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

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

EPP (Educator Preparation Provider) PPEM Performance

	PPEM Reporting Year					
Performance Type	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

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

Survey Items Year EPP EPPs 1	imilar EPPs 3.28 3.23 3.17 3.24 3.18 3.15 3.17 3.10
S. 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) 2019 3.15 3.21	3.28 3.23 3.17 3.24 3.18 3.15 3.17
Student learning and classroom environments and uses that information to design and deliver instructions. (InTASC Standard 3) 2019 3.15 3.21	3.23 3.17 3.24 3.18 3.15 3.17
information to design and deliver instructions. (InTASC Standard 3) 2019 3.15 3.21 6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5) 2020 3.24 3.21 2019 3.18 3.19 2021 3.20 3.17 2019 3.18 3.19 2021 3.20 3.17 2021 3.20 3.17 2021 3.20 3.17 3.18 3.19 2021 3.20 3.11 3.12 2019 3.08 3.09 2021 3.30 3.24 2020 3.24 3.19 2021 3.30 3.24 2020 3.24 3.19 2021 3.30 3.24 2020 3.24 3.19 2021 3.30 3.24 2020 3.24 3.19 2021 3.18 3.19 2021 3.18 3.19 2021 3.18 3.19 2021 3.20 3.21 2019 3.14 3.16 2020 3.24 3.19 2021 3.18 3.19 2021 3.18 3.19 2021 3.20 3.21 2021 3.32 3.28 2020 3.32 3.28 2020 3.32 3.28 2020 3.32 3.28 2020 3.32 3.28 2020 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.32 3.29 2021 3.27 3.26 2020 3.23 3.23 3.23 2020 3.23 3.23 2021 3.27 3.26 2020 3.23 3.23 3.23 2020 3.23 3.23 2021 3.27 3.26 2020 3.23 3.23 2020 3.23	3.17 3.24 3.18 3.15 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) 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) 8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10) 9. Create experiences to build accurate conceptual understandings. (InTASC Standard 4) 10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4) 11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4) 2021 3.24 3.21 2020 3.18 3.19 2020 3.11 3.12 2020 3.11 3.12 2021 3.30 3.24 3.19 2021 3.30 3.24 3.19 2021 3.18 3.19 2021 3.18 3.19 2021 3.18 3.19 2021 3.20 3.21 2020 3.18 3.17 2019 3.10 3.13 2021 3.20 3.21 2020 3.21 2020 3.23 3.28 2020 3.23 3.28 2020 3.23 3.28 2020 3.23 3.28 2020 3.23 3.28 2020 3.23 3.29 2020 3.28 3.26 2020 3.28 3.26 2020 3.28 3.26 2020 3.28 3.26 2020 3.28 3.26 2020 3.28 3.26 2020 3.23 3.23 3.29 2	3.24 3.18 3.15 3.17
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integrate content areas. (InTASC Standard 4) 2019 3.18 3.19	3.20
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	3.17
2021 3.25 3.23	3.23
13. Creates opportunities for learners to develop diverse social and 2020 3 23 3 20	3.20
cultural perspectives (InTASC Standard 5)	3.13
2021 3 21 3 21	3.20
14. Engages learners in understanding, questioning, analyzing ideas, and \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	3.16
mastering content from diverse perspectives (In LASC Standard /I)	3.13
2021 3 33 3 26	3.27
15. Examines data to understand each learner's progress and learning 2020 3 31 3 24	3.24
needs (In LANC Standard 6)	3.16
2021 3 18 3 16	3.14
16. Engages learners in monitoring their own progress. (InTASC 2020 3.16 3.13	3.09
Standard 6)	3.04
2021 3.25 3.22	J.UT

