IDOE Principal Survey

Longitudinal Study

Aggregate Responses

This survey is administered by the Indiana Department of Education per House Enrolled Act 1388 on an annual basis. Aggregate data is posted on the IDOE website. The IDOE shares disaggregated data per content area to each EPP. Principals are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of the Council for the Accreditation of Educator Preparation (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).

Survey Question	Year	'n'	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Overall, how satisfied are you with the training this teacher received from this EPP?	2017	76	4 (5.3%)	2 (2.6%)	33 (43.4%)	37 (48.7%)
	2018	144	6 (4.2%)	8 (5.6%)	67 (46.5%)	63 (43.8%)
	2019	162	4 (2.5%)	4 (2.5%)	70 (43.2%)	84 (51.9%)
	2020[1]	104	0	4 (3.8%)	53 (51%)	47 (45.2%)
	2021	153	2 (1.3%)	1 (0.7%)	68 (44.4%)	82 (53.6%)
	2022	140	1 (1.4%)	1 (1.4%)	83 (59.3%)	53 (37.9%)
	2023	130	1 (0.7%)	6 (4.3%)	60 (46.2%)	63 (48.5%)
	2024					

Knowledge Preparation of Teacher

Survey Question	Year	'n'	Strongly Disagree	Disagree	Agree	Strongly Agree
The EPP did an outstanding job of preparing this teacher to						
Understand how students learn and develop at the grade level they are teaching.	2017	76	1 (1.3%)	2 (2.6%)	37 (48.7%)	36 (47.4%)
	2018	145	3 (2.1%)	7 (4.8%)	84 (57.9%)	51 (35.2%)

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[1] According to the IDOE, the lower 'n' in 2020 is likely due to COVID-19.

	2019	162	0	5 (3.1%)	87 (53.7%)	70 (43.2%)
	2020	105	0	2 (1.9%)	67 (63.8%)	36 (34.3%)
	2021	153	3 (2%)	1 (0.7%)	87 (56.9%)	62 (40.5%)
	2022	138	1 (0.7%)	1 (0.7%)	90 (65.2%)	46 (33.3%)
	2023	130	2 (1.5%)	5 (3.8%)	73 (56.2%)	50 (38.5%)
	2024					
Meet expectations of a beginning teacher for content preparation and knowledge	2017	75	1 (1.3%)	4 (5.3%)	32 (42.7%)	38 (50.7%)
	2018	145	3 (2.1%)	6 (4.2%)	78 (53.8%)	58 (40%)
	2019	162	1 (0.6%)	1 (0.6%)	79 (48.8%)	81 (50%)
	2020	104	0	4 (3.8%)	58 (55.8%)	42 (40.4%)
	2021	153	3 (2%)	3 (2%)	73 (47.7%)	74 (48.4%)
	2022	138	1 (0.7%)	3 (2.2%)	78 (56.5%)	56 (40.6%)
	2023	130	2 (1.5%)	2 (1.5%)	67 (51.5%)	59 (53.1%)
	2024					
Adhere to the ethical requirements of the teaching profession	2017	76	1 (1.3%)	0	29 (38.2%)	46 (60.1%)
	2018	144	3 (2.1%)	1 (0.7%)	68 (47.2%)	72 (50%)
	2019	162	0	2 (1.2%)	65 (40.1%)	95 (58.6%)
	2020	105	0	1 (0.5%)	48 (45.7%)	56 (53.8%)
	2021	153	4 (2.6%)	3 (2%)	58 (37.9%)	88 (57.5%)

	2022	138	0	0	71 (51.4%)	67 (48.6%)
	2023	130	1 (0.7%)	2 (1.5%)	57	70 (53.8%)
	2024					
Adhere to the legal requirements of the teaching profession	2017	75	1 (1.3%)	0	34 (45.3%)	40 (53.3%)
	2018	144	3 (2.1%)	1 (0.7%)	68 (47.2%)	72 (50%)
	2019	160	0	0	70 (43.8%)	91 (56.3%)
	2020	104	0	1 (1%)	51 (49%)	52 (50%)
	2021	150	4 (2.7%)	2 (1.3%)	62 (41.3%)	82 (54.7%)
	2022	138	0	0	76 (55.1%)	62 (44.9%)
	2023	130	1 (0.7%)	2 (1.5%)	58 (44.6%)	67 (51.5%)
	2024					

