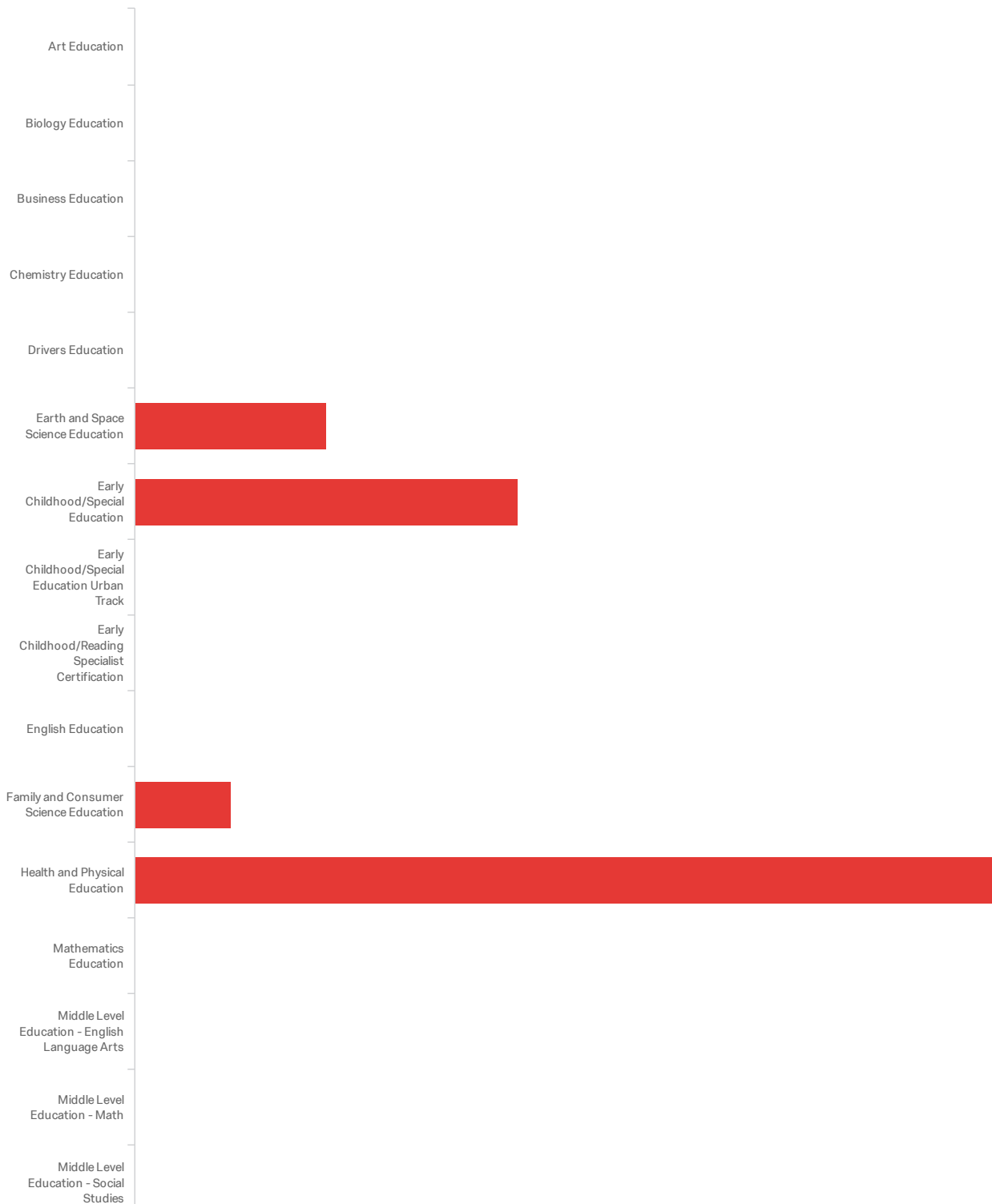# Fall 2018 Student Teaching
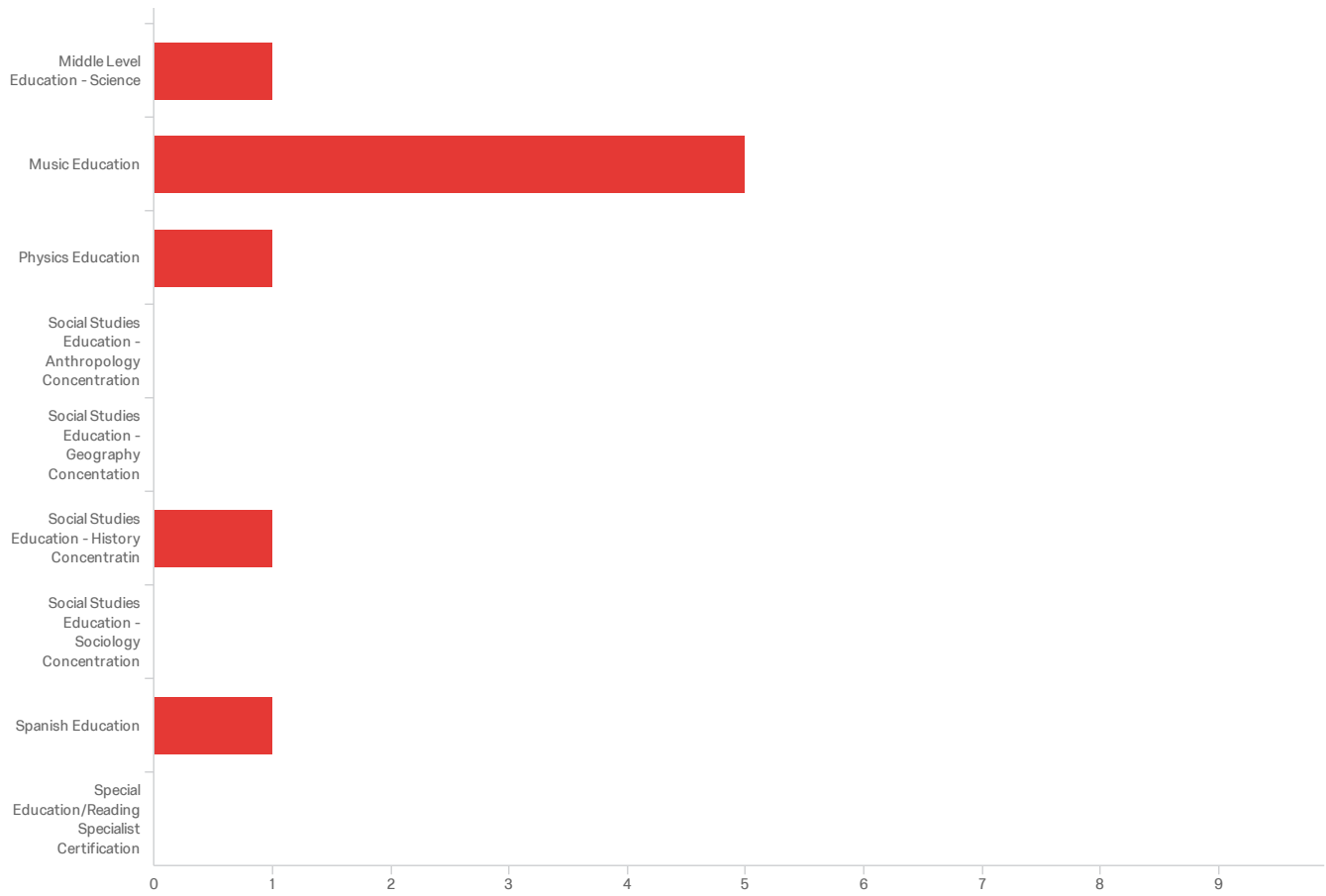
Fall 2018 Student Teaching Exit Survey

