added any of these things to my student teacher's plate I think it would have broken her. She felt extremely overwhelmed by the expectations of the program to the point where I did not have the opportunity to expose her to some of the other elements required of full time teaching. I fear she does not have an accurate picture of what will be expected of her when she begins full time teaching.

Yes for the most part. I think she could have had more instruction with lesson planning and curriculum.

No because he observed high school classes and had no idea what the teacher was talking or how to teach it because he is in his masters program and his undergrad has nothing to do with it. He never took a business class so it he will not be strong to teach at the high school level but will have a K-12 certification. Also his supervisor came 1 time to see him in person, the other times was by Zoom and once we had technical issue and spent the time troubleshooting her instead of teaching the lesson.

My student teacher struggled in the areas of planning and preparation of lessons. She would prepare lessons the day before or even the day of a lesson. A **lack of preparation was evident** in her inability to answer questions beyond base level understanding. Her professional responsibilities were also an area of need. Being on time, sleeping in and missing half a school day, leaving early, missing a job fair, and taking time during a mentor-teacher led lesson to read a novel in front of a classroom of students were issues addressed in meeting with the mentor teacher.

Yes

Yes, my student teacher is willing to do what it takes to be the best that he can. He works well with colleagues, parents, and students in an appropriate way and handles the day to day activities of teaching well.

I feel like my student teacher can run a classroom, but she struggles with her patience and relationships with the kids. Any form of stress makes her angry and she snaps at the kids. **I don't think IUP really can prepare her to change that.** That will be on her. Hopefully with experience she improves. I highly recommend that she pursues teaching a higher grade than Kindergarten. In the job, you have to be able to work with others. She often gets upset with me and talks about me behind my back. The hardest part about Kindergarten is training them at the beginning of the year. My student teacher would do everything for them. Instead of teaching, she would be packing them up to go home. I already trained them to do that themselves. You will never, ever be able to do that as a teacher and get all your content in. Then when she does things for them and it gets overwhelming she would snap at them and tell them "you do it! I'm not doing it for you!" I feel as though IUP could have the student teachers work with a teacher year round. Not everyday at first, but they need to see what it is like to teach all the rules and procedures at the beginning of the year. My student teacher works at a daycare, so I think she is always cleaning, organizing, and doing everything for little ones. She has to be able to teach the kids independence in a school setting. Mental illness is worse than ever! Kids in a classroom are very difficult. You have kids trying to hurt others, throwing chairs, screaming and hiding under tables, and the list goes on. They are not prepared for how to handle those situations.

Yes, my student teacher was very capable of teaching my students.

Yes. I feel she is prepared to teach and will make a good teacher.

I believe my student teacher used some online schooling to supplement his degree; therefore it is hard for me to evaluate what he learned from the courses at IUP and his online schooling. I am not sure if he felt he was informed of all of his responsibilities and requirements.

I do believe that, **overall, my student teacher was prepared to become a teacher.** However, I think that some teachers are meant to teach and others are not. Thankfully, my student teacher was very natural in her teaching abilities. Sometimes that is not the case. Other student teachers can complete the work in a satisfactory manner and check boxes of a list of tasks, yet not be effective in the classroom.

Yes, I believe my student teacher was exposed to many issues, and tasks that she will encounter in her future career. She has learned how to modify and adjust schedules, plan for early finishers and differentiate her instruction.

Yes and **No**, I think colleges **prepare teachers to understand data and write lesson plans**, but **fail to teach them how to engage students and colleges fail to prepare teachers to work in urban environments.**

I believe my student teacher was prepared for her role. IUP's program helped her develop skills necessary to run a classroom and teach effectively.

Yes- she was very professional and wanting to learn and grow as an educator.

Yes, she is prepared to teach in her classroom. She was able to handle different situations as they would arise. She

was always prepared for the school day.

Yes, she did an amazing job planning, teaching and assessing her students.

No. Lacking content knowledge and professionalism.

My student teacher had not completed a course on how to write lesson plans and struggled to do so. My pre-student teacher had completed the course and was able to write lesson plans.

