My Report

Last Modified: 02/03/2014

1. What teacher preparation program/programs did you complete?

#	Answer	Bar	Response	%
1	Art Education		6	6%
2	Biology Education		5	5%
3	Business Education		0	0%
4	Chemistry Education		0	0%
5	Deaf Education		4	4%
6	Drivers Education		1	1%
7	Early Childhood Education/PreK-Grade 6		24	23%
8	Earth and Space Science Education		2	2%
9	Elementary Education		14	13%
10	English Education		7	7%
11	Family and Consumer Sciences Education		4	4%
12	French Education		0	0%
13	Health and Physical Education		10	10%
14	Mathematics Education		4	4%
15	Middle Level Mathematics		5	5%
16	Music Education		6	6%
17	Physics Education		1	1%
18	Social Studies Education - Anthropology		0	0%
19	Social Studies Education - Economics		0	0%
20	Social Studies Education - Geography		0	0%
21	Social Studies Education - History		6	6%
22	Social Studies Education - Sociology		0	0%
23	Spanish Education		2	2%
24	Special Education		28	27%
25	Speech-Language Pathology and Audiology		0	0%
26	Vocational Education		0	0%
27	Master of Arts in Teaching English		3	3%

Statistic	Value
Min Value	1
Max Value	27
Total Responses	104

2. Are you currently employed?

#	Answer	Bar	Response	%
1	Yes		94	90%
2	No		10	10%
	Total		104	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.10
Variance	0.09
Standard Deviation	0.30
Total Responses	104

3. What is your current work assignment?

Text Response
americorps teacher, not in major
tent crew and catering
Sub
Long Term Sub for 1/2 year
Facilitator
Intinerant Teacher of the Deaf and Hard of Hearing in Prince George's County MD
Early Chikdhood Education Vocational Instructor
Prison Inspector with PA Department of Corrections
Elementary general music teacher K5
Instuctional Assistant
Teacher of the Deaf/Hard-of-hearing
Art Teacher
Non-major related; retail.
8th grade English teacher
High School US History Teacher
Substitute teacher
IUP Community Music School
Middle School Spanish Teacher
middle school science teacher grades 5-8
Long-term substitute music teacher
Special Educator at a Middle School
English teacher
Part time substitute
graduate student
6-8 grade Special Education
Life Skills ages 14-21
English and Drama Teacher at Altoona Area High School
Invictus High School
Housing Coordinator
Account Control Technician
Full-time Math Teacher
Substitute teacher
Long Term Learning Support Substitute
8th grade math teacher
Long term substitute
Substitute Teacher
Middle School Health and Physical Education Teacher
I am a Response to Instruction and Intervention (RtII) Kindergarten through Fifth Grade AmeriCorps Teacher
Pre-k Teacher
2nd grade teacher
Middle School Art Teacher
LTS (.5) at Great Valley School District in Malvern, PA
Part time cashier & substitute teacher
Americorps- Tier # RtII Tutoring- Test Administration (GMADE GRADE DIBELS)
Early childhood special education teacher
none
4th grade English/language arts teacher
Physical Therapy Tech
Classroom aide
Kindergarten teacher
Instrumental Teacher
Greater Johnstown School District

Long-Term Substitute
Substitute Teaching
Madison County Public Schools
Special Education Paraeducator
2nd grade teacher in a K-3 school
Elementary Learning Support Teacher
Graduate Assistant at the University of New Orleans
Substitute Teacher
Substitute teacher
Americorps
Montessori Elementary School
Teacher for the WV Dept of Ecuation
Substitute teacher
long term sub kindergartn
I am a teacher of deaf and hard of hearing
Dicks Sporting Goods golf associate/ Substitute Teacher
Windber Area School District Middle/ High School Art Teacher
Americorp Teacher - 4,5,6 math intervention
Director of Modern Worship and Music
Substitute, tutor
williamsport high school
Neurologically Impaired support teacher
I am a high school Child Development Educator
Physics teacher
Physical Education teacher at a private catholic school
Substitute teacher
11-12th grade learning support
substitute teaching in 30 mile radius
playing in a band
.5 special Ed teacher with Pittsburgh public until June 2014
long-term substitute English teacher
substitute teacher
LTS science teacher
Substitute teacher for Indiana Area School District.
Blairsville Elementary School
Substitute teacher
Penns Manor Area Jr/Sr High School
Tutoring instructor
substitute teacher
Unemployed
Kindergarten Teacher
8th grade Health and PE
Secondary mathematics teacher
I have had two long-term sub positions and have lined a third position for this spring
Adjunct Instructor - PHCC and Substitute Teacher - MCASD
Volunteer at school
Greater Latrobe Junior/Senior High
Kiski Area School District Substitute
This table has more than 100 rows. Click here to view all responses

