

## **Preparation Program Effectiveness Measures (PPEM) and GaPSC Employer and Inductee Perception of Preparation Surveys**

PPEMs were created through a collaborative process that lasted more than five years and it involved technical experts in the field of program assessment as well as stakeholders from teacher preparation providers, professional associations, state agencies, and K-12 education. The Teacher Preparation Program Effectiveness Measure (TPPEM) is Georgia's system for assessing how well Georgia's teacher preparation providers are preparing teachers for the classroom. Leader Preparation Program Effectiveness Measures is still in development and will provide a system for assessing how well Georgia's leader preparation providers are preparing school leaders.

Beginning in academic year 2018-2019, the Georgia Professional Standards Commission (GaPSC) began collecting and reporting identified effectiveness measures as part of the process of assessing educator preparation program (EPP) effectiveness. An annual EPP and program score is calculated for both TPPEM and this score is based on candidate performance on program measures and results from outcome measures.

Beginning in December 2019, these scores became publicly available via a dashboard on the GaPSC website. Both EPP and program data are publicly reported and scores calculated for each of the measures.

According to the GaPSC, several goals are accomplished by using PPEMs to measure EPPs:

- Hold EPPs accountable to high program standards
- Apply a consistent set of state-determined effectiveness measures across all teacher and leader preparation programs
- Improve the effectiveness of teacher and leader preparation programs
- Inform the citizens of Georgia about preparation program quality
- Improve teaching and learning in P-12 schools

The TPPEM contains two measures collected during a candidate's time in a program (Program Measures): the Educative Teacher Performance Assessment (edTPA) and the Georgia Assessments for the Certification of Educators (GACE). The other three are collected during a program completer's first year in the classroom (Outcome Measures): the Teacher Assessment on Performance Standards (TAPS), the Employer Perceptions of Preparation Survey, and the Inductee Perceptions of Preparation Survey. The EPP's performance on PPEM measures are reported below and benchmarks are provided to compare those scores with all Georgia EPPs and similar EPPs.

PPEM Reporting Years:

2021 = 2018-2020 Completers Cohort

2020 = 2017-2019 Completers Cohort

2019 = 2016-2018 Completers Cohort

## GaPSC Employer Perception of Preparation Survey EPP PPEM Rating: Level 3

The 31-item Employer Perception of Preparation Survey includes items about the teacher’s capability and preparedness, based on InTASC Standards, and is sent to principals supervising first year teachers in Georgia’s traditional and charter public schools near the end of the program completer’s first year of teaching. Item responses of strongly agree, agree, disagree, and strongly disagree are assigned values of 4, 3, 2, and 1 respectively. Responses are averaged to generate an individual score with a possible range of 1-4, and the mean score for the three most current survey years are reported. *Source: www.gapsc.org*

### Summary PPEM Performance by PPEM Reporting Year

Performance Type	PPEM Reporting Year	This EPP	All EPPs	Similar EPPs
Number of Responses	2021	109	2,510	584
	2020	101	2,235	426
	2019	127	2,541	537
Mean Score	2021	3.31	3.28	3.27
	2020	3.27	3.24	3.22
	2019	3.17	3.20	3.16
Response Rate	2021	26%	26%	25%
	2020	24%	23%	21%
	2019	46%	41%	36%

### EPP (Educator Preparation Provider) PPEM Performance

Performance Type	PPEM Reporting Year		
	2021 (N=109)	2020 (N=101)	2019 (N=127)
PPEM Points Earned	8.1	7.7	6.7
Points Possible	10	10	10
Percent of Points Earned	81	77	67
Score Average	3.31	3.27	3.17
Benchmark Range	2.5-3.5	2.5-3.5	2.5-3.5

### Mean Survey Item Scores by EPP Type

Survey Items	PPEM Reporting Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	2021	3.36	3.33	3.32
	2020	3.38	3.31	3.30
	2019	3.22	3.28	3.23
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	2021	3.42	3.33	3.34
	2020	3.42	3.30	3.29
	2019	3.25	3.27	3.23
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	2021	3.31	3.28	3.28
	2020	3.31	3.24	3.22
	2019	3.17	3.22	3.16
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	2021	3.26	3.24	3.23
	2020	3.25	3.20	3.17
	2019	3.13	3.16	3.09

