

## IU School of Education – IUPUI

### Principals' Survey

#### CAEP Standards 1.1, 4.3

**InTASC Categories: Learner Development, Learning Differences, Content Knowledge, Professional Learning and Ethical Practice, and Leadership and Collaboration**

**Cross Cutting Theme: Diversity and Technology**

## Introduction:

Indiana Code (IC) 20-28-11.5-9\* requires principals at each charter school (including virtual schools) and school corporation to "complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years

\*(c) Not before the beginning of the second semester (or the equivalent) of the school year and not later than August 1 of each year, the principal at each school described in subsection (a) shall complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years.

The survey shall be adopted by the state board and prescribed on a form developed not later than July 30, 2016, by the department that is aligned with the matrix system established under IC 20-28-3-1(i). The school shall provide the surveys to the department along with the information provided in subsection (b). The department shall compile the information contained in the surveys, broken down by each teacher preparation program located in Indiana. The department shall include information relevant to a particular teacher preparation program located in Indiana in the department's report under subsection (f).

## Important Terms:

**Content Knowledge:** The acquisition and understanding of facts, truths, or principles associated with the academic disciplines that are taught at the elementary, middle, and/or secondary levels, or a professional field of study such as special education, early childhood education, school psychology, reading, or school administration.

**Dispositions:** The values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that impact student learning, motivation, and development as well as the educator's own professional growth.<sup>2</sup>

**Educator Preparation Program (EPP):** The program or entity responsible for the preparation of educators. Program completers (teacher candidates) meeting all program and licensure requirements are recommended for initial licensure by the EPP. Therefore, the EPP also may be referred to as the "recommending institution."

**Pedagogical Content Knowledge:** A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and

managing representations of ideas; appraising, selecting and modifying textbooks; deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.<sup>3</sup>

**Pedagogical Knowledge:** The broad principles and strategies of classroom instruction, management, and organization that transcend subject matter knowledge.<sup>4</sup>

Teacher: IC 20-28-11.5-9 (2) (c) (a) "...teacher who received their initial teaching license in Indiana in the previous 2 (years)."

The principal survey was not approved until early summer 2016 and it was not "active" as long as the teacher survey. It is required and will be re-activated starting Feb 1, 2017 and open until August 1, 2017 (dates are in statute). The Indiana Department of Education expects a much better response rate in 2017. The department also will have help from the principals association in reminding principals to complete the survey as required.

Findings

Principals rated each EPP first-year teacher as either "Agree" = 3 or Strong-Agree = 4 for each of the criteria with the strongest results being for adhering to the legal and ethical requirement of the teaching profession. Averages for the five first-year teachers ranged from 3.0 to 4.0. The ratings for the five second-year teachers from the EPP ranged from 3.2 -3.8. Sixty percent of the principals were very satisfied with the first-year teachers with the remaining 40 % of the principals satisfied. For the second year teachers, 40% of the principals were very satisfied with 60% satisfied. None of the EPP graduates was given ratings below "Agree" which denoted the principals' satisfaction with their skills, knowledge and dispositions.

Because of the low return rate for the first year of this survey, statewide data was not provided for comparison purposes.

Using Data

As comparative data is available from the state and more principals respond to the survey, the EPP hopes to be able to use these data to investigate overall principal satisfaction with EPP graduates. IN addition, the EPP would like to investigate any possible connections with program assessment data obtained earlier from the graduates with their success as teachers. This type of longitudinal investigation would require that the identity of each teacher be made available to the EPP. At this time, that type of identification is not possible.