Statistic	Value
Total Responses	104

4. Are you employed as a teacher?

#	Answer	Bar	Response	%
1	Yes		73	70%
2	No		31	30%
	Total		104	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.30
Variance	0.21
Standard Deviation	0.46
Total Responses	104

5. If yes, how many years have you been teaching?

#	Answer	Bar	Response	%
1	0 - 2	████████	104	100%
2	3 - 5		0	0%
3	6 - 9		0	0%
4	10+		0	0%
	Total		104	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	104

6. Knowledge of Content

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	6	17	44	36	103	4.07

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.07
Variance	0.75
Standard Deviation	0.87
Total Responses	103

7. Knowledge of Pedagogy

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	3	18	46	36	103	4.12

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.12
Variance	0.63
Standard Deviation	0.80
Total Responses	103

8. Knowledge of Students

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	10	27	34	32	103	3.85

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	3.85
Variance	0.95
Standard Deviation	0.97
Total Responses	103

9. Skill in the preparation of instruction goals that are worthwhile, clear, and appropriate to diverse learners

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	5	22	41	35	103	4.03

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.03
Variance	0.75
Standard Deviation	0.87
Total Responses	103

10. Use of assessment practices that are based upon standards, instructional goals, and instructional adaptations

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	2	3	28	40	30	103	3.90

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	3.90
Variance	0.85
Standard Deviation	0.92
Total Responses	103

11. Create a classroom environment based upon respect and rapport

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	1	6	11	37	48	103	4.21

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	4.21
Variance	0.86
Standard Deviation	0.93
Total Responses	103

12. Effectively manage classroom procedures

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	2	10	19	38	34	103	3.89

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	3.89
Variance	1.08
Standard Deviation	1.04
Total Responses	103

13. Manage student behavior

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	7	17	23	35	21	103	3.45

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	3.45
Variance	1.41
Standard Deviation	1.19
Total Responses	103

14. Organize classroom physical space

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	4	9	18	33	39	103	3.91

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	3.91
Variance	1.26
Standard Deviation	1.12
Total Responses	103

15. Oral communication is clear and accurate

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	1	10	47	45	103	4.32

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.32
Variance	0.47
Standard Deviation	0.69
Total Responses	103

16. Written communication is clear and accurate

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	1	2	15	48	37	103	4.15

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	4.15
Variance	0.66
Standard Deviation	0.81
Total Responses	103

17. Engage students in learning

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	3	8	42	50	103	4.35

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.35
Variance	0.56
Standard Deviation	0.75
Total Responses	103

18. Reflect on teaching

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	3	8	37	55	103	4.40

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.40
Variance	0.58
Standard Deviation	0.76
Total Responses	103

19. Communicate with families

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	6	17	21	32	27	103	3.55

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	3.55
Variance	1.47
Standard Deviation	1.21
Total Responses	103

20. Contribute professionally to the school and the district

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	3	6	16	32	46	103	4.09

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	4.09
Variance	1.10
Standard Deviation	1.05
Total Responses	103

21. Demonstrate professionalism

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	1	0	3	24	75	103	4.67

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	4.67
Variance	0.40
Standard Deviation	0.63
Total Responses	103

22. Demonstrate desire for growth

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	1	1	9	32	60	103	4.45

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	4.45
Variance	0.60
Standard Deviation	0.78
Total Responses	103

23. Commitment to equity

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	1	23	37	42	103	4.17

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.17
Variance	0.65
Standard Deviation	0.81
Total Responses	103

24. High expectations for all students

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	0	11	35	57	103	4.45

Statistic	Extent of Preparation
Min Value	3
Max Value	5
Mean	4.45
Variance	0.47
Standard Deviation	0.68
Total Responses	103

25. Interaction with students in developmentally appropriate ways

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	3	10	39	51	103	4.34

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.34
Variance	0.60
Standard Deviation	0.77
Total Responses	103

26. Accommodate students with special needs

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	1	9	16	36	41	103	4.04

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	4.04
Variance	1.00
Standard Deviation	1.00
Total Responses	103

27. Appropriately use technology

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	6	10	13	34	40	103	3.89

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	3.89
Variance	1.43
Standard Deviation	1.20
Total Responses	103