Pedagogical Preparation of Teacher

The EPP did an outstanding job of preparing this teacher to

Provide an appropriate and challenging learning experience	2017	76	1 (1.3%)	5 (6.6%)	41 (53.9%)	29 (38.2%)
	2018	145	2 (1.4%)	9 (6.3%)	78 (53.8%)	56 (38.6%)
	2019	163	2 (1.2%)	3 (1.8%)	93 (57.1%)	66 (40.5%)
	2020	105	0	5 (4.7%)	66 (62.9%)	34 (32.4%)
	2021	153	3 (2%)	4 (2.6%)	92 (60.1%)	54 (35.3%)
	2022	137	1 (0.8%)	5 (3.6%)	95 (69.3%)	36 (26.3%)

	2023	130	1 (0.7%)	9 (6.9%)	73 (56.2%)	47 (36.2%)
	2024					
Provide an inclusive learning environment	2017	76	1 (1.3%)	3 (3.9%)	43 (56.6%)	29 (38.2%)
	2018	145	1 (0.6%)	6 (4.1%)	75 (51.7%)	63 (36.6%)
	2019	163	0	4 (2.5%)	80 (49.1%)	79 (48.5%)
	2020	105	0	3 (2.8%)	62 (59%)	40 (38.1%)
	2021	153	3 (2%)	1 (0.7%)	77 (50.3%)	72 (47.1%)
	2022	137	0	0	87 (63.5%)	50 (35.5%)
	2023	130	0	5 (3.8%)	63 (48.5%)	62 (47.7%)
	2024					
Provide a rigorous learning environment	2017	76	1 (1.3%)	6 (7.9%)	42 (55.3%)	27 (35.5%)
	2018	144	3 (2.1%)	9 (6.3%)	86 (59.7%)	46 (31.9%)
	2019	162	1 (0.6%)	7 (4.3%)	89 (54.9%)	65 (40.1%)
	2020	105	0	4 (3.8%)	68 (64.7%)	33 (31.4%)
	2021	151	3 (1.9%)	8 (5.3%)	90 (59.6%)	50 (33.1%)
	2022	138	1 (0.7%)	5 (3.6%)	95 (68.8%)	37 (26.8%)
	2023	130	2 (1.5%)	8 (6.2%)	76 (58.5%)	44 (33.8%)
	2024					
Use a variety of assessment methods to guide, adjust, and improve instruction	2017	76	1 (1.3%)	6 (7.9%)	36 (47.4%)	33 (43.4%)

	2018	144	3 (2.1%)	8 (5.6%)	85 (59%)	48 (33.3%)
	2019	162	1 (0.6%)	7 (4.3%)	89 (54.9%)	65 (40.1%)
	2020	105	0	5 (4.7%)	60 (57.1%)	40 (38.1%)
	2021	150	3 (2%)	4 (2.7%)	87 (58%)	56 (37.3%)
	2022	138	1 (0.7%)	2 (1.4%)	94 (68.1%)	41 (29.7%)
	2023	130	1 (0.7%)	8 (6.2%)	73 (56.2%)	48 (36.9%)
	2024					
Develop content specific assessments to test for student understanding of the lesson objectives	2017	76	1 (1.3%)	3 (3.9%)	39 (51.3%)	33 (43.4%)
	2018	144	3 (2.1%)	11 (7.6%)	80 (55.6%)	50 (34.7%)
	2019	161	1 (0.6%)	9 (5.6%)	93 (57.8%)	58 (36%)
	2020	105	0	7 (6.7%)	65 (61.9%)	33 (31.4%)
	2021	153	3 (2%)	5 (3.3%)	94 (61.4%)	51 (33.3%)
	2022	137	1 (0.8%)	5 (3.6%)	95 (69.3%)	36 (26.3%)
	2023	130	0	5 (3.8%)	80 (61.5%)	45 (34.6%)
	2024					
Differentiate instruction to meet all students' learning needs	2017	76	1 (1.3%)	4 (5.3%)	45 (59.2%)	26 (34.2%)
	2018	145	1 (0.6%)	14 (9.7%)	82 (56.6%)	48 (33.1%)
	2019	163	2 (1.2%)	9 (5.5%)	82 (50.3%)	70 (42.9%)
	2020	105	0	10 (9.5%)	59 (59.2%)	36 (34.3%)

