Ball State University Teachers College Employer Satisfaction Survey, Fall 2012
Summary Report

BALL STATE UNIVERSITY EDUCATION REDEFINED

Executive Summary

This report summarizes results from the 2012 Ball State University Teachers College Employer Satisfaction Survey. Teachers College staff identified 224 teachers who had completed an initial preparation program through Ball State University since 2008 and were currently employed in Indiana. Research was completed to determine the school where they were currently employed and the name and contact information of their building principal. An e-mail with a survey link was sent to the building principal on October 2, 2012. The survey was conducted online via the Qualtrics website at http://www.qualtrics.com. Two e-mail reminders were sent to respondents and non-respondents, respectively, between October 2, 2012, and October 16, 2012, the deadline for the survey. A thank you email was sent to respondents after the close of the survey.

Background Information

- A total of 224 surveys were e-mailed to 186 principals. Thirty principals had multiple teachers in their building. Surveys were received for 110 teachers (49.1%).

- Nearly all respondents were from public schools (95.5%), with 0.9% responding from a private school (independent), 0.9% responding from a private school (church affiliated), and 2.7% responding from a charter school.

- The majority of respondents described their school districts as rural (38.2%), with 33.6% of respondents from suburban districts, and 28.2% of the respondents from urban districts.

- The majority of respondents were from a high school (40%), with 28.2% of respondents from an elementary school (K-6), 14.5% from a middle school (6-8), 6.4% from a junior high/senior high school (7-12), 4.5% from an intermediate (4-6) school, 3.6% from a kindergarten-primary school (K-3), and 2.7% from an all grade (K-12) school.

- The five most common subject/content areas listed for teachers in the survey were Elementary Education (20.9%), Social Studies: United States History and/or World History (10%), English/Language Arts (9.1%), Exceptional Needs: Mild Intervention (6.4%), and Physical Education (6.4%).

Principals' Confidence in Ball State University Candidates

- A total of 51.4% of principals indicated that they "strongly agree" with the statement that they would consider hiring a teacher who completed their program through Ball State University in the future. A total of 42.2% "agree" with this statement. A combined total of almost 93.6% either "strongly agree" or "agree" that they would hire a teacher who completed their program through Ball State University in the future.

- A combined total of 64.8% of principals indicated that candidates from Ball State University were either "extremely well prepared" or "well prepared" in comparison to teachers from other programs, while 25.9% felt that they were equal in preparation to teachers from other programs.

- Principals were asked to rate Ball State candidates on 21 categories by selecting "Distinguished," "Proficient," "Basic," or "Unsatisfactory." In all 21 categories, the overwhelming majority of teachers received either a rating of "Distinguished" or "Proficient." The five categories with the highest mean value included:

  1) "The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline;"
  2) "The teacher builds positive relationships with school colleagues, learners and their families, and the larger community;'
  3) "The teacher has a strong foundation of knowledge in their content field;"
  4) "The teacher understands the rights of students and respects the privacy of students and the confidentiality of information;" and,
  5) "The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment."

- The three categories with the lowest mean value included:
  1) "The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning;"
  2) "The teacher utilizes assessment data to inform their instruction;" and,
  3) "The teacher works well with students who have linguistic differences."

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Introduction

Summary of Survey Methodology and Distribution

Since 2008-2009, Ball State University has submitted 2,122 recommendations for initial teacher licensure to the Indiana Department of Education. Currently, there is no reliable or complete resource that Teachers College can access to find employment information on the candidates recommended for licensure. The Ball State University Alumni Association has some information including the addresses of alumni, but they do not have employment information, and they are currently unable to release any information that they have. The Indiana Department of Education (IDOE) has names for all candidates that have completed an educator preparation program through Ball State University and obtained licensure. In addition, the IDOE also has information on where the candidate is employed, providing the educator is employed in an accredited public or private school in the state of Indiana. However, the IDOE does not release this information. The IDOE has an Educator License Lookup on their website and while the site does list the school where an educator is employed, it does not list the college or university where the educator completed their preparation program. In addition, while the site is updated annually, it had yet to be updated for the 2012-2013 school year at the time of our survey. This meant that we were unable to include any of our candidates hired this summer in our survey. Currently, there is no ability to identify any Ball State University candidate who is teaching in another state.

Because of the lack of a single or user-friendly resource for the identification of educators who have completed a program through Ball State University, a tedious process was utilized using the following steps:

1. The names of all candidates who completed an initial licensure preparation program since 2008-2009 were identified through rGrade™ (2,122 names)
2. BSU staff had to look up each name, one by one, on the IDOE's Educator License Lookup database to identify whether the person was currently listed as a teacher in Indiana. It should be noted that this created difficulty when the candidate's name was a common one.
3. Once a sampling of names was confirmed using the IDOE site, BSU staff visited the school's website to a) confirm that the teacher was employed at the school and b) find the name and contact information for the principal

This review, conducted in August and September of 2012, resulted in the identification of 224 teachers who had completed their educator preparation program though Ball State University since 2008-2009 and who were currently employed in a school in Indiana. Due to time constraints, only a small percentage of the 2,122 possible names could be reviewed using this method. Even this small percentage required significant FTE, estimated to be at least 80 hours, because of the painstaking approach needed to identify the names on the IDOE site, confirm the teaching assignment, and gather contact information for the building principal. Preferably, the goal would have been to identify all teachers who have completed their program through Ball State University—and it is certain that the number of teachers since 2008-2009 who are currently employed in either Indiana or another state far exceeds 224—but given the existing barriers, the number of those identified was the best possible outcome within the timeframe. In addition, while this is a survey that should be administered every two to three years, until a more complete and reliable method of identification can be found from external stakeholders, it is impractical to expect that a larger percentage of candidates who completed the program and are employed can be attained. Despite the acknowledgment that a more complete list would have been optimal, the view was that we had an adequate data set for a pilot of the survey and of the process. Once the realization set in regarding the difficulty in identifying more recent graduates and their employment status on the IDOE website, an emphasis was placed on finding teachers who completed their program in 2008-2009 and 2009-2010. While the ability to survey principals regarding first year teachers would have been appealing had it been possible, the restrictions also presented an opportunity to capture data on teachers who had been in their assignment long enough to develop skills over time.

Once we established the list of principals with Ball State University teacher candidates, the survey was e-mailed on Tuesday, October 2, 2012, to 186 building principals inviting them to complete a survey on 224 teachers; 30 principals had more than one teacher in their building and were sent a different email for each teacher in their building. An e-mail reminder was sent on Friday, October 5, 2012, and Wednesday, October 10, 2012. Invited participants were asked to complete the survey no later than Tuesday, October 16, 2012. Because the invited participants were asked to identify the specific teacher on whom they were commenting, the instructions stated, *"Although you will be referring to your experiences with a specific teacher, all information you provide is completely confidential and only group data will be reported."*

Response Rate

A total of 224 separate e-mails were sent. Surveys were received for 110 teachers for a response rate of 49.1%. It should be noted that of the 110 surveys that were received, 42 (38.2%) were completed on the initial day, while 25 (22.7%) were completed on the day of the first e-mail reminder and 13 (11.8%) were completed on the day of the second reminder. In

other words, 72.7% of the surveys were completed on one of the three days respondents received an e-mail from Ball State University, which highlights the importance of both the first day and the two reminder e-mails. E-mails were sent to a total of 186 principals. Ninety-four principals (50.3%) submitted a survey on at least one teacher.

Report Organization

This report will be organized in four sections. **Section I** will include the demographic information of the survey respondents and their teachers, including type of school and the content area(s) the teachers represent. **Section II** will focus on the overall confidence respondents have in the candidates they hire from Ball State University and include comparative views to graduates from other programs. **Section II** will also include the open ended responses that building principals had about our candidates. **Section III** will detail the data from the survey that focuses on teachers' skills in regard to Knowledge, Professionalism, Collaboration, Learning Environment, Instructional Strategies, and Assessment. **Section IV** will include the survey instrument.

Section I: Demographic Data

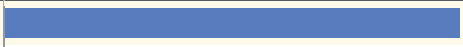
Summary

Background characteristics of each respondent and the teacher that they were asked about are described in this section. Principals were asked to identify their schools as public, private, or charter schools. They were also asked to identify their school setting as urban, suburban, or rural. They were asked to identify the grade levels covered in their schools. Finally, each principal was asked to identify the name of the teacher they were answering the survey about and identify all the content area(s) that the teacher was currently assigned to teach. Principals were asked to identify multiple content areas, if applicable.

Type of School

The overwhelming majority of principals identified their schools as public (95.5%). Charter schools were represented by only 2.7% of the responses and only 0.9% of the principals identified their schools as private (independent) and 0.9% of the principals identified their schools as private (church affiliated). **(Figure 1.1)**

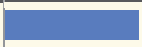
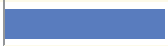
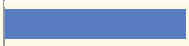
Figure 1.1: Type of School

#	Answer		Response	%
1	Public School		105	95.5%
2	Private School Independent		1	0.9%
3	Private School--Church Affiliated		1	0.9%
4	Charter School		3	2.7%
5	Other		0	0.0%
	Total		110	100.0%

Type of School District

Principals were asked to identify whether their schools were urban, suburban, or rural. The majority (38.2%) identified their schools as rural, while 33.6% identified their schools as suburban, and 28.2% identified their schools as urban. **(Figure 1.2)**

Figure 1.2: Type of School District

#	Answer		Response	%
1	Urban		31	28.2%
2	Suburban		37	33.6%
3	Rural		42	38.2%
	Total		110	100.0%

School (Grade Level)

Principals identified the grade level configuration of their schools. The majority of the principals identified that their school was a high school (9-12) (40%). Elementary schools were the second most frequent school identified (28.2%), while 14.5% of the schools were identified as a middle school/junior high (6-8). Other schools identified included senior high-junior high/middle school (7-12) (6.4%), intermediate schools (4-6) (4.5%), kindergarten-primary (K-3) (3.6%), and all grade schools (2.7%). Early childhood schools were also an option for respondents; however, there were no principals who identified their school in this category. **(Figure 1.3)**

Figure 1.3: School (Grade Levels)

#	Answer		Response	%
1	Early Childhood (PK)		0	0.0%
2	Kindergarten-Primary (K-3)		4	3.6%
3	Intermediate (4-6)		5	4.5%
4	Elementary (K-6)		31	28.2%
5	Middle School (6-8)		16	14.5%
6	Junior High/Senior High School (7-12)		7	6.4%
7	Secondary (9-12)		44	40.0%
8	All Grade (K-12)		3	2.7%
	Total		110	100.0%

Subject/Content Area of Teacher Assessed in Survey

Each principal was asked to identify the specific teacher that they were assessing in the survey. In addition, principals were asked to identify the content area that the teacher was assigned to teach and could select multiple content areas, if applicable. The majority of principals identified Elementary Education (20.9%) as the content area of the teacher. The next two most frequent identified content areas identified were Social Studies: United States History and World History (10%) and English/Language Arts (9.1%).