Yes

Yes

She did a great job. Was I wowed by her, no. But she did the expectations of IUP but never anything amazing.

No I do not believe IUP prepared my student teacher for the Health & Physical Education Field. Lack of knowledge of the material he covered, time management, classroom management and his professionalism was not up to standard.

Yes, she was confident and was very prepared for the responsibilities she would have to take on as the teacher in the classroom.

YES!!!! My student teacher was AMAZING! Willing to learning and always asking questions to further her understanding!

She has mentioned that she enjoys working in special education more than in a regular classroom, and I believe that it would be a better fit for her. The classrooms today are so extremely demanding and take dedicated people with a strong work ethic, which seem to be lacking in many students today.

I do believe that IUP is offering an effective music education curriculum. Have have been exceptionally well prepared, other less so, but I think that responsibility falls more on the student than the opportunities given by the university.

Yes, my student teacher did a great job during her placement.

-Yes they are well-prepared in many ways -There's room for improvement, and this could be achieved by partnering with current teachers to update the curriculum. Student teachers need 10-15 learning strategies to help them vary their plans. -More practice with scenarios that come up in class.

No, I do not believe my student teacher's preparation was effective. We are a very scripted district now. I think students come in thinking they have flexibility and they don't. We have curriculums we have to follow and there isn't much creativity. That's just our district; others might be different.

My student teacher did an excellent job. She developed a positive relationship with the students from the beginning. She was well prepared for her lessons and presentations.

I do not believe she had enough special education training

Overall, I do think it is helping to prepare her. I think it would be beneficial to have a class that focuses on classroom management. Having a variety of techniques to use in the classroom will be very beneficial to them when they are in the field. Time management is important too. They need to be prepared for what to expect once they get a full time job because it can be overwhelming. They need to be able to prioritize by importance and not spend every moment preparing. Also, they need to become familiarized with the different online classroom platforms that they may have to use in the classroom once they get a job. The online platforms can be very overwhelming when you first start teaching and having them be familiar would be very helpful.

Honestly, I feel that my student teachers were somewhat prepared for what they will confront on the job. I feel that they were prepared for the teaching part, but not as prepared for managing behaviors and paperwork.

Yes, I agree that my student teacher was well prepared for her responsibilities in my classroom because of the effective interventions and strategies that she has used in my classroom. She came with good background knowledge of special education in general.

Yes, but more can be done for classroom management, communication with parents, and how to deal with co-workers that might not follow an IEP or support a student enough in the classroom.

Overall, I do believe that my student teachers preparation from IUP was effective and relevant to the responsibilities they confronted on the job. Both of my student teachers were respectful, kind and knowledgeable.

Yes, see suggestions above for how to make the program more effective.

Yes, It is impossible to prepare student teachers for everything they will face, but overall, IUP gives them a good start.

Yes, I believe IUP prepares student teachers to the best of it's ability for some of the responsibilities that he/she/they may confront on the job. I believe more time in classroom settings would be hugely beneficial for them because experiencing the reality of teaching can be very different than learning about it in a college course.

She seemed prepared for her role in the Pre-K classroom and after her initial observation, she was ready to join in and take action in assisting and eventually leading small group activities.

My student teacher was extremely well prepared to step in and teach from day one! I have been very impressed with the student teachers I have worked with over the last several years. Most have been able to get their careers started right after graduation.

I believed that my student teacher is prepared for a position in teaching. She is a hard worker, initiates trying new things, asks for and accepts constructive criticism, and yearns to make each day and lesson better.

I believe IUP prepares students extremely well for today's educator.

I do believe the preparation was effective. She came here with a great toolkit of content, class structure, class management skills, and dedication. I think she realized how difficult managing the paperwork can be at this level. We have 160 students in our grade twelve classes, which can be daunting to grade. Again, a divided placement by grade level would have probably added more to her experience.

For the most part yes. When I went through HPE at IUP we learned how to teach different sports and activities. I feel now the ST's don't have a good understanding on how to teach the skills, or how to set up the equipment but they do a great job of writing lesson plans and understanding the learner.