	Year					
	2021	153	3 (2%)	5 (3.3%)	94 (61.4%)	51 (33.3%)
	2022	138	1 (0.7%)	12 (8.7%)	83 (60.1%)	42 (30.4%)
	2023	130	0	11 (8.5%)	69 (53.1%)	50 (38.5%)
	2024					
Work effectively with students with all exceptionalities	2017	75	1 (1.3%)	5 (6.7%)	42 (56%)	27 (36%)
	2018	145	2 (1.4%)	10 (6.9%)	82 (56.6%)	51 (35.2%)
	2019	163	2 (1.2%)	10 (6.1%)	80 (49.1%)	71 (43.6%)
	2020	104	1 (1%)	5 (4.8%)	59 (56.7%)	39 (37.5%)
	2021	152	3 (2%)	4 (2.6%)	82 (53.9%)	63 (41.4%)
	2022	137	1 (0.8%)	8 (5.8%)	75 (54.7%)	53 (38.7%)
	2023	130	0	8 (6.2%)	66 (50.8%)	55 (42.3%)
	2024					
Analyze student assessment data to improve classroom instruction	2017	76	1 (1.3%)	5 (6.6%)	45 (59.2%)	25 (32.9%)
	2018	144	4 (2.8%)	9 (6.3%)	86 (59.7%)	45 (31.3%)
	2019	162	1 (0.6%)	11 (6.8%)	90 (55.6%)	60 (37%)
	2020	105	0	3 (2.9%)	70 (66.7%)	32 (30.5%)
	2021	153	3 (2%)	10 (6.5%)	90 (58.8%)	50 (32.7%)
	2022	137	0	9 (65.7%)	91 (66.4%)	37 (27%)
	2023	130	1 (0.7%)	8 (6.2%)	76 (58.5%)	44 (33.8%)

	2024				
Use effective strategies to manage the learning environment	2017	75	3 (4%)	5 (6.7%)	39 (52%)	28 (37.3%)
	2018	144	3 (2.1%)	15 (10.4%)	71 (49.3%)	55 (38.2%)
	2019	161	2 (1.2%)	10 (6.2%)	85 (52.8%)	64 (39.8%)
	2020	105	2 (1.9%)	7 (6.7%)	60 (57.1%)	36 (34.3%)
	2021	153	4 (2.6%)	8 (5.2%)	84 (54.9%)	57 (37.3%)
	2022	138	1 (0.7%)	15 (10.9%)	81 (58.7%)	41 (29.7%)
	2023	130	6 (4.6%)	6 (4.6%)	66 (50.1%)	52 (40%)
	2024					
Integrate technological tools as appropriate to advance student learning	2017	75	2 (2.7%)	3 (4%)	36 (48%)	34 (45.3%)
	2018	145	2 (1.4%)	9 (6.3%)	76 (52.4%)	58 (40%)
	2019	161	1 (0.6%)	3 (1.9%)	92 (57.1%)	65 (40.4%)
	2020	105	0	4 (3.8%)	63 (60%)	38 (36.2%)
	2021	152	3 (2%)	3 (2%)	79 (52%)	67 (44.1%)
	2022	138	0	2 (1.4%)	83 (10.9%)	53 (38.4%)
	2023	130	0	5 (3.8%)	61	63
	2024					

Professional Disposition of Teacher

The EPP did an outstanding job of preparing this teacher to

Openly accept suggestions/constructive feedback	2017	76	1 (1.3%)	2 (2.6%)	31 (40.8%)	42 (55.3%)