One option principals could select was "Other." If the principal selected "Other," they were asked to identify the specific content area. Principals selected this option 20.9% of the time. The intent of this survey was to gather information about classroom teachers. Because the directions did not implicitly indicate that the survey was intended only for classroom teachers, there were several instances where "Other" was used to identify a teacher who had been assigned to a position outside of the classroom, including assistant principal, guidance, etc. Of the 23 content areas listed under "Other," 12 would be considered classroom teachers. Only 11 of those listed as "Other" would be in positions not considered classroom positions. Therefore, 99 of the 110 (90%) teachers would currently be assigned to classroom positions. The breakdown of "Other" positions is listed below:

"Other" Classroom Assignments (12)

Technical Education Web Design & Computer Animation (1)
Industrial Technology (1)
Family and Consumer Science (3)
Special Education (2)
World Language: Latin (1)
Media Specialist (2)

Aerospace (Project Lead the Way) (1)
Inclusion Math Teacher (1)

"Other" Non-Classroom Assignments (11)
Assistant Principal (5)
Administration (Undefined) (4)
Speech Pathology (1
Administration (Guidance) (1)

Of the 11 that were listed as "Other" that are in non-classroom assignments and identified as an assistant principal or administrator, all have current building level principal licenses. More explicit instructions will be added on future surveys to avoid this misunderstanding.

Figure 1.4: Subject/Content Area of Teacher Assessed in Survey

#	Answer		Response	%
1	Business Education		4	3.6%
2	Early Childhood (Pre-K)		0	0.0%
3	Elementary Education (K-6)		23	20.9%
4	English as a New Language		0	0.0%
5	English/Language Arts		10	9.1%
6	Exceptional Needs: Deaf or Hard of Hearing		0	0.0%
7	Exceptional Needs: Mild Disabilities		7	6.4%
8	Exceptional Needs: Severe Disabilities		2	1.8%
9	Fine Arts: Music (Choral or General)		6	5.5%
10	Fine Arts: Music (Instrumental)		4	3.6%
11	Fine Arts: Theatre Arts		1	0.9%
12	Fine Arts: Visual Arts		1	0.9%
13	Gifted and Talented		0	0.0%
14	Health		3	2.7%
15	Journalism		1	0.9%
16	Mathematics		3	2.7%
17	Physical Education		7	6.4%
18	Science: Chemistry		1	0.9%
19	Science: Earth Space Science		3	2.7%
20	Science: Life Science		5	4.5%
21	Science: Physical Science		2	1.8%
22	Science: Physics		1	0.9%
23	Social Studies: Government		4	3.6%
24	Social Studies: Economics		2	1.8%

25	Social Studies: Geography		4	3.6%
26	Social Studies: Psychology		2	1.8%
27	Social Studies: Sociology		1	0.9%
28	Social Studies: United States History and/or World History		11	10.0%
29	Technology Education		2	1.8%
30	World Language: French		2	1.8%
31	World Language: German		0	0.0%
32	World Language: Spanish		0	0.0%
33	World Language: Other		1	0.9%
34	Other (Please List)		23	20.9%

Section II: Principal's Confidence in Ball State University

Summary

Each principal was asked five questions intended to reflect their level of confidence in candidates who completed a teacher preparation program through Ball State University. The first question focused on their confidence in hiring candidates from Ball State University in the future and the second question asked principals to compare their level of confidence in candidates from Ball State University to graduates from other programs. The final three questions were open-ended and principals had the option of commenting on strength(s) and area(s) of improvement needed for their candidate to improve in the classroom and were allowed to offer additional comments either about the specific teacher assessed in the survey or Ball State University in general. In **Section II.A**, the responses to the first two questions are displayed in aggregate form. **Section II.B** disaggregated survey responses by type of school district, and school (grade level). **Section II.C** lists the responses to the three open-ended questions.

Section II.A: Aggregated Data Regarding Principal's Confidence in Ball State University

Hiring Ball State University Candidates

Principals were asked to respond to the following statement: "I would consider hiring a teacher who completed their program through Ball State University in the future." A total of 109 respondents answered this question (only one respondent opted not to answer). An overwhelming majority of principals (93.6%) selected either "strongly agree" or "agree." A total of 56 (51.4%) replied "strongly agree" and a total of 46 (42.2%) replied that they "agree" with this statement. **(Figure 2.1)**

Figure 2.1: Hiring Ball State University Candidates (Aggregated)

#	Answer		Response	%
5	Strongly Agree		56	51.4%
4	Agree		46	42.2%
3	Neither Agree nor Disagree		5	4.6%
1	Strongly Disagree (if this option is selected, please indicate the reasons in the space provided)		1	0.9%
2	Disagree (if this option is selected, please indicate the reasons in the space provided)		1	0.9%
	Total		109	100.0%

Comparison of Ball State University Candidates to Candidates from Other Institutions

Each principal was asked to respond to the following statement: "Compared to graduates of other programs, this teacher from Ball State University is: 1) extremely well prepared in comparison to teachers from other programs; 2) well prepared in comparison to teachers from other programs; 3) equal in preparation to teachers from other programs; 4) adequate, but lacking key skills in comparison to teachers from other programs; and, 5) inadequate and severely lacking key skills in comparison to teachers from other programs." A total of 108 principals responded to this question (only two opted not to respond). The majority of principals (64.8%) felt that candidates from Ball State University were either "extremely well prepared" or "well prepared" in comparison to teachers from other programs. A total of 20 (18.5%) principals selected the option, "extremely well prepared" and a total of 50 (46.3%) selected the option "well prepared." There were 28 principals who selected the option "equal in preparation." There are a number of other educator preparation programs in Indiana that are highly regarded; therefore, a principal who selected this response could be viewed as holding a positive view of Ball State University candidates. **(Figure 2.2)**

Figure 2.2: Comparison of Ball State University Candidates to Candidates from Other Institutions (Aggregated)

#	Answer		Response	%
5	Extremely well prepared in comparison to teachers from other programs		20	18.5%
4	Well prepared in comparison to teachers from other programs		50	46.3%
3	Equal in preparation to teachers from other programs		28	25.9%
2	Adequate, but lacking key skills in comparison to teachers from other programs		9	8.3%
1	Inadequate and severely lacking key skills in comparison to teachers from other programs		1	0.9%
	Total		108	100.0%

Section II.B: Disaggregated Data Regarding Principal's Confidence in Ball State University

The following four figures display data disaggregated by type of school district and by the grade levels within the school for the two questions that focus on the confidence respondents had in hiring Ball State University candidates in the future and their comparison of our candidates to those from other institutions. **Figure 2.5** and **Figure 2.6** disaggregate date for the question, "I would consider hiring a teacher who completed their program through Ball State University in the future." **Figure 2.6** and **Figure 2.7** disaggregate data for the question, "Compared to graduates of other programs, this teacher from Ball State University is…" The original intent was to disaggregate data for the type of school (public, private, etc.); however, because there were only five respondents who identified their school as something other than a public school, there was limited value in disaggregating the data for this category.

Hiring Ball State University Candidates (Disaggregated by Type of School District)
Each principal was asked to respond to whether they would consider hiring a teacher who completed their program through Ball State University in the future" by indicating that they strongly agree, agree, neither agree or disagree, disagree, or strongly disagree. Of the 110 respondents, 31 were identified as an urban school, 37 were identified as a suburban school, and 42 were identified as a rural school.

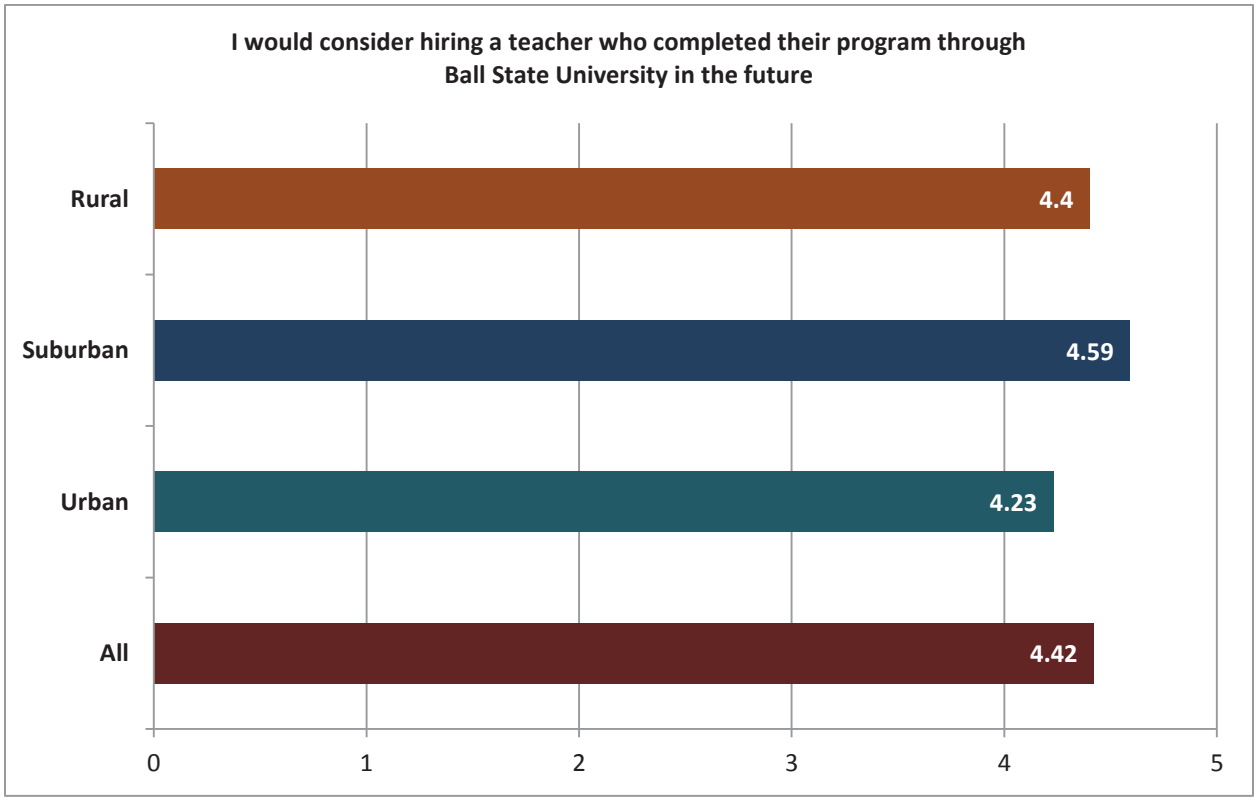
Of the 31 respondents who identified their school as an **urban** school, 13 respondents (41.9%) "strongly agree," 13 respondents (41.9%) "agree," 3 respondents (10%) "neither agree or disagree," and 1 respondent (3.2%) "strongly disagree" that they would consider hiring a Ball State University candidate in the future. No respondents selected "disagree." There was one respondent from an urban school who did not complete this question.

Of the 37 respondents who identified their school as a **suburban** school, 24 respondents (64.9%) "strongly agree," 12 respondents (32.4%) "agree," one respondent (2.7%) "disagrees," and no respondents selected "neither agree or disagree" or "strongly disagree."

Of the 42 respondents who identified their school as a **rural** school, 19 respondents (45.2%) "strongly agree," 21 respondent (50%) "agree," two respondents (4.7%) "neither agree or disagree," and no respondents selected "disagree" or "strongly disagree."