Survey Items		PPEM Reporting Year	Mean Scores		
			This EPP	All EPPs	Similar EPPs
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instructions. (InTASC Standard 3)		2021	3.27	3.28	3.28
		2020	3.25	3.24	3.23
		2019	3.15	3.21	3.17
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)		2021	3.24	3.25	3.24
		2020	3.24	3.21	3.18
		2019	3.18	3.19	3.15
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse needs of the following: (InTASC Standard 2)	a. Gifted Students	2021	3.20	3.17	3.17
		2020	3.11	3.12	3.10
		2019	3.08	3.09	3.09
	b. Students with Disabilities	2021	3.30	3.24	3.26
		2020	3.24	3.19	3.20
		2019	3.14	3.16	3.15
	c. English Language Learners	2021	3.18	3.19	3.23
		2020	3.07	3.15	3.12
		2019	3.09	3.12	3.12
	d. At-Risk Students	2021	3.20	3.21	3.22
		2020	3.18	3.17	3.16
		2019	3.10	3.13	3.10
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)		2021	3.38	3.33	3.33
		2020	3.32	3.28	3.25
		2019	3.20	3.22	3.18
9. Create experiences to build accurate conceptual understandings. (InTASC Standard 4)		2021	3.33	3.28	3.27
		2020	3.31	3.25	3.23
		2019	3.23	3.21	3.17
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)		2021	3.32	3.29	3.28
		2020	3.28	3.26	3.23
		2019	3.17	3.22	3.16
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)		2021	3.27	3.26	3.25
		2020	3.23	3.23	3.20
		2019	3.18	3.19	3.15
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)		2021	3.38	3.30	3.29
		2020	3.37	3.27	3.25
		2019	3.24	3.23	3.17
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)		2021	3.25	3.23	3.23
		2020	3.23	3.20	3.20
		2019	3.16	3.17	3.13
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)		2021	3.21	3.21	3.20
		2020	3.21	3.18	3.16
		2019	3.20	3.15	3.13
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)		2021	3.33	3.26	3.27
		2020	3.31	3.24	3.24
		2019	3.20	3.19	3.16
16. Engages learners in monitoring their own progress. (InTASC Standard 6)		2021	3.18	3.16	3.14
		2020	3.16	3.13	3.09
		2019	3.09	3.08	3.04
		2021	3.25	3.22	3.21

Survey Items	PPEM Reporting Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	2020	3.24	3.19	3.18
	2019	3.19	3.15	3.13
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	2021	3.27	3.25	3.23
	2020	3.24	3.22	3.19
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	2019	3.18	3.17	3.11
	2021	3.35	3.30	3.29
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	2020	3.29	3.26	3.23
	2019	3.18	3.21	3.18
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	2021	3.33	3.28	3.27
	2020	3.33	3.28	3.26
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess larger needs. (InTASC Standard 6)	2019	3.13	3.18	3.15
	2021	3.33	3.28	3.27
23. Uses a formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	2020	3.30	3.24	3.22
	2019	3.19	3.18	3.15
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	2021	3.36	3.26	3.24
	2020	3.30	3.23	3.21
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	2019	3.19	3.18	3.15
	2021	3.30	3.25	3.24
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	2020	3.26	3.22	3.21
	2019	3.20	3.17	3.15
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	2021	3.40	3.34	3.34
	2020	3.38	3.32	3.33
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	2019	3.24	3.27	3.24
	2021	3.35	3.31	3.31
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	2020	3.31	3.28	3.27
	2019	3.23	3.24	3.19
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	2021	3.41	3.33	3.33
	2020	3.35	3.31	3.30
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10).	2019	3.23	3.27	3.22
	2021	3.48	3.45	3.44
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10).	2020	3.42	3.43	3.39
	2019	3.29	3.38	3.31
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10).	2021	3.45	3.48	3.47
	2020	3.39	3.46	3.42
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10).	2019	3.25	3.41	3.34
	2021	3.42	3.37	3.34
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10).	2020	3.36	3.34	3.31
	2019	3.24	3.30	3.24