February 19, 2019 6:41 PM MST

Q2 - What IUP Educator Preparation program(s) are you completing? (select all that apply)
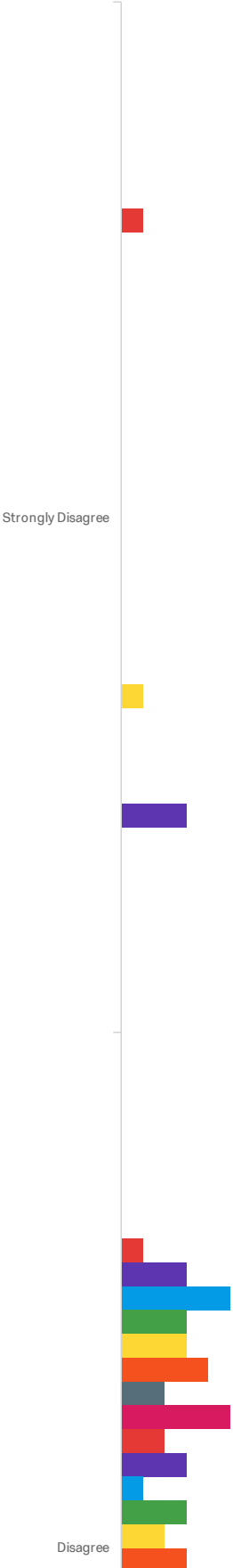
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What IUP Educator Preparation program(s) are you completing? (select all that apply)	6.00	24.00	13.24	5.03	25.30	25