In the **Figure 2.5** below, the mean value is provided for rural, suburban, urban, and all respondents for comparative purposes with "strongly agree" valued at 5 and "strongly disagree" valued at 1.

Figure 2.5: Hiring Ball State University Candidates (Disaggregated by Type of School District)



Comparison of Ball State University Candidates to Candidates from Other Institutions (Disaggregated by Type of School District)

Each principal was asked to respond to compare Ball State University candidates to candidates from other institutions by indicating that Ball State University candidates were extremely well prepared in comparison to teachers from other programs, well prepared in comparison to teachers from other programs, equal in preparation to teachers from other programs, adequate, but lacking key skills in comparison to teachers from other programs, or inadequate and severely lacking key skills in comparison to teachers from other programs. Of the 110 respondents, 31 schools were identified urban, 37 were identified as suburban, and 42 were identified as a rural.

Of the 31 respondents who identified their school as **urban**, five respondents (16.1%) felt Ball State University candidates were "were extremely well prepared in comparison to teachers from other programs," 12 respondents (38.7%) felt Ball State University candidates were "well prepared in comparison to teachers from other programs, eight respondents (25.8%) felt Ball State University candidates were "equal in preparation to teachers from other programs," five respondents (16.1%) felt Ball State University candidates were "adequate, but lacking key skills in comparison to teachers from other programs," and one respondent felt that Ball State

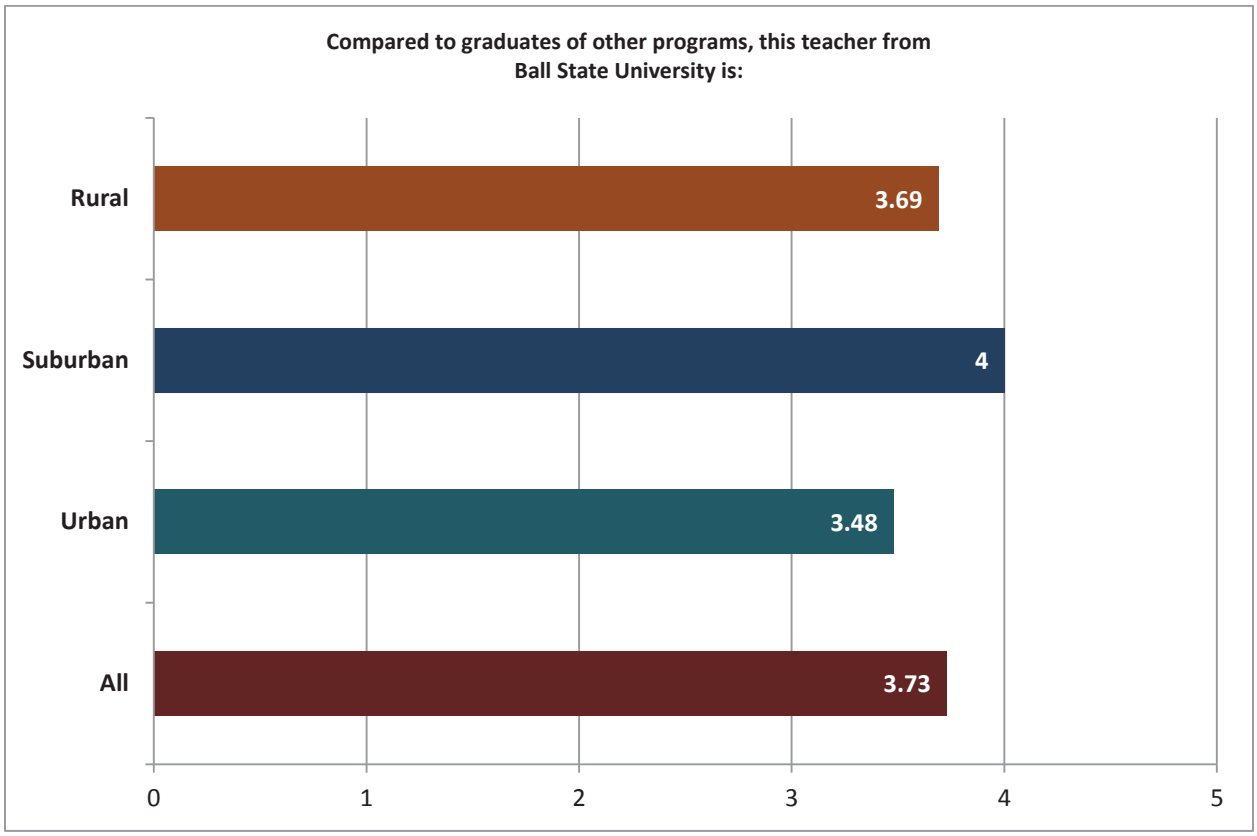
University candidates were “inadequate and severely lacking key skills in comparison to teachers from other programs.“

Of the 35 respondents who identified their school as **suburban**, ten respondents (28.6%) felt Ball State University candidates were “were extremely well prepared in comparison to teachers from other programs,” 17 respondents (48.6%) felt Ball State University candidates were “well prepared in comparison to teachers from other programs, six respondents (17.1%) felt Ball State University candidates were “equal in preparation to teachers from other programs,” two respondents (5.7%) felt Ball State University candidates were “adequate, but lacking key skills in comparison to teachers from other programs,” and no respondents felt that Ball State University candidates were “inadequate and severely lacking key skills in comparison to teachers from other programs.“ There were two respondents who did not answer this question.

Of the 42 respondents who identified their school as **rural**, five respondents (11.9%) felt Ball State University candidates were “were extremely well prepared in comparison to teachers from other programs,” 21 respondents (50%) felt Ball State University candidates were “well prepared in comparison to teachers from other programs, 14 respondents (33.3%) felt Ball State University candidates were “equal in preparation to teachers from other programs,” two respondents (4.8%) felt Ball State University candidates were “adequate, but lacking key skills in comparison to teachers from other programs,” and no respondents felt that Ball State University candidates were “inadequate and severely lacking key skills in comparison to teachers from other programs.“

In the **Figure 2.6** below, the mean value is provided for rural, suburban, urban, and all respondents for comparative purposes with “strongly agree” valued at 5 and “strongly disagree” valued at 1.

Figure 2.6: Comparison of Ball State University Candidates to Candidates from Other Institutions (Disaggregated by Type of School District)



Hiring Ball State University Candidates (Disaggregated by School Setting)

Each principal was asked to respond to whether they would consider hiring a teacher who completed their program through Ball State University in the future" by indicating that they strongly agree, agree, neither agree or disagree, disagree, or strongly disagree. Of the 110 respondents, four were identified as from a kindergarten-primary (K-3) school, five were identified as from an intermediate (4-6) school, 31 were identified as from an elementary (K-6) school, 16 were identified as from a middle school (6-8), seven were identified as from a junior high/senior high school (7-12), 44 were identified as from a secondary (9-12) high school, and three were identified as from an all grade (K-12) school. Respondents also had the option to select early childhood as the school setting, but no respondents used this identification.

Of the four respondents who identified their school as kindergarten-primary (K-3), two respondents (50%) "strongly agree", two respondents (50%) "agree," and no respondents selected the other three options.

Of the five respondents who identified their school as intermediate (4-6), one respondents (20%) “strongly agree”, four respondents (80%) “agree,” and no respondents selected the other three options.

Of the 31 respondents who identified their school as elementary (K-6), 15 respondents (48.4%) “strongly agree”, 13 respondents (41.9%) “agree,” two respondents (6.4%) “neither agree or disagree,” one respondent (3.2%) “disagree” and no respondents selected “strongly disagree.”

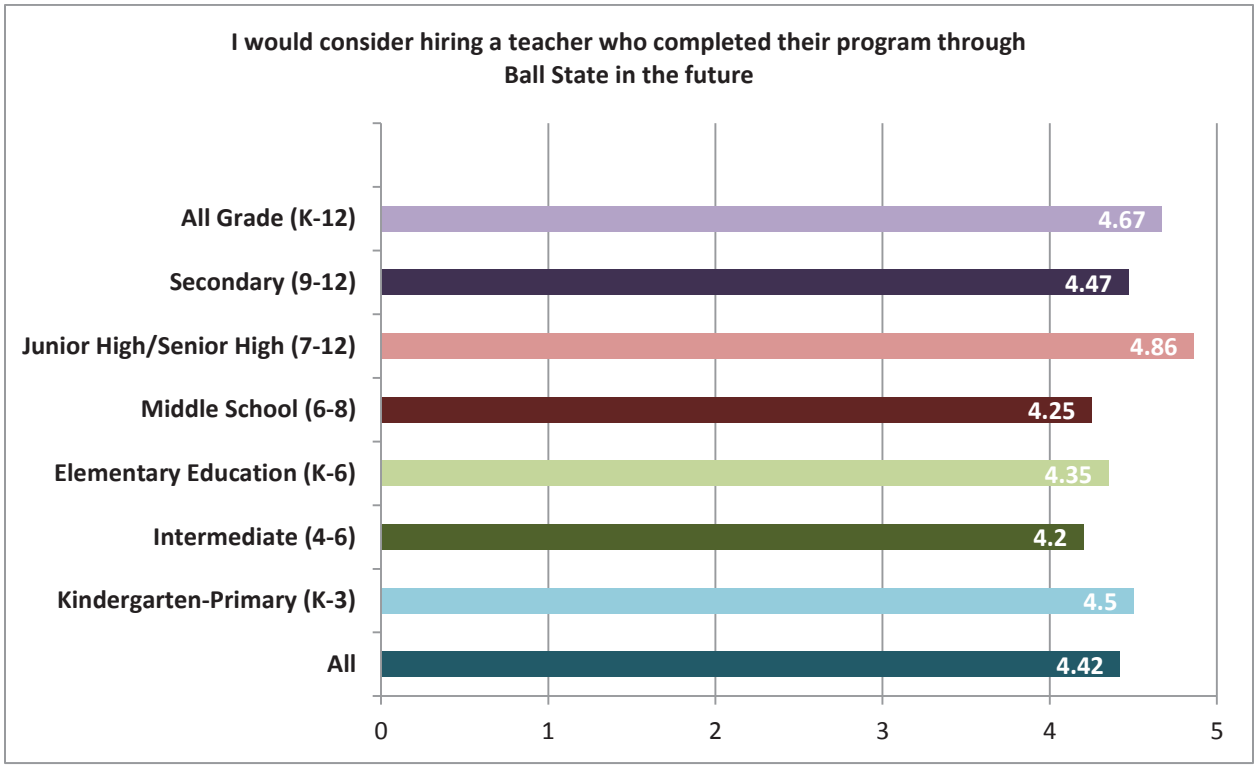
Of the 16 respondents who identified their school as middle school (6-8), seven respondents (43.8%) “strongly agree”, eight respondents (50%) “agree,” one respondent (6.2%) “strongly disagree,” and no respondents selected “neither agree nor disagree” or “disagree.”

Of the seven respondents who identified their school as senior high/junior high (7-12), six respondents (85.7%) “strongly agree”, one respondent (14.3%) “agree,” and no respondents selected from the other three options.