### Survey Items Grouped by Aligned InTASC Standard

InTASC Standard and Survey Item	Academic Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
InTASC Standard 1: Learner Development Survey Questions: 1, 2	2021	3.39	3.33	3.33
	2020	3.40	3.30	3.30
	2019	3.24	3.27	3.23
InTASC Standard 2: Learning Differences Survey Questions: 7a, b, c, and d	2021	3.22	3.20	3.22
	2020	3.15	3.16	3.15
	2019	3.10	3.13	3.11
InTASC Standard 3: Learning Environments Survey Questions: 3, 4, 5, 12, 20	2021	3.31	3.28	3.27
	2020	3.29	3.24	3.22
	2019	3.18	3.20	3.15
InTASC Standard 4: Content Knowledge Survey Questions: 9, 10, 11, 14	2021	3.28	3.26	3.25
	2020	3.25	3.23	3.21
	2019	3.19	3.19	3.16
InTASC Standard 5: Application of Content Survey Questions: 6, 13, 17, 18	2021	3.25	3.24	3.23
	2020	3.24	3.21	3.19
	2019	3.18	3.17	3.13
InTASC Standard 6: Assessment Survey Questions: 15, 16, 21, 22, 23	2021	3.31	3.24	3.24
	2020	3.27	3.21	3.20
	2019	3.16	3.16	3.13
InTASC Standard 7: Planning for Instruction Survey Questions: 24	2021	3.24	3.23	3.22
	2020	3.22	3.19	3.18
	2019	3.16	3.14	3.12
InTASC Standard 8: Instructional Strategies Survey Questions: 19, 25, 26	2021	3.35	3.30	3.29
	2020	3.31	3.27	3.26
	2019	3.21	3.22	3.19
InTASC Standard 9: Professional Learning and Ethical Practice Survey Questions: 27, 28, 30	2021	3.40	3.37	3.37
	2020	3.35	3.35	3.33
	2019	3.24	3.31	3.25
InTASC Standard 10: Leadership and Collaboration Survey Questions: 8, 29, 31	2021	3.43	3.38	3.37
	2020	3.37	3.35	3.32
	2019	3.24	3.30	3.24

## GaPSC Inductee Perception of Preparation Surveys EPP PPEM Rating: Level 4

Near the end of the program completer's first year of teaching in Georgia's traditional and charter public schools, they are electronically sent this 43-item survey about the teacher's capability and preparation, which are based on InTASC Standards. Items responses of strongly agree, agree, disagree, and strongly disagree are assigned values of 4, 3, 2, and 1 respectively. Responses are averaged to generate an individual score with a possible range of 1-4, and the mean score for the three most current survey years are reported. *Source: www.gapsc.org*

### Summary PPEM Performance by PPEM Reporting Year

Performance Type	PPEM Reporting Year	This EPP	All EPPs	Similar EPPs
Number of Responses	2020-21	103	2,556	494
	2019-20	97	2,497	403
	2018-19	76	2,159	422
Mean Score	2020-21	3.38	3.36	3.36
	2019-20	3.40	3.35	3.35
	2018-19	3.43	3.31	3.31
Response Rate	2020-21	25%	25%	23%
	2019-20	23%	24%	20%
	2018-19	18%	22%	19%

### EPP (Educator Preparation Provider) PPEM Performance

Performance Type	PPEM Reporting Year		
	2021 (N=103)	2020 (N=97)	2019 (N=76)
PPEM Points Earned	8.8	9.0	9.3
Points Possible	10	10	10
Percent of Points Earned	88	90	93
Score Average	3.38	3.40	3.43
Benchmark Range	2.5-3.5	2.5-3.5	2.5-3.5

### Mean Survey Item Scores by EPP Type

Survey Items	PPEM Reporting Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
1. Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students. (InTASC Standard 1)	2021	3.39	3.39	3.38
	2020	3.43	3.37	3.38
	2019	3.46	3.33	3.38
2. Plan instruction incorporating the basic theories of student development appropriate to my students. (InTASC Standard 1)	2021	3.40	3.41	3.40
	2020	3.44	3.40	3.41
	2019	3.45	3.37	3.40
3. Deliver instruction incorporating the basic theories of student development appropriate to my students. (InTASC Standard 1)	2021	3.37	3.39	3.38
	2020	3.41	3.39	3.40
	2019	3.41	3.34	3.38
4. Develop and manage a collaborative classroom in which all students have ownership. (InTASC Standard 3)	2021	3.29	3.36	3.33
	2020	3.32	3.34	3.29
	2019	3.36	3.29	3.25

