

GRACE COLLEGE SCHOOL OF EDUCATION COMPLETER SATISFACTION RATINGS

Note: The following information is provided to Indiana Educator Preparation Providers (EPPs) by the Indiana Department of Education (IDOE). IC 20-28-3-1 and IC 20-28-11.5-9 require the IDOE to collect and report information from EPPs annually. This information must be reported using a matrix which is to be posted to the IDOE website. While this matrix is not intended to rank or “grade” programs, it provides an opportunity for the public to interpret or compare program quality based on a variety of data points. Please note that all data points are based upon the September 1– August 31 Title II timeframe.

New Teacher Survey: First and second in-service teachers are asked to respond to statements related to how well Grace School of Education prepared them in areas of Knowledge Preparation, Pedagogical Preparation, and Professional Disposition (similar to the Principal Survey 4.3). Teachers respond to statements that are divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).

The Following data was received in 2020 and represents results from the 2018-2019 academic year:

Statement	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	Total Average
Qualifying Score: 3					
Completers from the Teacher Educator Preparation Program at Grace College believe the EPP prepared them for:					
Knowledge Preparation of Teacher					
• understanding how learners/students develop and grow.	0	0	4	12	3.75
• meeting the content preparation and knowledge level expected of a beginning teacher.	0	0	6	10	3.63
• adhering to the ethical requirements of the teaching profession.	0	0	3	13	3.81
• adhering to the legal requirements of the teaching profession.	0	0	5	11	3.69
• recognizing the importance of continued professional development.	0	0	4	12	3.75
Performance Preparation of Teacher					
• providing an appropriate and challenging learning experience.	0	1	5	10	3.56
• providing an inclusive learning environment.	0	1	3	12	3.69
• providing a rigorous learning environment.	0	1	6	9	3.5
• working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.	0	0	4	12	3.75
• differentiating instruction to meet all students’ learning needs.	0	0	3	13	3.81
• working effectively with students with all exceptionalities.	0	1	4	11	3.63
• developing quality assessments to test for student understanding of lessons.	0	0	7	9	3.56
• analyzing student assessment data to improve classroom instruction.	0	0	5	11	3.69
• using appropriate strategies to effectively manage learning environments.	0	1	6	9	3.5
• integrating technological tools as appropriate to advance student learning.	0	0	9	7	3.44
Professional Disposition of Teacher					
• openly accepting suggestions/constructive feedback.	0	0	3	13	3.81
• exhibiting ethical practice.	0	0	3	13	3.81
• working effectively with other professionals.	0	0	7	9	3.56
• working effectively with parents/guardians.	0	2	9	5	3.19
• working effectively with school leaders.	0	0	9	7	3.44
• working effectively within the school culture.	1	0	9	7	3.44
Overall Assessment					
• Indicate your overall assessment of how well you were prepared to teach by your educator preparation program.	Poor 0	Fair 1	Good 2	Excellent 12	3.5

The Following data was received in 2019 and represents results from the 2017-2018 academic year:

Statement	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	Total Average
Qualifying Score: 3					
Completers from the Teacher Educator Preparation Program at Grace College believe the EPP prepared them for:					
Knowledge Preparation of Teacher					
• understanding how learners/students develop and grow.	0	1	9	15	3.56
• meeting the content preparation and knowledge level expected of a beginning teacher.	1	1	6	17	3.56
• adhering to the ethical requirements of the teaching profession.	0	0	3	22	3.88
• adhering to the legal requirements of the teaching profession.	0	1	7	17	3.64
• recognizing the importance of continued professional development.	0	1	7	17	3.64
Performance Preparation of Teacher					
• providing an appropriate and challenging learning experience.	0	2	8	15	3.44
• providing an inclusive learning environment.	0	2	7	16	3.56
• providing a rigorous learning environment.	0	0	11	14	3.56
• working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.	0	2	9	14	3.48
• differentiating instruction to meet all students' learning needs.	0	1	6	18	3.68
• working effectively with students with all exceptionalities.	0	0	11	14	3.56
• developing quality assessments to test for student understanding of lessons.	0	0	10	15	3.60
• analyzing student assessment data to improve classroom instruction.	0	1	9	15	3.56
• using appropriate strategies to effectively manage learning environments.	1	1	9	14	3.44
• integrating technological tools as appropriate to advance student learning.	0	2	8	15	3.44
Professional Disposition of Teacher					
• openly accepting suggestions/constructive feedback.	0	0	8	17	3.68
• exhibiting ethical practice.	0	0	7	18	3.72
• working effectively with other professionals.	0	1	6	18	3.68
• working effectively with parents/guardians.	0	0	13	12	3.48
• working effectively with school leaders.	0	1	7	17	3.64
• working effectively within the school culture.	1	0	9	15	3.52
Overall Assessment					
• Indicate your overall assessment of how well you were prepared to teach by your educator preparation program.	Poor 0	Fair 2	Good 7	Excellent 16	3.56

Data representing the 2016-2017 academic year are unavailable due to an IDOE technical difficulty

Per 12/03/2018 IDOE email: In August, the IDOE provided EPPs with an annual report detailing the most recent 1388 matrix data as required by IC 20-28-11.5-9. Due to a technical glitch, data from the annual teacher survey was unavailable at that time. To provide EPPs with this data, a second data collection window was opened until October 15, 2018. All open-ended survey questions and responses specific to EPPs were included in a report addendum. The report posted on the IDOE website was updated to include this data. All open-ended responses and survey items receiving less than 10 responses are not be posted online. Given Grace School of Education received fewer than 10 responses, data from the New Teacher Survey is unavailable.

The Following data was received in 2017 and represents results from the 2015-2016 academic year:

Statement	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4	Total Average
Qualifying Score: 3					
Completers from the Teacher Educator Preparation Program at Grace College believe the EPP prepared them for:					
Knowledge Preparation of Teacher					
• understanding how learners/students develop and grow.	0	0	6	6	3.50
• meeting the content preparation and knowledge level expected of a beginning teacher.	0	0	6	6	3.50
• adhering to the ethical requirements of the teaching profession.	0	0	2	10	3.83
• adhering to the legal requirements of the teaching profession.	0	0	5	7	3.58
• recognizing the importance of continued professional development.	0	0	4	8	3.67
Performance Preparation of Teacher					
• providing an appropriate and challenging learning experience.	0	0	6	6	3.50
• providing an inclusive learning environment.	0	0	4	8	3.67
• providing a rigorous learning environment.	0	0	4	8	3.67
• working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.	0	0	3	9	3.75
• differentiating instruction to meet all students' learning needs.	0	0	5	7	3.58
• working effectively with students with all exceptionalities.	0	0	5	7	3.58
• developing quality assessments to test for student understanding of lessons.	0	1	6	5	3.33
• analyzing student assessment data to improve classroom instruction.	0	0	4	8	3.67
• using appropriate strategies to effectively manage learning environments.	1	0	4	7	3.42
• integrating technological tools as appropriate to advance student learning.	0	0	7	5	3.42
Professional Disposition of Teacher					
• openly accepting suggestions/constructive feedback.	0	0	4	8	3.67
• exhibiting ethical practice.	0	0	2	10	3.83
• working effectively with other professionals.	0	0	3	9	3.75
• working effectively with parents/guardians.	0	0	6	5	3.33
• working effectively with school leaders.	0	0	6	6	3.50
• working effectively within the school culture.	0	0	7	5	3.42
Overall Assessment					
	Poor	Fair	Good	Excellent	
• Indicate your overall assessment of how well you were prepared to teach by your educator preparation program.	0	0	4	8	3.67