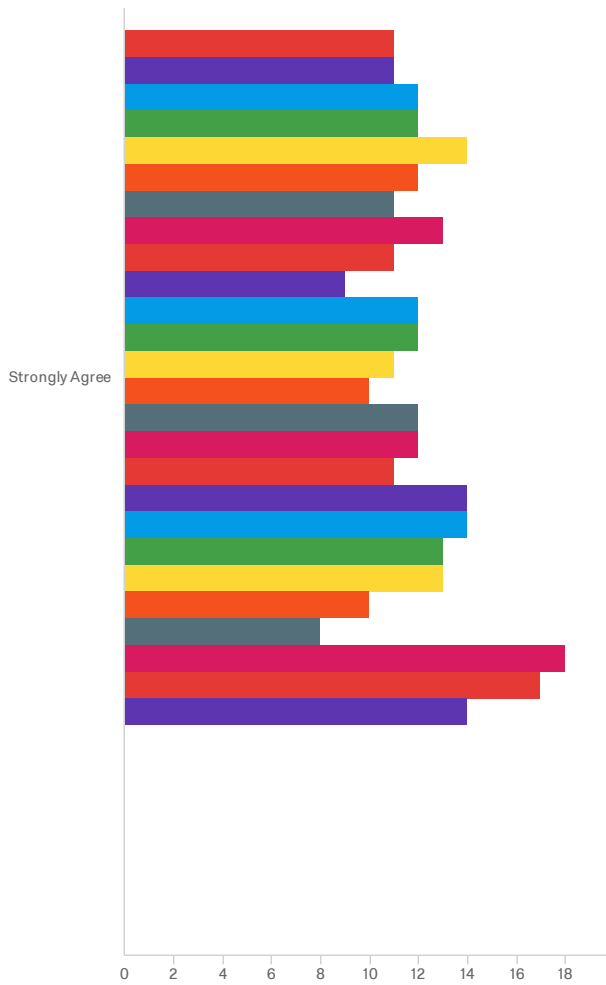| #	Field		Choice Count
1	Art Education	0.00%	0
2	Biology Education	0.00%	0
3	Business Education	0.00%	0
4	Chemistry Education	0.00%	0
5	Drivers Education	0.00%	0
6	Earth and Space Science Education	8.00%	2
7	Early Childhood/Special Education	16.00%	4
8	Early Childhood/Special Education Urban Track	0.00%	0
9	Early Childhood/Reading Specialist Certification	0.00%	0

#	Field	Choice Count	
10	English Education	0.00%	0
11	Family and Consumer Science Education	4.00%	1
12	Health and Physical Education	36.00%	9
13	Mathematics Education	0.00%	0
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	4.00%	1
18	Music Education	20.00%	5
19	Physics Education	4.00%	1
20	Social Studies Education - Anthropology Concentration	0.00%	0
21	Social Studies Education - Geography Concentation	0.00%	0
22	Social Studies Education - History Concentratin	4.00%	1
23	Social Studies Education - Sociology Concentration	0.00%	0
24	Spanish Education	4.00%	1
25	Special Education/Reading Specialist Certification	0.00%	0
			25

Showing rows 1 - 26 of 26

Q3 - How well do you believe IUP prepared you to

Design and implement developmentally appropriate and challenging learning e...
Ensure inclusive learning environments that enable each learner to meet hig...
Work with others to create environments that support individual and collabo...
Create learning experiences that make the discipline accessible and meaning...
Engage learners in critical thinking, creativity, and collaborative problem...
Use multiple methods of assessment to engage learners in their own growth, ...
Plan instruction that supports every student in meeting rigorous learning g...
Use a variety of instructional strategies to encourage learners to develop ...
Engage in ongoing professional learning and use evidence to continually eva...
Seek appropriate leadership roles and opportunities to take responsibility ...
Respect learners' differing strengths and needs and be committed to using t...
Make learners feel valued and help them learn to value each other. (InTASC ...
Value the role of learners in promoting each others' learning and recognize...
Appreciate multiple perspectives within the discipline and facilitate learn...
Value flexible learning environments that encourage learner exploration, di...
Commit to the ethical use of various assessments and assessment data to ide...
Value planning as a collegial activity that takes into consideration the in...
Commit to exploring how the use of new and emerging technologies can suppor...
Understand the expectation of the profession including codes of ethics, pro...
Embrace the challenge of continuous improvement and change. (InTASC Critica...
Overall, I believe my field experiences at IUP prepared me for the expectat...
My EDUC 242 Pre-Student Teaching I experience was valuable to my preparatio...
My EDUC 342 Pre-Student Teaching II experience was valuable to my preparati...
My Student Teaching experience was valuable to my preparation as a teacher....
My Cooperating Mentor Teacher provided a positive learning environment for ...
My University Supervisor provided pertinent information and support through...