Survey Items	PPEM Reporting Year	Mean Scores			
		This EPP	All EPPs	Similar EPPs	
5. Implement effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	2021	3.21	3.27	3.25	
	2020	3.28	3.25	3.21	
	2019	3.33	3.18	3.17	
6. Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction. (InTASC Standard 3)	2021	3.48	3.48	3.51	
	2020	3.51	3.46	3.47	
	2019	3.39	3.42	3.42	
7. Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	2021	3.43	3.42	3.45	
	2020	3.45	3.41	3.41	
	2019	3.38	3.36	3.33	
8. Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)	a. Gifted Students	2021	3.10	3.09	3.12
		2020	3.08	3.06	3.09
		2019	3.13	3.01	3.03
	b. Students with Disabilities	2021	3.36	3.26	3.29
		2020	3.36	3.23	3.26
		2019	3.42	3.20	3.19
	c. English Language Learners	2021	3.12	3.02	3.03
		2020	3.05	2.98	2.92
		2019	3.03	2.92	2.83
	d. At-Risk Students	2021	3.17	3.16	3.18
		2020	3.13	3.13	3.14
		2019	3.16	3.06	3.07
9. Use technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	2021	3.49	3.41	3.44	
	2020	3.53	3.39	3.41	
	2019	3.48	3.35	3.39	
10. Create experiences to build accurate conceptual understandings when students have misconceptions. (InTASC Standard 4)	2021	3.37	3.34	3.37	
	2020	3.41	3.33	3.35	
	2019	3.43	3.29	3.29	
11. Create opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	2021	3.44	3.40	3.40	
	2020	3.43	3.39	3.40	
	2019	3.45	3.37	3.36	
12. Use academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	2021	3.45	3.38	3.39	
	2020	3.45	3.38	3.40	
	2019	3.44	3.34	3.36	
13. Utilize strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	2021	3.43	3.44	3.44	
	2020	3.46	3.44	3.44	
	2019	3.51	3.40	3.38	
14. Create opportunities for learners to develop social and cultural perspectives. (InTASC Standard 5)	2021	3.38	3.35	3.36	
	2020	3.41	3.33	3.33	
	2019	3.41	3.29	3.30	
15. Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	2021	3.37	3.35	3.36	
	2020	3.40	3.35	3.37	
	2019	3.45	3.30	3.30	
16. Examine data to understand each learners progress and learning needs. (InTASC Standard 6)	2021	3.32	3.31	3.33	
	2020	3.36	3.31	3.31	
	2019	3.45	3.24	3.26	
	2021	3.19	3.15	3.18	