28. Professional Ethics

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	3	7	34	58	102	4.44

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.44
Variance	0.57
Standard Deviation	0.75
Total Responses	102

29. Leadership

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	3	12	36	51	102	4.32

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.32
Variance	0.64
Standard Deviation	0.80
Total Responses	102

30. Enthusiasm

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	1	1	7	33	60	102	4.47

Statistic	Extent of Preparation
Min Value	1
Max Value	5
Mean	4.47
Variance	0.57
Standard Deviation	0.75
Total Responses	102

31. Respects privacy and confidentiality

#	Question	1	2	3	4	5	Total Responses	Mean
1	Extent of Preparation	0	3	9	30	60	102	4.44

Statistic	Extent of Preparation
Min Value	2
Max Value	5
Mean	4.44
Variance	0.61
Standard Deviation	0.78
Total Responses	102

32. In the space below, please identify skill areas and/or knowledge bases that you felt under prepared; or, make any other comments or suggestions you have regarding IUP's Teacher Preparation Programs.

Text Response

I do not feel that IUP prepared for students that desire and need additional support from teachers. Students with these needs, require individual support. Preparation in this respect was not given to the extent that I believe should have been. In addition, dealing with administrators and other teachers and parents never was discussed in importance.

IUP did not prepare us on ways to deal with parents of students in our classes, as well as fellow teachers in the district.

There are a lot of programs that the schools Are using and we were not prepared to use any of them!

IUP's programs focused on theory, rather than practice. It does not show me how to translate these things into the real classrooms. Additionally, the expectations for student teaching did not reflect what was taught to us in the classroom.I was expected to be completely prepared, when I had little experience prepping for multiple classes daily. Furthermore, I was never taught how to deal with a class that simply refuses to listen. Certainly there is no one "right" answer, but it would still be beneficial to an idea of what to do in those circumstances. Overall, the programs focused on teaching in a vacuum, rather than preparing me for how real students and classrooms function.

Now, teaching I don't necessarily feel under prepared for anything. My program was chaotic at the end, without ███████ to hold it down, I would not be the teacher I am today.

Behavior management, how to use school resource personnel (special education instructors and aids), how to communicate with parents of problem students, how to control classrooms, more information about Level II Certification.

My skills were good from my hard work. Too many teachers being pushed thru the system (across the board).

I wish we had more classes focused on teaching rather than performance and theory. I felt very unprepared to teach elementary music because my primary emphasis was playing instruments. I also feel students should be required to teach a small lesson for pre-1 and a larger lesson (or multiple lesson) for pre-2. We don't have enough opportunities to actually interact with students. Additionally, I believe all K-12 degrees should be required to student reach for two semesters: one primary (K-5) and one secondary (7/12). Seven weeks is not enough time to have with one group of students in special areas. I barely got to know my junior high kids' names when my placement ended and I was thrown into a new school with younger kids! It's crazy.

Behaviroal managment, handling behaviors in a classroom, and also IEP's.

Troubleshooting hearing aids and cochlear implants

I thibk the house policies need to change. Especially finishing the praxis 2 before you student teach and or graduate.

I felt that I was not prepared for the student teaching placement that I received in that I had very little experience or education in regards to urban culture and special education preparation. Due to this overwhelming student teaching experience, I took a significant chunk of time off after teaching to "recover." Additionally, I do not feel that there is much in place after graduation to ensure/assist in job placement. Attending a program during student teaching about what to do when you leave was not productive due to the fact that we were all very focused on our student teaching work at that time and did not have additional time/energy to allocate toward what to do after graduation.

Routines/Rules of the classroom; classroom management; discipline

I felt really prepared especially when it came to differentiated instruction and creating interactive lessons.

Possibly educating students who do not have a creative mind for coming up with activities for different lesson activities. Also, educating students on how to motivate students to learn when all possible avenues have been exhausted.

Classroom management

I work in an innercity for-profit charter school. The school has been widly used in the past as an alternative to alternative scchhooll. While I am very self assured in my content and communicating, there are times when behavior becomes an issue. During my student teaching, my students were amazing and almost always followed every management technique we learned in theory. At IUP. Here however, traditional techniques are not as effective. I really feel more preparation would hVe been nice, but I am not sure how that could be added to IUPs curriculum. I am the only middle school teacher who does not use candy for motivation or reward for acting how I feel they should, I have seen a drastic increase in the students since I have been there (8th teacher in my class in the first 12 weeks of school) but there are students who refuse to fall in line with the rest.

