

Principal Survey

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:

Contact Number:

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			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			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
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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			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!