Agree

Strongly Agree

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP4.1)	1.00	4.00	3.32	0.73	0.54	25
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP 4.1)	2.00	4.00	3.32	0.68	0.46	25
3	Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3; CAEP 4.1)	2.00	4.00	3.28	0.78	0.60	25
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP 4.1)	2.00	4.00	3.36	0.69	0.47	25
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP 4.1)	2.00	4.00	3.44	0.70	0.49	25

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6	Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making. (InTASC 6; CAEP 4.1)	2.00	4.00	3.32	0.73	0.54	25
7	Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC 7; CAEP 4.1)	2.00	4.00	3.36	0.62	0.39	25
8	Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8; CAEP 4.1)	2.00	4.00	3.32	0.79	0.62	25
9	Engage in ongoing professional learning and use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others, and adapt practice to meet the needs of each learner. (InTASC 9; CAEP 4.1)	2.00	4.00	3.36	0.62	0.39	25
10	Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10; CAEP 4.1)	2.00	4.00	3.24	0.65	0.42	25
11	Respect learners' differing strengths and needs and be committed to using this information to further each learner's development. (InTASC Critical Disposition 1h; CAEP 4.2)	2.00	4.00	3.44	0.57	0.33	25
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2n; CAEP 4.2)	2.00	4.00	3.36	0.69	0.47	25
13	Value the role of learners in promoting each others' learning and recognizes the importance of peer relationships in establishing a climate of learning. (InTASC Critical Disposition 3o; CAEP 4.2)	2.00	4.00	3.36	0.62	0.39	25
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4p; CAEP 4.2)	2.00	4.00	3.28	0.66	0.44	25
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5r; CAEP 4.2)	2.00	4.00	3.36	0.69	0.47	25
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6v; CAEP 4.2)	2.00	4.00	3.32	0.73	0.54	25
17	Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. (InTASC Critical Disposition 7q; CAEP 4.2)	2.00	4.00	3.36	0.62	0.39	25

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
18	Commit to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC Critical Disposition 8r; CAEP 4.2)	2.00	4.00	3.48	0.64	0.41	25
19	Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (InTASC Critical Disposition 9o; CAEP 4.2)	2.00	4.00	3.52	0.57	0.33	25
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10t; CAEP 4.2)	2.00	4.00	3.48	0.57	0.33	25
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP 2.3)	1.00	4.00	3.32	0.84	0.70	25
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP 2.3)	2.00	4.00	3.08	0.84	0.71	25
23	My EDUC 342 Pre-Student Teaching II experience was valuable to my preparation as a teacher (CAEP 2.3)	2.00	4.00	3.00	0.82	0.67	24
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP 2.3)	2.00	4.00	3.60	0.69	0.48	25
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP 2.2)	2.00	4.00	3.64	0.56	0.31	25
26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP 2.2)	1.00	4.00	3.32	0.97	0.94	25

#	Field	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
1	Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains. (InTASC 1; CAEP4.1)	4.00%	1	4.00%	1	48.00%	12	44.00%	11	25
2	Ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP 4.1)	0.00%	0	12.00%	3	44.00%	11	44.00%	11	25
3	Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3; CAEP 4.1)	0.00%	0	20.00%	5	32.00%	8	48.00%	12	25
4	Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP 4.1)	0.00%	0	12.00%	3	40.00%	10	48.00%	12	25