Classroom management (specifically behavioral strategies) is the area in which I feel least prepared. While this is a tough skill to improve upon without experience, I feel I could have been taught more strategies for getting started than I was.

I graduated from the new program Early Childhood and Special Education. I think I was very prepared for the early childhood part of the major. I did not feel prepared for special education. I felt confident with accommodating and helping children. IUP did not prepare me for the paperwork side of special education. I had to learn everything on the job. IUP should have required us to be more involved in the IEP process. The special education courses were repetitive and not useful. I think they should have been more realistic and focus on the paper side of special education. We should have to write IEPs, practice testing, go to more meetings, etc.

While I learned to use technology, I wish there was more preparation for "low tech" ideas as well as the school where I am teaching now does not have a large amount of technology available and many of the students do not have reliable internet access at home. Dealing with strongly unmotivated learners has also been a challenge and something I do not feel I was ready for.

The dynamics, politics, and inner workings of a school district. The truth about the job market and the job of being and unemployed educator. Taking additional praxis certifications before graduation to make yourself more marketable. Current dynamics of a traditional student body in regards to technology.

No additional comments

I felt underprepared in many areas across special education. I feel the program focsues more on the early childhood aspect rather than the special education. I don't think the program adequately prepared me in the area of case management for special education.

Preparation in Special Education. Not teaching in a Special Education classroom, but the paperwork, more practice with IEP's. etc. Definitely underprepared with the paperwork.

I felt under prepared in practical classroom knowledge. I felt very prepared in curriculum and content relating to English, but not in classroom management techniques or smoothly running a classroom. I have since figured out things that work, but it was difficult to transition into the classroom with such little exposure to these things.

I felt unprepared when it came to classroom management skills. My teacher could never exactly explain how to manage a classroom.

Any subject studied in a college setting is going to be different from the actual thing. Professors can prepare the students to the best of their ability and give them all the knowledge they can, but once that student goes into the school, they are going to be learning new things and seeing them first hand which is different from the college setting.

None really.

This response is lengthy, but insightful. I feel that my teacher education program under prepared me in a number of ways: finding a job, teaching in a culturally diverse classroom, classroom management, time management, and the use of technology. I do not believe that it is the responsibility of my teacher education program to find me a job. However, I felt quite unprepared for the challenges of job-searching. I applied to at least 50 full-time teaching positions. I was requested for only one interview. Why was I so unsuccessful? I did impressive work while at IUP. Perhaps my resume was the cause of my problems? It could be, as it was only viewed by faculty twice during my four-year training. I know that I was not given any advice at IUP regarding how to respond to application essay questions. This may have made me unsuccessful. Or perhaps IUP is not as well known (or more importantly, not the home to as great a teacher education program) as it claims. I have moved away from Western Pennsylvania to an area that is very culturally diverse. I understand that my student teaching experience in Western Pennsylvania did not give me the opportunity to work with a diverse population of students. However, I wish I had been provided with more training on how to work with students from a different culture than me. This has been my greatest challenge as a teacher, and I was very unprepared to meet this challenge. There was no training in my teacher preparation for classroom management aside from the one day in Methods when we taught a class of our peers following scripted misbehaviors. I will say that no amount of theory could really prepare us for the realities of classroom challenges. But I was not even given