Of the 44 respondents who identified their school as secondary (9-12), 23 respondents (52.3%) “strongly agree”, 17 respondents (39.5%) “agree,” three respondents (7%) “neither agree or disagree,” and no respondents selected “disagree” or “strongly disagree.” One respondent did not answer the question.

In the **Figure 2.7** below, the mean value is provided for kindergarten-primary (K-3), intermediate (4-6), elementary education (K-6), middle school (6-8), junior high/senior high (7-12), secondary (9-12), all grade (K-12), and all respondents for comparative purposes with “strongly agree” valued at 5 and “strongly disagree” valued at 1.

Figure 2.7: Hiring Ball State University Candidates (Disaggregated by School Grade Levels)



Comparison of Ball State University Candidates to Candidates from Other Institutions (Disaggregated by School Setting)

Each principal was asked to respond to compare Ball State University candidates to candidates from other institutions by indicating that Ball State University candidates were extremely well prepared in comparison to teachers from other programs; well prepared in comparison to teachers from other programs; equal in preparation to teachers from other programs, adequate, but lacking key skills in comparison to teachers from other programs, or inadequate and severely lacking key skills in comparison to teachers from other programs. Of the 110 respondents, four were identified as from a kindergarten-primary (K-3); five were identified as from an intermediate (4-6); 31 were identified as from an elementary (K-6); 16 were identified as from a middle school (6-8); seven were identified as from a junior high/senior high (7-12); 44 were identified as from a secondary (9-12) school; and three were identified as from an all grade (K-12) school. Respondents also had the option to select early childhood as the school setting, but no respondents used this identification.

Of the four respondents who identified their school as kindergarten-primary (K-3), one respondent (25%) felt Ball State University candidates were “extremely well prepared,” two respondents (50%) felt Ball State University candidates were “well prepared,” one respondent

(25%) felt Ball State University candidates were “equal in preparation,“ and no respondents selected the other two options.

Of the five respondents who identified their school as intermediate (4-6); one respondents (20%) felt Ball State University candidates were “extremely well prepared;” one respondents (20%) felt Ball State University candidates were “well prepared;” three respondents (60%) felt Ball State University candidates were “equal in preparation;“ and no respondents selected the other two options.

Of the 31 respondents who identified their school as elementary education (K-6); seven respondents (22.6%) felt Ball State University candidates were “extremely well prepared;” 13 respondents (41.9%) felt Ball State University candidates were “well prepared;” six respondent (19.4%) felt Ball State University candidates were “equal in preparation; “ five respondents (16.1%) felt Ball State University candidates were “adequate, but lacking key skills;” and no respondents selected “inadequate and severely lacking key skills.”

Of the 16 respondents who identified their school as middle school (6-8); four respondents (25%) felt Ball State University candidates were “extremely well prepared;” four respondents (25%) felt Ball State University candidates were “well prepared;” six respondent (37.5%) felt Ball State University candidates were “equal in preparation;“ one respondent (6.3%) felt Ball State University candidates were “adequate, but lacking key skills;” and one respondent (6.3%) selected “inadequate and severely lacking key skills.”

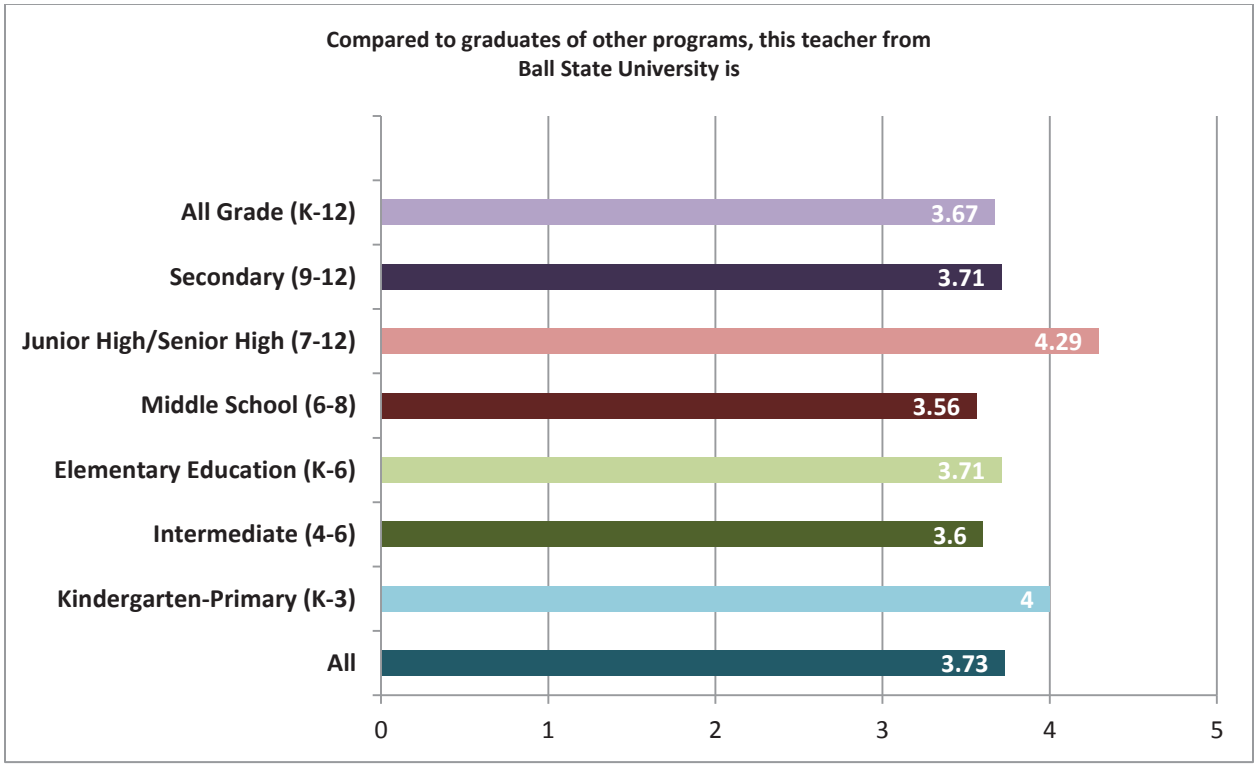
Of the seven respondents who identified their school as senior high-junior high (7-12); three respondents (42.9%) felt Ball State University candidates were “extremely well prepared;” three respondents (42.9%) felt Ball State University candidates were “well prepared;” one respondent (14.3%) felt Ball State University candidates were “equal in preparation;“ and no respondents selected the other two options.

Of the 44 respondents who identified their school as secondary (9-12); four respondents (9.5%) felt Ball State University candidates were “extremely well prepared;” 25 respondents (59.5%) felt Ball State University candidates were “well prepared;” ten respondent (23.8%) felt Ball State University candidates were “equal in preparation; “ three respondents (7.1%) felt Ball State University candidates were “adequate, but lacking key skills;” and no respondents selected “inadequate and severely lacking key skills.” Two respondents did not answer this question.

Of the three respondents who identified their school as all grade (K-12); two respondents (66.7%) felt Ball State University candidates were "well prepared;" and one respondent (33.3%) felt Ball State University candidates were "equal in preparation." No respondents selected the other three options.

In the **Figure 2.8** below, the mean value is provided for kindergarten-primary (K-3), intermediate (4-6), elementary education (K-6), middle school (6-8), junior high/senior high (7-12), secondary (9-12), all grade (K-12), and All respondents for comparative purposes with "extremely well prepared" valued at 5 and "inadequate and severely lacking key skills" valued at 1.

Figure 2.8: Comparison of Ball State University Candidates to Candidates from Other Institutions (Disaggregated by School Setting)



Section II.C: Principal Comments

Highly Effective and Effective Strength(s)

Principals were asked an open-ended question that stated: "What strength(s) does this teacher have that makes him/her effective or highly effective?" The term "Effective" and "Highly Effective" were deliberately chosen because they aligned with language in the Indiana Department of Education's RISE Evaluation and Development System. A total of 93 principals,

or 84.5% of the respondents, added a comment. All comments are unedited and are included in separate tables representing each school setting (there were no comments representing Early Childhood schools). The names of any specific teachers were erased for confidentiality purposes. **(Figure 2.9.a-Figure 2.9.g)**

Table 2.9.a-Table 2.9.g: What strength(s) does this teacher have that makes him/her effective or highly effective?

Table 2.9.a: Comments from Principals in a Kindergarten-Primary (K-3) school
Very organized
Gets the whole picture and is a worker ALL THE TIME
Building relationships and reflecting on his practice often
Great work ethic, loves kids and a wonderful team player.

Table 2.9.b: Comments from Principals in an Intermediate (4-6) school
relating to students and instructional strategies
Curricular knowledge & strong people skills
Her knowledge and work ethic.
I haven't seen her teach enough yet to identify those strengths.
Content Knowledge, organization and engagement

Table 2.9.c: Comments from Principals in an Elementary Education (K-6) school
Communication, collaboration, genuine interest in the well-being of all students
Works well with culture
[redacted] is open, flexible and willing to learn new information and implement immediately.
This is [redacted] 5th year of teaching. He has developed into a great teacher. He has great relationships with his students and families.
Enthusiastic, Knowledgeable, Positive Behavior Strategies
[redacted] is a talented musician in her own right who shares her love and appreciation of music with her students. She is willing to work after school in order for her students to reach their maximum potential.
Personal skills and understanding of educational administration
This candidate is not effective or highly effective, however shows some promise in developing with the right PD.
This teacher really fit in well with our staff and our beliefs. She understood data and how to relate it to instruction.
Music background and positive attitude
Her experiences and training have made her exceptional for her position.
Hard working and child centered
Desire to be successful
Understands her content and how to use data to design lessons that meet the diverse needs of her special education students

[redacted] is enthusiastic about teaching. He integrates his experiences and technology to activate prior knowledge. This in turn causes an increase in the interest of the subject.
Loves to differentiate
She is a problem solver.
[redacted] is a bright young lady who has a calm presence about her. She is always prepared and has very few discipline issues coming from her classroom.
joy to have in my building, professional, ready to try new things
She is highly effective and stands out as a wonderful individual who seeks the best in all children.
implementation of technology in classroom, understands and utilizes data to drive instruction
His willingness to try other approaches.
She is a quick learner and open to constructive criticism. She works well with colleagues and has a great passion for her job.
Strong desire to help students. Willingness to work hard to meet the needs of her students.
She is very organized and efficient in her planning.
Instructional Leader, Child Advocate, Differentiated Instruction, Effective Communication, Positive Relationships
organized and well prepared, understands meeting individual needs
Good understanding of curriculum planning and assessment.

