IU School of Education – IUPUI

State Teacher Survey

CAEP Standards 1.1, 4.4, 5.1

InTASC Categories: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Professional Learning and Ethical Practice, and Leadership and Collaboration

Cross Cutting Theme Diversity & Technology

In 2016, the state adopted a policy whereby teachers would be required to complete a survey on their satisfaction with their teacher preparation program as part of the licensure renewal process. The collected data are then disaggregated by licensing institution (EPP) and the raw data sent to the appropriate institution.   The data below are a result of that survey. The teachers are asked to denote what subject are they are teaching but the grade level is not requested.   Therefore, the EPPs cannot disaggregated this data by licensing area since someone teaching language arts may have been an elementary candidate or a secondary English candidate.   This is a concern that will be brought to the attention of the Indiana Department of Education with hopes that in the future, it can be determined which program the teachers had completed.

The following data represent three groups of graduates.   The 2015 group are teachers who were just completing their first year of teaching, the 2014 group is at the end of their second year of teaching, while the 2013 group would be completing their 3rd year of teaching.

Findings

Overall, graduates were pleased with their teacher education programs at IUPUI and felt they were prepared to be effective teachers.   Of the three groups of teachers, between 49-67% rated their overall preparedness by their teacher education program as "Excellent" with the reminder of the 2015 and 2013 group members responding that their preparation was "Good". Eleven percent of the 2014 group gave a ranking of "Fair" or below.   Overall, the second year teachers had the most concerns about their preparation.

When asked about their preparation in the area of learner development (InTASC #1), all but three of the 99 respondents agreed or strongly agreed that they were prepared to understand how learners/students develop and grow.   When asked about being prepared to provide an inclusive learning environment and work effectively with student with all exceptionalities (InTASC #2), the respondents agreed or strongly agreed between 92-96% of the time across all groups.

When asked about being prepared by their teacher education program to provide appropriate and challenging learning experiences and to use appropriate strategies to effectively manage learning environments (InTASC #3), between 92 – 98% of the respondents agreed or strongly agreed that they were prepared.   When asked if they were prepared to meet the content preparation and knowledge level expected of a beginning teacher (InTASC #4 & #5), 93% agreed they were prepared.

For being prepared to develop quality assessments to test for student understanding of lessons and to analyze student assessment data to improve classroom instruction (InTASC # 6), a little over 90% agree

across the three groups.   For being able to differentiate instruction to meet all students' learning needs (InTASC #7), 97% of the respondents agreed they were prepared.   In the area of integrating technological tools as appropriate to advance student learning (InTASC #8), 90% of the respondents agreed they felt prepared.

Several of the questions addressed the teachers' perceptions of how well they were prepared to be part of a professional learning and ethnical practice (InTASC #9). On these questions, between 95 – 99% agreed their teacher education program had prepared them. In the area of leadership and collaboration (InTASC #10), the teachers were asked if they were prepared to effectively work with other professionals, parents/guardians, and school leaders, and to work effectively within the school culture. All of the teachers felt they were prepared to work with other professionals. The teachers felt less prepared to work with parent (Disagree - 8%) than the other groups. Between 98-99% of the teacher felt, they were prepared to work within the school culture and with school leaders.

Using Data

Despite the strong results from this survey, the EPP still noted that the areas of integrating technological tools as appropriate to advance student learning, developing quality assessment and analyzing student assessment data, and working with parents were the areas where the teachers overall felt less prepared.   These results have prompted discussions about how the area of assessment is addressed in the programs and were supporting evidence for selecting the use of technology as our targeted area for improvement.

See Data Below

IUPUI Graduates	2018 Beginning Year 2016 N=19	2017 Beginning Year 2015 N=6	2016 Beginning Year 2014 N= 83	2015 Beginning Year 2013 N=10
The EPP did an outstanding job of preparing me to… >				
understand how learners/students develop and grow CAEP 1.1 InTASC # 1	SA – 12 A-4 D-3 SD-0 Mean =	SA – 5 A-1 D-0 SD-0 Mean = 3.83	SA – 38 A-42 D-2 SD-1 Mean = 3.41	SA – 7 A-3 D-0 SD-0 Mean = 3.7
meet the content preparation and knowledge level expected of a beginning teacher. CAEP 1.1 InTASC # 4 & #5	SA – 9 A-5 D-5 SD-0 Mean =	SA – 4 A-2 D-0 SD-0 Mean = 3.67	SA – 36 A-44 D-2 SD-1 Mean = 3.39	SA – 6 A-4 D-0 SD-0 Mean = 3.6
adhere to the ethical requirements of the teaching profession. CAEP 1.1 InTASC # 9	SA – 14 A-4 D-1 SD-0 Mean =	SA – 4 A-2 D-0 SD-0 Mean = 3.67	SA – 48 A-33 D-1 SD-1 Mean = 3.54	SA – 8 A-2 D-0 SD-0 Mean = 3.8
adhere to the legal requirements of the teaching profession. CAEP 1.1 InTASC # 9	SA – 10 A-5 D-3 SD-1 Mean =	SA – 5 A-1 D-0 SD-0 Mean = 3.83	SA – 40 A-40 D-2 SD-1 Mean = 3.43	SA – 7 A-2 D- 1 SD-0 Mean = 3.6
recognize the importance of continued professional development CAEP 1.1 InTASC #9	SA – 11 A-5 D-2 SD-1 Mean =	SA – 4 A-2 D-0 SD-0 Mean = 3.67	SA – 41 A-37 D-4 SD-1 Mean = 3.42	SA – 9 A-1 D-0 SD-0 Mean = 3.9
provide appropriate and challenging learning experiences CAEP 1.1 InTASC # 3	SA – 11 A-5 D-3 SD-0 Mean =	SA – 5 A-1 D-0 SD-0 Mean = 3.83	SA – 35 A-44 D-3 SD-1 Mean = 3.36	SA – 7 A-3 D-0 SD-0 Mean = 3.7
provide an inclusive learning environment. CAEP 1.1 InTASC # 2	SA – 12 A-4 D-3 SD-0 Mean =	SA – 5 A-1 D-0 SD-0 Mean = 3.83	SA –45 A-34 D-3 SD-1 Mean = 3.48	SA – 6 A-4 D-0 SD-0 Mean = 3.6
provide a rigorous learning environment CAEP 1.1 InTASC # 3	SA – 10 A-6 D-2 SD-1	SA – 5 A-1 D-0 SD-0	SA –37 A-43 D-3 SD-0	SA – 8 A-2 D-0 SD-0

