



Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

MEMORANDUM

TO: Indiana State Board of Education

FROM: Scott Bogan, Coordinator of Educator Preparation

DATE: February 15, 2016

SUBJECT: Approval of Principal Survey

Indiana Code 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. 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)."

The Department's implementation plan for this survey is to send it electronically to all principals during the second semester of each year. There will be an email invitation link sent to each principal along with a copy of the roster of teachers identified for this survey for each building. The roster will include most current teacher licensure information and name of the program completed. Parts of the survey will be pre-populated but the rosters will allow for confirmation of that data. The survey will close each August 1. Summary results will be shared with teacher preparation programs before November 1, 2016 and each September 1 thereafter and will be included in the matrix posted to the DOE website (IC 20-28-11.5-9, Sec. 9, (f)).

To create this draft survey, the IDOE met and consulted with the following stakeholders:

- Ashley Cowger – Indiana State Board of Education
- Kandi Hill-Clarke, Sheridan Rayl, and Shawn Sriver – Indiana Association of Colleges for Teacher Education
- Todd Bess and Alan Remaly – Indiana Association of School Principals

Opportunities for feedback and comment were also provided to the membership of each of the above groups. We appreciate the time and input provided by each of the above representatives, as well as feedback received from their membership.

115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204

317.232.6610 ■ www.doe.in.gov



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The stakeholders that worked on this survey are hopeful that this survey may eventually replace most, if not all, of the numerous principal surveys currently sent out by colleges/universities. It is possible future additions/deletions to this survey may be necessary, but no changes will occur without prior SBOE approval.

The survey addresses three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (Council for the Accreditation of Educator Preparation) and model standards for beginning teacher licensing and the Interstate New Teacher Assessment and Support Consortium (INTASC). All of these elements ensure the survey is aligned to our matrix and standards/benchmarks.

SBOE action needed: As required in Indiana Code (IC) 20-28-11.5-9 and before July 30, 2016, the IDOE requests the State Board of Education approve the principal survey.

IC 20-28-3-1

Duties of department

Sec. 1. (a) As used in this section, "teacher candidate" means an individual recommended for an initial teaching license from a teacher preparation program located in Indiana.

(b) As used in this section, "teacher preparation program" includes, but is not limited to, the following:

- (1) A teacher education school or department.
- (2) A transition to teaching program under IC 20-28-4.
- (3) Any other entity approved by the department to offer a course of study leading to an initial teaching license.

(c) The department shall:

- (1) arrange a statewide system of professional instruction for teacher education;
- (2) accredit and review teacher preparation programs that comply with the rules of the department;
- (3) approve content area licensure programs for particular kinds of teachers in accredited teacher preparation programs; and
- (4) specify the types of licenses for individuals who complete programs of approved courses.

(d) The department shall work with teacher preparation programs to develop a system of teacher education that ensures individuals who complete teacher preparation programs are able to meet the highest professional standards.

(e) Before July 1, 2015, the department shall establish standards for the continuous improvement of program processes and the performance of individuals who complete teacher preparation programs. The state board shall adopt rules containing the standards not later than two hundred seventy (270) days after the department finishes the standards.

(f) The standards established under subsection (e) must include benchmarks for performance, including test score data for each teacher preparation entity on content area licensure tests and test score data for each teacher preparation entity on pedagogy licensure tests.

(g) Each teacher preparation program shall annually report the program's performance on the standards and benchmarks established under this section to the department. The department shall make the information reported under this subsection available to the public on

the department's Internet web site. In addition to reporting performance, each teacher education school and department must report attrition, retention, and completion rates of teacher candidates for the previous three (3) calendar years.

(h) In making information available to the public on the department's Internet web site, the department shall include in the report under subsection (g), in addition to the matrix ratings described in subsection (i), the following information:

(1) Average scaled or standard scores of teacher candidates who complete teacher preparation programs on basic skills, content area, and pedagogy licensure examinations.

(2) The average number of times teacher candidates who complete a teacher preparation program take each licensing test before receiving a passing score and the percentage of teacher candidates who receive a passing score on each licensing test on the teacher candidates' first attempts.

(i) Not later than July 30, 2016, the department and the commission for higher education, in conjunction with the state board, the Independent Colleges of Indiana, Inc., and teacher preparation programs, shall establish a matrix rating system for teacher preparation programs based on the performance of the programs as demonstrated by the data collected under subsections (g) and (h) and information reported to the department under IC 20-28-11.5-9. The matrix rating system may not rank or compare teacher preparation programs. The matrix rating system must be based on data collected for teachers who initially receive their teaching license during the previous three (3) years. The department shall make the matrix ratings available to the public on the department's Internet web site.