2016 Data: Four-point Likert-Scale

IUPUI Graduates	Total N=10	First Year Teachers N= 5	Second Year Teachers N=5
The EPP did an outstanding job of preparing this teacher to... >			
...understand how students learn and develop at the grade level they are teaching. CAEP 1.1 InTASC # 1	3.3	3.4	3.2

meet expectations of a beginning teacher for content preparation and knowledge. CAEP 1.1 InTASC # 4 & #5	3.4	3.4	3.4
adhere to the ethical requirements of the teaching profession. CAEP 1.1 InTASC # 9	3.9	4.0	3.8
adhere to the legal requirements of the teaching profession. CAEP 1.1 InTASC # 9	3.9	4.0	3.8
provide an appropriate and challenging learning experience. CAEP 1.1 InTASC # 3	3.2	3.0	3.4
provide an inclusive learning environment. CAEP 1.1 InTASC # 2	3.4	3.4	3.4
provide a rigorous learning environment. CAEP 1.1 InTASC # 3	3.3	3.2	3.4
use a variety of assessment methods to guide, adjust, and improve instruction. CAEP 1.1 InTASC # 6	3.3	3.4	3.2
develop content specific assessments to test for student understanding of the lesson CAEP 1.1 InTASC # 6	3.1	3.0	3.2
differentiate instruction to meet all students' learning needs. CAEP 1.1 InTASC # 7	3.1	3.0	3.2
work effectively with students with all exceptionalities. CAEP 1.1 InTASC #2	3.5	3.4	3.6
analyze student assessment data to improve classroom instruction. CAEP 1.1 InTASC # 6	3.4	3.4	3.4
use effective strategies to manage the learning environment. CAEP 1.1 InTASC # 3	3.2	3.0	3.4
integrate technological tools as appropriate to advance student learning. CAEP 1.1 & 1.5 InTASC # 8	3.4	3.6	3.2
openly accept suggestions/constructive feedback. CAEP 1.1 InTASC # 9	3.4	3.2	3.6
exhibit ethical practice expected of educators. CAEP 1.1 InTASC # 9	3.7	3.8	3.6
work effectively with other professionals. CAEP 1.1 InTASC # 10	3.3	3.2	3.4
work effectively with parents/guardians. CAEP 1.1 InTASC # 10	3.4	3.6	3.2

work effectively with school leaders. CAEP 1.1 InTASC # 10	3.4	3.4	3.4
work effectively within the school culture CAEP 1.1 InTASC # 10.	3.5	3.6	3.4
Overall, how satisfied are you with the training this teacher received from this EPP? CAEP 1.1	50% Very Satisfied 50% Satisfied	60% Very Satisfied 40% Satisfied	40% Very Satisfied 60% Satisfied

2017 Data

Findings

The number of respondents have increased over the first year of the survey. However, it is still not possible to determine the return rate since the state to date has not provided employment information for EPP graduates and the data from the state are aggregated so respondents cannot be identified.

Unlike the first survey, data were only collected by the state for first-year teachers. This survey was conducted over a twelve months unlike the first year which was used for a shorter period of time. Principals rated each indicator on a four-point scale of Strong Disagree (1) to Strongly Agree (4) on whether the EPP did an outstanding job of preparing the first-year teacher in that area. Means for the indicators ranged from 3.06 to 3.51. Like the first year, the results for adhering to the legal and ethical requirement of the teaching profession were strong with 98% of the principals agreeing or strongly agreeing that the EPP did an outstanding job of preparing the first-year teachers in this area.

Ratings on indicators addressing knowledge preparation of the teachers ranged from 3.33 to 3.39 which supports that overall the principals agreed that the EPP did an outstanding job of supporting its graduates in obtaining knowledge about how children learn, the content they teach, as well as the ethical and legal requirements of the professional. For pedagogical knowledge, the means for the indicators ranged from 3.06 to 3.33. Overall the principals agreed that the EPP prepared its graduated in the skills need to be an effective teacher with assessment and differentiated instruction having the lowest means. When rating the first-year teachers on indicators addressing professional dispositions, the means ranged from 3.28-3.51. This supports that the principals agree that the EPP has done an outstanding job of preparing its graduate to effective work in an education environment.