Table 2.9.d: Comments from Principals in a Middle School (6-8)
Ability to Problem Solve and working to continually improve
Genuine care of students
This teacher is barely adequate.
Has a strong desire to help his students learn and be successful
work ethic, awareness, instructional practices knowledge, etc.
High expectations for students
Work ethic and love for students
Good foundation of academic knowledge; Actively requests and implements feedback
Relationships with kids, knowledge of subject matter
Communication and staff development
analysis of formative data
Commitment to teaching is very strong. I see many teaching behaviors that place this teacher in the effective range. Fewer behaviors in the highly effective range
Relates well to the students

Table 2.9.e: Comments from Principals in a Junior High-Senior High (7-12) school
Organization; leadership; knowledge of best practices; engaging students; great rapport;
She "gets it." [redacted] knows and understands what "good teaching" looks like. She is very capable of delivering the curriculum in such a way the students are attentive, learning and enjoying the experience.
Communication and data driven
Community building, professionalism, sound practices
Based on the Teacher Effectiveness Rubric - Students are collaborative. Students are engaged. He checks for understanding daily. He differentiates instruction. There is evidence of rigor in the teaching process.
He is an excellent administrator and AD, and has been a wonderful guide to me as a new administrator myself.

Table 2.9.f: Comments from Principals in a High School (9-12)
Personable
[redacted] is a very solid teacher.
highly organized, consistent approach to school-wide student and building management, ability to develop rapport with students and staff
His content knowledge is effective but certainly not his pedagogy.
Hard worker, team player
Assesses student progress in order to plan progress, Student centered,
They are personal strengths and beliefs, I doubt the university had much impact on this development of [redacted]
Organized, ethical, utilizes state standards effectively, willing to learn and try new strategies in the classroom, personable to staff and students
Passionate, compassionate, technology proficient, appropriate understanding of standards and teacher instructional strategies.
Organization, planning, professionalism
Knowledge of subject matter, Highly Organized
Differentiates instruction and checks for understanding with all students in the classroom
She has very good control and influence over her classes which makes her a well-liked and respected teacher.
In addition to [redacted] exceptional knowledge of his content, he is very creative, develops great relationships with stakeholders, and has the ability to promote very high levels of student engagement. His lesson plans are very inclusive of opportunities to integrate technology and group work.
Very good rapport with her students
Content knowledge and relates to students
Very assertive and willing to take charge of her classroom.
NA
He is willing to take risks, he makes his classes come alive and makes them real world
Organization, Preparation and Passion for the success of all students
Organization and communication skills
Experience and willingness to take advantage of opportunities available.
His ability to work with others and being a team player
She is reflective and tries to identify specific strategies to best meet the learning needs of the students.
Enthusiastic, knowledgeable about content

passion, commitment to students and education
Organized
Strong in the content area, good classroom management, builds relationships with all stakeholders
Demonstrates adequate planning, good instructional strategies, and working with students with diverse needs.
Strong communication skills
Reading endorsements
His preparation and organization for lesson planning is above other recent grads from different universities.
Understands range of student abilities
Well organized, objective-driven

Table 2.9.g: Comments from Principals in an All Grade (K-12) school
His willingness to do whatever necessary to see his students succeed. His resourcefulness. His willingness to learn.
I am new to the school this year and do not have enough data to answer
Organization and content knowledge

Teacher Weaknesses

Principals were asked an open-ended question that stated: "In what area(s) does this teacher need to improve their level of effectiveness?" A total of 80 principals, or 72.7% of the respondents, added a comment. All comments are unedited and are included in separate tables representing each school setting (there were no comments representing early childhood schools). The names of any specific teacher were erased for confidentiality purposes. **(Figure 2.10.a-Figure 2.10.g)**

Table 2.10.a-Table 2.10.g: In what area(s) does this teacher need to improve their level of effectiveness?

Table 2.10.a: Comments from Principals in a Kindergarten-Primary (K-3) school
Differentiated instruction
She is so efficient that sometimes the less efficient people/workers are not given the proper opportunity to grow with her...but this doesn't take away from her effectiveness with children or parents.
Just continually showing initiative in overall wellness opportunities for all students
Keep on keeping on.

Table 2.10.b: Comments from Principals in an Intermediate (4-6) school
Management

Table 2.10.c: Comments from Principals in an Elementary Education (K-6) school
none
data analysis
Because of the previous statement she continues to grow and so does our students in academic and socially.
When [redacted] began his career, for the first two years, he really struggled with classroom management and student behavior. These are no longer issues. He did require a great deal of support to help him become proficient. It almost cost him his job. Today, four years later, his lessons are engaging and students are on task. He has become a leader on our staff. He needed more support when he started than an average first year teacher.
Relationship building with Black Boys, Teaching to our students' strengths
Classroom management is the only area in which I see a need for improvement.
None
The candidate is a transition to teaching grad that simply has not had enough exposure to instruction in real classrooms. Limited background and needs to learn far too much compared to the other graduates of a traditional program.
I would like to see her become more of a building leader in the future.
integrating assessed skills into music lessons
As she gets more experience with her position, I feel that her communication skills and confidence will improve.
Strong all the way around
Building relationships with colleagues
Continue to widen repertoire of instructional strategies
To continue to increase his list of instructional strategies.
She is not real dynamic as a teacher. She could improve at developing more instructional strategies.
great young speech pathologist
More technology skills.
adapting to changes in plans when working with other teachers without feeling stressed about it
Experience with data analysis to differentiate instruction and assessment would be beneficial.
Dealing with parents, differentiation for high ability learners, accepting things as they are and not relying on change to occur
More experience in creative approaches to teaching content. Increasing the engagement level of the students through more interactive approaches.
All teachers need improvement in differentiation, as this is an area we consistently seek help.
NA
collaboration with team members

Table 2.10.d: Comments from Principals in a Middle School (6-8)
Communication with parents
Leading professional development
[redacted] shows little enthusiasm for his subject or teaching in general.
Needs a little more humility
classroom management
nothing at this time
Young and often needs to relax and smell the coffee...great teacher!!
Upon graduation... student behavior management
Identifying and teaching essential skills
Nothing that experience will not address.
develop student understanding of objectives and the development of higher levels of understanding
Planning lessons that are driven by the data. Learning what highly effective teachers do differently.
Multiple assessment methods

Table 2.10.e: Comments from Principals in a Junior High-Senior High (7-12) school
None
He needs to continue as a professional working on all areas to maintain a highly effective status
I cannot make that determination at this time.

Table 2.10.f: Comments from Principals in a High School (9-12)
Use of assessment to change classroom instruction
Rapport with the students.
Assessment to change instruction....belief that all kids can learn...better planning
Just things that will come with additional years of experience.
Patience needed when students do not meet expectations on first attempt
They need to increase their flexibility with different learners and what the learners current status is, (SES, etc.)
creating standard-based assessments, analyzing data to help drive instruction
Data analysis, RTI, differentiation, pre-assessments
Content knowledge, instructional technology, data analysis, differentiation, Pre-assessment
Understanding cultural diversity.
Continued development with enrichment activities for the advanced learner
Continuing to challenge all students to reach their maximum potential.
Communication
[redacted] is a master level teacher regardless of his years of experience. I see no noticeable weakness.
Mapping the curriculum
none
Continue to grow and research new methods from other content leaders to grow as an educator.
NA

None
experience in a variety of situations
administrative experience and confidence in decision making abilities
Become a little more assertive
Using data to inform instructional practice.
Using data to inform instruction
Long Term Prep
Following protocol with financial issues. Professional appearance and demeanor.
Unprofessional at times in following protocol and interacting with supervisors.
Continue to use data to guide more of best practices in classroom using data to guide curriculum.
Classroom management
Staying focused on the task at hand
none

Table 2.10.g: Comments from Principals in an All Grade (K-12) school
Remediation / modification of programming for special education students and language learners.
Not enough data
Creativity

General Comments

Principals were asked to make any additional comments about our program or our graduates. A total of 26 principals, or 23.6% of the respondents, added a comment. All comments are unedited and are included in separate tables representing each school setting (there were no comments representing early childhood schools or intermediate schools). The names of any specific teacher were erased for confidentiality purposes. **(Figure 2.11.a-Figure 2.11.f)**

Figure 2.11.a-2.11.f: General Comments

Table 2.11.a: Comments from Principals in a Kindergarten-Primary (K-3) school
[redacted] is one of the best resource teachers that I have encountered in my 25 years in education.
Great intern.

Table 2.11.b: Comments from Principals in an Elementary School (K-6)
BSU is great.
Differentiating instruction and small groups are major at our school, teachers teach but are also students because Fridays afternoons are spent in Professional Development and implementation of skill and strategies are expected and observed.
[redacted] has a good working knowledge of standards based instruction and assessment.
BSE, TC produces outstanding teachers that I have hired the past 12 years. The transition program just doesn't offer the same.
[redacted] was a phenomenal teacher

[redacted] is very passionate about her teaching as well as knowledgeable about her field. She goes above and beyond to deliver instruction that will meet the varying needs of her students.
She came out of your program as a highly qualified individual.
Ball State has an excellent program for aspiring principals.
BSU grads tend to lack a high standard of performance. They have to be taught to do more rather than coming in with that attitude. "Above and beyond" is not an accepted concept. They tend to do "just enough" until told otherwise.
Thank you for the education you are giving teacher candidates.
Program and Teacher is on TOP!!!

Table 2.11.c: Comments from Principals in a Middle School (6-8)
I am a BSU graduate. I am embarrassed by the quality of this particular teacher.
Program improvement: Every middle school teacher should leave Ball State with an endorsement in language arts.
I often feel like the Ball State programs are way too demanding for students.....they often share the workloads they were required to do and I must say it more than often doubles the workload of similar universities. There seems to be no consistency at the collegiate level for teacher and administrator training. Ball State's is excellent, but I worry about burnout for your students.

Table 2.11.d: Comments from Principals in a Junior High-Senior High (7-12) school
None at this time.

Table 2.11.e: Comments from Principals in a High School (9-12)
[redacted] is doing a very nice job teaching her students.
[redacted] is a very good teacher!
NA
NA
None
None
I have always thought highly of BSU. I went through Undergrad there. It is good to see that it continues to produce great teachers/Admins.
The importance of reading and writing across the curriculum.

Table 2.11.f: Comments from Principals in an All Grade (K-12) school
[redacted] is wonderful!

Section III: Principal Assessments of Ball State University Candidates' Skills

Summary

Principals were asked to rate the teacher as either "Distinguished," "Proficient," "Basic," or "Unsatisfactory" on 21 categories. The INTASC Principles were utilized to identify the 21 categories used in the survey. The 21 categories were divided into three distinct groups: 1)

Knowledge, Professionalism, and Collaboration, 2) Learning Environment, and 3) Instructional Strategy and Assessment.

A statement was added that indicated that principals should not answer if they had not had a sufficient opportunity to observe the candidate in a specific category. There were no respondents who answered all 21 categories. At least 102 of the 110 respondents answered 20 of the 21 candidates. The only exception to this was the category, "The teacher works well with students who have linguistic differences." Only 88 of the 110 respondents answered this question. **Section III.A** includes aggregate data for the responses on all 21 categories, including the raw number and percentage of respondents who answered each category, the number of candidates who were rated "distinguished;" the raw number and percentage of candidates who were rated "proficient;" the raw number and percentage of candidates who were rated "basic;" and the raw number and percentage of candidates who were rated "unsatisfactory." The mean value is also included for comparative purposes with "Distinguished" valued at 4 and "Unsatisfactory" rated at 1.

The five categories with the highest mean value included 1) "The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline;" 2) "The teacher builds positive relationships with school colleagues, learners and their families, and the larger community;" 3) "The teacher has a strong foundation of knowledge in their content field;" 4) "The teacher understands the rights of students and respects the privacy of students and the confidentiality of information;" and, 5) "The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment."