(j) Each teacher preparation program shall report to the department, in a manner prescribed by the department, the teacher preparation program's admission practices, in accordance with:

(1) the Council for the Accreditation of Educator Preparation standards, for teacher preparation programs accredited by the Council for the Accreditation of Educator Preparation; or

(2) rigorous academic entry requirements for admission into a teacher preparatory program that are equivalent to the minimum academic requirements determined by the Council for the Accreditation of Educator Preparation, for teacher preparation programs that are not accredited by the Council for the Accreditation of Educator Preparation.

The department shall include information reported to the department on the department's Internet web site.

(k) Not later than July 30, 2016, the department and the commission for higher education, in conjunction with the state board, the Independent Colleges of Indiana, Inc., and teacher preparation programs, shall establish a minimum rating under the matrix rating system established under subsection (i) that teacher preparation programs must achieve to avoid referral under subsection (l).

(l) Beginning July 1, 2017, and not later than each July 1 thereafter, the department shall submit a list of teacher preparation

programs that do not meet the minimum rating established under subsection (k) to the commission for higher education and the Independent Colleges of Indiana, Inc. for one (1) of the following actions:

(1) In the case of a state educational institution, the commission for higher education shall place the teacher preparation program on an improvement plan with clear performance goals and a designated period in which the performance goals must be achieved.

(2) In the case of a proprietary postsecondary educational institution, the commission for higher education shall recommend to the teacher preparation program an improvement plan with clear performance goals and a designated period in which the performance goals should be achieved.

(3) In the case of a nonprofit college or university, the Independent Colleges of Indiana, Inc., shall coordinate a peer review process to make recommendations to the peer institution in achieving the department's performance metrics.

As added by P.L.1-2005, SEC.12. Amended by P.L.246-2005, SEC.147; P.L.254-2013, SEC.2; P.L.192-2014, SEC.2.

IC 20-28-11.5-9

Department report of evaluation results

Sec. 9. (a) Before November 15 of each year, each charter school (including a virtual charter school) and school corporation shall provide the disaggregated results of staff performance evaluations by teacher identification numbers to the department.

(b) Before August 1 of each year, each charter school and school corporation shall provide to the department:

- (1) the name of the teacher preparation program that recommended the initial license for each teacher employed by the school; and
- (2) the annual retention rate for teachers employed by the school.

(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).

(d) During the second semester (or the equivalent) of the school year and not later than August 1 of each year, each teacher employed by a school described in subsection (a) in Indiana who initially received a teacher's license in Indiana in the previous three (3) years shall complete a form after the teacher completes the teacher's initial year teaching at a particular school. The information reported on the form must:

- (1) provide the year in which the teacher was hired by the school;
- (2) include the name of the teacher preparation program that recommended the teacher for an initial license;
- (3) describe subjects taught by the teacher;
- (4) provide the location of different teaching positions held by the teacher since the teacher initially obtained an Indiana teaching license;
- (5) provide a description of any mentoring the teacher has received while teaching in the teacher's current teaching position;
- (6) describe the teacher's current licensure status; and
- (7) include an assessment by the teacher of the quality of instruction of the teacher preparation program in which the teacher participated.

The form shall be prescribed by the department. The forms shall be submitted to the department with the information provided in subsection (b). Upon receipt of the information provided in this

subsection, the department shall compile the information contained in the forms and include an aggregated summary of the report on the department's Internet web site.

- (e) Before December 15 of each year, the department shall report the results of staff performance evaluations in the aggregate to the state board, and to the public via the department's Internet web site for:
- (1) the aggregate of certificated employees of each school and school corporation;
 - (2) the aggregate of graduates of each teacher preparation program in Indiana;
 - (3) for each school described in subsection (a), the annual rate of retention for certificated employees for each school within the charter school or school corporation; and
 - (4) the aggregate results of staff performance evaluations for each category described in section 4(c)(4) of this chapter. In addition to the aggregate results, the results must be broken down:
 - (A) by the content area of the initial teacher license received by teachers upon completion of a particular teacher preparation program; or
 - (B) as otherwise requested by a teacher preparation program, as approved by the state board.

(f) Beginning November 1, 2016, and before September 1 of each year thereafter, the department shall report to each teacher preparation program in Indiana for teachers with three (3) or fewer years of teaching experience:

- (1) information from the surveys relevant to that particular teacher education program provided to the department under subsection (c);
- (2) information from the forms relevant to that particular teacher preparation program compiled by the department under subsection (d); and
- (3) the results from the most recent school year for which data are available of staff performance evaluations for each category described in section 4(c)(4) of this chapter with three (3) or fewer years of teaching experience for that particular teacher preparation program. The report to the teacher preparation program under this subdivision shall be in the aggregate form and shall be broken down by the teacher preparation program that recommended an initial teaching license for the teacher.

As added by P.L.90-2011, SEC.39. Amended by P.L.6-2012, SEC.138; P.L.254-2013, SEC.3; P.L.192-2014, SEC.5.

