



**Indiana  
Department of Education**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

**Proposed Standards and  
Benchmarks for the Continuous  
Improvement of Teacher  
Preparation Programs, Teacher  
Candidates and Program Completers**

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# HOUSE ENROLLED ACT 1388

(IC 20-28-3-1 and IC 20-28-11.5-9)



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# Teacher Preparation Programs

American College of Education  
Anderson University  
Ball State University  
Bethel College  
Butler University  
Calumet College of Saint Joseph  
DePauw University  
Earlham College  
Franklin College  
Goshen College  
Grace College  
Hanover College  
Holy Cross College  
Huntington College  
Indiana State University  
Indiana Tech  
Indiana University - Bloomington  
Indiana University - East  
Indiana University - Kokomo  
Indiana University - Northwest  
Indiana University - South Bend  
Indiana University - Southeast  
Indiana University-Purdue University Columbus

Indiana University-Purdue University Fort Wayne  
Indiana University-Purdue University Indianapolis  
Indiana Wesleyan University  
Manchester College  
Marian University  
Oakland City University  
Purdue University  
Purdue University - Calumet  
Purdue University - North Central  
Saint Joseph's College  
Saint Mary's College  
Saint Mary-of-the-Woods College  
Taylor University  
Trine University  
University of Evansville  
University of Indianapolis  
University of Notre Dame  
University of Phoenix - Indiana Campuses  
University of St Francis  
University of Southern Indiana  
Valparaiso University  
Vincennes University  
Wabash College



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**Standards** for Teacher Preparation Programs (TPP) will address continuous improvement of the:

- **overall program process** from teacher candidate admission to program completion;
- **performance of program completers** (new teachers) after program completion

**Benchmarks** for the performance of both programs and program participants and completers (teachers) to be included with the standards.

Standards and Benchmarks to be presented to the State Board of Education by July 1, 2015 and it will adopt rules containing standards within 270 days thereafter.



- Before **July 30, 2016**, the IDOE, in conjunction with other stakeholders (State Board, Independent Colleges of Indiana, Inc. (ICI), Commission for Higher Education (CHE), and teacher preparation programs), will establish a new matrix rating system and minimum required rating for teacher education programs.

A series of small, dark blue silhouettes of people in various walking and standing poses are arranged along a curved green line that represents a hill or a path. The silhouettes are positioned at different points along the curve, suggesting movement and progress.

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Matrix will include:

- The “attrition, retention, and completion rates of teacher candidates for the previous three (3) calendar years” (IC 20-28-3-1).
- Average scaled or standard scores of program completers in basic skills, content, and pedagogical testing.
- Average number of times program completers took the basic skills, content, and pedagogy tests before passing.
- Percentage passing the basic skills, content, and pedagogy tests on the first attempt.



- Admission practices of each program as they compare to the Council for the Accreditation of Educator Preparation (CAEP) minimum admission standards.
- Principal survey results of the quality of their teachers completing an Indiana program within previous two (2) years.
- Teacher feedback form results for those receiving initial license within the previous three (3) years.
- Staff performance evaluation results reported in the aggregate.



### Principal Survey:

- Each charter school, virtual school, and school corporation principal will complete a survey that provides information regarding the quality of each teacher employed in their school building and who received their Indiana license within the previous two (2) years. (IC 20-28-11.5-9)
- Survey adopted by SBOE by July 30, 2016.
- Results broken down by TPP and shared with program beginning November 1, 2016 and before September 1 thereafter.

### Teacher Form:

- Each teacher who initially received Indiana license in the previous three (3) years shall complete and submit this form to the department.
- Form developed by IDOE and results shared to each TPP beginning November 1, 2016 and before September 1 thereafter.

What must be on this form?



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## Required information (IC 20-28-11.5-9) for Teacher Form

1. The year in which the teacher was hired by the school;
2. The name of the teacher preparation program that recommended the teacher for an initial license;
3. Description of subjects taught by the teacher;
4. The location of different teaching positions held by the teacher since the teacher initially obtained an Indiana teaching license;
5. Description of any mentoring the teacher has received while teaching in the teacher's current teaching position;
6. Description of teacher's current licensure status;
7. An assessment by the teacher of the quality of instruction of the teacher preparation program in which the teacher participated.