#	Field	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
5	Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP 4.1)	0.00%	0	12.00%	3	32.00%	8	56.00%	14	25
6	Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making. (InTASC 6; CAEP 4.1)	0.00%	0	16.00%	4	36.00%	9	48.00%	12	25
7	Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC 7; CAEP 4.1)	0.00%	0	8.00%	2	48.00%	12	44.00%	11	25
8	Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8; CAEP 4.1)	0.00%	0	20.00%	5	28.00%	7	52.00%	13	25
9	Engage in ongoing professional learning and use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others, and adapt practice to meet the needs of each learner. (InTASC 9; CAEP 4.1)	0.00%	0	8.00%	2	48.00%	12	44.00%	11	25
10	Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC 10; CAEP 4.1)	0.00%	0	12.00%	3	52.00%	13	36.00%	9	25
11	Respect learners' differing strengths and needs and be committed to using this information to further each learner's development. (InTASC Critical Disposition 1h; CAEP 4.2)	0.00%	0	4.00%	1	48.00%	12	48.00%	12	25
12	Make learners feel valued and help them learn to value each other. (InTASC Critical Disposition 2n; CAEP 4.2)	0.00%	0	12.00%	3	40.00%	10	48.00%	12	25
13	Value the role of learners in promoting each others' learning and recognizes the importance of peer relationships in establishing a climate of learning. (InTASC Critical Disposition 3o; CAEP 4.2)	0.00%	0	8.00%	2	48.00%	12	44.00%	11	25
14	Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives. (InTASC Critical Disposition 4p; CAEP 4.2)	0.00%	0	12.00%	3	48.00%	12	40.00%	10	25
15	Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (InTASC Critical Disposition 5r; CAEP 4.2)	0.00%	0	12.00%	3	40.00%	10	48.00%	12	25
16	Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC Critical Disposition 6v; CAEP 4.2)	0.00%	0	16.00%	4	36.00%	9	48.00%	12	25
17	Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. (InTASC Critical Disposition 7q; CAEP 4.2)	0.00%	0	8.00%	2	48.00%	12	44.00%	11	25
18	Commit to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC Critical Disposition 8r; CAEP 4.2)	0.00%	0	8.00%	2	36.00%	9	56.00%	14	25

#	Field	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
19	Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (InTASC Critical Disposition 9o; CAEP 4.2)	0.00%	0	4.00%	1	40.00%	10	56.00%	14	25
20	Embrace the challenge of continuous improvement and change. (InTASC Critical Disposition 10t; CAEP 4.2)	0.00%	0	4.00%	1	44.00%	11	52.00%	13	25
21	Overall, I believe my field experiences at IUP prepared me for the expectations of today's classroom (CAEP 2.3)	4.00%	1	12.00%	3	32.00%	8	52.00%	13	25
22	My EDUC 242 Pre-Student Teaching I experience was valuable to my preparation as a teacher. (CAEP 2.3)	0.00%	0	32.00%	8	28.00%	7	40.00%	10	25
23	My EDUC 342 Pre-Student Teaching II experience was valuable to my preparation as a teacher (CAEP 2.3)	0.00%	0	33.33%	8	33.33%	8	33.33%	8	24
24	My Student Teaching experience was valuable to my preparation as a teacher. (CAEP 2.3)	0.00%	0	12.00%	3	16.00%	4	72.00%	18	25
25	My Cooperating Mentor Teacher provided a positive learning environment for our students and me. (CAEP 2.2)	0.00%	0	4.00%	1	28.00%	7	68.00%	17	25
26	My University Supervisor provided pertinent information and support throughout my student teaching experience. (CAEP 2.2)	12.00%	3	0.00%	0	32.00%	8	56.00%	14	25

Showing rows 1 - 26 of 26

Q4 - Please describe how you use technology for instruction and assessment in your classroom.

Please describe how you use technology for instruction and assessment in yo...

In the classroom, I use or plan to use technology in many forms, such as applications (apps), google classroom, and interactive learning or physical skill games.

Kahoot, Quizlet, etc.

Music recordings were often used in both placements.

I use technology to further introduce and explain content to students in the form of videos, powerpoints, and online assignments.

During student teaching I used QR codes (something I learned during IUP's summer program).

We used Promethean boards and variety of tech items in the gym and classroom.

I was able to use an iPad during my instruction to record students when they were performing a running assessment and I as the teacher was able to go back and dissect the video to ensure proper running mechanics were being enforced based on the assessment. During my other placement I was able to use technology such as PowerPoint to present information to students when introducing new materials.

Google slides to present notes Google docs for guided notes Google classroom for assignment posting and turn in Gradebook programs for grade tracking and weighting Chromebooks for student access Hummingbird and Finch robots from BirdBrain Technologies at Carnegie Mellon for STEM project DiscoveryEducation program for online techbook

phone apps, Ipads, heart rate monitors, fitness labs

I used technology extensively during my Health instruction. This included extended use of Google Classroom and other Google services.

I use a projector (SmartBoard technology when available) to display information, diagrams, videos, etc. to further enable student learning. I also allow students to do research online about topics that we are covering in class, which they then give a presentation (PowerPoint) on to the rest of the class. They are assessed on not only how they present, but how their presentation is constructed.

The Promethium Board, Kahoot, and Doc. Camera were all forms of technology that I had projected at different times to assist in teaching and assess student learning.