Principal Survey (Draft)

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." Your participation in this survey not only meets statutory requirements but provides information helpful to improving educator preparation in Indiana. A summary of all responses will be shared with teacher preparation programs before November 1, 2016 and each September 1 thereafter. Therefore, we appreciate your time and effort in completing this very important survey.

One goal of the survey is to share data and feedback from the survey with each Educator Preparation Program (EPP) to be used for programmatic improvement. Therefore, it is imperative that each principal double check the EPP for each teacher to make sure that the program where they completed their preparation is correctly identified.

**(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.¹

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.²

Educator Preparation Program (EPP): The program or entity responsible for the preparation of educators. Program completers (teacher candidates) meeting all program and licensure requirements

¹ <http://caepnet.org/glossary?letter=C>

² <http://caepnet.org/glossary?letter=D>

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.³

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

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

Directions:

Part I of this survey includes a link to a roster that includes all first and second year teachers in your school building and the name of their recommending institution. Part 2 of this survey consists of 25 items asking you to provide your assessment of how well the teacher was prepared by the EPP.

Please do NOT complete this survey if the teacher is currently teaching with one of the following:

- Career Specialist Permit
- Charter School License
- Emergency Permit
- Transition to Teaching (T2T) Permit*
- Workplace Specialist Permit

*If this teacher taught in your building under a T2T permit and received a "proficient practitioner/practitioner" license upon completion, the proficient/practitioner license is considered his/her initial license for this survey.

The responses you are providing in this survey should reflect only the content area(s) and grade setting(s) on his/her license that were a part of the original EPP recommendation.

Part 1: Principal and Teacher Information

[LINK HERE]

Principal Name –School:

self-populated field or refer to roster link

Contact Number:

self-populated field or refer to roster link

³ <http://caepnet.org/glossary?letter=P>

⁴ <http://caepnet.org/glossary?letter=P>

Principal E-mail Address:

self-populated field or refer to roster link

Teacher Name:

self-populated field or refer to roster link

Validation Statement

Please select one of the following before proceeding...

- I certify that this teacher was under a teaching contract⁵ for the current school year and has completed an initial preparation program within the last two (2) years. (survey continues)
- I cannot complete this survey because I cannot verify that this teacher was under a teaching contract for the current school year. (results in thank you message and survey ends)
- I cannot complete this survey because this teacher completed his/her initial teacher preparation program more than two (2) years ago. (results in thank you message and survey ends)

Teacher Experience

Is this teacher in his/her first or second year of teaching?

- First Year
- Second Year

How long has this teacher taught in your building?

- First year at this school
- Second year at this school

Name of EPP Teacher Completed

self-populated field or refer to roster link

⁵ "Contract" defined as regular teacher contract as referenced in IC 20-28-6-3 and IC 20-28-6-4(b). Please see <http://www.doe.in.gov/legal/contracts> for more details.

Grade Setting(s) and Content Area(s)

Indicate the grade level(s) in which this teacher is currently teaching (check all that apply). The first column has been completed for you. Please reference the roster list to ensure accuracy.

	Grade Level(s) on Initial License (select all that apply)	Grade Level(s) Currently Taught by Teacher (select all that apply)
Early Childhood (P-3)	<input type="radio"/>	<input type="radio"/>
Elementary (K-6)	<input type="radio"/>	<input type="radio"/>
Middle School/Junior High (5-9)	<input type="radio"/>	<input type="radio"/>
Secondary (5-12)	<input type="radio"/>	<input type="radio"/>
All Grade (P-12)	<input type="radio"/>	<input type="radio"/>

Please indicate below the content area(s) currently taught by this teacher (second column). The first column has been completed for you. Please reference the roster list to ensure accuracy.

	Content Area(s) on Initial License (select all that apply)	Content Area(s) Currently Taught by Teacher (select all that apply)
Business Education	<input type="radio"/>	<input type="radio"/>
CT: Agriculture	<input type="radio"/>	<input type="radio"/>
CT: Business Information and Technology	<input type="radio"/>	<input type="radio"/>
CT: Family and Consumer Sciences	<input type="radio"/>	<input type="radio"/>
CT: Health Science Education	<input type="radio"/>	<input type="radio"/>
CT: Marketing	<input type="radio"/>	<input type="radio"/>
CT: Trade and Industrial Education	<input type="radio"/>	<input type="radio"/>
Communication Disorders	<input type="radio"/>	<input type="radio"/>
Computer Education	<input type="radio"/>	<input type="radio"/>
Early Childhood Education	<input type="radio"/>	<input type="radio"/>
Elementary Generalist	<input type="radio"/>	<input type="radio"/>
Engineering and Technology	<input type="radio"/>	<input type="radio"/>
Exceptional Needs: Mild Intervention	<input type="radio"/>	<input type="radio"/>
Exceptional Needs: Intense Intervention	<input type="radio"/>	<input type="radio"/>
Exceptional Needs: Blind and Low Vision	<input type="radio"/>	<input type="radio"/>
Exceptional Needs: Deaf and Hard of Hearing	<input type="radio"/>	<input type="radio"/>
Fine Arts: Instrumental and General Music	<input type="radio"/>	<input type="radio"/>
Fine Arts: Theater Arts	<input type="radio"/>	<input type="radio"/>
Fine Arts: Visual Arts	<input type="radio"/>	<input type="radio"/>
Fine Arts: Vocal and General Music	<input type="radio"/>	<input type="radio"/>
Health Education	<input type="radio"/>	<input type="radio"/>
High Ability Education	<input type="radio"/>	<input type="radio"/>
Journalism	<input type="radio"/>	<input type="radio"/>
Language Arts (including Speech)	<input type="radio"/>	<input type="radio"/>

