## 4.4 Completers Perceive Preparation as Relevant and Effective

The validated Completer Survey illustrates that IUP educator preparation program completers perceive their preparation as relevant and effective to their professions. Most completers (38/49 - 78%) who consented to participate responded to the survey that was based on the ten InTASC Standards and ten of the InTASC dispositional standards (See CAEP 4 Completer Survey Results). Of the thirty-eight responders, 100% strongly agreed or agreed that they were prepared to design and implement developmentally appropriate and challenging learning experiences (InTASC 1). One IASD Kindergarten teacher, EPK1, wrote, "While many colleagues have resorted to numerous worksheets and other busy work to cover the standards, I have found that I can meet the same learning objectives by using hands on activities and incorporating music and movement into my lessons. I strongly believe that this was fostered during my time at IUP." Most completers (95%) strongly agreed or agreed that they were prepared to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2). One English Education completer who disagreed did not provide responses to the follow up interview question that asked how IUP could have better prepared her. The other, PPFUK1, wrote, "University students should be handed multiple curriculums to explore and create lessons from... If we want teachers to be prepared for the best of what's ahead, they should be given the opportunity to plan, deliver, and execute a lesson that is from an updated curriculum." All 38 completers strongly agreed or agreed that they were prepared to work with others to create environments that support individual and collaborative learning (InTASC 3) and create learning experiences that make the discipline accessible and meaningful for learners (InTASC 4). While 97% of completers agreed or strongly agreed, one completer, PPFUK1, indicated she was not prepared to engage learners in critical thinking, creativity, and problem-solving relating to local and global issues (InTASC 5) nor did she perceive being prepared to use multiple methods of assessment to engage learners (InTASC 6). She did not provide a comment as to how IUP could have better prepared her. One PPSD completer, PPL11, wrote that she uses a variety of methods for assessment including "formative and summative assessments, progress monitoring and fluency check-ins, exit slips, and computer-based benchmark assessments." All completers agreed or strongly agreed they were prepared to plan instruction that supports every student in meeting rigorous learning goals (InTASC 7). All but one completer, ECSP graduate and IASD first year teacher HM41, perceived they were trained to use a variety of instructional strategies (InTASC 8); she did not provide recommendations for preparation. IASD veteran teacher, SHSS1, wrote, "My education at IUP definitely focused on providing multiple means of instruction and assessment. While I sometimes still lectuS0 (w)0.00i0.00i0l.(i)-2 (-14 i)-12ng&(simm)fo(s))da(5se) blesses sime and interesting the contraction of student understanding." One completer, PPFUK1, did not believe she was prepared to engage in ongoing professional learning (InTASC 9) and provided the following recommendation, "University students should be given the opportunity to participate in professional development sessions alongside teachers in the Indiana area during their field placements to gain new insight/exposure." With our new partnerships, candidates attend professional development activities. All but one nine-year veteran teacher perceived adequate training to seek appropriate leadership roles and opportunities to collaborate with others to ensure learner growth and advance the profession (InTASC 10); she did not provide recommendations for preparation. In summary, one PPSD completer, PPFUK1, disagreed with four of the ten InTASC categories. She is a teacher with nine years' experience and graduated from the former

Elementary Education Urban Track program. None of the recent Early Childhood with Special Education Urban Track graduates disagreed or strongly disagreed in any of the categories. It is probable that