Initial Report

Spring 2022 Survey of Student Teachers

August 23rd 2022, 9:30 am MDT

Q2 - Which level of the program are did you complete?

#	Question	False		True	
1	Undergraduate - BSE	80.00%	4	91.49%	86
2	Post-baccalaureate - Graduate student	20.00%	1	8.51%	8
	Total	Total	5	Total	94

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	False	1.00	2.00	1.20	0.40	0.16	5
2	True	1.00	2.00	1.09	0.28	0.08	94

Q3 - Which certification program are you in?

#	Question	False	True
1	Art Education	0	8
2	Early Childhood	1	19
3	Early Childhood - Dual Special Education	0	14
4	MDLV Grades 4-8	0	6
5	Music Education	0	4
6	Secondary English	1	12
7	Secondary Foreign Language (French, German, or Spanish)	0	5
8	Secondary Math	0	8
9	Secondary Science (Chemistry, Earth Science, Biology, or Physics)	1	9
10	Secondary Social Studies	1	7
11	Technology Engineering Education	1	2
12	Other: Please specify.	0	0
	Total	5	94

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	False	2.00	11.00	7.60	3.26	10.64	5
2	True	1.00	11.00	5.06	3.02	9.10	94

Q4 - Please Rate your satisfaction with support and services that are part of the overall teacher education program:

(a) Advisement help for scheduling of education course (Select one option)

Question	False		True		Total
Very Satisfied	2.70%	1	97.30%	36	37
Satisfied	8.00%	4	92.00%	46	50
Dissatisfied	0.00%	0	100.00%	10	10
Very Dissatisfied	0.00%	0	100.00%	2	2

(b) Advisement and communication of APS requirements (Select one option)

Question	False		True		Total
Very Satisfied	3.70%	1	96.30%	26	27
Satisfied	6.25%	3	93.75%	45	48
Dissatisfied	4.76%	1	95.24%	20	21
Very Dissatisfied	0.00%	0	100.00%	3	3

(c) Support for meeting basic skills test requirements (PAPA, Praxis Core etc). (Select one option)

Question	False		True		Total
Very Satisfied	3.70%	1	96.30%	26	27
Satisfied	5.00%	2	95.00%	38	40
Dissatisfied	8.33%	2	91.67%	22	24
Very Dissatisfied	0.00%	0	100.00%	8	8

(d) Support and services from the certification office including directions for completing TIMS application. (Select one option)

Question	False		True		Total
Very Satisfied	3.23%	1	96.77%	30	31
Satisfied	6.67%	3	93.33%	42	45
Dissatisfied	6.67%	1	93.33%	14	15
Very Dissatisfied	0.00%	0	100.00%	8	8

(e) Information on Millersville Website related to teacher education programs (Select one option)

Question	False		True		Total
Very Satisfied	3.33%	1	96.67%	29	30
Satisfied	5.77%	3	94.23%	49	52
Dissatisfied	7.14%	1	92.86%	13	14
Very Dissatisfied	0.00%	0	100.00%	3	3

(f) Services and support provided by field services. (Select one option)

Question	False		True		Total
Very Satisfied	3.70%	1	96.30%	26	27
Satisfied	3.92%	2	96.08%	49	51
Dissatisfied	10.53%	2	89.47%	17	19
Very Dissatisfied	0.00%	0	100.00%	2	2

(g) Clarity of expectations regarding professional dispositions. (Select one option)

Question	False		True		Total
Very Satisfied	2.38%	1	97.62%	41	42
Satisfied	7.14%	3	92.86%	39	42
Dissatisfied	7.14%	1	92.86%	13	14

Very Dissatisfied	0.00%	0	100.00%	1	1

(h) Support for developing interview skills. (Select one option)

Question	False		True		Total
Very Satisfied	11.11%	4	88.89%	32	36
Satisfied	0.00%	0	100.00%	51	51
Dissatisfied	9.09%	1	90.91%	10	11
Very Dissatisfied	0.00%	0	0.00%	0	0

(i) Support for looking for a teaching position. (Select one option)

Question	False		True		Total
Very Satisfied	6.90%	2	93.10%	27	29
Satisfied	2.33%	1	97.67%	42	43
Dissatisfied	9.09%	2	90.91%	20	22
Very Dissatisfied	0.00%	0	100.00%	5	5

(j) Connection with teacher education faculty and events since your admission to Millersville

Question	False		True		Total
Very Satisfied	4.65%	2	95.35%	41	43
Satisfied	5.41%	2	94.59%	35	37
Dissatisfied	5.88%	1	94.12%	16	17
Very Dissatisfied	0.00%	0	100.00%	2	2

False

#	Field	Mean	Std Deviation	Count
1	(a) Advisement help for scheduling of education course (Select one option)	1.80	0.40	5
2	(b) Advisement and communication of APS requirements (Select one option)	2.00	0.63	5
3	(c) Support for meeting basic skills test requirements (PAPA, Praxis Core etc). (Select one option)	2.20	0.75	5
4	(d) Support and services from the certification office including directions for completing TIMS application. (Select one option)	2.00	0.63	5
5	(e) Information on Millersville Website related to teacher education programs (Select one option)	2.00	0.63	5
6	(f) Services and support provided by field services. (Select one option)	2.20	0.75	5
7	(g) Clarity of expectations regarding professional dispositions. (Select one option)	2.00	0.63	5
8	(h) Support for developing interview skills. (Select one option)	1.40	0.80	5
9	(i) Support for looking for a teaching position. (Select one option)	2.00	0.89	5
10	(j) Connection with teacher education faculty and events since your admission to Millersville	1.80	0.75	5