Throughout my placements, I was able to use both the SMARTboard and the promethium board in many of my lessons. I was truly able to get my students involved in the learning using the technology in the classroom.

I use Google classroom to assign activities and return feedback to students in a timely manner. Additionally, I use Google slides as a presentation tool.

I use the smart board to show music for the students to read. I also used the program smart music for assessment at the high school level.

Today's kids understand and relate better when technology is used.

My student teaching placement had an online curriculum that had very helpful supplemental videos. I also learned how to use PowerPoint interactively for student learning. My high school placement allowed me to teach a Music Technology course, so I was able o design lesson plans for Finale, Garage Band, Audacity, etc. (all extremely relevant music technology programs).

Q5 - Please describe the experiences you have had working with diverse students.

Please describe the experiences you have had working with diverse students.

Very few experiences provided by IUP, my suggestion would be to make Dr. Lorenzi's adapted class that we took over the summer a fall or spring class that way we had additional time. Additionally, I think there should be more classes in that area to better prepare students.

I worked with students in special education classrooms

Some students were unable to understand English. However, music is a language that does not need a translation, and we would work together to better understand each other.

During my student-teaching placements, I was able to work with foreign-exchange students, students whose primary language is not English, and students with mental and physical disabilities.

I was a volunteer to the ESL program at Eisenhower Elementary school. That was the only experience I had before student teaching.

The classroom is diverse and all educators work with a wide variety of students.

I had a very good experience with these students as I was able to accommodate to the students needs by providing them with opportunities to share and volunteer with their classmates.

Very little experience working with diverse students when it comes to race. All clinical experiences were completed at predominately white, middle class school districts. I had more experience working with students with special needs, particularly those with attention disorders and high functioning learning disabilities during student teaching.

inclusive classroom MANY students with IEPs & 504plans, a few students with one-on-one aids in the class, a few students with learning and mental/physical disabilities

My second placement took place in a school that was highly inclusive and had classes such as autistic support and learning support.

I got the chance to work with typical students and atypical students throughout my experiences. It allowed me to engage with different students and observe them and be around them daily to get an understanding of how to teach and mentor different learners in the future.

The best experiences I had working with diverse students came from my student teaching placement at Greater Johnstown High School. In all of my classes, I would have students ranging from low IEP to GIEP sitting next to each other. Not only did I have diverse learners, but around 50% of my students were minorities. I had students with different cultural and ethnic backgrounds, as well as some who couldn't understand English as well as the person sitting next to them because of where they were from. At Johnstown I had students with emotional and behavioral issues as well. A lot of the students that I had experience with at Johnstown fell into multiple of the categories I just mentioned them, and they were by far the most diverse group of students I ever worked with.

I had a handful of ELL students in both of my class rotations. I signed up for ESL tutoring to work with them after school, as well. I also had students with varying abilities and background knowledge. I had to plan my lessons accordingly.

During my different teaching experiences while at IUP, I worked with a diverse group of learners. These students had a variety of academic and behavioral strengths, as well as weaknesses. All of the students come from different socioeconomic backgrounds.

My student teaching placement allowed me to work with students who had diverse learning needs. In fact I taught both academically advanced classes as well as classes with a majority of students having IEPs, 504s, and social/emotional issues. Additionally, my experience with my Philadelphia urban seminar exposed me to students who were culturally diverse, with many students still learning English as a second language.

Students of diverse needs and backgrounds were included in each of my book alien tests.

Please describe the experiences you have had working with diverse students.

During student teaching, I taught a music for students with disabilities course that opened my eyes to adapting curriculum.

What aspects of IUP's Educator Preparation Program were of greatest value t...

Lesson planning

I enjoyed how it requires you to be a leader and guide the class through the curriculum.

The opportunities to teach in simulated classroom environments.

Wonderful teachers, but the program needs improvement. I enjoyed teaching the summer camp students.

The course work prepared us to write lesson plans and teach for the most part. The summer residency was a good experience and valuable to my preparation.

During my student teaching I was taking EDSP 102 and I really felt like this class was able to keep things in prospective for me. The materials being taught to me in the class were happening right in front of my face every day student teaching. I was able to apply concepts and information that I was learning to help me understand both the materials in EDSP 102 and what I should do in a real life situation.

The greatest contribution to my future as a practicing educator came during my student teaching clinical experience. It was during this experience that I had the opportunity to practice a variety of teaching styles, assessments and information presentations. I also had the opportunity to build true relationships with my students, cooperating teachers, other teachers in the school and the administration.

my cooperating teachers & the summer session

I feel that the student teaching experience was of the greatest value to me and also helped prepare me for my future as an educator more so than any other aspect of the program.