- Beginning **November 1, 2016** and before September 1 of each year thereafter, the IDOE shall report to each TPP program the following information for teachers with three (3) or fewer years of teaching experience:
  - survey and form information relevant to their program;
  - results of most recent school year for which data are available of staff performance evaluations for those with three (3) or less years of teaching experience and completed that particular program.

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- Beginning **July 1, 2017** the IDOE (in conjunction with the State Board, CHE, ICI, and teacher preparation programs) will have established a **minimum rating** under the matrix rating system that programs must meet **to avoid a referral** to either CHE (state institutions or proprietary postsecondary institutions) or ICI (nonprofit colleges or universities). Referrals, if any, will begin **July 1, 2017** and each **July 1** thereafter.
- CHE referrals for state institutions will result in an improvement plan with goals and timelines.
- CHE referrals for proprietary postsecondary programs will result in a recommended improvement plan with goals and timelines.
- ICI referrals for nonprofit institutional programs will result in a peer review process with recommendations to the peer institution for meeting performance metrics. (IC 20-28-3-1).



We are collecting input from various stakeholders. This includes:

- Teachers
- Principals
- Parents
- Community and Business Leaders
- Other entities or organizations, such as:
  - Indiana State Teachers Association (ISTA)
  - Indiana Federation of Teachers (IFT)
  - Indiana Association of School Principals (IASP)
  - Indiana Association of Public School Superintendents (IAPSS)
  - Independent Colleges of Indiana (ICI)
  - Commission for Higher Education (CHE)
  - Indiana Association of Colleges for Teacher Education (IACTE)
- **Anyone** with an interest in helping to ensure the best for our P-12 students.