True

#	Field	Mean	Std Deviation	Count
1	(a) Advisement help for scheduling of education course (Select one option)	1.77	0.72	94
2	(b) Advisement and communication of APS requirements (Select one option)	2.00	0.79	94
3	(c) Support for meeting basic skills test requirements (PAPA, Praxis Core etc). (Select one option)	2.13	0.91	94
4	(d) Support and services from the certification office including directions for completing TIMS application. (Select one option)	2.00	0.90	94
5	(e) Information on Millersville Website related to teacher education programs (Select one option)	1.89	0.75	94
6	(f) Services and support provided by field services. (Select one option)	1.95	0.73	94
7	(g) Clarity of expectations regarding professional dispositions. (Select one option)	1.72	0.74	94
8	(h) Support for developing interview skills. (Select one option)	1.76	0.63	93
9	(i) Support for looking for a teaching position. (Select one option)	2.03	0.84	94
10	(j) Connection with teacher education faculty and events since your admission to Millersville	1.78	0.80	94

Q5 - Do you have other feedback about support and services that will help us improve our programs?

False

Do you have other feedback about support and services that will help us improve our programs?

True

Do you have other feedback about support and services that will help us improve our programs?

We should be more selective in who we choose as mentors. Some student teachers dropped out on the basis of being unable to switch mentors. They would have been amazing teachers. It is sad to see good people leave due to a mentor's laziness or inappropriate/ crass attitudes. STUDENT TEACHERS ARE NOT supposed to do everything. We are there to LEARN not copy paperwork, spend our time grading till 6 pm, or writing lesson plans that don't get read. Also, the fact that we don't get paid is absolutey RIDICULOUS. I ate away 2 years of my savings to just stay afloat.....
There needs to be separate webinars for undergraduate students and post bachs and what they need to do for their state testing, and other requirements.
All in all, I have been dissatisfied with this program. I was forgotten by the leaders of the program and almost didn't get a mentor teacher. Only by me reaching out in August and my super accommodating mentor teacher being willing to take me on, despite the short notice, guaranteed that I had a spot in the program. The courses we were required to take during the Fall of the final year were laughably useless. The technology course was a waste of my time and my money. I learned nothing from that course. We were told frighteningly little about the test taking needed for certification. Also I did not enjoy the fact that I had two seminars during my student teaching, and even during the extra class, we still received very little information about the certification process. It honestly felt like professors were afraid to talk about it. The communication was upsettingly poor and it made the program so much more stressful than it needed to be. I am disappointed because I got my undergrad at MU, and my CERT at MU, but after the experience I had in this program, I will not be pursuing any further education at this institution, and I will have a hard time recommending this institution to others in the future.
I feel that field services was not very clear in their communication. There was never a clear direct answer given. The website is not very user friendly and also is not clear in communications.
I think much like the university provides an estimated "cost of attendance" which includes textbooks, food, housing, etc, it would be helpful for teacher candidates to see an estimated "cost of certification". This would outline the miscellaneous fees and costs that teacher candidates may encounter as they make their education official, including clearances, field placement transit, professional wardrobe, content testing fees, and certification fees.
Field Services could be a lot clearer about required testing and certification application. This was very confusing for me.
As a part of the secondary English education program, I am overall satisfied with my experiences at the University. The professors in the Education department are phenomenal, and I am so grateful to them for everything! The only thing I would have liked to be different in the program would be to have at least one placement in a high school and one in a middle school. I was placed in a high school for both my soft block field experience and my student teaching, and while I loved and am grateful for both of those experiences, I also would have liked to have an experience in the middle school environment.
I feel that the process of applying to jobs, building resumes and portfolios, and how to interview should be taught/communicated well in advance of February, as I felt very lost and down to the wire doing things last minute.
Do not have student teachers complete the Acton Research Project.
I think that Millersville could do a better job of providing us with information about the testing requirements. It was never explicitly brought to our attention or shown to us. I think an information session would be helpful about pre-

service testing and state testing requirements. I also think it would be helpful to have more resources available for applying for jobs. I think a cover letter snd resume writing class would be helpful and creating a portfolio to prepare educators for finding a job. I also think that they should make us more aware of PDS and other opportunities offered in the education program.

More clarity regarding certification and the process of getting it for the purpose of applying for positions.

no

I feel like I had to figure things out on my own when it came to the praxis. Also I am not pleased that no one told me I should take general science to be more desirable for school districts. If I would have know this I 100% would have taken it already. I think there was some lack of communication on all ends.

More development with interviewing and getting jobs. Some more communication with testing. Advisor was a great help.

Everything was extremely helpful for me throughout my time as an undergraduate dual major. The only thing that was slightly disappointing was the communication of APS status requirements. I was never told that I needed to pass the Praxis before taking my block classes until it was too late. This caused me to take an extra semester at Millersville until I had my requirements completed.

My biggest thing is that the testing requirements were not made clear at all. I thought I had to take just my music test and a "basic skills" exam. The term "basic skills" was intertwined with what was actually needed which was the fundamental skills praxis. The email I received from field services had the subject line naming the incorrect test and asking for the scores from that test. I spent $150 to take a test I thought I needed when I did not and instead had to pay for the fundamental skills. None of my classmates were aware either and we only received communication on the importance of these tests last week, the week before graduation and two days before TIMs opened up. This information needs to be made clear and be accessible for students. The document with the requirements was buried on the website. I have had a wonderful experience in my student teaching, but the communication for these requirements needs to be more clear.

Post only relevant documents

Bring back the Dual major and make it so students have a full semester in the field, not just two 7.5-week chunks. It's not enough to get to know the students. Also, try to make the field less expensive for students. It makes the program biased towards people who have cars and can afford gas.

TIMS application and testing requirements were incredibly unclear.

The emails to remind us of due dates throughout the semester were really helpful!

