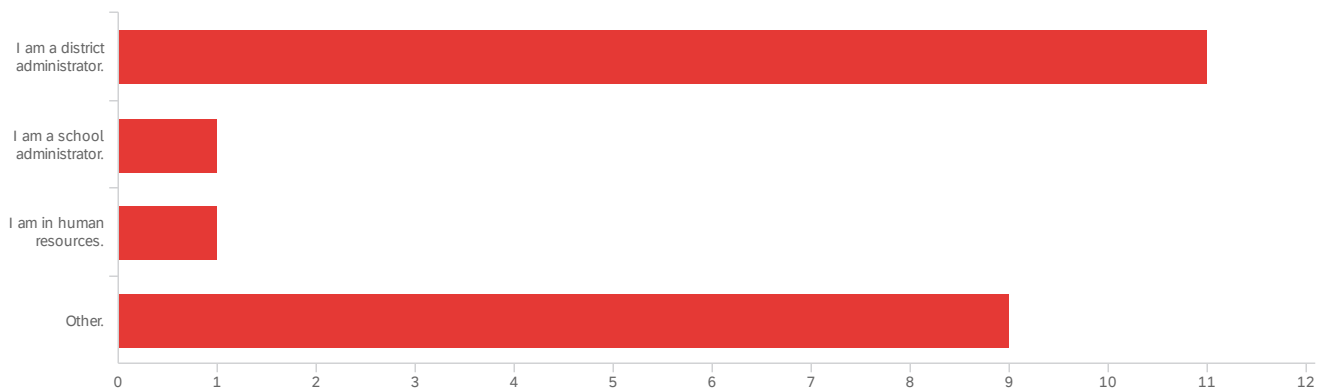


Default Report

IUP Completer Employer Survey 2022-2023 - Case Study

June 22, 2023 10:29 AM MDT

Q3 - Select the choice that best describes your role:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Select the choice that best describes your role:	4.00	7.00	5.36	1.43	2.05	22

#	Field	Choice Count
4	I am a district administrator.	50.00% 11
5	I am a school administrator.	4.55% 1
6	I am in human resources.	4.55% 1
7	Other.	40.91% 9

22

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Q4 - In what area(s) are recent (within the last three years) IUP graduate(s) employed full time in your school or district?

#	Field	Choice Count
1	Art Education	0.00% 0
2	Biology Education	6.06% 2
3	Business Education	0.00% 0
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	9.09% 3
8	Early Childhood Education	12.12% 4
9	Early Childhood/Reading Specialist Certification	0.00% 0
10	English Education	0.00% 0
11	Family and Consumer Science Education	0.00% 0
12	Health and Physical Education	0.00% 0
13	Mathematics Education	6.06% 2
14	Middle Level Education - English Language Arts	0.00% 0
15	Middle Level Education - Math	0.00% 0
16	Middle Level Education - Social Studies	0.00% 0
17	Middle Level Education - Science	0.00% 0
18	Music Education	18.18% 6
19	Physics Education	0.00% 0
22	Social Studies Education	0.00% 0
24	Spanish Education	0.00% 0
25	Special Education	12.12% 4
27	Administrator	6.06% 2
28	School Specialist (Speech, Counselor, Psychologist)	12.12% 4
29	No recent graduates are employed in my district, but IUP graduates are employed here	18.18% 6

Field

Choice
Count

33

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Q5 - How well do you believe your teacher(s) who graduated from IUP is (are) prepared

to:

#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1	Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP R1.1)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP R1.1)	0.00% 0	0.00% 0	100.00% 8	0.00% 0	8
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)	0.00% 0	12.50% 1	62.50% 5	25.00% 2	8
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP R1.2)	0.00% 0	0.00% 0	75.00% 6	25.00% 2	8
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP R1.2)	0.00% 0	25.00% 2	50.00% 4	25.00% 2	8
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)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8
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)	0.00% 0	25.00% 2	75.00% 6	0.00% 0	8
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)	0.00% 0	12.50% 1	75.00% 6	12.50% 1	8
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)	0.00% 0	12.50% 1	50.00% 4	37.50% 3	8
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)	0.00% 0	25.00% 2	62.50% 5	12.50% 1	8
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)	0.00% 0	12.50% 1	62.50% 5	25.00% 2	8
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2(n); CAEP R1.1)	0.00% 0	0.00% 0	62.50% 5	37.50% 3	8

#	Field	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
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)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4(p); CAEP R1.2)	0.00% 0	12.50% 1	75.00% 6	12.50% 1	8
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5(r); CAEP R1.2)	0.00% 0	0.00% 0	87.50% 7	12.50% 1	8
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6(v); CAEP R1.3)	0.00% 0	12.50% 1	75.00% 6	12.50% 1	8
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)	0.00% 0	12.50% 1	87.50% 7	0.00% 0	8
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)	0.00% 0	12.50% 1	62.50% 5	25.00% 2	8
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)	0.00% 0	25.00% 2	50.00% 4	25.00% 2	8
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10(t); CAEP R1.4)	0.00% 0	25.00% 2	62.50% 5	12.50% 1	8
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP R2.3; R4.3)	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6
23	My EDUC 342 Pre-Student Teaching II experience was valuable to my preparation as a teacher (CAEP R2.3; R4.3)	0.00% 0	20.00% 1	20.00% 1	60.00% 3	5
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP R2.3; R4.3)	0.00% 0	20.00% 1	20.00% 1	60.00% 3	5
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP R2.2)	0.00% 0	0.00% 0	0.00% 0	100.00% 4	4
26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP R2.2)	0.00% 0	25.00% 1	75.00% 3	0.00% 0	4

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End of Report