Overall, I think IUP's effectiveness for their students' preparation for what they will experience in the classroom is adequate. The student teachers I have had often come in feeling slightly unprepared for teaching in General Music and feel there are some holes in their education that would be beneficial for this setting. They are well prepared for teaching ensembles, especially in their instrument concentration. However, they often struggle with secondary instruments or knowing the proper level of material for young learners in General Music. They talk about wasted class time in their college courses and learning theory that isn't relevant to what they experience during their student teaching. Oftentimes, they feel their professors are out of touch with what is happening in the modern classroom because they have been removed from public schools for so long or are solely steeped in the theory of music education and less in the practice of what is happening in classrooms today.

I had 2 student teachers. The one I feel could walk in the room tomorrow as a full time teacher with no issues. She was extremely prepared, took feedback, and was so easy to work with. The second student teacher I feel needs some more experience with classroom management and respecting the students to have a great rapport with them. She also needs to be willing to accept feedback and go with it.

Absolutely! I always want the student teachers/observers to get the best experience they can get. They came in very prepared to take on the appropriate responsibilities they would see when they get their own classroom.

My student teacher was very responsible and a very hard worker in her academics - but I do believe though they are unprepared for the day-to-day demands of student teaching. It needs to be stressed to them that student teaching is an all-encompassing job that you will do more work during student teaching and your first few years of teaching than you ever will do again. Long gone are the days of a college schedule - it is demanding to "work" a full time job and do the work involved with lesson planning, creating materials, and assessments. I really feel like our student teachers were not prepared enough from the university end on how hard they will be working and how much time at home they will be doing work. I feel like from a theory perspective in the university classrooms, they are reading about classroom experiences which is usually out of touch with what is happening in the K-12 classrooms. Designing the program with earlier experiences in the classroom and being more hands-on with responsibilities before the student teaching begins can be very beneficial.

I don't, because I know there are so many things that I didn't get to teach her because she came in so unprepared.

She was an eager worker, but she had so much to learn in such a short amount of time.

Yes, to an extent. There are inherent and somewhat unpredictable elements of the job that a student teacher cannot be prepared for until they are in that situation.

This depends. My student teacher was a "go-getter" and was really good at making sure to ask the questions she needed but this is not what every student teacher is like. If she was not one to ask questions, I do not feel like she would have done well with the special education program.

Yeah, I do believe the preparation is adequate to a real teaching position. It is very hard to fully include everything they might be responsible for. Each school district does things a little different and it is impossible for you to incorporate everything they might face.

Yes. They only thing I think she was not fully prepared for was IEPs. She mentioned multiple times that they did not have a lot of training or time to talk and work within IEPs during school.

It was effective but not necessarily relevant due to not knowing anything about how the educational system works now. Teaching content is only about 50% of what teachers do now.

Yes, they were prepared, engaging, and were able to take on the role of assisting without needing much direction.

Overall yes, but lesson planning (mainly working on things outside of school), as well as multitasking are two big deficiencies I have noticed in some of the newer student teachers. Teaching isn't a 9 - 5 type of job and there is a lot of planning and preparation that needs to occur outside of school in order to be an effective and successful educator.

In the last four years, I have only had 1 student teacher who was not prepared for teaching. I think she ignored most of the training and preparation provided to her.

Yes, Student Teacher that come from IUP are "Ready To Go" from day one, from writing lesson plans to using the lesson plans, and teaching the lessons to the students. She was able to have "Good Classroom Control" with the students. She was able to help students that needed help and let students to investigate at a "Higher Levels" in American History and Pa History. You can tell this by the way move around the class and teaching her lessons.

I think that a class needs to be created on writing and creating IEPs. This is the bulk of our job and time needs to be spent to prepare the IUP students adequately.

From what I've seen overall, I do believe that IUP's preparation is effective. However, I think my student teacher was close minded to the fact that he may have to teach multiple music disciplines and that he can't pigeon-hole himself into one specific area if he wants to be an effective teacher.

Yes, I do believe the prep from IUP was effective. The clear and defined goals set parameters for the students to complete.

They were very organized and prepared.