		Mean =	Mean = 3.83	Mean = 3.41	Mean = 3.8
work collaboratively with school leaders and/or colleagues to promote a safe learning environment CAEP 1.1 InTASC #10		SA – 12 A-4 D-3 SD-0 Mean =	SA – 5 A-1 D-0 SD-0 Mean = 3.83	SA – 42 A-37 D-4 SD-0 Mean = 3.46	SA – 8 A-2 D-0 SD-0 Mean = 3.8
differentiate instruction to meet all students' learning needs. CAEP 1.1 InTASC # 7		SA – 11 A-6 D-2 SD-0 Mean =	SA – 4 A-2 D-0 SD-0 Mean =3.67	SA – 39 A-41 D-2 SD-1 Mean = 3.42	SA – 6 A-4 D-0 SD-0 Mean = 3.6
work effectively with students with all exceptionalities. CAEP 1.1 InTASC #2		SA – 10 A-6 D-3 SD-0 Mean	SA – 4 A-2 D-0 SD-0 Mean = 3.67	SA –35 A-42 D-5 SD-1 Mean =3.34	SA – 6 A-4 D-0 SD-0 Mean = 3.6
develop quality assessments to test for student understanding of lessons CAEP 1.1 InTASC #6		SA – 9 A-4 D-4 SD-2 Mean =	SA – 3 A-3 D-0 SD-0 Mean = 3.50	SA – 31 A-46 D-4 SD-2 Mean = 3.28	SA – 6 A-4 D-0 SD-0 Mean = 3.6
analyze student assessment data to improve classroom instruction. CAEP 1.1 InTASC # 6		SA – 9 A-4 D-4 SD-2 Mean =	SA – 4 A-2 D-0 SD-0 Mean = 3.67	SA –31 A-43 D-7 SD-2 Mean = 3.24	SA – 7 A-3 D-0 SD-0 Mean = 3.7
use appropriate strategies to effectively manage learning environments. CAEP 1.1 InTASC # 3		SA – 9 A-4 D-6 SD-0 Mean =	SA –45 A-2 D-0 SD-0 Mean = 3.67	SA – 30 A-45 D-6 SD-2 Mean = 3.24	SA – 7 A-3 D-0 SD-0 Mean = 3.7
integrate technological tools as appropriate to advance student learning. CAEP 1.1 & 1.5 InTASC # 8		SA – 9 A-5 D-3 SD-2 Mean =	SA – 2 A-4 D-0 SD-0 Mean = 3.33	SA – 30 A - 43 D-9 SD-1 Mean = 3.23	SA – 6 A-4 D-0 SD-0 Mean = 3.6
openly accept suggestions/constructive feedback. CAEP 1.1 InTASC # 9		SA – 12 A-4 D-3 SD-0 Mean =	SA – 4 A-2 D-0 SD-0 Mean = 3.67	SA – 44 A-37 D-1 SD-1 Mean = 3.49	SA – 7 A-3 D-0 SD-0 Mean = 3.7
exhibit ethical practice CAEP 1.1 InTASC # 9		SA – 13 A-5 D-1 SD-0 Mean =	SA – 5 A-1 D-0 SD-0 Mean = 3.83	SA –46 A-36 D-1 SD-0 Mean = 3.54	SA – 7 A-3 D-0 SD-0 Mean = 3.7
work effectively with other professionals. CAEP 1.1 InTASC # 10		SA – 12 A-5 D-2 SD-0 Mean =	SA – 5 A-1 D-0 SD-0 Mean = 3.83	SA – 44 A-39 D-0 SD-0 Mean = 3.53	SA – 7 A-3 D-0 SD-0 Mean = 3.7

work effectively with parents/guardians. CAEP 1.1 InTASC # 10	SA – 8 A-7 D-4 SD-0 Mean =	SA – 4 A-2 D-0 SD-0 Mean = 3.67	SA – 30 A- 45 D-8 SD-0 Mean = 3.27	SA – 7 A-3 D-0 SD-0 Mean = 3.7
work effectively with school leaders. CAEP 1.1 InTASC # 10	SA – 11 A-4 D-4 SD-0 Mean =	SA – 4 A-2 D-0 SD-0 Mean = 3.67	SA – 33 A-48 D-2 SD-0 Mean = 3.37	SA – 8 A-2 D-0 SD-0 Mean = 3.8
work effectively within the school culture CAEP 1.1 InTASC # 10.	SA – 13 A-4 D-4 SD-1 Mean =	SA – 5 A-1 D-0 SD-0 Mean = 3.83	SA –38 A- 43 D-1 SD-0 Mean = 3.43	SA – 7 A-3 D-0 SD-0 Mean = 3.7
Overall Assessment of Preparedness by Teacher Preparation Program	37% Excellent 41% Good 11% Fair 11% Poor	67% Excellent 33% Good	49% Excellent 40% Good 10% Fair 1% Poor	60% Excellent 40% Good