	2018	146	3 (2.1%)	4 (2.7%)	59 (40.4%)	80 (54.8%)
	2019	162	0	8 (4.9%)	63 (38.9%)	91 (56.2%)
	2020	105	0	1 (0.9%)	49 (46.7%)	55 (52.4%)
	2021	153	4 (2.6%)	2 (1.3%)	62 (40.5%)	85 (55.6%)
	2022	138	1 (0.7%)	2 (1.4%)	64 (46.4%)	71 (51.4%)
	2023	130	0	6 (4.6%)	48 (36.9%)	75 (57.7%)
	2024					
Exhibit ethical practice expected of educators	2017	76	1 (1.3%)	0	29 (38.2%)	46 (60.5%)
	2018	146	1 (0.6%)	1 (0.6%)	61 (41.8%)	83 (56.8%)
	2019	163	0	3 (1.8%)	63 (38.7%)	97 (59.5%)
	2020	106	0	0	50 (47.2%)	56 (52.8%)
	2021	151	3 (1.9%)	2 (1.3%)	61 (40.4%)	85 (56.3%)
	2022	138	0	0	64 (46.4%)	74 (53.6%)
	2023	130	0	2 (1.5%)	55 (42.3%)	73 (56.2%)
	2024					
Work effectively with other professionals	2017	76	1 (1.3%)	1 (1.3%)	31 (40.8%)	43 (56.8%)
	2018	146	2 (1.4%)	7 (4.8%)	56 (38.4%)	81 (55.5%)
	2019	161	0	4 (2.5%)	62 (38.5%)	95 (59%)
	2020	105	0	3 (2.8%)	45 (42.9%)	57 (54.3%)

	2021	153	3 (2%)	2 (1.3%)	61 (40%)	87 (56.9%)
	2022	138	0	1 (0.7%)	68 (49.3%)	69 (50%)
	2023	130	0	4	50	76
	2024					
Work effectively with parents/guardians	2017	76	1 (1.3%)	4 (5.3%)	38 (50%)	33 (43.4%)
	2018	145	2 (1.4%)	9 (6.3%)	66 (45.5%)	68 (46.9%)
	2019	163	1 (0.1%)	7 (4.3%)	72 (44.2%)	83 (50.9%)
	2020	105	0	4 (3.8%)	51 (48.6%)	50 (47.6%)
	2021	153	3 (2%)	4 (2.6%)	72 (47.1%)	74 (48.4%)
	2022	138	0	2 (1.4%)	79 (57.2%)	57 (41.3%)
	2023	130	0	6 (4.6%)	61 (46.9%)	63 (48.5%)
	2024					
Work effectively with school leaders	2017	75	1 (1.3%)	2 (2.7%)	32 (42.7%)	40 (53.3%)
	2018	145	1 (0.6%)	3 (2.1%)	65 (44.8%)	76 (52.4%)
	2019	163	0	4 (2.5%)	66 (40.5%)	93 (57.1%)
	2020	105	0	1 (0.9%)	48 (45.7%)	56 (53.3%)
	2021	153	4 (2.6%)	1 (0.7%)	58	90 (58.8%)
	2022	138	0	2 (1.4%)	64 (46.4%)	72 (52.2%)
	2023	130	0	5 (3.8%)	48 (36.9%)	76 (58.5%)

	2024				
Work effectively within the school culture	2017	72	1 (1.4%)	2 (2.8%)	32 (44.4%)	37 (51.4%)
	2018	144	1 (0.6%)	6 (4.2%)	60 (41.7%)	77 (53.5%)
	2019	159	0	6 (3.8%)	68 (43.8%)	85 (53.4%)
	2020	104	0	2 (1.9%)	49 (47.1%)	53 (51%)
	2021	152	4 (2.6%)	2 (1.3%)	66 (43.4%)	80 (52.6%)
	2022	138	0	3 (2.2%)	65 (47.1%)	70 (50.7%)
	2023	130	0	4 (3.1%)	55 (42.3%)	70 (53.8%)
	2024					

Updated September 28, 2023