

GRACE COLLEGE SCHOOL OF EDUCATION EMPLOYER SATISFACTION RATINGS

Principal Survey: Principals 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). Data representing 2019-2020 Principal Survey results will be sent to Indiana Educator Preparation Providers by September 2021.

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.

The Following data was received in 2022 and represents results from the 2021-2022 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:					
Knowledge Preparation of Teacher					
• understand how students learn and develop at the grade level they are teaching.	0	0	8	6	3.43
• meet expectations of a beginning teacher for content preparation and knowledge	0	2	5	7	3.36
• adhere to the ethical requirements of the teaching profession.	0	0	5	9	3.64
• adhere to the legal requirements of the teaching profession.	0	0	6	8	3.57
Pedagogical Preparation of Teacher					
• provide an appropriate and challenging learning experience.	0	1	9	4	3.21
• provide an inclusive learning environment.	0	1	6	7	3.43
• provide a rigorous learning environment.	0	1	9	4	3.21
• use a variety of assessment methods to guide, adjust, and improve instruction.	0	0	9	5	3.36
• develop content specific assessments to test for student understanding of the lesson objectives.	0	0	10	4	3.29
• differentiate instruction to meet all students’ learning needs.	0	2	7	5	3.21
• work effectively with students with all exceptionalities.	0	2	6	6	3.26
• analyze student assessment data to improve classroom instruction.	0	0	11	3	3.21
• use effective strategies to manage the learning environment.	0	2	8	4	3.14
• integrate technological tools as appropriate to advance student learning.	0	0	9	5	3.36
Professional Disposition of Teacher					
• openly accept suggestions/constructive feedback.	0	0	3	11	3.76
• exhibit ethical practice expected of educators.	0	0	4	10	3.71
• work effectively with other professionals.	0	0	3	11	3.76
• work effectively with parents/guardians.	0	0	5	9	3.64
• work effectively with school leaders.	0	0	4	10	3.71
• work effectively within the school culture.	0	0	3	11	3.76
Overall Assessment					
• Overall, how satisfied are you with the training this teacher received from this EPP?	0	1	4	9	3.26

The Following data was received in 2021 and represents results from the 2019-2020 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:					
Knowledge Preparation of Teacher					
• understand how students learn and develop at the grade level they are teaching.	0	0	11	8	3.42
• meet expectations of a beginning teacher for content preparation and knowledge	0	0	11	8	3.42
• adhere to the ethical requirements of the teaching profession.	0	0	6	13	3.68
• adhere to the legal requirements of the teaching profession.	0	0	6	13	3.68
Pedagogical Preparation of Teacher					
• provide an appropriate and challenging learning experience.	0	0	12	7	3.37
• provide an inclusive learning environment.	0	0	12	7	3.37
• provide a rigorous learning environment.	0	0	9	9	3.50
• use a variety of assessment methods to guide, adjust, and improve instruction.	0	0	10	9	3.47
• develop content specific assessments to test for student understanding of the lesson objectives.	0	0	10	9	3.47
• differentiate instruction to meet all students' learning needs.	0	0	12	7	3.37
• work effectively with students with all exceptionalities.	0	0	12	7	3.37
• analyze student assessment data to improve classroom instruction.	0	1	9	9	3.42
• use effective strategies to manage the learning environment.	0	1	11	7	3.32
• integrate technological tools as appropriate to advance student learning.	0	0	10	9	3.47
Professional Disposition of Teacher					
• openly accept suggestions/constructive feedback.	0	0	7	12	3.63
• exhibit ethical practice expected of educators.	0	0	6	13	3.68
• work effectively with other professionals.	0	0	7	12	3.63
• work effectively with parents/guardians.	0	0	8	11	3.58
• work effectively with school leaders.	0	0	7	12	3.63
• work effectively within the school culture.	0	0	7	12	3.63
Overall Assessment	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
• Overall, how satisfied are you with the training this teacher received from this EPP?	0	0	9	10	3.53

*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:					
Knowledge Preparation of Teacher					
• understand how students learn and develop at the grade level they are teaching.	0	0	15	4	3.21
• meet expectations of a beginning teacher for content preparation and knowledge	0	0	12	7	3.37
• adhere to the ethical requirements of the teaching profession.	0	0	7	12	3.63
• adhere to the legal requirements of the teaching profession.	0	0	11	8	3.42

Pedagogical Preparation of Teacher					
• provide an appropriate and challenging learning experience.	0	1	11	7	3.31
• provide an inclusive learning environment.	0	0	13	6	3.32
• provide a rigorous learning environment.	0	1	12	6	3.26
• use a variety of assessment methods to guide, adjust, and improve instruction.	0	0	12	7	3.37
• develop content specific assessments to test for student understanding of the lesson objectives.	0	1	12	6	3.26
• differentiate instruction to meet all students' learning needs.	0	0	13	6	3.32
• work effectively with students with all exceptionalities.	0	1	9	9	3.42
• analyze student assessment data to improve classroom instruction.	0	1	17	1	3.00
• use effective strategies to manage the learning environment.	0	1	11	7	3.31
• integrate technological tools as appropriate to advance student learning.	0	0	10	9	3.47
Professional Disposition of Teacher					
• openly accept suggestions/constructive feedback.	0	0	7	12	3.63
• exhibit ethical practice expected of educators.	0	1	6	12	3.58
• work effectively with other professionals.	0	1	6	12	3.58
• work effectively with parents/guardians.	0	1	9	9	3.42
• work effectively with school leaders.	0	0	7	12	3.63
• work effectively within the school culture.	0	1	8	10	3.47
Overall Assessment	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
• Overall, how satisfied are you with the training this teacher received from this EPP?	0	1	7	10	3.44

**Fewer than 10 principal survey results on the quality of their teachers completing an Indiana program within the previous two years were reported in the 2020 EPP Comparative and Performance Data Matrix, therefore, 2020 data is not available. Instead, data from the 2019 EPP report is used to show Grace graduates' impact on student learning.*