The three categories with the lowest mean value included 1) "The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning;" 2) "The teacher utilizes assessment data to inform their instruction;" and, 3) "The teacher works well with students who have linguistic differences."

Section III.B includes the same data points, but disaggregated by type of school district. **Section III.C** includes the same data points disaggregated by school setting. **Section III.D** includes the data points disaggregated by subject/content area.

Section III.A: Aggregate Data for Skill Categories

Figure 3.1: Aggregate Data for Skill Categories

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	48 (44.0%)	55 (50.5%)	6 (5.5%)	0 (0%)	109	3.39
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	36 (33.6%)	59 (55.1%)	12 (11.2%)	0 (0%)	107	3.22
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	40 (37.0%)	56 (51.9%)	11 (10.2%)	1 (0.9%)	108	3.25
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	53 (48.6%)	49 (45.0%)	5 (4.6%)	2 (1.8%)	109	3.40
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	51 (46.8%)	49 (45.0%)	9 (8.3%)	0 (0%)	109	3.39
6	The teacher models the belief that all students can learn at a high level	45 (41.7%)	55 (50.9%)	7 (6.5%)	1 (0.9%)	108	3.33
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	42 (38.9%)	55 (50.9%)	11 (10.2%)	0 (0%)	108	3.29
8	The teacher works effectively with students who have documented exceptional needs	42 (39.3%)	50 (46.7%)	14 (13.1%)	1 (0.9%)	107	3.24
9	The teacher works well with students who have linguistic differences	29 (33.0%)	46 (52.3%)	13 (14.8%)	0 (0%)	88	3.18
10	The teacher promotes both creative and critical thinking	38 (35.9%)	55 (51.9%)	12 (11.3%)	1 (0.9%)	106	3.23
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	40 (37.7%)	55 (51.9%)	11 (10.4%)	0 (0%)	106	3.27
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	44 (43.1%)	49 (48.0%)	9 (8.8%)	0 (0%)	102	3.34
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	51 (47.2%)	49 (45.4%)	7 (6.5%)	1 (0.9%)	108	3.39
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	59 (54.6%)	41 (38.0%)	7 (6.5%)	1 (0.9%)	108	3.46
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	39 (37.5%)	59 (56.7%)	6 (5.8%)	0 (0%)	104	3.32
16	The teacher utilizes assessment data to inform their instruction	35 (33.3%)	55 (52.4%)	14 (13.3%)	1 (1.0%)	105	3.18
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	36 (34.3%)	61 (58.1%)	8 (7.6%)	0 (0%)	105	3.27
18	The teacher understands the importance	37 (34.9%)	54 (50.9%)	14 (13.2%)	1 (0.9%)	106	3.20

	of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge						
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	42 (40.4%)	48 (46.2%)	14 (13.5%)	0 (0%)	104	3.27
20	The teacher's instructional planning is appropriate to the school's curriculum goals	35 (33.3%)	62 (59.1%)	8 (7.6%)	0 (0%)	105	3.26
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	29 (28.2%)	58 (56.3%)	16 (15.5%)	0 (0%)	103	3.13
	Total	**871 (39.3%)**	**1,120 (50.6%)**	**214 (9.7%)**	**10 (0.1%)**	**2,215**	**3.29**

Section III.B: Disaggregated Data for Skill Categories by Type of School District

The following figures include aggregated data for each type of school district included in the survey.

Figure 3.2: Disaggregated Data for Skill Categories (Urban)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	11 (35.5%)	17 (54.8%)	3 (9.7%)	0 (0%)	31	3.26
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	8 (26.7%)	17 (56.7%)	5 (16.7%)	0 (0%)	30	3.10
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	6 (20.0%)	16 (53.3%)	7 (23.3%)	1 (3.3%)	30	2.90
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	10 (32.3%)	16 (51.6%)	4 (12.9%)	1 (3.2%)	31	3.13
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	9 (29.0%)	16 (51.6%)	6 (19.4%)	0 (0%)	31	3.10
6	The teacher models the belief that all students can learn at a high level	8 (25.8%)	18 (58.1%)	4 (12.9%)	1 (3.2%)	31	3.06
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	11 (35.5%)	15 (48.4%)	5 (16.1%)	0 (0%)	31	3.19
8	The teacher works effectively with students who have documented exceptional needs	8 (27.6%)	15 (51.7%)	5 (17.2%)	1 (3.45%)	29	3.03
9	The teacher works well with students who have linguistic differences	8 (36.4%)	10 (45.5%)	4 (18.2%)	0 (0%)	22	3.18
10	The teacher promotes both creative and critical thinking	6 (20.0%)	19 (63.3%)	5 (16.7%)	0 (0%)	30	3.03
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	7 (23.3%)	16 (53.3%)	7 (23.3%)	0 (0%)	30	3.00
12	The teacher promotes the responsible use of interactive technologies to actively engage the	9 (32.1%)	15 (53.6%)	4 (14.3%)	0 (0%)	28	3.18

	learner						
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	10 (33.3%)	14 (46.7%)	5 (16.7%)	1 (3.3%)	30	3.10
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	10 (32.3%)	16 (51.6%)	5 (16.1%)	0 (0%)	31	3.16
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	5 (17.9%)	19 (67.9%)	4 (14.3%)	0 (0%)	28	3.04
16	The teacher utilizes assessment data to inform their instruction	7 (23.3%)	17 (56.7%)	5(16.7%)	1 (3.3%)	30	3.00
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	8 (27.6%)	17 (58.6%)	4 (13.8%)	0 (0%)	29	3.14
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	9 (30.0%)	14 (46.7%)	6 (20.0%)	1 (3.3%)	30	3.03
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	8 (27.6%)	13 (44.8%)	8 (27.6%)	0 (0%)	29	3.00
20	The teacher's instructional planning is appropriate to the school's curriculum goals	8 (25.8%)	17 (54.8%)	6 (19.4%)	0 (0%)	31	3.06
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	5 (17.2%)	18 (62.1%)	6 (20.7%)	0 (0%)	29	2.97

Figure 3.3: Disaggregated Data for Skill Categories (Suburban)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	16 (43.2%)	18 (48.7%)	3 (8.1%)	0 (0%)	37	3.35
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	13 (35.1%)	20 (54.1%)	4 (10.8%)	0 (0%)	37	3.24
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	17 (46.0%)	18 (48.7%)	2 (5.4%)	0 (0%)	37	3.41
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	21 (56.8%)	15 (40.5%)	0 (0%)	1 (2.7%)	37	3.51
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	16 (43.2%)	20 (54.1%)	1 (2.7%)	0 (0%)	37	3.41
6	The teacher models the belief that all students can learn at a high level	17 (47.2%)	17 (47.2%)	2 (5.6%)	0 (0%)	36	3.42
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	14 (38.9%)	18 (50.0%)	4 (11.1%)	0 (0%)	36	3.28
8	The teacher works effectively with students who have documented exceptional needs	13 (35.1%)	17 (46.0%)	7 (18.9%)	0 (0%)	37	3.16
9	The teacher works well with students who have	11 (34.4%)	16 (50.0%)	5 (15.6%)	0 (0%)	32	3.19

	linguistic differences						
10	The teacher promotes both creative and critical thinking	15 (41.7%)	16 (44.4%)	4 (11.1%)	1 (2.8%)	36	3.25
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	17 (47.2%)	16 (44.4%)	3 (8.3%)	0 (0%)	36	3.39
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	15 (41.7%)	18 (50.0%)	3 (8.3%)	0 (0%)	36	3.33
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	17 (46.0%)	18 (48.7%)	2 (5.4%)	0 (0%)	37	3.41
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	24 (64.9%)	11 (29.7%)	1 (2.7%)	1 (2.7%)	37	3.57
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	16 (43.2%)	19 (51.4%)	2 (5.4%)	0 (0%)	37	3.38
16	The teacher utilizes assessment data to inform their instruction	13 (36.1%)	17 (47.2%)	6 (16.7%)	0 (0%)	36	3.19
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	13 (35.1%)	22 (59.5%)	2 (5.4%)	0 (0%)	37	3.30
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	14 (37.8%)	18 (48.7%)	5 (13.5%)	0 (0%)	37	3.24
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	17 (47.2%)	14 (38.9%)	5 (13.9%)	0 (0%)	36	3.33
20	The teacher's instructional planning is appropriate to the school's curriculum goals	12 (33.3%)	22 (61.1%)	2 (5.6%)	0 (0%)	36	3.28
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	12 (34.3%)	19 (54.3%)	4 (11.4%)	0 (0%)	35	3.23

Figure 3.4: Disaggregated Data for Skill Categories (Rural)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	21 (51.2%)	20 (48.8%)	0 (0%)	0 (0%)	41	3.51
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	15 (37.5%)	22 (55.0%)	3 (7.5%)	0 (0%)	40	3.30
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	17 (41.5%)	22 (53.7%)	2 (4.9%)	0 (0%)	41	3.37
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	22 (53.7%)	18 (43.9%)	1 (2.4%)	0 (0%)	41	3.51
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	26 (63.4%)	13 (31.7%)	2 (4.9%)	0 (0%)	41	3.59
6	The teacher models the belief that all students can learn at a high level	20 (48.8%)	20 (48.8%)	1 (2.4%)	0 (0%)	41	3.46

7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	17 (41.5%)	22 (53.7%)	2 (4.9%)	0 (0%)	41	3.37
8	The teacher works effectively with students who have documented exceptional needs	21 (51.2%)	18 (43.9%)	2 (4.9%)	0 (0%)	41	3.46
9	The teacher works well with students who have linguistic differences	10 (29.4%)	20 (58.8%)	4 (11.8%)	0 (0%)	34	3.18
10	The teacher promotes both creative and critical thinking	17 (42.5%)	20 (50.0%)	3 (7.5%)	0 (0%)	40	3.35
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	16 (40.0%)	23 (57.5%)	1 (2.5%)	0 (0%)	40	3.38
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	20 (52.6%)	16 (42.1%)	2 (5.3%)	0 (0%)	38	3.47
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	24 (58.5%)	17 (41.5%)	0 (0%)	0 (0%)	41	3.59
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	25 (62.5%)	14 (35.0%)	1 (2.5%)	0 (0%)	40	3.60
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	18 (46.2%)	21 (53.9%)	0 (0%)	0 (0%)	39	3.46
16	The teacher utilizes assessment data to inform their instruction	15 (38.5%)	21 (53.9%)	3 (7.7%)	0 (0%)	39	3.31
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	15 (38.5%)	22 (56.4%)	2 (5.1%)	0 (0%)	39	3.33
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	14 (35.9%)	22 (56.4%)	3 (7.7%)	0 (0%)	39	3.28
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	17 (43.6%)	21 (53.9%)	1 (2.6%)	0 (0%)	39	3.41
20	The teacher's instructional planning is appropriate to the school's curriculum goals	15 (39.5%)	23 (60.5%)	0 (0%)	0 (0%)	38	3.39
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	12 (30.8%)	21 (53.9%)	6 (15.4%)	0 (0%)	39	3.15

Section III.C: Disaggregated Data for Skill Categories by School Setting

The following figures include aggregated data for each of the school settings included in the survey. There is no figure included for Early Childhood setting as there were no respondents from this type of school.

