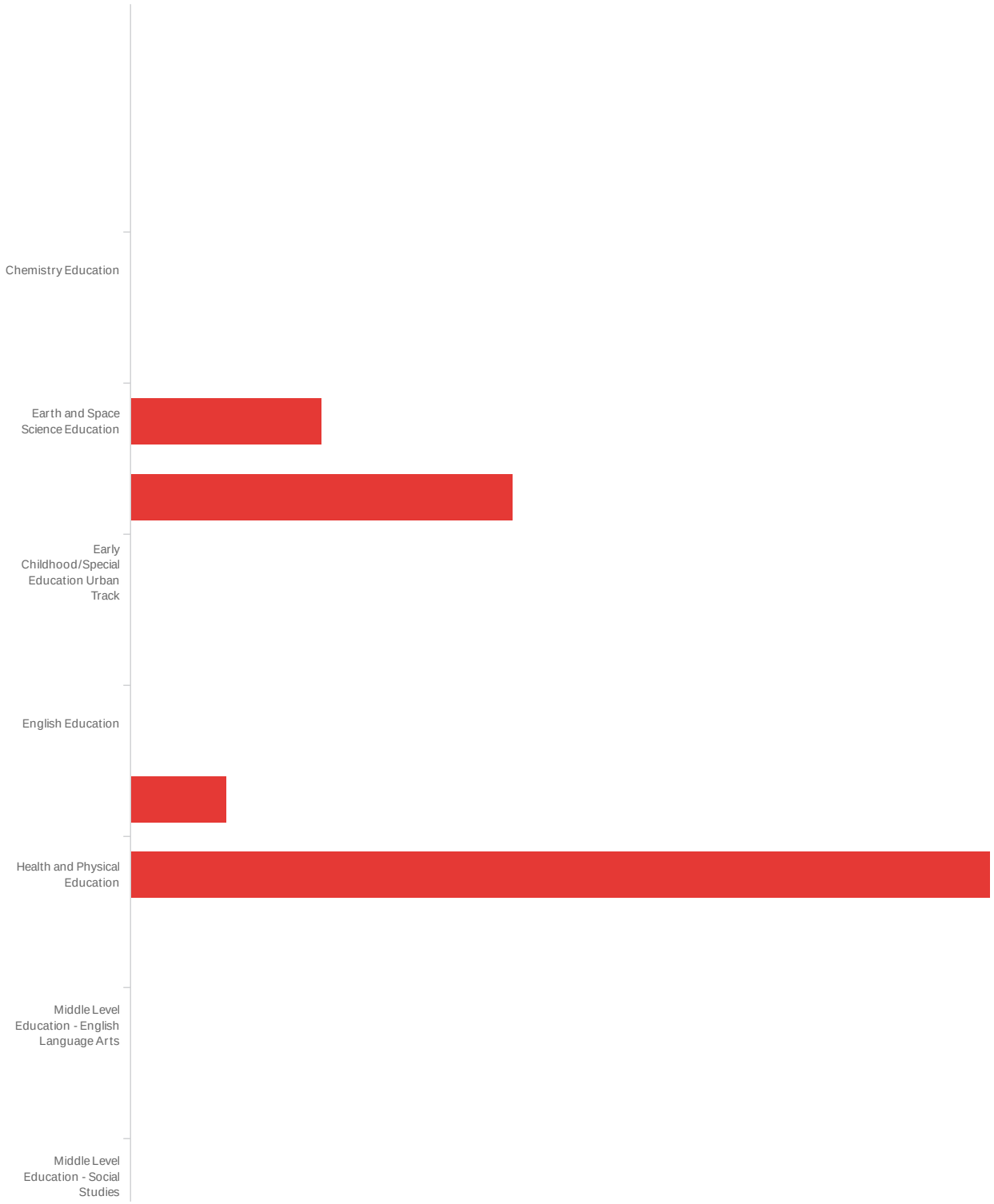
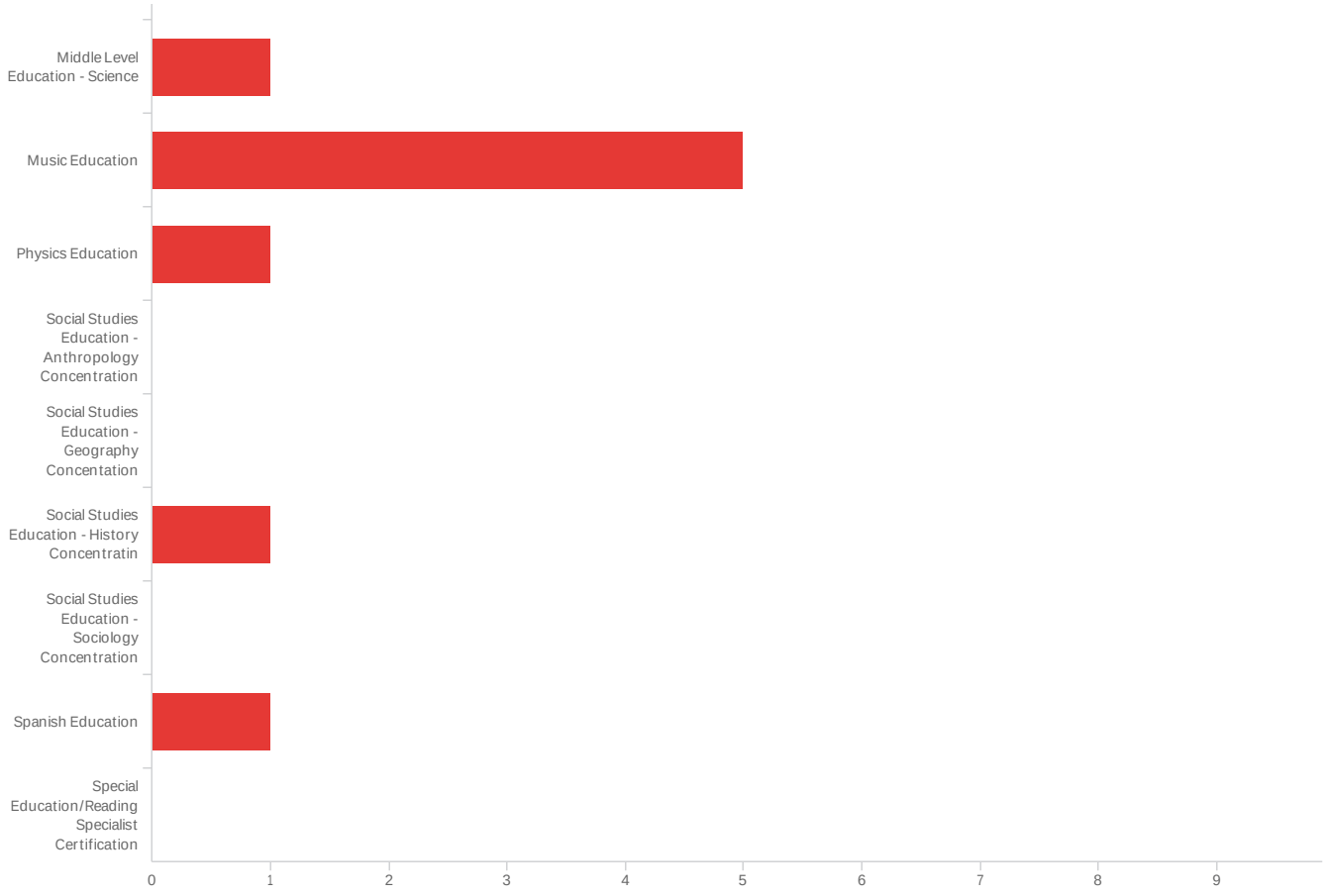
Fall 2018 Student Teaching Exit Survey