a bag of tricks, which has resulted in much wasted time and ineffective teaching. I learned far too late how much work is involved in teaching. Our job takes far more than 40 hours per week. When I served a long-term subbing position in the fall, I worked every day until about 6:00 at the school and then went home to work until about no earlier than midnight. I did this every night for a month. Granted there was a lot of work to do, but I would have liked more preparation in managing my time. I was fortunate that I only had to prepare for two courses. As teachers are asked to do more in the way of lesson planning, we need to be taught how to do so efficiently. In my teacher preparation, I was provided with training in the use of technology. However, I have not yet been called on to use the technology I have been trained on. Further, I have had no training in the use of the technology that is used in my classroom. First of all, my school forces all students to purchase a TI NSpire calculator. I had no training in the use of this technology at IUP. It is a future technology that will be in more and more classrooms. I also was given a touchscreen tablet/computer. While I used it well, I would have preferred to have some better training with the use of this technology in the classroom. Finally, I would like to share just some general comments about the teacher preparation program. First, my secondary education program focused on concepts that were at a middle school level. The rationale was that, as new teachers, we would be starting with low-level classes. However, my teaching license only permits me to teach grades 9-12. So the content I was prepared to teach did not benefit me. A question regularly discussed by myself and my classmates was: if we are being taught how to teach these concepts, what are the pre-teachers in the middle school program being prepared to teach? Instead of teaching us interesting real-world applications and teaching methods for middle-school material, teach us how to make high school material interesting. How do I teach function inverses or synthetic division without teaching my students an algorithm? I don't know—but I was taught multiple ways to teach students how to multiply decimals. There is a part of the teacher education program that exists outside of Stouffer and Davis Halls. Document after document, including the Pre and Student Teaching Handbooks were obviously written with only an Elementary Education major in mind. What about the Secondary Education majors? These documents and instructions make little sense for us, because they were not written with us in mind. Finally, regarding the meetings that we have with the College of Education before and during our student teaching experience: The first meeting where we received our student teaching placement was informative. The problem is that it was too informative, but there was no way to remember or make sense of all of the information, even if we took notes. I propose that the PowerPoint reviewed at that meeting be made available to us after we attend the meeting. That way, we can review important dates and information if we need to. The other meeting a few weeks before our student teaching experience ended was nonsense. Half of it covered material that was covered in the first meeting. We heard over-and-over-again how we would have to move out of state (which I had already planned) in order to find a job. However there was little practical information about how to make that transition easy. Of course you couldn't cover protocol for every state, but that material was useless to me. (On a related note, the teacher education office took FAR too long to verify my teacher education program for my out of state application.) Did we really need another fifteen minute lecture about how not to ruin our careers with inappropriate behavior? Frankly, if a student is stupid enough to work through more than three-and-a-half years of college and ruins their career with inappropriate behavior, they deserved it. Are we children? Strangely, that was one of the only things meant specifically for Secondary Education majors in the entire program.

I felt under prepared with analyzing student data in regards to skills and standards.

Need to focus more on students who come from bad home life and have no desire to learn and how to manage them in your classroom.

Throw in the students with severe behavior needs. It was briefly discussed, but I feel underprepared to deal with a current student. More IEP writing because that's another area I feel underprepared.

I felt very unprepared when teaching students with special needs. The classes just taught what the special need was, not actually how to teach the student.

I feel like we learned everything that may happen in an ideal school setting, however, there is no "ideal" school setting. I wish we could have had more real world examples of the way that school settings actually are today.

I felt unprepared for certain components of my certification. For example, my in depth special education student teaching was at the extended school year so I'd feel slightly unprepared if I were hired to work with children with mild-moderate learning disabilities. I also felt unprepared to deal with 2-5 year old students, which is the group in which I'm working with now (3-4 yr olds). I also felt unprepared for dealing with difficult parents as well as telling parents unfortunate news regarding their child's academics. Lastly, I felt unprepared managing extreme student behavior. I suggest IUP's teacher education program take students to more schools with a high population of at-risk children as well as alternative schools and the like. Lastly, EFFECTIVELY MANAGING CENTERS. Especially with young children. I was completely lost in the beginning when I had to have my 25 prek students rotate centers two times a day.

Specifically for ART Education: The actual art education courses did very little to help me. Most of my teaching skills were gained during student teaching. However, when I secured a position at an urban middle school in south Philadelphia I found that I was extremely unprepared in the areas of classroom management/discipline, student behavior, and professional issues. While every district is different, we learned nothing about how to approach professional teaching issues such as lack of a budget, how to get resources, how to deal with administrators that you do not agree with, or the best ways to communicate with parents. THus, I feel that professional issues of the job were not addressed at all in my courses. There also was no class labeled as pedagogy. Art Education majors heard this word from the elementary education students, not our professors- which is an issue that I do not feel I need to explain. Classroom management in conjunction with instruction create the essence of teaching. How can I do my best when I never learned about classroom management during my courses? I have started from scratch with this aspect of teaching and I am half way through my first year.

When I became employed, I was surprised by how little of the curriculum I knew. My district (as well as other districts I interviewed for) implement Reader's and Writer's Workshop, Words Their Way, and Singapore Math. I was not familiar with any of these curriculums,and they are very unique and popular in districts. It was very daunting to know that I had one week to learn and begin to teach curriculums of which I had not even heard of.

I wanted to note that my major wasn't even listed at the beginning of this survey; the closest option was Early Childhood Education/PreK-Grade 6, when I was certified Early Childhood PreK-4th and Special Ed PreK-8th. I also wasn't happy with how late I received my student teaching placement--mere days before I was to head out in the classroom. I know this largely wasn't IUP's fault, but it was still an uneasy experience. However, I came out of the teacher ed program feeling wholly prepared to run my own classroom. I had many strategies and teaching methods, and I had plenty of knowledge of pedagogy, technology, communication, etc. I loved how many opportunities IUP gave me to go into the classroom; it gave me a real level of comfort.