Not sure if it is a state requirement or not but having the second placement at the end of the year was like having a wrench thrown into things. Having it twice a week at the first half of first semester and then moving to our preferred placement level would have been much better. Only being able to do full time at the preferred level for half a semester was really hard. A lot of my lessons I was not able to see the whole way through and my second placement the same thing happened.

nothing.

It is essential to make this program into a paid internship eventually. It is unfair to work full-time hours and do all the planning, prepping, making copies, contacting families, and being emotional support to students and not being compensated for it. Many of us could not work due to the workload, so some compensation could motivate student teachers to stay in the program. I have seen many students who would have been great teachers leave because they could not afford not to work. This is an excellent program for prepping future educators, but this program needs some financial compensation for its students or even allow them to sub as many days as they want.

I think there is room to improve field services. Communication was unclear between various workers in the department; thus, there were unclear expectations, deadlines, etc. Especially during the pandemic, things were not communicated in a way that set students up for success.

N/A

I really appreciated the meetings where Sarah Brooks would present, I felt that those meetings were always beneficial and informative. The interview seminar was particularly helpful as we were preparing to apply for jobs. I also appreciated the emails that would be sent out every time there was a job opening. Many, if not all, of the music education students were not made aware of the fact that the "Fundamental Skills" (5511) Praxis exam was mandatory for PreK-12 certification. Future music teacher candidates would benefit greatly from more clear communication regarding required exams for certification.

Get rid of the student teaching seminar. It is a waste of time and contributes very little to actually knowing how to be a good teacher.

Advisor was not helpful, and the student teacher supervisor was not supportive and was discouraging.

I think it would be great if secondary math majors would get more experience in a math classroom prior to their senior year!

Secondary education majors should have two advisors throughout their college career or their advisor should be a part of the school of education. For the first two years of my college career, I was very confused as to which courses I should be taking and the order in which I should take them. It also would have been nice to be advised as to which courses or minors I should take to make me look the most employable/ which would be the most useful at the beginning of the college career

We advocate for mental health support systems for our students. I would have liked to have had some sort of specific resources available through MU (aside from my supervisor and academic advisor) to help me navigate through the emotional struggles this year has brought on. While I enjoyed being at my placement all year, I would have liked to have had another level to compare teaching to (ex: a semester or half semester at a middle school).

1) Being a foreign language major I was not given access to education courses even when I needed them. It was very frustrating to be denied every time and go through the education department to gain access. Access should already be given. 2) My degree is K-12 and I was only placed in a middle school. In every single interview I had for a high school they questioned my abilities as well as Millersville since I was only placed in a middle school. Student teachers should be given multiple placements. This should also happen earlier on because many of my friends dropped this major senior year because they realized they did not like teaching. We need more than just one semester sophomore year. That was not enough to determine if teaching is the right fit. 3) re-evaluation of some mentor teachers.

None at this time.

Thank you :)

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None at this time.

Thank you :)

Q6 - Please rate how well Millersville programs prepared you to be an effective beginning teacher.

(a) Explain important concepts clearly to students (Select one option)

Question	False	True	Total
Well prepared	1	48	49
Sufficiently prepared	1	42	43
Insufficiently prepared	0	4	4
Not prepared at all	0	0	0

(b) Align practice to PA Standards Aligned System (Select one option)

Question	False	True	Total
Well prepared	1	54	55
Sufficiently prepared	1	33	34
Insufficiently prepared	0	7	7
Not prepared at all	0	0	0

(c) Differentiate instruction to meet the needs of students. (Select one option)

Question	False	True	Total
Well prepared	2	59	61
Sufficiently prepared	0	29	29
Insufficiently prepared	0	6	6
Not prepared at all	0	0	0

(d) Develop formative and summative assessments aligned to learning goals. (Select one option)

Question	False	True	Total
Well prepared	1	58	59
Sufficiently prepared	1	32	33
Insufficiently prepared	0	4	4
Not prepared at all	0	0	0

(e) Implement accommodations for students with special needs (Select one option)

Question	False	True	Total
Well prepared	1	45	46
Sufficiently prepared	1	37	38
Insufficiently prepared	0	11	11
Not prepared at all	0	1	1

(f) Establish effective classroom management procedures. (Select one option)

Question	False	True	Total
Well prepared	1	33	34
Sufficiently prepared	0	46	46
Insufficiently prepared	1	11	12
Not prepared at all	0	4	4

(g) Create positive learning environments that foster respectful interactions (Select one option)

Question	False	True	Total
Well prepared	1	63	64
Sufficiently prepared	1	26	27
Insufficiently prepared	0	5	5

Not prepared at all	0	0	0

(h) Effectively respond to disruptive students. (Select one option)

Question	False	True	Total
Well prepared	1	31	32
Sufficiently prepared	1	39	40
Insufficiently prepared	0	22	22
Not prepared at all	0	2	2

(i) Prepare lesson and unit plans (Select one option)

Question	False	True	Total
Well prepared	1	66	67
Sufficiently prepared	1	21	22
Insufficiently prepared	0	5	5
Not prepared at all	0	2	2

(j) Demonstrate ethical and professional behaviors.