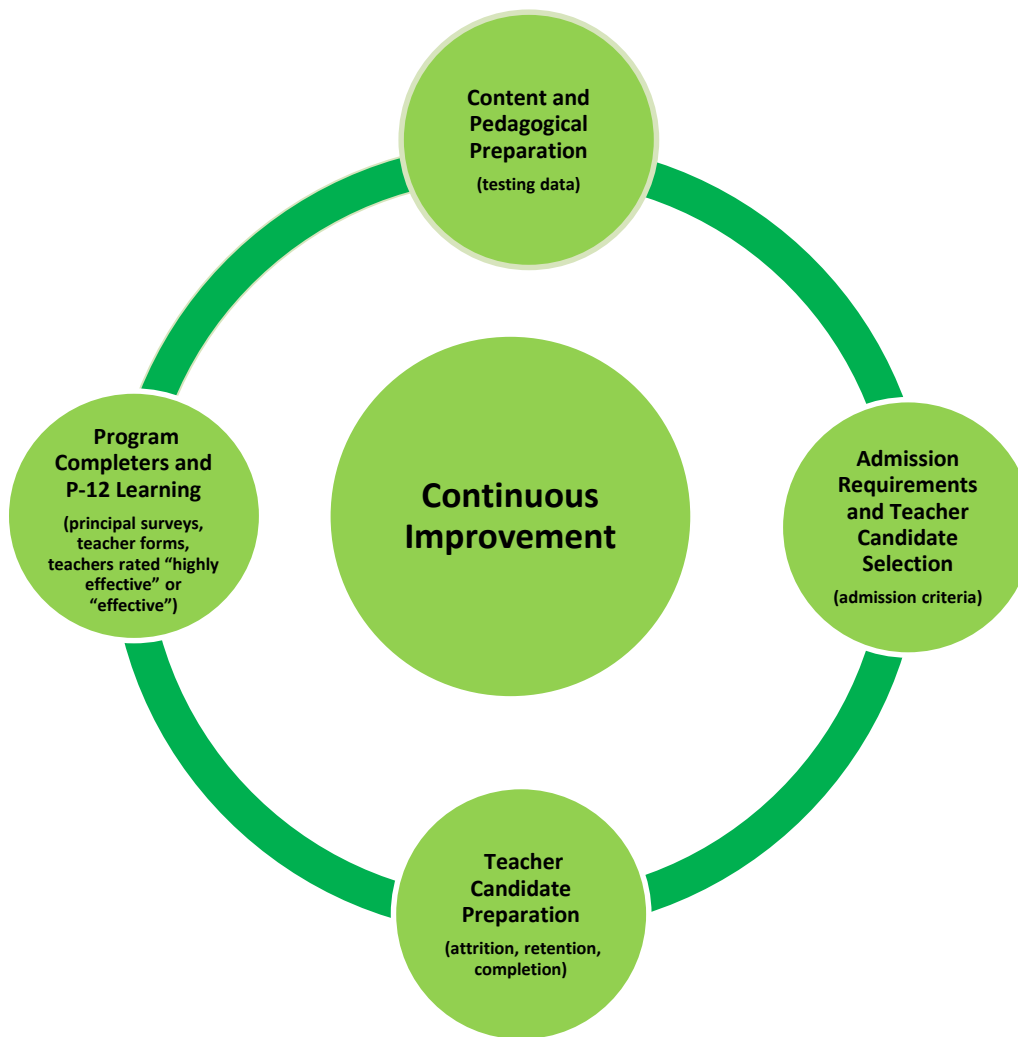


We are now presenting ***draft only*** versions of standards, benchmarks, and matrix for discussion and the elements of “continuous improvement” included in our drafts.

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# DRAFT ONLY!

Standards for Continuous Improvement <sup>4</sup>	Data <sup>5</sup>	Threshold <sup>6</sup> (to be defined 2016)
<p><b>Content and Pedagogical Knowledge</b></p> <ul style="list-style-type: none"> <li>Teacher Preparation Program (TPP) provides candidates with rigorous content and pedagogical skill development.</li> </ul> <p><i>IC 20-28-3-1 (Sec. 1.)</i>  <i>(h) In making information available to the public on the department's internet web site, the department shall include in the report under subsection (g), in addition to the matrix ratings described in subsection (i), the following information: (1) Average scaled or standard scores of teacher candidates who complete teacher preparation programs on basic skills, content area, and pedagogy licensure examinations. (2) The average number of times teacher candidates who complete a teacher preparation program take each licensing test before receiving a passing score and the percentage of teacher candidates who receive a passing score on each licensing test on the teacher candidates' first attempts.</i></p>	<p>Measured by:</p> <ul style="list-style-type: none"> <li>average scaled or standard scores of basic skills, content area, and pedagogical tests; and</li> <li>average number of times each teacher candidate takes each licensing test before passing;</li> <li>average percentage of candidates who pass each program and licensing test on the first attempt.</li> </ul>	
<p><b>Candidate Selection</b></p> <ul style="list-style-type: none"> <li>TPP has rigorous admission practices that meet or exceed CAEP minimum standards.</li> </ul> <p><i>IC 20-28-3-1 (Sec. 1.)</i>  <i>(j) Each teacher preparation program shall report to the department ...the teacher preparation program's admission practices, in accordance with: (1) the Council for the Accreditation of Educator Preparation standards, for teacher preparation programs accredited by the Council for the Accreditation of Educator Preparation; or (2) rigorous academic entry requirements for admission into a teacher preparatory program that are equivalent to the minimum academic requirements determined by the Council for the Accreditation of Educator Preparation, for teacher preparation programs that are not accredited by the Council for the Accreditation of Educator Preparation. The department shall include information reported to the department on the department's internet web site.</i></p>	<p>Measurements include but not limited to:</p> <ul style="list-style-type: none"> <li>minimum cumulative GPA required for entry to the program;</li> <li>average cumulative GPA of teacher candidates admitted to a TPP</li> </ul>	

<sup>4</sup> (3) Before July 1, 2015, the department shall establish standards for the continuous improvement of program processes and the performance of individuals who complete teacher preparation programs. The state board shall adopt rules containing the standards not later than two hundred seventy (270) days after the department finishes the standards. (IC 20-28-3-1).

<sup>5</sup> (g) Each teacher preparation program shall annually report the program's performance on the standards and benchmarks established under this section to the department. The department shall make the information reported under this subsection available to the public on the department's internet web site. (IC 20-28-3-1).

<sup>6</sup> (i) Not later than July 30, 2016, the department and the commission for higher education, in conjunction with the state board, the Independent Colleges of Indiana, Inc., and teacher preparation programs, shall establish a matrix rating system for teacher preparation programs based on the performance of the programs as demonstrated by the data collected under subsections (g) and (h) and information reported to the department under IC 20-28-3-1.5-9. The matrix rating system may not rank or compare teacher preparation programs. The matrix rating system must be based on data collected for teachers who initially receive their teaching license during the previous three (3) years. The department shall make the matrix ratings available to the public on the department's internet web site. (IC 20-28-3-1).