I would have loved to learn more about technology in the classroom. We were always told to incorporate it in some way. But those ways were never explained or remotely visited. I would have loved to learn how to use a smartboard or promethianboard and to be able to put that on my resume. I feel that we were given the "ideal" situations. Placed in a school through Americorps I see teachers who are stuck to the books they are provided and must stick to the strick curriculum schedule. This side of teaching is something I was NOT prepared for. All classes had us create our own lesson plans which were fun, interactive, and engaging. This is not the case outside the college classroom. I love that we had the opportunity to do so but I would like to have at least been aware of the strict standards teachers are held to.

Overall, I think I was well prepared for teaching. Throughout my program most of the instruction and classes were directed towards elementary grades. So now that I am an Early Childhood Special Education teacher I feel underprepared. For example, I had lots of courses that taught me about behavior management in a general eduction classroom but I felt that there was a lacking in that same instruction as it relates to special education. I think there needs to be that focus on behavior management in a special education classroom setting because, at least in my experience, there are more unique and challenging behaviors that I had no instructional reference. I think that there needs to be an exit survey at the end of student teaching to evaluate the school and cooperating teachers. I think this would he beneficial for future placements and so that future cohorts are placed in beneficial settings.

I was disappointed that we were not informed about act 48 credits or level 2 certification. I think students should be observing teachers during freshman year to determine if that is the right profession for them. Also there was too much reflection writing during the second portion of student teaching. I feel my planning and interaction with the students suffered due to the amount writing when the same goal through short notes and bullet points.

I felt I adequately prepared for my own classroom. While I did the yearlong urban program so I was able to experience more than other students, when I got into my own classroom I was not prepared for all of the paperwork and day in/day out processes. I feel like only the surface was scratched with general ideas presented to students as to what they will do every day, but there is so much more they need to know.

One suggestion is to make students develop lessons from a school curriculum using teacher's manuals. Also, possibly practice with IEP writer.

Behavior management Common core Using multiple lesson plan formats More unit plans Forward and backward designs Dealing with parents

More classes that allow us to teach in a real public school setting

Creating objectives and assessments to match what we want our students to know. I feel that the format we used in college is far different from what school districts expect.

I feel that I was well prepared overall.

I have struggled with making accommodations for my students. In classes we would have to make accommodations for a student with a very specific disability, with an IEP, and with ample data. In the real world, students without IEPs need accommodations and sometimes we only have so many resources. I wish I was better at differentiating for my students effectively and efficiently.

N/A

It would have been nice to review high school grammar rules, as that is what we are teaching.

I would have liked to learn more about grants and grant writing.

I feel that this program did the best to provide me with the skills I need to succeed as a professional teacher. I truly believe that you cannot possibly be fully prepared for such a demanding job as teaching is, until you are in your own classroom. There are plenty of experiences that will be yours to resolve as a new teacher and learning to deal with these things come with time. Becoming proficient at resolving classroom issues takes time and reading a book or writing a response for "How I might deal with _____" is not sufficient preparation. Not compared to dealing with it on your own!

I wish I had more classes dealing with students who have special needs.

I feel that there needs to be more preparation with the resume and interviewing process.

work more on engaging lessons and less on portfolios, I haven't used one yet

Students with multiple disabilities. Classroom and behavioral management. I had to pick up a minor in educational psychology to obtain those courses.

How to obtain level II Certification Classroom Management Ideas/ Procedures Challenging Students and behaviors Co Teaching with Special Needs Students, or general IEP students

I loved my time at IUP and learned much from my professors. I went into ministry right after graduation, so I can't speak from a professional teacher's standpoint. However, my student teaching showed me that the "practical courses" such as Instrumental Methods and General Choral Methods prepared me most for teaching in the public schools. Though I do not understand everything involved in planning the music education students' schedules, I would recommend that these courses be taken several times to ensure student learning and development. Thank you!

I felt accurratly prepared in all skills and knowledge.