IUP has instructed their student teacher's so that they have knowledge in specific content requirements. However, there could be some improvement in the knowledge of special education requirements of students.

Yes, I believe with my full inclusion classroom and low income students, she will be prepared for all types of students in her classroom.

Yes, due to the evidence and practice in the field placement.

My student teachers are definitely well prepared for the field. IUP definitely is effective.

Easing on the stringent lesson plans, reflections, and unit plan/work sample will allow them more time to actually invest in the school day and experience. There should be greater push for them to reach sooner in the experience and maintain a full load longer than two weeks so that they're prepared for day one in their own classroom with more responsibility than during student teaching.

Hard to say if they are not prepared or just individuals who are less motivated. The last few I have had do not take initiative. They wait for me to ask or tell them to do things and then give me the bare minimum. As a teacher, you see things that need to be done and you do them or kids that need help and you help them.

More emphasis needed on secondary instrument playing ability.

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.

N/A

My responses are solely based on my past 2 teachers. My current student teacher was very uninterested in my help or wanting feedback. I offered support prior to lessons, then when she went to teach, she would ask me questions for many steps throughout the lesson on how she should do something.

I am always willing to take a student teacher and will continue to however, it is mind blowing to me that as a junior they are expected to teach 2 lessons during their 5 full time weeks. I went to a different university but I had to make lesson plans and tutor 2 students daily and teach 3 whole group lessons with parameters. For example, one lesson had to be an IRA, one lesson had to be a math lesson that included a book with literature, etc.

N/A

The Educator Prep Program at IUP is world class, serves the students well, and leaves them ready to take on the steep challenges of modern public education. It's a true honor to play a small role in what you guys do.

It would be helpful if the lesson plan expectations were consistent throughout their preparation and placements. My teacher candidate spent a lot of energy figuring out which details were to be included in which section because she said the expectations were different with every professor. It seems that by the time they reach their pre-student teaching placement that should be solidified so that they can focus on the actual *implementation* of the lesson since that is the part that should be new to the candidate during their placements. I know there is always going to be turnover in any school, but the changing expectations of department faculty seems to be a source of frustration for the teacher candidates.

I'll be at the meeting on next Thursday for further input.

Prepare them that they are coming into a job when student teaching **Stop watering down things**, I know things have changed but they do not have to do half the things we had to do before and they are educating our future.

None

none

I really think that IUP has a great program. I feel as though there needs to be clearer guidelines for what is expected of them. Have them show evidence of supplemental instruction to go with their lessons. What craft or writing activity did you do to go along with that lesson? It could be something as simple as rolling dice and coloring the number that matches to teacher subitizing in math.

I admired and appreciated [REDACTED] and her professionalism. She was always extremely helpful.

I thought it was kind of inappropriate how early I had to evaluate my student teacher for both her mid-term and her final evaluations. I also felt like I had to do "double-duty" with certain tasks. For example, I had to give my student teacher a grade nearly two weeks prior to the actual date of the mid-term. Then, I not only had to complete all of the evaluation pieces in LiveText, but I also had to email my grade and the reasoning for my grade to her supervisor as well. I didn't understand the necessity for that. If I completed all the work in LiveText as I was required to do, then the supervisor would simply have to refer to all of that documentation. That is, unless, they didn't want to view all of it and wanted it done for them? In addition to this, I also had to give my student teacher her final grade two weeks prior to her last day. That was not the case when I student taught. I did not have my final observation and final meeting until my last week as a student teacher. Otherwise, what is the point? If the student teacher knows they are getting an A two weeks (or more) prior to them being finished, the level of effort will obviously be less. That makes no sense. It also seemed as though all of the student teaching criteria that student teachers must complete is

very confusing for them. The last two student teachers I had needed to contact their supervisor multiple times per week to clarify guidelines and tasks. And, on numerous occasions the supervisor did not have an immediate answer to their question. There was then a lot of back-pedaling and correcting of work to meet the standards and criteria after it was determined what needed to be completed in the first place. It seemed as though the student teachers were not given much explanations of what they were to complete up front and had to figure it out as they went along. It also seemed as though the supervisors had very different interpretations of what was expected of student teachers and it wasn't always communicated clearly to the student teachers and cooperating teachers.

