



Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

MEMORANDUM

TO: Indiana State Board of Education

FROM: Scott Bogan, Coordinator of Educator Preparation
Ashley Cowger, Chief of Staff, State Board of Education

DATE: April 23, 2015

SUBJECT: Rulemaking – Standards for Teacher Preparation Programs and Completers

During the March 12, 2015 State Board of Education meeting, the IDOE presented draft versions of standards and benchmarks for the continuous improvement of teacher preparation program processes and the performance of program completers. This was in response to House Enrolled Act No. 1388 (HEA 1388) enacted during the 2014 session of the Indiana General Assembly and incorporated within IC 20-28-3-1 and IC 20-28-11.5-9.

IC 20-28-3-1, Sec. 1, (e): 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.

The IDOE will continue to work with the following, as well as other stakeholders, in the implementation of the requirements of IC 20-28-3-1 and IC 20-28-11.5-9:

- **Sarah Ancel** – Commission for Higher Education
- **Ashley Cowger** – Indiana State Board of Education
- **Mary Ellen Hamer** – Independent Colleges of Indiana
- **Laurie Mullen** – Indiana Association of Colleges for Teacher Education

As required, the department has completed the standards by July 1, 2015 and is now requesting the state board to begin the process of adopting rules containing the standards within two hundred seventy (270) days.

Indiana Department of Education (IDOE)
Standards and Benchmarks
Teacher Preparation Program Processes-
Program Completer Performance

Introduction

House Enrolled Act No. 1388¹ was enacted during the 2014 session of the Indiana General Assembly and was signed by Governor Mike Pence on March 26, 2014. As found in IC 20-28-3-1² and IC 20-28-11.5-9³, this act requires the Indiana Department of Education (IDOE) to collect and report information from teacher preparation programs (TPPs) annually. This information must be reported using a matrix which will be posted to the IDOE website for public interpretation of program quality. Most of the data that is required to be submitted is already submitted by TPPs during their annual reporting requirements or submissions, such as Title II.

In addition to standard and benchmark performance, a matrix will be included on the state website and will be based on data collected for teachers receiving their teaching license within the previous three (3) years. Data reported for the website include the following:

- 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.

To ensure consistent and reliable reporting, the IDOE must establish “standards for the continuous improvement of program processes and the performance of individuals who complete teacher preparation programs” (IC 20-28-3-1). The standards “must include benchmarks for performance, including test score data for each teacher preparation entity on content area licensure tests and test score data for each teacher preparation entity on pedagogy licensure tests” (IC 20-28-3-1). Since the new CAEP standards will be required for either CAEP or state accreditation, we are proposing their inclusion as the basis for the IDOE-established standards and benchmarks. The proposed chart below is based upon the CAEP standards that are explained in more detail at <http://caepnet.org/standards/>.

¹ <http://iga.in.gov/legislative/2014/bills/house/1388/>

² <http://iga.in.gov/legislative/laws/2014/ic/titles/020/articles/028/chapters/003/>

³ <http://iga.in.gov/legislative/laws/2014/ic/titles/020/articles/028/chapters/11.5/>

Standards for Continuous Improvement ⁴	Data ⁵	Threshold ⁶ (to be defined 2016)
<p>Content and Pedagogical Knowledge</p> <ul style="list-style-type: none"> Teacher Preparation Program (TPP) provides candidates with rigorous content and pedagogical skill development. <p>IC 20-28-3-1 (Sec. 1.) <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"> average scaled or standard scores of basic skills, content area, and pedagogical tests; and average number of times each teacher candidate takes each licensing test before passing; average percentage of candidates who pass each program and licensing test on the first attempt. 	
<p>Candidate Selection</p> <ul style="list-style-type: none"> TPP has rigorous admission practices that meet or exceed CAEP minimum standards. <p>IC 20-28-3-1 (Sec. 1.) <i>(j) Each teacher preparation program shall report to the departmentthe 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"> minimum cumulative GPA required for entry to the program; average cumulative GPA of teacher candidates admitted to TPP 	

⁴ (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).

⁵ (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).

⁶ (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 20-28-11.5-9. 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).

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"