Question	False	True	Total
Well prepared	1	74	75
Sufficiently prepared	1	18	19
Insufficiently prepared	0	2	2
Not prepared at all	0	0	0

False

#	Field	Count
1	(a) Explain important concepts clearly to students (Select one option)	2
2	(b) Align practice to PA Standards Aligned System (Select one option)	2
3	(c) Differentiate instruction to meet the needs of students. (Select one option)	2
4	(d) Develop formative and summative assessments aligned to learning goals. (Select one option)	2
5	(e) Implement accommodations for students with special needs (Select one option)	2
6	(f) Establish effective classroom management procedures. (Select one option)	2
7	(g) Create positive learning environments that foster respectful interactions (Select one option)	2
8	(h) Effectively respond to disruptive students. (Select one option)	2
9	(i) Prepare lesson and unit plans (Select one option)	2
10	(j) Demonstrate ethical and professional behaviors.	2

True

#	Field	Count
1	(a) Explain important concepts clearly to students (Select one option)	94
2	(b) Align practice to PA Standards Aligned System (Select one option)	94
3	(c) Differentiate instruction to meet the needs of students. (Select one option)	94
4	(d) Develop formative and summative assessments aligned to learning goals. (Select one option)	94
5	(e) Implement accommodations for students with special needs (Select one option)	94
6	(f) Establish effective classroom management procedures. (Select one option)	94
7	(g) Create positive learning environments that foster respectful interactions (Select one option)	94
8	(h) Effectively respond to disruptive students. (Select one option)	94
9	(i) Prepare lesson and unit plans (Select one option)	94
10	(j) Demonstrate ethical and professional behaviors.	94

Q7 - How well did Millersville programs prepare you to be an effective beginning teacher?

(a) Effectively engage students in active learning (Select one option)

#	Question	False	True	Total
1	Well prepared	1	56	57
2	Sufficiently prepared	0	33	33
3	Insufficiently prepared	0	5	5
4	Not prepared at all	0	0	0

(b) Support student use of technology. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	54	55
2	Sufficiently prepared	0	33	33
3	Insufficiently prepared	0	6	6
4	Not prepared at all	0	1	1

(c) Encourage student inquiry and critical thinking. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	52	53
2	Sufficiently prepared	0	34	34
3	Insufficiently prepared	0	8	8
4	Not prepared at all	0	0	0

(d) Involve students in formative assessment to help students monitor their own learning. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	50	51
2	Sufficiently prepared	0	38	38
3	Insufficiently prepared	0	6	6
4	Not prepared at all	0	0	0

(e) Implement accommodations for English Language learners. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	37	38
2	Sufficiently prepared	0	42	42
3	Insufficiently prepared	0	14	14
4	Not prepared at all	0	1	1

(f) Ask reflective questions about your own teaching. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	60	61
2	Sufficiently prepared	0	31	31
3	Insufficiently prepared	0	3	3
4	Not prepared at all	0	0	0

(g) Demonstrate the dispositions of a professional teacher. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	69	70
2	Sufficiently prepared	0	23	23
3	Insufficiently prepared	0	2	2
4	Not prepared at all	0	0	0

(h) Work collaboratively with other professionals. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	59	60
2	Sufficiently prepared	0	30	30
3	Insufficiently prepared	0	4	4
4	Not prepared at all	0	1	1

(i) Use the PDE Standards Aligned System website. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	50	51
2	Sufficiently prepared	0	26	26
3	Insufficiently prepared	0	12	12
4	Not prepared at all	0	6	6

(j) Understand the Danielson Framework for Effective Teaching. (Select one option)

#	Question	False	True	Total
1	Well prepared	1	41	42
2	Sufficiently prepared	0	40	40
3	Insufficiently prepared	0	10	10
4	Not prepared at all	0	3	3

(k) Use technology in multiple ways.

#	Question	False	True	Total
1	Well prepared	1	60	61
2	Sufficiently prepared	0	29	29
3	Insufficiently prepared	0	5	5
4	Not prepared at all	0	0	0

False

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	(a) Effectively engage students in active learning (Select one option)	1.00	1.00	1.00	0.00	0.00	1
2	(b) Support student use of technology. (Select one option)	1.00	1.00	1.00	0.00	0.00	1
3	(c) Encourage student inquiry and critical thinking. (Select one option)	1.00	1.00	1.00	0.00	0.00	1
4	(d) Involve students in formative assessment to help students monitor their own learning. (Select one option)	1.00	1.00	1.00	0.00	0.00	1
5	(e) Implement accommodations for English Language learners. (Select one option)	1.00	1.00	1.00	0.00	0.00	1
6	(f) Ask reflective questions about your own teaching. (Select one option)	1.00	1.00	1.00	0.00	0.00	1
7	(g) Demonstrate the dispositions of a professional teacher. (Select one option)	1.00	1.00	1.00	0.00	0.00	1
8	(h) Work collaboratively with other professionals. (Select one option)	1.00	1.00	1.00	0.00	0.00	1
9	(i) Use the PDE Standards Aligned System website. (Select one option)	1.00	1.00	1.00	0.00	0.00	1
10	(j) Understand the Danielson Framework for	1.00	1.00	1.00	0.00	0.00	1

	Effective Teaching. (Select one option)						
11	(k) Use technology in multiple ways.	1.00	1.00	1.00	0.00	0.00	1

True

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	(a) Effectively engage students in active learning (Select one option)	1.00	3.00	1.46	0.60	0.35	94
2	(b) Support student use of technology. (Select one option)	1.00	4.00	1.51	0.66	0.44	94
3	(c) Encourage student inquiry and critical thinking. (Select one option)	1.00	3.00	1.53	0.65	0.42	94
4	(d) Involve students in formative assessment to help students monitor their own learning. (Select one option)	1.00	3.00	1.53	0.61	0.38	94
5	(e) Implement accommodations for English Language learners. (Select one option)	1.00	4.00	1.78	0.73	0.54	94
6	(f) Ask reflective questions about your own teaching. (Select one option)	1.00	3.00	1.39	0.55	0.30	94
7	(g) Demonstrate the dispositions of a professional teacher. (Select one option)	1.00	3.00	1.29	0.50	0.25	94
8	(h) Work collaboratively with other professionals. (Select one option)	1.00	4.00	1.44	0.63	0.39	94
9	(i) Use the PDE Standards Aligned System website. (Select one option)	1.00	4.00	1.72	0.92	0.84	94
10	(j) Understand the Danielson Framework for Effective Teaching. (Select one option)	1.00	4.00	1.73	0.77	0.60	94
11	(k) Use technology in multiple ways.	1.00	3.00	1.41	0.59	0.35	94