# DRAFT ONLY!

## Impact of Program

- *TPP provides positive impact on teacher development and instruction within the P-12 setting.*

### IC 20-28-3-1

*(g) Each teacher preparation program shall annually report the program's performance on the standards and benchmarks established under this section to the department. The department shall make the information reported under this subsection available to the public on the department's Internet web site. In addition to reporting performance, each teacher education school and department must report attrition, retention, and completion rates of teacher candidates for the previous three (3) calendar years.*

### IC 20-28-11.5-9 (Sec. 9.)

*(c) Not before the beginning of the second semester (or the equivalent) of the school year and not later than August 1 of each year, the principal at each school described in subsection (a) shall complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years. The survey shall be adopted by the state board and prescribed on a form developed not later than July 30, 2016, by the department that is aligned with the matrix system..... The department shall compile the information contained in the surveys, broken down by each teacher preparation program located in Indiana.....*

*(d) During the second semester (or the equivalent) of the school year and not later than August 1 of each year, each teacher employed by a school described in subsection (a) in Indiana who initially received a teacher's license in Indiana in the previous three (3) years shall complete a form after the teacher completes the teacher's initial year teaching at a particular school. The information reported on the form must:*

- (1) provide the year in which the teacher was hired by the school;*
- (2) include the name of the teacher preparation program that recommended the teacher for an initial license;*
- (3) describe subjects taught by the teacher;*
- (4) provide the location of different teaching positions held by the teacher since the teacher initially obtained an Indiana teaching license;*
- (5) provide a description of any mentoring the teacher has received while teaching in the teacher's current teaching position;*
- (6) describe the teacher's current licensure status; and*
- (7) include an assessment by the teacher of the quality of instruction of the teacher preparation program in which the teacher participated.*

### IC 20-28-11.5-9

*(e) Before December 15 of each year, the department shall report the results of staff performance evaluations in the aggregate to the state board, and to the public via the department's Internet web site for: (1) the aggregate of certificated employees of each school and school corporation; (2) the aggregate of graduates of each teacher preparation program in Indiana; (3) for each school described in subsection (a), the annual rate of retention for certificated employees for each school within the charter school or school corporation; and (4) the aggregate results of staff performance evaluations for each category described in section 4(c)(4) of this chapter. In addition to the aggregate results, the results must be broken down: (A) by the content area of the initial teacher license received by teachers upon completion of a particular teacher preparation program; or (B) as otherwise requested by a teacher preparation program, as approved by the state board.*

## Measured by:

- attrition, retention, and completion rates of teacher candidates for the previous three (3) calendar years;
- principal survey results according to Likert Scale of 1 to 10 showing the extent to which the TPP prepared teachers for successful practice;
- teacher survey results according to Likert Scale of 1 to 10 showing perception of instruction or preparation received from TPP;
- percent of teachers achieving "highly effective" or "effective rating"



## Sample/Draft of Matrix

Teacher Preparation Program	Content and Pedagogical Knowledge									Candidate Selection		Impact of Program					
	Average Scaled or Standard Scores			Average Number of Times Test Taken Before Passing Score Attained			Average Percentage Who Pass on First Attempt			Minimum Cumulative GPA Required for TPP Admittance	Average Cumulative GPA of Candidates Admitted to TPP	Attrition Rate (teacher candidates)	Retention Rate (teacher candidates)	Completion Rates (teacher candidates)	Principal Survey	Teacher Survey	Percent of Teachers Achieving "Highly Effective" or "Effective" Rating
	Basic Skills	Content	Pedagogy	Basic Skills	Content	Pedagogy	Basic Skills	Content	Pedagogy								
American College of Education																	
Ball State University																	
Bethel College																	
Butler University																	
Calumet College of St. Joseph																	
DePauw University																	
Earlham College																	
Franklin College																	
Goshen College																	
Grace College																	
Hanover College																	
Holy Cross College																	
Huntington University																	
Indiana Institute of Technology																	
Indiana State University																	
Indiana University Bloomington																	
Indiana University East																	
Indiana University Kokomo																	
Indiana University Northwest																	



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