Figure 3.5: Disaggregated Data for Skill Categories (Kindergarten-Primary)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	2 (50.0%)	2 (50.0%)	0 (0%)	0 (0%)	4	3.50

2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	2 (50.0%)	2 (50.0%)	0 (0%)	0 (0%)	4	3.50
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	2 (50.0%)	2 (50.0%)	0 (0%)	0 (0%)	4	3.50
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	2 (50.0%)	2 (50.0%)	0 (0%)	0 (0%)	4	3.50
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	2 (50.0%)	2 (50.0%)	0 (0%)	0 (0%)	4	3.50
6	The teacher models the belief that all students can learn at a high level	2 (50.0%)	2 (50.0%)	0 (0%)	0 (0%)	4	3.50
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	2 (50.0%)	0 (0%)	2 (50.0%)	0 (0%)	4	3.00
8	The teacher works effectively with students who have documented exceptional needs	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
9	The teacher works well with students who have linguistic differences	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
10	The teacher promotes both creative and critical thinking	2 (50.0%)	0 (0%)	2 (50.0%)	0 (0%)	4	3.00
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	2 (50.0%)	0 (0%)	2 (50.0%)	0 (0%)	4	3.00
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
16	The teacher utilizes assessment data to inform their instruction	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	2 (50.0%)	0 (0%)	2 (50.0%)	0 (0%)	4	3.00
20	The teacher's instructional planning is appropriate to the school's curriculum goals	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	4	3.25
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	2 (66.7%)	0 (0%)	1 (33.3%)	0 (0%)	3	3.33

Figure 3.6: Disaggregated Data for Skill Categories (Intermediate School)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	3 (60.0%)	2 (40.0%)	0 (0%)	0 (0%)	5	3.60
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40
6	The teacher models the belief that all students can learn at a high level	3 (60.0%)	2 (40.0%)	0 (0%)	0 (0%)	5	3.60
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	3 (60.0%)	2 (40.0%)	0 (0%)	0 (0%)	5	3.60
8	The teacher works effectively with students who have documented exceptional needs	3 (60.0%)	2 (40.0%)	0 (0%)	0 (0%)	5	3.60
9	The teacher works well with students who have linguistic differences	1 (25.0%)	3 (75.0%)	0 (0%)	0 (0%)	4	3.25
10	The teacher promotes both creative and critical thinking	2 (40.0%)	2 (40.0%)	1 (20.0%)	0 (0%)	5	3.20
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	1 (25.0%)	3 (75.0%)	0 (0%)	0 (0%)	4	3.25
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	3 (60.0%)	2 (40.0%)	0 (0%)	0 (0%)	5	3.60
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	3 (60.0%)	2 (40.0%)	0 (0%)	0 (0%)	5	3.60
16	The teacher utilizes assessment data to inform their instruction	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	1 (20.0%)	4 (80.0%)	0 (0%)	0 (0%)	5	3.20
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	3 (60.0%)	2 (40.0%)	0 (0%)	0 (0%)	5	3.60
20	The teacher's instructional planning is appropriate to the school's curriculum goals	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	5	3.40

21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	1 (20.0%)	4 (80.0%)	0 (0%)	0 (0%)	5	3.20

Figure 3.7: Disaggregated Data for Skill Categories (Elementary Education School)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	16 (51.6%)	14 (45.2%)	1 (3.2%)	0 (0%)	31	3.48
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	13 (41.9%)	14 (45.2%)	4 (12.9%)	0 (0%)	31	3.29
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	10 (32.3%)	18 (58.1%)	3 (9.7%)	0 (0%)	31	3.23
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	15 (48.4%)	15 (48.4%)	1 (3.2%)	0 (0%)	31	3.45
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	18 (58.1%)	10 (32.3%)	3 (9.7%)	0 (0%)	31	3.48
6	The teacher models the belief that all students can learn at a high level	14 (45.2%)	14 (45.2%)	3 (9.7%)	0 (0%)	31	3.35
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	14 (45.2%)	14 (45.2%)	3 (9.7%)	0 (0%)	31	3.35
8	The teacher works effectively with students who have documented exceptional needs	13 (41.9%)	16 (51.6%)	2 (6.5%)	0 (0%)	31	3.35
9	The teacher works well with students who have linguistic differences	9 (31.0%)	16 (55.2%)	4 (13.8%)	0 (0%)	29	3.17
10	The teacher promotes both creative and critical thinking	10 (32.3%)	20 (64.5%)	0 (0%)	1 (3.23%)	31	3.26
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	14 (45.2%)	13 (41.9%)	4 (12.9%)	0 (0%)	31	3.32
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	15 (50.0%)	12 (40.0%)	3 (10.0%)	0 (0%)	30	3.40
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	17 (54.8%)	12 (38.7%)	1 (3.2%)	1 (3.2%)	31	3.45
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	19 (61.3%)	11 (35.5%)	1 (3.2%)	0 (0%)	31	3.58
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	13 (41.9%)	16 (51.6%)	2 (6.5%)	0 (0%)	31	3.35
16	The teacher utilizes assessment data to inform their instruction	12 (38.7%)	16 (51.6%)	3 (9.7%)	0 (0%)	31	3.29
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	13 (41.9%)	15 (48.4%)	3 (9.7%)	0 (0%)	31	3.32
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior	13 (41.9%)	13 (41.9%)	5 (16.1%)	0 (0%)	31	3.26

	knowledge						
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	14 (45.2%)	13 (41.9%)	4 (12.9%)	0 (0%)	31	3.32
20	The teacher's instructional planning is appropriate to the school's curriculum goals	14 (46.7%)	15 (50.0%)	1 (3.3%)	0 (0%)	30	3.43
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	10 (33.3%)	16 (53.3%)	4 (13.3%)	0 (0%)	30	3.20

Figure 3.8: Disaggregated Data for Skill Categories (Middle School)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	5 (31.3%)	10 (62.5%)	1 (6.3%)	0 (0%)	16	3.25
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	6 (37.5%)	7 (43.8%)	3 (18.8%)	0 (0%)	16	3.19
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	8 (50.0%)	5 (31.3%)	3 (18.8%)	0 (0%)	16	3.31
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	5 (31.3%)	10 (62.5%)	0 (0%)	1 (6.3%)	16	3.19
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	6 (37.5%)	8 (50.0%	2 (12.5%)	0 (0%)	16	3.25
6	The teacher models the belief that all students can learn at a high level	6 (37.5%)	9 (56.3%)	1 (6.3%)	0 (0%)	16	3.31
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	5 (31.3%)	9 (56.3%)	2 (12.5%)	0 (0%)	16	3.19
8	The teacher works effectively with students who have documented exceptional needs	5 (31.3%)	8 (50.0%)	3 (18.8%)	0 (0%)	16	3.13
9	The teacher works well with students who have linguistic differences	3 (21.4%)	7 (50.0%)	4 (28.8%)	0 (0%)	14	2.93
10	The teacher promotes both creative and critical thinking	5 (33.3%)	7 (46.7%)	3 (20.0%)	0 (0%)	15	3.13
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	4 (26.7%)	9 (60.0%)	2 (13.3%)	0 (0%)	15	3.13
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	5 (31.3%)	10 (62.5%)	1 (6.3%)	0 (0%)	16	3.25
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	6 (37.5%)	9 (56.3%)	1 (6.3%)	0 (0%)	16	3.31
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	9 (56.3%)	6 (37.5%)	0 (0%)	1 (6.3%)	16	3.44
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	5 (33.3%)	9 (60.0%)	1 (6.7%)	0 (0%)	15	3.27
16	The teacher utilizes assessment data to inform their instruction	5 (31.3%)	7 (43.8%)	4 (25.0%)	0 (0%)	16	3.06

17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	6 (37.5%)	8 (50.0%)	2 (12.5%)	0 (0%)	16	3.25
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	5 (31.3%)	7 (43.8%)	4 (25.0%)	0 (0%)	16	3.06
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	5 (33.3%)	7 (46.8%)	3 (20.0%)	0 (0%)	15	3.13
20	The teacher's instructional planning is appropriate to the school's curriculum goals	4 (26.7%)	10 (66.7%)	1 (6.7%)	0 (0%)	15	3.20
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	5 (31.3%)	8 (50.0%)	3 (18.8%)	0 (0%)	16	3.13

Figure 3.9: Disaggregated Data for Skill Categories (Senior High-Junior High)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	5 (71.4%)	2 (28.8%)	0 (0%)	0 (0%)	7	3.71
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	4 (66.7%)	2 (33.3%)	0 (0%)	0 (0%)	6	3.67
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	5 (71.4%)	2 (28.8%)	0 (0%)	0 (0%)	7	3.71
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	6 (71.4%)	1 (14.3%)	0 (0%)	0 (0%)	7	3.86
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	7 (100.0%)	0 (0%)	0 (0%)	0 (0%)	7	4.00
6	The teacher models the belief that all students can learn at a high level	6 (85.7%)	1 (14.3%)	0 (0%)	0 (0%)	7	3.86
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	4 (66.7%)	2 (33.3%)	0 (0%)	0 (0%)	6	3.67
8	The teacher works effectively with students who have documented exceptional needs	6 (85.7%)	1 (14.3%)	0 (0%)	0 (0%)	7	3.86
9	The teacher works well with students who have linguistic differences	3 (100.0%)	0 (0%)	0 (0%)	0 (0%)	3	4.00
10	The teacher promotes both creative and critical thinking	5 (71.4%)	1 (14.3%)	1 (14.3%)	0 (0%)	7	3.57
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	5 (71.4%)	2 (28.8%)	0 (0%)	0 (0%)	7	3.71
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	4 (57.1%)	3 (42.9%)	0 (0%)	0 (0%)	7	3.57
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	6 (85.7%)	1 (14.3%)	0 (0%)	0 (0%)	7	3.86
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	5 (71.4%)	2 (28.8%)	0 (0%)	0 (0%)	7	3.71

15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	4 (66.7%)	2 (33.3%)	0 (0%)	0 (0%)	6	3.67
16	The teacher utilizes assessment data to inform their instruction	5 (83.3%)	1 (16.7%)	0 (0%)	0 (0%)	6	3.83
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	4 (66.7%)	2 (33.3%)	0 (0%)	0 (0%)	6	3.67
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	4 (66.7%)	2 (33.3%)	0 (0%)	0 (0%)	6	3.67
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	5 (83.3%)	1 (16.7%)	0 (0%)	0 (0%)	6	3.83
20	The teacher's instructional planning is appropriate to the school's curriculum goals	4 (66.7%)	2 (33.3%)	0 (0%)	0 (0%)	6	3.67
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	4 (66.7%)	2 (33.3%)	0 (0%)	0 (0%)	6	3.67