Q8 - We would like to find out about your early experiences with the job seeking process. Please check all that apply:

#	Question	False	True
1	I have not started applying for positions yet.	0	14
2	I have applied for positions but have not received offers to interview	0	17
3	I have had at least one interview opportunity already	1	26
4	I have had more than one interview opportunity	0	28
5	I have had an offer for a position out-of-state	0	9
6	I have had an offer for a position in-state	0	21
7	Other (Please specify)	0	7
	Total	1	122

False

Other (Please specify) - Text

True

Other (Please specify) - Text
I have accepted a Fulbright ETA Scholarship in Germany.
I have been looking for positions and will soon apply.
I have a job that is not in science education.
Offered several positions out-of-state
Grad school
No longer pursuing jobs in the field of education

#	We would like to find out about your early experiences with the job seeking process. Please check all that apply: - Selected Choice	Count
1	False	1.00

2		True	94.00

Q11 - How have you been involved in the online/distance learning effort implemented by the school district?

False

How have you been involved in the online/distance learning effort implemented by the school district?

True

How have you been involved in the online/distance learning effort implemented by the school district?
I have been very involved, and it was so helpful having most of my classes virtual. I found it to be more beneficial.
I was in person for everything.
My school district was in-person this school year.
Other then having to wear a mask at the beginning of my placement Covid didn't affect my student teaching. I only had one virtual day due to weather concerns.
My school district and courses were 100% in-person. On days that were virtual due to standardized testing, my mentors handled the instruction.
I have been involved since the start of the pandemic March of 2020
N/A
I had mostly everything in person, although we did have parent teacher conferences available online.
I got to be part of a couple zooms through my student teaching where we met with our students and sent them off to do online tasks. In that, I got to create some online assessments for students to complete at home.
I was fully in-person
The school district that I was student teaching in was in person all through the pandemic and so I was not exposed to any online/distance learning efforts because there was no need for any to be implemented.
We did not have any distance learning.
Not much. One or two days we did online (for learning). Most work is turned in online.
n/a
I have not been, we were always engaged in in-person learning.
We are always in person, so not much distance learning.
I feel that it was difficult with not being bale to have placements during COVID. This past year for my PDS placement was really my only experience in an elementary setting. During my PDS placement we have used technology to reach parents and students when they are out with different sicknesses.
This year, COVID-19 only affected me in that my first placement we had to wear masks. So as part of the class we did have mask breaks for the students.
I was not able to get as much field experience as I was supposed to, but thankfully during my student teaching was not majorly affected.
I have not been impacted by online learning due to the restrictions lifting as I got into the classroom.

The school district does not have distance learning.

No. There were no blended classrooms.

No, I have not.

I have not had to do distance learning.

Posting on schoology.

I have not been, we have been in-person the entire school year.

I was involved in my classes on google classroom which is where all of the student's work is uploaded. I helped grade students work on google classroom and check if they turned their homework in on google classroom. I also took part in google meets when the school had a virtual snow day.

No

All professional development was held virtually. Meetings were virtual and often made it hard to communicate to parents.

Not much

We were not online at all.

We did not have distance learning this year.

N/a

Covid-19 has only slightly impacted my student teaching experience.

We have been in-person the entire time of my student teaching.

Not really we have google classroom in case we need to go remote or if students aren't there. I have been using it for lessons and activities. Other than that not really.

I had to teach some students via zoom which was difficult.

We had to Zoom at the beginning, and now we link mostly everything in Schoology where students can view content and assignments.

I have not had to do it directly, however, there were few students in the class who had to be isolated at home becuase of COVID. Therefore, I did have experience at different times because I had to get the Zoom set up for my cooperating teacher.

Both of my placements did not really have an online learning in place when I was there. With music we discovered over the pandemic that it really does not work online, so we had students in elementary work from a website and write a little about what they did if they had to quarantine. But I personally had no true online teaching while I was in my placements.

Distance, online students have other teachers.

N/a

n/a

no

Yes most of my junior year was online

no

No answer

Honestly, We have been full time, the whole time. Covid did not take affect during my soft block until a few weeks after we finished, and at my internship covid was on its way out. We have now been mask free since January.

No

At the beginning of the year, virtual learning through Google Classroom was available to students who were absent due to Covid-19. This program ended mid-year and was not in place during my student teaching semester. Students who were absent were able to access schoolwork via Schoology.

I did a full semester of classes online due to COVID-19. During this semester, I did not receive a placement. In the following semester, I completed a hybrid placement where I taught students virtually and in person.

Preparing work to send home and having occasional instances where students in quarantine zoom the class

I have not had to be directly involved in an online/distance learning at my school district.

I have had a whole academic year online during COVID.

I have not been involved in the online/distance learning effort implemented by the school district, because I was lucky enough to have been in-person during my year of student teaching.

I was not really involved in the online learning for Pequea Valley.

No

Very minimally. Used the Schoology LMS to provide instruction for the few times I was away.

I have not been involved in it.

We had one day on zoom as a result of covid, and I worked with students who were out of school due to covid (working with them digitally via zoom or Schoology message). I did not do anything with the fully distance-learning program.

I have had minimal participation in the online/distance learning at my school. My co-op teaches a couple additional online courses but I haven't had much exposure to it.

Yes

I have not had any online learning days.

All of my junior years was online.

I experienced a few virtual days. Since the pandemic, the online learning platform has been valued more. This has been vital in my experience because I've gotten so much more comfortable with technology. Having to mask made teaching difficult in the beginning. Especially in a World language classroom, it blocks communication physically because students can't read your lips.