I feel as though IUP did a phenomenal job preparing me for the teaching profession. 1.) better understanding of IEP writing 2.) better understanding of NOREP

I am so proud to be an alumni of IUP's teacher ed program. I would say there are just a few things I felt under prepared for. One is methods of dealing with classroom discipline and classroom management...what are ways you deal with a student who talks back, has attitude, refuses to give up there phone? Another thing I felt under prepared for was the crazy fast pace of technology and how much it is used. There are so many programs you can use as a teacher that I'd never heard of such as Quia.com, Edmoto.com, and Glogster. I am having to learn so much technology wise because I didn't get it in school. I'm even learning how to use Moodle from a teacher's view, something called RTI studios which is a data collection base, and other things.

Creating labs, grading labs, demonstrations of science

Disciplinary action. They need to teach teachers how to deal with disciplinary situations. Warn students about possible discipline scenarios that may occur. How to handle the sitiuation.

Actually putting the textbook information into every day life. Examples being iep writing and implementing. How to implement goals and instruction and assessments are a big one. I don't think we learned enough about how to make and use assessments to assess progress on goals.

Students are not as respectful in the substitutes situation...need more preparation in interviewing skill.

I was not prepared on how to follow their curriculum an adjust my instruction to theirs..... It was a new experience for me to learn how to be a special Ed teacher who doesn't just follow the lep"s..... Also did not have any access to specific technology I feel could help my students .

I did have concerns about the extent of preparation for cooperating teachers. Cooperating teachers have more impact on and time with education students than any university professor. Yet, my cooperating teacher said she had one opportunity to attend a meeting for coops, and she chose not to attend. Secondary education students have one cooperating teacher, and it seems that expectations vary wildly between those professionals. My cooperating teacher seemed unprepared in some aspects for hosting a student teacher, yet her opinion mattered more than that of any professional I dealt with in other portions of my education. Maybe there should be a more extensive training process for cooperating teachers.

Severe disabilities

Time management practices in the classroom How to obtain act 48 credits and how many are need for step 1 credit action and during what time frame they must be completed by How to add additional certification Interview practices

I felt fairly confident in everything I learned while at IUP. The only thing I would have liked was more experience in the regular education classroom. I spent the majority of my time gaining experience in special education rooms but only spent one day prior to student teaching in the regular education classroom, and that was only for a couple hours.

Standardize testing, daily substituting, assesment of student learning

I wish I had more classroom time teaching students, than in-class time being lectured about what to expect.

I feel that there is not enough focus on teaching to students that are labeled as learning support - especially since there are so many schools around the area that are over fifty-percent free and reduced lunch. In my experience, schools that have higher rates of assistance for lunch generally have a higher demand for learning support or inclusion-based instruction. While we did learn to adjust the lesson to meet the needs of the students, it becomes very difficult when the students in a learning support class have such a wide range of ability levels. Perhaps a class in teaching to learning support students that requires participants to provide instruction or at least assist a current teaching in instructing and planning could benefit prospective teachers before embarking on their new careers.

I could have used more practice designing and implementing my own classroom behavior system.

How to manage classroom behavior.

I felt unprepared in the area of behavior management. I have been struggling since September with controlling the behaviors in the classroom and I just graduated last May. There should be more practice and instruction with specific situations and what to do when they happen, not just procedures for example getting in line in the classroom. Since the behaviors were not under control, it was very difficult to teach the students instruction. I tried everything to get the behaviors under control and nothing was making progress. Another improvement that I think the Early Childhood/Special Education major could make is having student teaching be a full year experience. The early childhood experience should take place in the fall to learn how to set up procedures in the classroom right from the start of school. Then the special education student teaching should be in the spring. If I had a full year of student teaching, I could have seen how to implement procedures in the beginning rather than see a classroom that has already been established halfway through the year. I also wish I could have had more practice with implementing small group. I had only seen a month of student teaching where the teacher was pulling students for small group. I wish I could have learned how to set up small group and implement it in the classroom but that again comes with more practice with behavior management. I think that behavior management really affected me the most because I am a teacher in a kindergarten classroom. That is the first experience where students have to have structure in their lives so it was very difficult.