Figure 3.10: Disaggregated Data for Skill Categories (Secondary-High School)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	17 (38.6%)	23 (52.3%)	4 (9.1%)	0 (0%)	44	3.30
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	8 (18.6%)	30 (69.8%)	5 (11.6%)	0 (0%)	43	3.07
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	12 (27.9%)	25 (58.1%)	5 (11.6%)	1 (2.3%)	43	3.12
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	21 (47.7%)	18 (40.9%)	4 (9.1%)	1 (2.8%)	44	3.34
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	15 (34.1%)	25 (56.8%)	4 (9.1%)	0 (0%)	44	3.25
6	The teacher models the belief that all students can learn at a high level	13 (30.2%)	26 (60.5%)	3 (6.9%)	1 (2.3%)	43	3.19
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	13 (29.6%)	27 (61.4%)	4 (9.1%)	0 (0%)	44	3.20
8	The teacher works effectively with students who have documented exceptional needs	13 (30.9%)	20 (47.6%)	8 (19.1%)	1 (2.3%)	42	3.07
9	The teacher works well with students who have linguistic differences	11 (34.4%)	17 (53.1%)	4 (12.5%)	0 (0%)	32	3.22
10	The teacher promotes both creative and critical thinking	13 (30.9%)	24 (57.1%)	5 (11.9%)	0 (0%)	42	3.19
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	12 (28.8%)	26 (61.9%)	4 (9.5%)	0 (0%)	42	3.19
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	16 (41.0%)	19 (48.7%)	4 (10.3%)	0 (0%)	39	3.31

13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	17 (39.5%)	22 (51.2%)	4 (9.3%)	0 (0%)	43	3.30
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	20 (46.5%)	9 (44.2%)	4 (9.3%)	0 (0%)	43	3.37
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	11 (26.8%)	28 (68.3%)	2 (4.9%)	0 (0%)	41	3.22
16	The teacher utilizes assessment data to inform their instruction	8 (19.5%)	26 (63.4%)	6 (14.6%)	1 (2.4%)	41	3.00
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	8 (19.5%)	31 (75.6%)	2 (4.9%)	0 (0%)	41	3.15
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	11 (26.2%)	26 (61.9%)	4 (9.5%)	1 (2.38%)	42	3.12
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	12 (29.3%)	24 (58.5%)	5 (12.2%)	0 (0%)	41	3.17
20	The teacher's instructional planning is appropriate to the school's curriculum goals	8 (18.6%)	30 (69.8%)	5 (11.6%)	0 (0%)	43	3.07
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	6 (14.6%)	27 (65.6%)	8 (19.5%)	0 (0%)	41	2.95

Figure 3.11: Disaggregated Data for Skill Categories (Secondary-High School)

#	Question	Distinguished	Proficient	Basic	Unsatisfactory	Responses	Mean
1	The teacher has a strong foundation of knowledge in their content field	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
2	The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
3	The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
4	The teacher builds positive relationships with school colleagues, learners and their families, and the larger community	1 (50.0%)	1 (50.0%)	0 (0%)	0(0%)	2	3.50
5	The teacher understands the rights of students and respects the privacy of students and the confidentiality of information	1 (50.0%)	1 (50.0%)	0 (0%)	0(0%)	2	3.50
6	The teacher models the belief that all students can learn at a high level	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
7	The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
8	The teacher works effectively with students who have documented exceptional needs	0 (0%)	2 (100.0%)	0 (0%)	0 (0%)	2	3.00
9	The teacher works well with students who have linguistic differences	0 (0%)	2 (100.0%)	0 (0%)	0 (0%)	2	3.00
10	The teacher promotes both creative and critical	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50

	thinking						
11	The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
12	The teacher promotes the responsible use of interactive technologies to actively engage the learner	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
13	The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
14	The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
15	The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
16	The teacher utilizes assessment data to inform their instruction	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
17	The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
18	The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
19	The teacher plans an appropriate sequence of learning experiences that include both short and long term goals	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
20	The teacher's instructional planning is appropriate to the school's curriculum goals	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50
21	The teacher uses multiple methods of formative and summative assessments that support, verify, and document learning	1 (50.0%)	1 (50.0%)	0 (0%)	0 (0%)	2	3.50

Appendix: Survey Instrument

Ball State University Teachers College Employer Satisfaction Survey Fall 2012

Q1 Ball State University strives to prepare excellent teachers ready to perform at a high level to enhance student achievement for all students. The purpose of this survey is to identify strengths and weaknesses of the candidate. Our data will be used to make programmatic improvements for future candidates. Please complete the following questions about Ball State University's Teachers College based on experiences you have with the specific teacher that you are referring to in this survey. This survey should take about 15 minutes to complete. Although you will be referring to your experiences with a specific teacher, all information you provide is completely confidential and only group data will be reported.

Q2 Please state your name and position (Optional).

Q3 Please state the name of the teacher you are referring to in this survey.

Q4 Which of the following best describes the school?

- ❍ Public School (1)
- ❍ Private School Independent (2)
- ❍ Private School--Church Affiliated (3)
- ❍ Charter School (4)
- ❍ Other (5)

Q5 Which of the following best describes the school district?

- ❍ Urban (1)
- ❍ Suburban (2)
- ❍ Rural (3)

Q6 Which of the following best describes the grade level(s) in the building?

- ❍ Early Childhood (PK) (1)
- ❍ Kindergarten-Primary (K-3) (2)
- ❍ Intermediate (4-6) (3)
- ❍ Elementary (K-6) (4)
- ❍ Middle School (6-8) (5)
- ❍ Junior High/Senior High School (7-12) (6)
- ❍ Secondary (9-12) (7)
- ❍ All Grade (K-12) (8)

Q7 What subject/content area(s) does the teacher that you are referring to teach in your building? (Please check all that apply.)

- ❑ Business Education (1)
- ❑ Early Childhood (Pre-K) (2)
- ❑ Elementary Education (K-6) (3)
- ❑ English as a New Language (4)
- ❑ English/Language Arts (5)
- ❑ Exceptional Needs: Deaf or Hard of Hearing (6)
- ❑ Exceptional Needs: Mild Disabilities (7)
- ❑ Exceptional Needs: Severe Disabilities (8)
- ❑ Fine Arts: Music (Choral or General) (9)
- ❑ Fine Arts: Music (Instrumental) (10)
- ❑ Fine Arts: Theatre Arts (11)
- ❑ Fine Arts: Visual Arts (12)
- ❑ Gifted and Talented (13)
- ❑ Health (14)
- ❑ Journalism (15)
- ❑ Mathematics (16)
- ❑ Physical Education (17)
- ❑ Science: Chemistry (18)
- ❑ Science: Earth Space Science (19)
- ❑ Science: Life Science (20)
- ❑ Science: Physical Science (21)
- ❑ Science: Physics (22)
- ❑ Social Studies: Government (23)
- ❑ Social Studies: Economics (24)
- ❑ Social Studies: Geography (25)
- ❑ Social Studies: Psychology (26)
- ❑ Social Studies: Sociology (27)
- ❑ Social Studies: United States History and/or World History (28)
- ❑ Technology Education (29)
- ❑ World Language: French (30)
- ❑ World Language: German (31)
- ❑ World Language: Spanish (32)
- ❑ World Language: Other (33)
- ❑ Other (Please List) (34) _____

Q16 Knowledge, Professionalism, and Collaboration How would you rate this graduate of Ball State University Teachers College in the following categories? NOTE: If you don't feel that you have had the opportunity to sufficiently observe a specific category, leave that category unanswered.

	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
The teacher has a strong foundation of knowledge in their content field (1)	❍	❍	❍	❍
The teacher can independently and collaboratively examine performance data to track the progress of the learner and guide planning (2)	❍	❍	❍	❍
The teacher utilizes methods of self-assessment and problem-solving to reflect on his/her own practice (3)	❍	❍	❍	❍
The teacher builds positive relationships with school colleagues, learners and their families, and the larger community (4)	❍	❍	❍	❍
The teacher understands the rights of students and respects the privacy of students and the confidentiality of information (5)	❍	❍	❍	❍
The teacher models the belief that all students can learn at a high level (6)	❍	❍	❍	❍

Q17 Learning Environment How would you rate this graduate of Ball State University Teachers College in the following categories? NOTE: If you don't feel that you have had the opportunity to sufficiently observe a specific category, leave that category unanswered.

	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
The teacher understands the needs of diverse learners and devises approaches that are designed to respect all learners (1)	❍	❍	❍	❍
The teacher works effectively with students who have documented exceptional needs (2)	❍	❍	❍	❍
The teacher works well with students who have linguistic differences (3)	❍	❍	❍	❍
The teacher promotes both creative and critical thinking (4)	❍	❍	❍	❍
The teacher effectively uses and interprets both verbal and non-verbal clues to assess understanding (5)	❍	❍	❍	❍
The teacher promotes the responsible use of interactive technologies to actively engage the learner (6)	❍	❍	❍	❍
The teacher effectively manages time, space, and other resources to promote a positive, safe and disciplined classroom environment (7)	❍	❍	❍	❍

Q18 Instructional Strategy and Assessment How would you rate this graduate of Ball State University Teachers College in the following categories? NOTE: If you don't feel that you have had the opportunity to sufficiently observe a specific category, leave that category unanswered.

	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
The teacher has enthusiasm for the content he/she teaches and actively engages students in the discipline (1)	❍	❍	❍	❍
The teacher creates developmentally appropriate instruction that takes into account strengths, interests, and needs of the individual learner (2)	❍	❍	❍	❍
The teacher utilizes assessment data to inform their instruction (3)	❍	❍	❍	❍
The teacher understands how learning occurs and uses a variety of instructional strategies that promote student learning (4)	❍	❍	❍	❍
The teacher understands the importance of assessing the prior knowledge of students and how to adjust instruction based on prior knowledge (5)	❍	❍	❍	❍
The teacher plans an appropriate sequence of learning experiences that include both short and long term goals (6)	❍	❍	❍	❍
The teacher's instructional planning is appropriate to the school's curriculum goals (7)	❍	❍	❍	❍
The teacher uses multiple methods of formative and summative assessments that	❍	❍	❍	❍

support, verify, and document learning (8)				

Q9 I would consider hiring a teacher who completed their program through Ball State University's Teachers College in the future.

- ❍ Strongly Agree (5)
- ❍ Agree (4)
- ❍ Neither Agree nor Disagree (3)
- ❍ Disagree (if this option is selected, please indicate the reasons in the space provided) (2) _____
- ❍ Strongly Disagree (if this option is selected, please indicate the reasons in the space provided) (1) _____

Q10 Compared to graduates of other programs, this teacher from Ball State University's Teachers College is:

- ❍ Extremely well prepared in comparison to teachers from other programs (5)
- ❍ Well prepared in comparison to teachers from other programs (4)
- ❍ Equal in preparation to teachers from other programs (3)
- ❍ Adequate, but lacking key skills in comparison to teachers from other programs (2)
- ❍ Inadequate and severely lacking key skills in comparison to teachers from other programs (1)

Q11 What strength(s) does this teacher have that makes him/her effective or highly effective?

Q12 In what area(s) does this teacher need to improve their level of effectiveness?

Q13 If you have additional comments about our program or this graduate, please list them below.

Q14 Thank you for your participation in this survey. Would you like a copy of the results of this survey?

- ❍ Yes (1)
- ❍ No (2)

If Yes Is Selected, Then Skip To If you want the survey results, pleas...

Q15 If you want the survey results, please include your email address below.