N/A

When my school district did online for students who were quarantined, I held google meets and helped my students through online means. My school district ended distance learning for students who were quarantines half way through the year.

I have not been involved in online learning in my school district.

My co-op has two online students in the morning.

n/a

My school district does not have a distance learning program this year.

Learning online didn’t really affect my learning ability. I still ended up passing all my classes.

Both districts have remained 100% in person
I have had a few days where students with COVID had to join class virtually so I had to navigate online and in person simultaneously.
I haven’t been
I had a few students join my class virtually but it was limited
Not very

Q12 - What technology/programs are being used?

False

What technology/programs are being used?

True

What technology/programs are being used?
Zoom. Nearpod. Gizmos. Webquests. POGIL's.
Every student has a school issued iPad. Students use Schoology as their learning platform.
We used doc cameras and overhead projectors. We used Google classroom, Pear Deck, Padlet, Google drive, Infinite campus, Seesaw and schoology. I used Kahoots and Quizz as assessment tools.
Schoology and Google Drive are the two main apps used.
Zoom, D2L, email, Padlet, Nearpod
Schoology, Nearpod, Actively Learn, Sapphire
zoom, schoology
I have utilized Canvas, zoom, Sapphire, Aleks, Mc-Graw Hill, and Lumio.
Smart boards, kahoot, WRS, Heggarty
Despite not having to implement online/distance learning, my school did a wonderful job of implementing technology inside the classroom and with connection to the parents/guardians at home.
Zoom
Schoology
Schoology, skyward, notability, pages.
Chromebooks; Schoology; Google Suites; Sapphire; Nearpod; Actively Learn; IXL
We have used Seesaw and Schoology.
Study Island, Schoology, ExactPath, Edmentum, Discovery Education, Prodogy, etc.
Canvas
Seesaw, Newsletters, math and reading programs.
Schoology, SeeSaw, Google Classrooms
zoom, clever, schoology, study island, seesaw, kahoot, blooket, st math, xtra math, epic
Google Classroom and Moodle have been heavily implemented.
The students have their own chrome books and use many online websites and games such as Xtramath, Prodigy and others.
Schoology, google suite, Flipgrid.
Google Classroom

N/A

Schoology Clever Exact Path Study Island kahoot

We have used zoom, kahoot, nearpod, and other tech programs on our 1:1 Ipads in the room.

The programs used were reflex math for practicing math fluency. I also used epic for reading. They also used google classroom to monitor students' work. Some classes also used prodigy for classroom management. Many classes used Kahoot and blooket for review games.

Schoology Skyward Schooldude

Used a lot of DoJo, Apple Tv, SeeSaw.

Microsoft Teams, Schoology

Schoology, sapphire, office 365, Google drive

iPads

Same as inperson

Acadience, Schoology, Keynote, Powerschool, etc.

Google Classroom, Moby Max, ABCmouse, Gonoodle, Kodable, Digital Scholastic

Moodle, and Google classroom and google meet.

Zoom, canvas, smart boards, chrome books, etc

Schoology

In the classroom they use various practice methods online. What I mean by that is, the students participate in IXL to practice math and ELA. But, they use Seesaw throughout the day to work on assignments that were assigned to them by the teacher. We used technology to better their understanding by practicing the methods they learned in class with support from the teacher.

At my elementary school each student had an ipad and at the high school I am at they all have macs. They could use those devices if needed to complete online learning or coursework, but as I said we tried to stay away from it in the buildings I was in.

Google, Schoology

Zoom

Seesaw and Google Meet

n/a

n/a

Zoom and d2l

no

no answer

Schoology videos of lessons

Schoology and sapphire

1:1 iPads, Schoology
Google Classroom & Applications, SeeSaw, ZOOM
ActiveInspire/Promethean Board Brain Pop Epic Ed Puzzle See Saw Xtra Math IXL Moby Max Imagine Learning
Google Classroom
Zoom and D2L
Technology/programs being used in the school district are IXL, class dojo, and kahoot.
Schoology iPads
Nearpod, Schoology, Sapphire, Edpuzzle.
Fundations/heggerty/google classroom/ boom cards
The district uses Schoology as their LMS. My mentor teacher also used Flipgrid, Classkick, Gimkit, Adobe Spark, and Google suite (drive, docs, forms, etc).
We use Desmos, Pear Deck, Stapplet, Schoology, Khan Academy, etc.
Zoom
Skyward, Schoology
D2L
Schoology Edpuzzle Kahoot Gim Kit Quizizz Blooket NearPod WordWall Pear Deck PollDaddy Sapphire
N/A
Google meet, zoom, schoology.
Schoology Google extensions NearPod EdPuzzle Quizlet Kahoot
Zoom.
Schoology, Zoom, Sapphire
Seesaw, Nearpod, Freckle, EPIC, Khan Academy
N/A
Zoom, blooket, Google slides and docs
Schoology, Nearpod, OneNote
Schoology, Google Classroom
Schoology

Q13 - Do you have any recommendations, or anything else you can share with us, about the COVID-19 experience as it relates to your teacher preparation program?

False

Do you have any recommendations, or anything else you can share with us, about the COVID-19 experience as it relates to your teacher preparation program?