None

I personally and most humbly believe teacher education programs prepare students for a reality that does not exist. Not only are many theories grounded in the idea of "in the perfect classroom with the perfect students," but the thrust of teacher education focuses on a diversified delivery of content that is incompatible with the demands placed on teachers. Though Social Studies education faces different challenges, without question elementary school teachers and all math/science teachers are in for a rude awakening when they arrive to school. The pressure of PSSAs dominate these schools to the extent that it cripples creativity and the idea that we should learn for education's sake. Learning to learn. Learning to be a better, more well-rounded person. Instead the thrust is on raw data, perceived gains based on tests, and the daily pressure that your job security could be linked to how well a child can add and subtract (for example). Rather than fighting against this trend, it would appear that IUP and other schools of education continue to prepare future teachers as if this reality isn't happening. Indeed, they mention it and even go as far as to warn us about it, but they do nothing to alter their approach or push back against it. It sets up a future teacher to be dissatisfied and jaded in ways that can cripple. Why else do we know so many who go into education only to leave within 0-2 years? In essence, it is like preparing your child to drive with an automatic transmission only for him or her to discover that they can only buy cars with manual transmission. Then, offering the bewildered a line of condolence like, "Well, you just have to learn to drive the manual transmission and then one day you will get an automatic. Just be patient and do your time." I believe at its core that IUP's Social Studies Education program is solid and led by excellent instructors. I enjoyed my time within the department and would do it again. It is also worth stating that I, personally, love teaching. I cannot imagine doing anything else and have a deep desire to fight for my discipline. However, I am disappointed at IUP's College of Education's overall approach to education and what appears to be a visible lack of fight to lobby for education. I cannot help but

wonder if the attitude will change once standards and tests are forced on our nation's higher learning? Until then, silence is assent and we are forced to "play the game" in order to get a job, with the trade-off being that we risk having the will to teach in unique and interesting ways stripped from us. To say it is "sad" would be a disservice to those who have spent thousands towards an education that has left them feeling betrayed and without options. These are only my opinions, however. Thank you for allowing me to share them.

Difficulty adjusting to technology because we were rarely exposed to it. Learn to use tools that our students commonly use. Unfortunately, we also spent little timne learning how to prepare classes for an exended period of time. It has been difficult doing long range planning. Also, there should be a focus on where to pull resources from in order to help build a strong foundation. It was also disappointing that my student teaching placement, as well as other, who were placed very close to or after the semester started, putting us at an immediate disadvantage. It really made me reconsider if I would actually continue as a teacher after graduation.

Statistic	Value
Total Responses	79

33. If you left teaching, why?

Text Response
N/A
N/A
n/a
NO
It is discouraging and dark
I haven't taught yet
I had a terriblecooperating teacher and was too depressed and stressed to continue in the field at this time.
I didn't leave teaching.
I believe I will leave teaching. The reason is that I wanted to teach math because of my interest in math. As it turns out, teaching doesn't involve much teaching at all, and even less math.
N/A
n/a
N/a
I am considering it because of the current state of education, particularly within the state of Pennsylvania. Also the expansion of and emphasis on standardized testing in schools is counterproductive to my educational goals in the classroom.
I am still teaching!
still teaching
I was called into ministry.
N/A
Not enough jobs.
Still looking for a permanent position. Currently acting as a long-term sub
The students were not responding to the behavior management techniques in the classroom. I tried everything to get the behaviors under control and nothing was working. I asked other professionals as well for help and there was no improvement.

Statistic	Value
Total Responses	20

34. if you never taught, why?

Text Response
██ ████████████████
N/A
Graduated in December, no one hires in Jan Feb Mar, Went back to my former career path but a better employee and person due to my IUP experiance.
Waiting for my own classroom currently in my district.
N/A
I am seeking full-time employment and am working as a substitute teacher.
NO
It is discouraging to have a degree that you cannot use. I would rather do field work than sub for 4 years.
I went straight to graduate school
There is no job availability in western, PA for FCSE students. With a home and family it is not reasonable to relocate.
I needed a job as soon as I graduated college, and as much as I'd love to move, I can't afford that at the moment and there aren't enough job opportunities for teaching in my area.
I am teaching.
N/A
The job market is currently awful in the area, making it nearly impossible to secure a full time job.
N/a
Currently attending graduate school.
The job market is horrendous.
Have not been able to find a job
I still teach.
currently teaching
I was called into ministry right after college as I was looking at teaching jobs.
N/A
no permanent job found yet
Cant find a teaching job
I have been experiencing difficulty obtaining my recommondation letters from IUP professors since summer 2013.

Statistic	Value
Total Responses	25

35. Do we have your permission to contact you about future events or opportunities that are sponsored by the Office of Teacher Education at IUP?

#	Answer	Bar	Response	%
1	Yes		82	83%
2	No		17	17%
	Total		99	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.17
Variance	0.14
Standard Deviation	0.38
Total Responses	99

36. If yes, please indicate your preference/preferences for being contacted.

#	Answer	Bar	Response	%
1	Phone		9	11%
2	Mail		12	14%
3	E-mail		78	94%

Statistic	Value
Min Value	1
Max Value	3
Total Responses	83