The actual field hours were the most valuable.

Student teaching was by far the most valuable part of the program. It gave me practice while allowing for somebody to always be there, helping me make sure I was growing properly as an educator. While I did get this somewhat from methods, pre-1, and pre-2, none of the classes came close to student teaching. I also felt that classes about working with diverse learners were also beneficial.

All field experiences, block classes

I really appreciated having the combination of both early childhood and special education. In today's school environment inclusion is very prevalent and I think it is important that all teachers become knowledgeable about disabilities and how to differentiate instruction. The real experiences we had including through our courses and field experiences have truly prepared me for a real classroom.

Creating the teacher work sample and the portfolios required of student teachers was very valuable because it allowed me to do extensive reflection on my teaching that I otherwise may not have done.

The ensembles I was a part of.

Student teaching.

-Student teaching placements -General/Choral methods course

Q7 - What advice would you have to improve IUP's Educator Preparation Program?

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

I would have Dr. Kulik teach both the health and physical education classes, she really provides students with vast ideas and incorporates new/up-to-date technology. Condense the research classes into one semester, breaking it apart into to classes is a waste of time and the material becomes redundant, by doing this it opens it up to add in an pedagogy course.

It was very difficult for me to obtain a dual certification in special education. Every time I would ask someone in the department of ed, they made me feel as though I was being a burden. They also redirected me multiple times, where I ended up at a dead end. Please make it easier for future students who would like to teach students with disablilites as well as students in general education.

More semesters of observation would be nice.

Have more information and real-life examples and experiences dealing with disabled children.

Instead of giving presentations about the standards, it would have been better to teach our class. We did not teach enough. We completed lessons but did not have to execute them. I only had two lessons of teaching experience before student teaching.

The University Supervisors should consistently observe and stay in touch with the student teachers. I think I saw my supervisor a total of 6 hours or so. Still haven't received any feedback on my work sample either...close to 200 pages of work and I got nothing back from IUP regarding a grade. I think it is absolutely wrong that IUP charges for Student Teaching as you do not provide much in return. It's really upsetting and ruined my opinion of the entire program. It's sinful honestly and greedy.

I would like to see better communication between the IUP student teacher and supervisor. During my placements I did not feel as if my supervisor was keeping in contact with me as I was reaching out to them most of the time. Feedback was not given in a timely manner when observed. I really would like to see an improvement with email response. There were times that I had emailed my supervisor and would not hear back for days or a week later on something I had a question about with how things were going on with my lessons.

My advice is to give students more opportunity to teach in a real classroom before student teaching. Through IUP's program I had only taught one lesson to real students during pre-clinical 2 before I taught every day during student teaching.

change the summer schedule around - either keep us for longer days but less time, or make it crash course weekends - it is a lot to have everyone relocate for a few weeks during the summer - but I will admit the experience was valuable. I just wish the time there was maximized so the relocation was shorter.

I feel that the summer session should include more opportunities to teach in front of your peers and instructors. I think these opportunities were very beneficial, unfortunately there were very few of these opportunities.

I honestly think there should be classes to help with and cover the following: - Professional portfolio - Time management - Self evaluation - Technology use - Interviews - Classroom management I would also recommend lessening the amount of paperwork from IUP during student teaching, if possible. At least from my experience, I have virtually no time to do complete it and always feel behind.

Make PS1 more than one credit because of how much work goes into it.

My advice would be to ensure all supervisors are expecting the same things from the student teachers.

Offer a technology course closer to the end of the teacher preparation program so that the information is more likely to be contextualized for students.

Spend more time talking about actually teaching. Have professors who have actually taught in public schools teach us how to teach. Not just spew how they THINK things should be taught. Someone who has never taught elementary school can't teach me to teach elementary school very well.

Include a class on technology. SmartBoards and Promethean boards are in almost every school and I had no idea how to use them.

Livetext and especially Castlebranch are overall way too expensive and inconvenient. I don't feel that they really served me or my peers as well as they could have. I do recognize the value of uploading your clearances to one place and receiving reminders when they need updated, but Castlebranch continually gave me difficulties. Plus, we are adults - we should have to be responsible enough to manage our due dates and scanning clearances on our own.

Overall, do you believe that your preparation from IUP was effective and re...

No, especially in the pedagogy relm. IUP did not provide its students with any true material or classes involving pedagogy skills. The summer session for physical education was honestly horrible, all we did was watch other student teach and taught one 30 minute lesson, it was just redundant and not helpful. I feel as if given the opportunity to grow and increase my knowledge of my field of study I would be further ahead and would have had a better student teaching experience. My cooperating teachers found it unbelievable at how little IUP even prepared us, I honestly was embarrassed because my co-ops had to teach me things I should have know.