True

Do you have any recommendations, or anything else you can share with us, about the COVID-19 experience as it relates to your teacher preparation program?
I think they it was handled very well. I think it should continue for other students to have the choice to do it virtually.
N/A
I think there should be more integration of how technology usage can align with state standards.
Continue to encourage candidates to report their cases because many school districts do not prioritize reporting/isolating as much.
Less time on zoom
N/A
I missed out on some early field experience before student teaching, which I was disappointed about, but I don't think it effected my ability to succeed in the program.
No.
N/A
No
n/a
I wish I had still been able to have experience in a classroom before student teaching, since I did not have any and felt underprepared.
Millersville struggled to engage learning teachers through Zoom.
No.
The only thing I struggled with was long absences due to quarantines, and illnesses. We wore masks until March.
N/A
No
It was definitely difficult taking classes online for education as many of our classes are more effective in-person and hands-on. I suggest that any virtual education classes are held synchronously to provide students with the best opportunity to learn.
No
No
Not much I think once the mask mandate was lifted I got to really see my students personalities.

n/a

It would be nice to offer some sort of supplementary experience for online teaching

N/A

No

Even during COVID trying to have some experience or more about enacting strategies and trying them out.

No

Its nice to be in a classroom! Student Teaching in person has been the most beneficial.

The only thing I felt after the pandemic was the fact that I NEVER stepped foot in a classroom until I was expected to student teach. I get the pandemic was in the way but I felt that there should have been a way for juniors entering PDS to be in classrooms during the 2020-2021 school year or at least the spring. I felt very anxious and unprepared because of the loss of experience in my earlier years, which is what Millersville prides themselves on.

Use online flexible schedules and let us take teacher prep Ed classes online asynchronously so we can work during the school day.

While learning virtually was not the most ideal situation, I feel that it actually helped prepare me for my student teaching experience. Coming into student teaching, I was nervous because Covid had cancelled some of the field experience that I was supposed to have. I soon realized that I was much more flexible and adaptable than I would have been without that experience, and I was able to become much more familiar with technology programs such as zoom and google classroom/meet. I also became familiar with online teaching tools that I can now use with my students whether they are learning in person or virtually. Learning these skills will better help me teach and prepare my students with 21st century skills. My professors did an incredible job of preparing me.

n/a

n/a

Require teachers to still hold class the normal amount. Make attendance optional but record it for people who work during those hours. My classmates and I felt so alone during a lot of our online learning.

no

no answer

N/A

I feel that there was little to no attempt to make up for lost learning. After the initial shutdown, students were paying for educational experiences they never received. I believe the university should have offered additional placement opportunities and experiences for those that were lost.

Make sure professors are using D2L to it's fullest abilities. Some professors would not update D2L or not keep materials available to students.

During COVID, I do feel like I missed out on field experiences that would have benefited my process and growth as a teacher, but being lucky enough to student teach in-person has been the best experience I could've asked for!

Don't make someone have to quarantine for 10 days if they have Covid and then force them to make it up later on.

We get more excused absences than just 2 for student teaching when Covid still requires isolation.

It made observations more difficult.

Give more guidance for student teachers on how to teach virtually incase it happens again where we have to go online.

N/A

It is crucial that the teacher preparation program is in person. You can't learn how to be a good teacher online/ via Zoom.

In January, we were told by MU that if we were not vaccinated for COVID-19 and the school we were placed in required (or later made the requirement of) all teachers to be fully vaccinated, that this would apply to student teachers too. Student teachers are not employees. As it was addressed that no financial support or compensation would have been provided for unvaccinated student teachers. This made me consider leaving the program. While fortunately this ended up defusing, I would have had liked to have been better supported and accommodated by Millersville University where I have spent the last four years of my educational studies.

N/A

None at this time.

It just took away from field experience during my sophomore and junior years that would have been very beneficial for me as a student teacher.

NA

It mostly ended by the time I began

Q14 - Overall, do you have other feedback about your preparation that will help us improve our programs?

False

Overall, do you have other feedback about your preparation that will help us improve our programs?

True

Overall, do you have other feedback about your preparation that will help us improve our programs?
Pay the student teachers Make sure the mentors are appropriate Student teachers shouldn't leave after their mentors (past 30 minutes) Student teachers aren't there to grade, do all the paperwork, and make all the copies and lessons
I think there needs to be more preparation on what is required of you during student teaching. ex: Action research projects and other assignments. I don't think it was very necessary to have Educ 575 during student teaching. Also, there needs to be separate evening webinars from field services for undergraduate requirements and post bach students.
I am frustrated and I am not the only one. You all need to communicate more effectively with the student body.
There needs to be clearer communication especially early on in the program. There were things I could have prepared for sooner had there been adequate communication. Also, education students who are secondary education should actually have 2 advisors on their degree audit, one for education and one for their major. It would have been more helpful in my advisement meetings from the beginning. I feel like education classes could be arranged better, it was very odd going into a classroom at the start of the semester but then only learning about classroom management at the end of the semester. Also, I feel like I got very little out of taking 3 hour long classes once a week, we learn about effective teaching methods but that is not an effective teaching method, there was poor information retention. I feel like there could have been more guidance and support from field services when it came to taking our certification exams and getting certified, it always felt like things were disorganized or misinterpreted and it was hard to navigate. I enjoyed student teaching a full year because it was interesting to see how the students evolved throughout the year. I feel like most things I learned and the most support I got was from my mentor teacher and other teachers in my placement school.
N/A
I think being more clear about testing requirements and applying for certification could be greatly improved.
Ensure that students get time to see other students' lesson plans.
Spend more time actually developing supports for differentiation for low AND high achieving students instead of just talking about them.
Make sure to stress organization, preparation and how exhausting it can/will be.
n/a
My program is K-12 and I feel like it would have been beneficial to have experience with a third placement as well, instead of just two. I was able to gain experience with elementary and high school, but didn't have the opportunity to work with middle school students and I wish I would have.
Everyone I've spoken to, myself included, has felt very "in the dark" about many things regarding certification/testing requirements and the logistics of teaching in the state of PA. When students would excessively ask questions during meetings (because we had so many) we were often met with annoyed responses or "refer to the website". It often felt as if we were suppose to know everything about teaching in PA (certification, what TIMS

is, certain programs, etc.) on our own.