Eighty-five percent of the principals were satisfied or very satisfied with the first-year teachers' preparation overall

Using Data

The EPP noted that even though the means exceeded 3.00, the number of graduates receiving below a 3.00 on assessment and differentiated instruction indicators warranted closer examination of these areas. These data were shared with the teacher education faculty at the September 2017 meeting. Initial discussion addressed the implications of the data and how it compared to other data collected in these areas. It was determined that further discussion was needed to determine what areas of assessment were causing the concerns. Further discussions with principals and graduates will be scheduled to determine what areas of assessment need to receive more emphasis in the program.

Possible areas discussed during the teacher education meeting were understanding standardized testing and how to use the results in a constructivist teaching environment, construction of tests, and analysis of test data.

IUPUI Graduates N=54	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
The EPP did an outstanding job of preparing this teacher to... >					
<b>Knowledge Preparation of Teacher</b>					
...understand how students learn and develop at the grade level they are teaching. CAEP 1.1 InTASC # 1	1/ 2%	4/7%	25/46%	24/44%	3.33
meet expectations of a beginning teacher for content preparation and knowledge. CAEP 1.1 InTASC # 4 & #5	2/4%	2/4%	25/46%	24/44%	3.34
adhere to the ethical requirements of the teaching profession. CAEP 1.1 InTASC # 9	1/ 2%	0/0%	29/54%	24/44%	3.39
adhere to the legal requirements of the teaching profession. CAEP 1.1 InTASC # 9	1/ 2%	0/0%	30/56%	21/39%	3.35
<b>Pedagogical Preparation of Teacher</b>					
provide an appropriate and challenging learning experience. CAEP 1.1 InTASC # 3	1/ 2%	5/9%	27/50%	21/39%	3.26
provide an inclusive learning environment. CAEP 1.1 InTASC # 2	0/0%	2/4%	30/56%	21/39%	3.36
provide a rigorous learning environment. CAEP 1.1 InTASC # 3	1/ 2%	7/13%	27/50%	18/33%	3.17
use a variety of assessment methods to guide, adjust, and improve instruction. CAEP 1.1 InTASC # 6	1/ 2%	8/15%	29/54%	16/30%	3.11
develop content specific assessments to test for student understanding of the lesson CAEP 1.1 InTASC # 6	1/ 2%	8/15%	30/56%	15/28%	3.09
differentiate instruction to meet all students' learning needs. CAEP 1.1 InTASC # 7	1/ 2%	10/18%	28/52%	15/28%	3.06
work effectively with students with all exceptionalities.	1/ 2%	5/9%	32/59%	16/30%	3.17

CAEP 1.1 InTASC #2					
analyze student assessment data to improve classroom instruction. CAEP 1.1 InTASC # 6	1/ 2%	8/15%	28/52%	17/31%	3.13
use effective strategies to manage the learning environment. CAEP 1.1 InTASC # 3	3/6%	3/6%	29/54%	19/35%	3.19
integrate technological tools as appropriate to advance student learning. CAEP 1.1 & 1.5 InTASC # 8	0/0%	3/6%	30/56%	21/39%	3.33
<b>Professional Disposition of Teacher</b>					
openly accept suggestions/constructive feedback. CAEP 1.1 InTASC # 9	0/0%	2/4%	22/41%	29/54%	3.51
exhibit ethical practice expected of educators. CAEP 1.1 InTASC # 9	0/0%	1/ 2%	27/50%	26/48%	3.46
work effectively with other professionals. CAEP 1.1 InTASC # 10	0/0%	2/4%	25/46%	26/48%	3.45
work effectively with parents/guardians. CAEP 1.1 InTASC # 10	0/0%	5/9%	29/54%	20/37%	3.28
work effectively with school leaders. CAEP 1.1 InTASC # 10	1/ 2%	2/4%	26/48%	25/46%	3.39
work effectively within the school culture CAEP 1.1 InTASC # 10.	0/0%	0/0%	27/50%	25/46%	3.48
Overall, how satisfied are you with the training this teacher received from this EPP? CAEP 1.1	Very Dissatisfied 6%	Dissatisfied 9%	Satisfied 40%	Very Satisfied 45%	