Supervisor was excellent to work with.

Based on the experiences I've had with various universities, IUP has a very strong teacher preparation program.

N/A

Thank you for the opportunity to mentor a future teacher.

up-date forms on-line

Student teachers do not know how to create lessons based on standards. They rely heavily on the scripts and programs and struggle to adapt to meet students' needs. The dress code has become very lax.

I would never recommend preparing future teachers to take courses solely online. My student teacher was not prepared to be in a classroom setting.

Student should not be allowed to take both EDUC 342 and EDUC 242 at the same time. They need the time to build and process the skills during each course.

I've had literally dozens of student teachers over the years, and I've noticed a few concerning trends post COVID that I would like to mention. Phones are a big problem. Whenever there is unstructured professional time, it seems like the first thing that many student teachers reach for are their cell phones (and not for work purposes). I've had to have numerous discussions about how casual cell phone use is not acceptable in a professional educational setting, especially when we are expecting the same of the students. I also feel like some (not all) of the student teachers struggle to grasp the urgency of their position. I still believe that the goal of the student teacher ought to be to impress their cooperating teacher, not simply to complete the minimum asked of them. Some student teachers seem to do this intuitively, while others just don't seem to get it. I'm often called as a reference for student teachers when they apply for their first job, and I try very hard to convey an objective and honest depiction of their qualifications. I can't prove it of course, but I'm nearly certain that some of my former student teachers were either hired or not hired (or at least interviewed) depending upon my recommendation. The music education world is small, and I just hope that they clearly understand that all aspects of their competency, professionalism, and enthusiasm are important to the impression that they leave on their cooperating teacher.

IUP needs to focus on developing Special Education teachers.

The program is incredibly high-level. I respect and appreciate it. The supervisors are excellent and hard working.

I hope you're teaching how to teach an online learning class.

none at this time.

This placement was the students' first exposure to the classroom and was strictly an observation placement. I am unable to assess statements above. I do enjoy having students in the classroom and am willing to have students for future placements/

More rigorous than it was in previous years. Pre-student teachers should be teaching everything by the end of their experience

n/a

I enjoy being a mentor for student teachers. I hope to continue to be a mentor for IUP student teachers.

Overall, IUP is doing a nice job at guiding future educators. I have always had very knowledgeable and professional

students.

Make sure special education paperwork is a huge part of the program: IEP and RR writing, progress reports, how to collect and organize data. This is always an interview questions and I have noticed that young teachers struggle with these questions.

IUP has prepared their students well for their student teacher experience.

See above for suggestions.

I really appreciate you allowing me to host student teachers in my classroom! I love to see the growth they make from the beginning of the experience to the end of their time in my classroom! Thank you!

My "disagree" options above was reflective of two student teachers who did not produce a product that was "A" material.

I had a great experience, but I have heard from others about student teachers who were ill-equipped or terrified of teaching when they arrived. Be honest with potential candidates. That seems like an awful place to be after doing four years of coursework. Better to tell them early on if they don't seem like a good fit for teaching.

In general, the Educator Preparation Programs provide enough of an education to help student teachers survive their student teaching experience depending on where they are placed, but there are spots in their education that could use revising, such as looking at

none

I am an IUP Education Alumni and I am blessed to have gotten the best teacher prep. I continue to see through observers as well as through student teachers that IUP continues to prepare their students.

It is hard to prepare students for the classroom when they really have never had any real time in the classroom. It goes back to my time at SRU in the early 2000's when I felt that we weren't prepared for the classroom when we started student teaching. It's been like this forever and I guess we all have adapted and got through it. But I believe that field work should be a little more hands-on rather than observation once a week. When they are "thrown to the wolves" in the public school classrooms - they are shell-shocked as to the demands they will be facing.

I think getting the education majors into the classroom early in their sophomore year would be very beneficial. They used to have to have so many hours of observation before PST 1.

N/A

I've had nothing but a wonderful experience working with students from IUP and the staff at IUP.