More communication and clarification on the certification process would be great. I also think it would be great to be able to rate our PDS interviews, as usually an interview with a teacher is more important than our ranking of the districts at the beginning of the PDS placement process. I know people who it didn't work out for, they had a great interview and clicked really well with the teacher they were interviewing with but didn't receive the placement because of the ranking district from weeks prior. I also know that my mentor teacher strongly advocated for one of her student interviewee's to be in her classroom for next year, as it was a perfect fit...and she got placed elsewhere. I know this is not the only story like this one, and I think the PDS placement process should be adapted to incorporate more of student choice and also more emphasis on mentor teacher's input/feedback.

No. It was an intense year, but that should be expected.

I believe there needs to be more discussion about the Danielson Rubric. There were times when professors assumed that we knew what they were talking about with the rubric. The entire time that I was in the PDS program there was not a time where we fully went over the Danielson rubric, we would have assignments that we would need to use, or they would ask for a reflection in class and most of us did not know how to apply it. I think there also needs to be more support for looking for jobs.

I felt that the courses for differentiating instruction were insufficient. In my SPED class, information was just thrown at us instead of discussed with us. It would have been more helpful to see how the information could be implemented into lesson plans. For my class on implementing instruction for students receiving ELL services, again we basically just read from the textbook and did absolutely pointless activities in class that again did not show us how to implement the information. I could've read the book on my own. And then for my senior seminar course on discussing differentiation, everything was independent and I believe we only actually met 2/5 of the scheduled meetings. Our instructor cancelled the other three meetings so again this felt like pointless.

I think that they should make students more aware of the extracurricular opportunities the education department offers. Many students are not aware of the unique education clubs MIllersfille offers and I think it is important for students to get involved in them. I also think that each year of education students should receive support in preparation for the workforce especially the application for certification requirements.

No

I think there needs to be more support with the basic skills test and the APS status. It is thrown on us and often a lot of professors don't remind you until its late. More support in this area would greatly help.

No

Not much maybe just more preparation on interviews and getting a job but other than that I feel prepared to teach. Also more ideas for classroom management in the current situation post covid. Thank you!

Professors could be biased between groups. My major was regularly made fun of by certain Education professors; as a professional, this seemed inappropriate. In addition, groups were routinely separated in this way

Just really make sure those testing requirements are clear. The right names of tests need to be distributed to students right away just like all the other email reminders. The information should be clear and easy to access and not hidden on a page. It cannot be something that is then sent out a week before we graduate. That again is my only true complaint about my experience, I have loved being in the schools and doing what I love each day.

Communication is scattered and too generalized.

Get classes about classroom management and less on lesson planning.

Bring up TIMS and procedure for obtaining certification sooner, please.

n/a

Prepare us more for what to expect for student teaching further ahead of time (like starting sophomore year). We didn't really know what to expect until about a month before.

no

N/A

The education department should improve their efforts to provide an unbiased education. In many settings, I felt that positions were pushed onto students. While discussions were had, only desired answers were heard.

More preparation on classroom management with larger groups and many problems arising. This is something I experienced during my time students teaching and did not feel prepared.

I personally wish things were different for the Action Research Project. We needed more time to do the intervention in order to see the improvement we wanted and it would be more beneficial to students and student teachers time.

More organization is needed, and the expectations should be laid out more clearly. Certain supervisors required daily lesson plans, while others did not. I recommend if students are required to submit lesson plans, if it is their mentor teacher's lesson, they can submit it in the format provided to them by their mentor teacher (which could be one sentence). I also believe the course load in the fall should be shortened, as most of the information could be condensed as there is repetition. The classes seemed not to need 2-3 hours and would be helpful in a blended format where we could read information as needed and the attend 50-minute lectures. There was also a lot of textbook reading that we needed to complete in addition to classwork, as well as attending our assigned schools and starting lesson plans. I think as much time should be given to work on unit plans as possible in the fall and the beginning of the spring. I think it would be helpful if there were group study hours where certain professors could attend, and we could collaborate with fellow student teachers on our unit plans and lesson plans.

Teach more strategies that are used in schools currently. Also use students preferences for placement types, or let students be in all types of special education classrooms and different grades.

I would have liked more training on lesson plans. I got very little of that outside of my actual placement. It would have been nice before placement to have practice creating lesson plans, knowing what different districts might want or just a general explanation of how to create a lesson plan. I feel like we were assumed to know a lot of that without a lot of preparation.

Again, just try to get secondary math majors in the classroom as much as possible prior to student teaching and not have them paired up - having them paired up seemed very detrimental in the experience.

The Senior Seminar course should strictly revolve around the job application/ interviewing process. I found that what was talked about in that course (differentiated instruction) was incredibly repetitive and not helpful at all. If we have to take a course our last semester, it should be something that is useful to us. This way we could also eliminate the extra days we have to take off from student teaching to go to interview seminars and job fairs. I've had several other student-teacher tell me the same thing that they found the seminar course to be irrelevant, especially because it was offered via Zoom, so it was less engaging.

The PDS program is so intense, especially when taken seriously by a student like myself. I am so fortunate for this. I feel so prepared to enter into the field.

All of my feedback was in the first section that asked for additional feedback

The middle level program was extremely content course heavy. While it is important for teachers to be well versed in the content that you are teaching, I felt that I was not nearly as prepared as I should have been for the pedagogy aspect of teaching. Most of the my pedagogical learning occurred in an actual classroom, during my PDS and student teaching experiences.

The first semester of senior year is entirely too much all at once. 5 classes and 3 days of student teaching has to change. It has been said over and over and over, yet it never changes, and it makes a severely negative impact on student teacher disposition & mental health.

no

NA

No, but thank you!