Survey Items	PPEM Reporting Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
17. Engage learners in monitoring their own progress. (InTASC Standard 6)	2020	3.16	3.12	3.16
	2019	3.28	3.05	3.11
18. Develop supports for literacy development across content areas. (InTASC Standard 5)	2021	3.31	3.28	3.30
	2020	3.32	3.26	3.29
19. Develop flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	2019	3.32	3.20	3.24
	2021	3.36	3.35	3.34
20. Utilize a variety of technological resources to support and promote student learning. (InTASC Standard 8)	2020	3.37	3.33	3.32
	2019	3.40	3.28	3.27
21. Promote students responsible use of interactive technologies. (InTASC Standard 3)	2021	3.42	3.38	3.42
	2020	3.47	3.37	3.40
22. Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	2019	3.48	3.34	3.36
	2021	3.37	3.30	3.35
23. Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	2020	3.41	3.28	3.34
	2019	3.43	3.24	3.27
24. Use formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	2021	3.43	3.47	3.43
	2020	3.47	3.47	3.45
25. Use a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	2019	3.52	3.44	3.40
	2021	3.39	3.37	3.37
26. Use a variety of instructional strategies to support learners communication through speaking, listening, reading, and writing. (InTASC Standard 8)	2020	3.47	3.35	3.37
	2019	3.52	3.32	3.35
27. Align instructional goals and activities with state and district performance standards. (InTASC Standard 8)	2021	3.45	3.44	3.39
	2020	3.50	3.45	3.41
28. Use ongoing analysis and reflection to improve planning and practice. (InTASC Standard 9)	2019	3.53	3.42	3.35
	2021	3.38	3.40	3.39
29. Seek professional development opportunities to further develop my practice. (InTASC Standard 9)	2020	3.41	3.40	3.41
	2019	3.45	3.37	3.36
30. Work collaboratively with colleagues and other professionals. (InTASC Standard 10)	2021	3.37	3.41	3.39
	2020	3.44	3.40	3.40
31. Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	2019	3.51	3.38	3.37
	2021	3.50	3.50	3.48
32. Contribute to positive changes in practice and advance the teaching profession. (InTASC Standard 10)	2020	3.55	3.49	3.47
	2019	3.61	3.48	3.46
33. Use ongoing analysis and reflection to improve planning and practice. (InTASC Standard 9)	2021	3.50	3.45	3.43
	2020	3.56	3.45	3.44
34. Seek professional development opportunities to further develop my practice. (InTASC Standard 9)	2019	3.58	3.45	3.41
	2021	3.41	3.41	3.38
35. Work collaboratively with colleagues and other professionals. (InTASC Standard 10)	2020	3.44	3.42	3.39
	2019	3.49	3.41	3.41
36. Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	2021	3.57	3.53	3.53
	2020	3.57	3.53	3.51
37. Contribute to positive changes in practice and advance the teaching profession. (InTASC Standard 10)	2019	3.57	3.52	3.50
	2021	3.70	3.66	3.63
38. Contribute to positive changes in practice and advance the teaching profession. (InTASC Standard 10)	2020	3.72	3.65	3.63
	2019	3.73	3.65	3.65
39. Contribute to positive changes in practice and advance the teaching profession. (InTASC Standard 10)	2021	3.57	3.53	3.53
	2020	3.57	3.52	3.52



Survey Items	PPEM Reporting Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
	2019	3.63	3.49	3.53

### Survey Items Grouped by Aligned InTASC Standard

InTASC Standard and Survey Item	PPEM Reporting Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
InTASC Standard 1: Learner Development Survey Questions: 1, 2, 3	2021	3.39	3.39	3.39
	2020	3.43	3.39	3.39
	2019	3.44	3.35	3.38
InTASC Standard 2: Learning Differences Survey Questions: 8a, b, c, and d	2021	3.18	3.14	3.15
	2020	3.16	3.10	3.09
	2019	3.18	3.05	3.03
InTASC Standard 3: Learning Environments Survey Questions: 4, 5, 6, 13, 21	2021	3.36	3.37	3.37
	2020	3.39	3.35	3.35
	2019	3.40	3.31	3.30
InTASC Standard 4: Content Knowledge Survey Questions: 10, 11, 12, 15	2021	3.41	3.37	3.38
	2020	3.42	3.36	3.38
	2019	3.44	3.33	3.33
InTASC Standard 5: Application of Content Survey Questions: 7, 14, 18, 19	2021	3.37	3.35	3.36
	2020	3.39	3.33	3.34
	2019	3.38	3.28	3.28
InTASC Standard 6: Assessment Survey Questions: 16, 17, 22, 23, 24	2021	3.36	3.36	3.33
	2020	3.39	3.35	3.33
	2019	3.46	3.31	3.28
InTASC Standard 7: Planning for Instruction Survey Questions: 25	2021	3.38	3.40	3.39
	2020	3.41	3.40	3.41
	2019	3.45	3.37	3.36
InTASC Standard 8: Instructional Strategies Survey Questions: 20, 26, 27	2021	3.43	3.43	3.43
	2020	3.48	3.42	3.42
	2019	3.53	3.40	3.40
InTASC Standard 9: Professional Learning and Ethical Practice Survey Questions: 28, 29, 31	2021	3.54	3.51	3.48
	2020	3.57	3.51	3.49
	2019	3.60	3.50	3.49
InTASC Standard 10: Leadership and Collaboration Survey Questions: 9, 30, 32	2021	3.54	3.49	3.50
	2020	3.56	3.48	3.48
	2019	3.56	3.45	3.47