N/A

The students teachers that I had this year came very prepared and acted very professional. This is a much needed change from the past two years.

I think I covered this in another section. Now teachers are to instruct about SEL, deal with more detailed IEP's and 504 plans, deal with discipline issues that did not exist years ago, and dealing with parents that can be very aggressive in how they interact with teachers today. How do you motivate a student who is not motivated and defended by their parents to only do what they want and not what is required? Start bringing in current engaged teachers to talk about these subjects and do role play/modeling of how to deal with the situations other than lesson planning and delivery.

Possibly consider improving your system of applying for the honorarium, so that the cooperating teacher does not need to biannually (in my case) fill in the same information and email over a PDF of the "honorarium form."

None at this time

I think cooperating teacher expectations should be made clearer. There were numerous documents to read, but many of them didn't answer my questions. I think that there should be one important document with crucial bullet points listed. I read about the data-collecting project that my student had to do, but he had no idea that he had to do it.

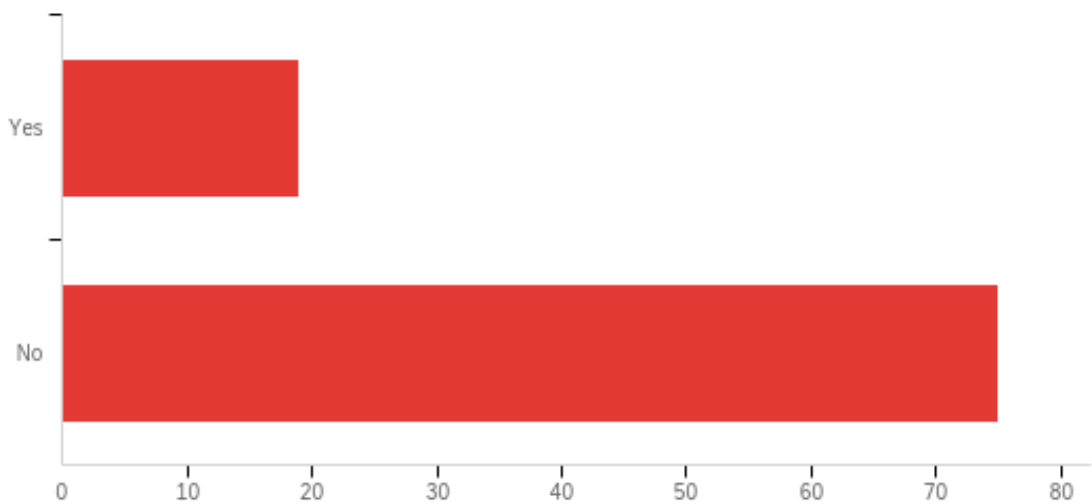
Keep doing what you are doing. We need more great teachers.

It is my understanding that some student teacher's have the opportunity to spend a full school year within the same classroom. This could be beneficial for all student teachers.

The rubrics we have to fill out for them do not align with what they are doing and personally, I would not find them helpful as a student teacher. I would want meaningful feedback. Most of the time we are not able to assess pre-student teachers on Danielson's framework. I would rather rate them on how much they have grown, what they do well, and what they can continue to grow on. Professionalism, initiative, motivation, rapport with students and staff, and ability to teach (esp. diverse learners) would be some areas I would focus on. In the special ed world, having an awesome lesson plan means very little. Many of my student teachers spend way too much time on lesson plans and try to follow it by the book. Having a plan is great but being able to be flexible with the plan and reflect on the lesson is more important in my opinion. My most successful student teachers are the ones who ask a lot of questions and want to know more about my students.

Student teachers seem to be exposed to a wide variety of teaching methods, but lack the concrete knowledge as it pertains to musical band instruments. Being able to play instruments and diagnose student problems is the area that needs most attention.

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is your student teacher participating in a year-long placement with you? (Fall EDUC 342 and Spring Student Teaching?)	1.00	2.00	1.80	0.40	0.16	94

#	Answer	%	Count
1	Yes	20.21%	19
2	No	79.79%	75
	Total	100%	94