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	&RXQW
1	What IUP Educator Preparation	IUP Educa					

#	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

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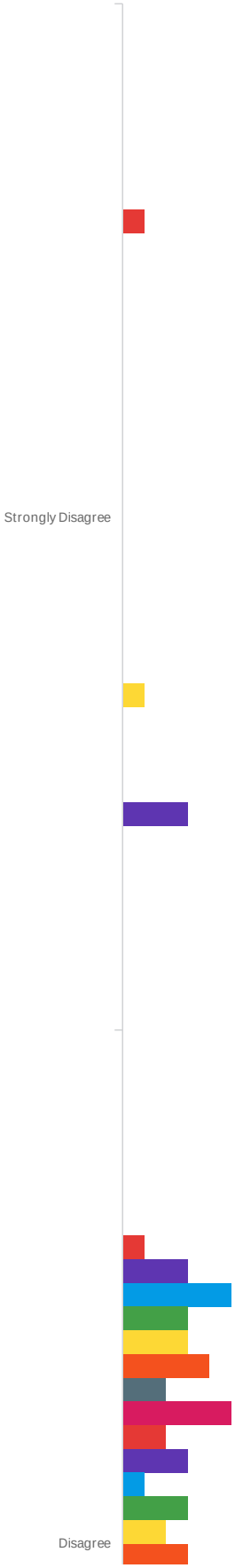
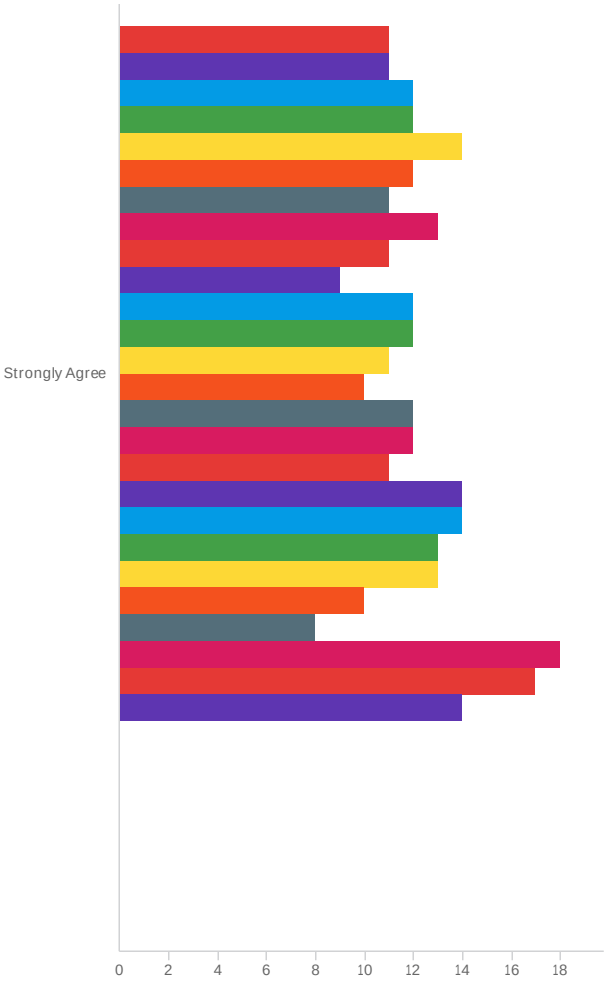

Strongly Disagree
Disagree


Strongly Agree
0
2
4
6
8
10
12
14
16
18

#	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

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#	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 str					

#	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

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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).

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.

[illegible] teaching 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.

[illegible]

[illegible]

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 is simply dishonesty 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 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 go

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

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.