

Annual Educator Preparation Program Report 2018  
INDIANA UNIVERSITY – NORTHWEST

Impact of EPP\*

\* It was provided by the Indiana Department of Education, September 2018.

Principal Survey

Principal Survey Results for Indiana University – Northwest

Principals 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).

	Strongly Disagree	Disagree	Agree	Strongly Agree
	(1)	(2)	(3)	(4)
<i>The EPP did an outstanding job of preparing this teacher to...</i>				
1. ...understand how students learn and develop at the grade level they are teaching.	1	1	13	7
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	1	1	10	10
3. ...adhere to the ethical requirements of the teaching profession.	1	1	11	9
4. ...adhere to the legal requirements of the teaching profession.	1	0	12	9

<b>Pedagogical Preparation of Teacher</b>				
<i>The EPP did an outstanding job of preparing this teacher to...</i>				
5. ...provide an appropriate and challenging learning experience.	1	2	7	12
6. ...provide an inclusive learning environment.	1	1	11	9
7. ...provide a rigorous learning environment.	1	3	10	8
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	1	1	12	8
9. ...develop content specific assessments to test for student understanding of the lesson objectives.	1	1	12	8
10. ...differentiate instruction to meet all students' learning needs.	1	2	10	8
11. ...work effectively with students with all exceptionalities.	1	1	12	8
12. ...analyze student assessment data to improve classroom instruction.	1	1	13	7
13. ...use effective strategies to manage the learning environment.	1	3	10	8
14. ...integrate technological tools as appropriate to advance student learning.	1	0	13	8
<b>Professional Disposition of Teacher</b>				
<i>The EPP did an outstanding job of preparing this teacher to...</i>				
15. ...openly accept suggestions/constructive feedback.	1	2	6	13
16. ...exhibit ethical practice expected of educators.	1	2	7	12
17. ...work effectively with other professionals.	1	2	8	11
18. ...work effectively with parents/guardians.	1	1	11	9
19. ...work effectively with school leaders.	1	2	5	13
20. ...work effectively within the school culture.	1	3	6	12
<b>Overall Assessment</b>				
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
21. Overall, how satisfied are you with the training this teacher received from this EPP?	0	4	8	10

## Principal Survey Open-Ended Responses

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

More of the how to be a professional within a school culture kind of training.
Additional training in grading may have been helpful.
Expectations of professionalism
Project Based Learning
Classroom control - seems to have no background in it. Science knowledge base is fine. Also needed more ideas for classroom strategies.
This teacher could use additional training on classroom management strategies.

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

This teacher is very knowledgeable in all areas and has excellent management skills. We are very pleased to have her on our staff!
Well prepared for both general education and special education students.
I don't necessarily agree that the university should get credit for a lot of these attributes. Some are more personality/work ethic related rather than what classes/training they had in college.