Yes.

No, and to be honest, it never really will be. The education classes at IUP that I have taken have the word Methods in their name. Now, they root themselves on what can work in an ideal classroom, but no teacher will ever be truly prepared for what their careers will behold them.

Yes, I do. I was given opportunities outside of IUP to begin my teaching career before my student teaching began and it was due to IUP's education that I was able to complete my tasks and teach my students.

No, I do not believe I was prepared well enough. Thankfully my student teaching is what prepared me to be a teacher. I also wished IUP took things more seriously. If an assignment is due, teachers need to stick behind that due date and not allow some students to turn things in late (and still get the same grade as someone who turned things in on time). The worksamples should be graded harder. I know some students who did not complete some areas on the rubric and did not spend as much time as others but still got an A. Some students did not volunteer at the school they student taught at, but other students volunteered after school almost every day. Some students did not complete a daily log at all (because their supervisors did not check them), and other students kept their binders up to date. IUP needs to be more strict and make students work for their master's degree. They will give an A to anyone for just showing up.

Yes. I think the program was good but you as an institution really dropped the ball on the student teaching process. There is no excuse for how little IUP offers it's student teachers during those 16 weeks. And charging close to 9000 dollars is so absurd. Disappointed is the word I would use to describe that whole experience.

I believe that this program was amazing and needs to be available at more colleges/universities around the country. I loved the experience and the staff that I was able to meet and work with during my time. As a distance education learner I felt that the staff was always their to help you and guide you in the right direction. For the most part professors were able to get back to their students in a timely manner and were available by when needed. Everything from this program has taught me how to create my own space and manage a classroom by providing ideas, cues, and background information on what to do during any situation.

Yes, I feel incredibly prepared moving forward into the job field with the experiences I have had in IUP's teacher education program. I am already set up in a long term substitute position in my certification area and I can't thank my professors, advisor and cooperating teachers enough for all they have done for me! I felt well prepared for my interview, had legitimate and well-thought out answers to all questions and easily developed a connection with the administration at the district I was interviewing at.

Overall, I believe the summer session we experienced was very valuable to my learning. Our interaction with the camp kids was a great introduction to student teaching. I also really enjoyed the experiences in the summer session learning adapted PE, as I had not had any experience. I felt that was probably my most valuable class - especially because in student teaching, we are expected to create lessons and be inclusive with all students. Having no prior experience with this, I felt this class was super valuable. During my actual student teaching, I was very disappointed with the interaction with my university supervisor. It took me almost a month into my student teaching to have any contact back from her at all - when I had reached out multiple times. Thank goodness I had amazing cooperating teachers and I am a proactive, disciplined student who cares about my studies and my future career, because being a distance learning student, I felt as though I was mostly on my own in terms of my student teaching experience. I did not really feel the support of the university, since the relationship with my supervisor was so lacking. When I did get to speak to her, I felt she had a great deal to bring to the table - however it was pretty obvious that being a student teaching supervisor was not her first priority in terms of her life/work. I understand we lead busy lives, but if I am putting 110% effort and paying a lot of money for this degree, I would hope my supervisor would match that, or at least make me feel a little more supported. I will admit towards the end of the placement it did get better, however it was always a struggle in terms of communication. I actually feel bad because I had to bug my advisor a lot in order to just communicate with the university at all because I wouldn't get a response.

Yes. I believe that this program helped prepare me by placing me in actual school and allowing myself and the other student teachers the opportunity to "get our feet" wet while also receiving valuable feedback from health professionals.

Including my student teaching experience, yes. My cooperating teacher made sure that I knew what to expect at any given moment of time. She helped me grow immensely as a future teacher and as an individual. Outside of that, my pre-1 and pre-2 cooperating teachers also helped me grow, although minimally due to time constraints. From my classes at IUP (excluding student teaching), I do feel a bit underprepared, simply because there is so much more out there that should probably be taught than there actually is here.

Yes, it gave me authentic experiences that I learned so much background knowledge from.

Yes, the many courses and field placements have well prepared me for working as an educator. The courses all provided great and useful information.

Yes, the mixture of courses in my discipline as well as methods courses prepared me to not only teach my content, but teach it while using current and high leverage teaching practices.

I do. My student teaching experience was the most effective preparation, as it should be.

Yes. Student teaching has well prepared me to work with diverse learners and design inclusive instruction.

Yes, overall I feel that I had especially robust student teaching placements that allowed me to encounter a lot of different teaching scenarios.

End of Report