Mathematics	○	○
Physical Education	○	○
Reading	○	○
School Librarian	○	○
Science: Chemistry	○	○
Science: Earth/Space Science	○	○
Science: Life Science	○	○
Science: Physical Science	○	○
Science: Physics	○	○
Social Studies: Economics	○	○
Social Studies: Geographical Perspectives	○	○
Social Studies: Government and Citizenship	○	○
Social Studies: Historical Perspectives	○	○
Social Studies: Psychology	○	○
Social Studies: Sociology	○	○
Teachers of English Learners (EEL/ENL)	○	○
Virtual Instruction	○	○
World Language – Arabic	○	○
World Language – American Sign Language	○	○
World Language – Chinese	○	○
World Language – French	○	○
World Language – German	○	○
World Language – Italian	○	○
World Language – Japanese	○	○
World Language – Korean	○	○
World Language – Latin	○	○
World Language – Russian	○	○
World Language – Spanish	○	○

Part II: Survey

Note: You are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).

Knowledge Preparation of Teacher

For each of the following, please provide your assessment of how well the EPP prepared this teacher in the following categories. The range is from 1 (strongly disagree) to 4 (strongly agree).

KNOWLEDGE PREPARATION OF TEACHER		Strongly Disagree	Disagree	Agree	Strongly Agree
The EPP did an outstanding job of preparing this teacher to...					
1.	...understand how students learn and develop at the grade level they are teaching.	1	2	3	4
2.	...meet expectations of a beginning teacher for content preparation and knowledge.	1	2	3	4
3.	...adhere to the ethical requirements of the teaching profession.	1	2	3	4
4.	...adhere to the legal requirements of the teaching profession.	1	2	3	4

Pedagogical Preparation of Teacher

For each of the following, please provide your assessment of how well the EPP prepared this teacher in the following categories. The range is from 1 (strongly disagree) to 4 (strongly agree).

PEDAGOGICAL PREPARATION OF TEACHER		Strongly Disagree	Disagree	Agree	Strongly Agree
The EPP did an outstanding job of preparing this teacher to...					
5.	...provide an appropriate and challenging learning experience.	1	2	3	4
6.	...provide an inclusive learning environment.	1	2	3	4
7.	...provide a rigorous learning environment.	1	2	3	4
8.	...use a variety of assessment methods to guide, adjust, and improve instruction.	1	2	3	4
9.	...develop content specific assessments to test for student understanding of the lesson objectives.	1	2	3	4
10.	...differentiate instruction to meet all students' learning needs.	1	2	3	4
11.	...work effectively with students with all exceptionalities.	1	2	3	4
12.	...analyze student assessment data to improve classroom instruction.	1	2	3	4
13.	...use effective strategies to manage the learning environment.	1	2	3	4
14.	...integrate technological tools as appropriate to advance student learning.	1	2	3	4

Professional Disposition of Teacher

For each of the following, please provide your assessment of how well the EPP prepared this teacher in the following categories. The range is from 1 (strongly disagree) to 4 (strongly agree).

PROFESSIONAL DISPOSITION OF TEACHER		Strongly Disagree	Disagree	Agree	Strongly Agree
The EPP did an outstanding job of preparing this teacher to...					
15.	...openly accept suggestions/constructive feedback.	1	2	3	4
16.	...exhibit ethical practice expected of educators.	1	2	3	4
17.	...work effectively with other professionals.	1	2	3	4
18.	...work effectively with parents/guardians.	1	2	3	4
19.	...work effectively with school leaders.	1	2	3	4
20.	...work effectively within the school culture.	1	2	3	4

21. Overall, how satisfied are you with the training this teacher received from this EPP?

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

22. What additional training/professional preparation should this teacher have received from the EPP?

(open-ended response)

23. Please provide any other comments you would like to share, including any questions or topics you would like added to future surveys.

(open-ended response)

Thank you!