		PPEM	Mean Scores		ores
		Reporting	This	All	Similar
	Survey Items	Year	EPP	EPPs	EPPs
17.	Develops supports for literacy development across content areas.	2020	3.24	3.19	3.18
	(InTASC Standard 5)	2019	3.19	3.15	3.13
1.0	Dealer Could be seen as a seen as the seen as a seen as	2021	3.27	3.25	3.23
18.	Develops flexible learning environments that foster discovery,	2020	3.24	3.22	3.19
	exploration, and expression. (InTASC Standard 5)	2019	3.18	3.17	3.11
10	Trell 1 Co. 1 1 1 1 1	2021	3.35	3.30	3.29
19.	Utilizes a variety of technological resources to support and promote	2020	3.29	3.26	3.23
	student learning. (InTASC Standard 8)	2019	3.18	3.21	3.18
20		2021	3.33	3.28	3.27
20.	Promote students' responsible use of interactive technologies.	2020	3.28	3.24	3.23
	(InTASC Standard 3)	2019	3.21	3.19	3.16
21		2021	3.33	3.26	3.26
21.	Uses a variety of diagnostic, formative, and summative assessments	2020	3.28	3.23	3.23
İ	to assess and address learner needs. (InTASC Standard 6)	2019	3.13	3.18	3.15
22		2021	3.33	3.28	3.27
22.	Seeks appropriate ways to integrate technology to support	2020	3.30	3.24	3.22
	assessment practice and to assess larger needs. (InTASC Standard 6)	2019	3.19	3.18	3.15
	** 0 1 1 1 1 1	2021	3.36	3.26	3.24
23.	Uses a formative and summative data to adjust instruction to	2020	3.30	3.23	3.21
	enhance learning. (InTASC Standard 6)	2019	3.19	3.18	3.15
		2021	3.24	3.23	3.22
24.	Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	2020	3.22	3.19	3.18
		2019	3.16	3.14	3.12
25.	Uses a variety of instructional strategies to support learners'	2021	3.30	3.25	3.24
	communication through speaking, listening, reading, and writing.	2020	3.26	3.22	3.21
	(InTASC Standard 8)	2019	3.20	3.17	3.15
		2021	3.40	3.34	3.34
26.	Aligns instructional goals and activities with state and district	2020	3.38	3.32	3.33
	performance standards. (InTASC Standard 8)	2019	3.24	3.27	3.24
		2021	3.35	3.31	3.31
27.	Reflects on the strengths and weaknesses of his/her professional	2020	3.31	3.28	3.27
	practice. (InTASC Standard 9)	2019	3.23	3.24	3.19
<u> </u>		2021	3.41	3.33	3.33
28.	Seeks professional development opportunities to further develop	2020	3.35	3.31	3.30
	his/her practice. (InTASC Standard 9)	2019	3.23	3.27	3.22
\vdash		2021	3.48	3.45	3.44
29.	Works collaboratively with colleagues and other professionals.	2020	3.42	3.43	3.39
	(InTASC Standard 10)	2019	3.29	3.38	3.31
<u> </u>		2021	3.45	3.48	3.47
	Understands, upholds, and follows professional ethics, policies, and	2020	3.39	3.46	3.42
	legal codes of conduct. (InTASC Standard 9)	2019	3.25	3.41	3.34
 		2019	3.42	3.41	3.34
31.	Contributes to positive changes in practice and advances the	2021	3.42	3.34	3.34
İ	teaching profession. (InTASC Standard 10).				
		2019	3.24	3.30	3.24

Survey Items Grouped by Aligned InTASC Standard

	Academic	c Mean Scores					
InTASC Standard and Survey Item	Year	This EPP	All EPPs	Similar EPPs			
I.TACCCC Co. I.	2021	3.39	3.33	3.33			
InTASC Standard 1: Learner Development	2020	3.40	3.30	3.30			
Survey Questions: 1, 2	2019	3.24	3.27	3.23			
L-TAGGGG1-12-L	2021	3.22	3.20	3.22			
InTASC Standard 2: Learning Differences	2020	3.15	3.16	3.15			
Survey Questions: 7a, b, c, and d	2019	3.10	3.13	3.11			
L-TAGG Garata 12. I - miles Essive manage	2021	3.31	3.28	3.27			
InTASC Standard 3: Learning Environments	2020	3.29	3.24	3.22			
Survey Questions: 3, 4, 5, 12, 20	2019	3.18	3.20	3.15			
I.T.A.C.C. C411-41-11-1	2021	3.28	3.26	3.25			
InTASC Standard 4: Content Knowledge	2020	3.25	3.23	3.21			
Survey Questions: 9, 10, 11, 14	2019	3.19	3.19	3.16			
In TARCO Company of Company	2021	3.25	3.24	3.23			
InTASC Standard 5: Application of Content	2020	3.24	3.21	3.19			
Survey Questions" 6, 13, 17, 18	2019	3.18	3.17	3.13			
L-TACC Can 1- 11 C. Annual C.	2021	3.31	3.24	3.24			
InTASC Standard 6: Assessment	2020	3.27	3.21	3.20			
Survey Questions: 15, 16, 21, 22, 23	2019	3.16	3.16	3.13			
In TACC Standard 7. Diamin a few Instruction	2021	3.24	3.23	3.22			
InTASC Standard 7: Planning for Instruction Survey Questions: 24	2020	3.22	3.19	3.18			
Survey Questions. 24	2019	3.16	3.14	3.12			
In TACC Chandend O. Instructional Charteries	2021	3.35	3.30	3.29			
InTASC Standard 8: Instructional Strategies	2020	3.31	3.27	3.26			
Survey Questions: 19, 25, 26	2019	3.21	3.22	3.19			
InTASC Standard 9: Professional Learning	2021	3.40	3.37	3.37			
and Ethical Practice	2020	3.35	3.35	3.33			
Survey Questions: 27, 28, 30	2019	3.24	3.31	3.25			
InTASC Standard 10: Leadership and	2021	3.43	3.38	3.37			
Collaboration	2020	3.37	3.35	3.32			
Survey Questions: 8, 29, 31	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

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

EPP (Educator Preparation Provider) PPEM Performance

	PPEM Reporting Year						
Performance Type	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

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

		PPEM		Mean Sc	
Survey Items		Reporting Year	This EPP	All EPPs	Similar EPPs
·		2021	3.21	3.27	3.25
5. Implement effective classroom n		2020	3.28	3.25	3.21
procedures in all school areas. (InTASC Standard 3)	2019	3.33	3.18	3.17
6. Understand how individual differ	rences and diverse cultures impact	2021	3.48	3.48	3.51
student learning and classroom		2020	3.51	3.46	3.47
information to design and deliver instruction. (InTASC Standard 3)		2019	3.39	3.42	3.42
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
TF		2021	3.10	3.09	3.12
	a. Gifted Students	2020	3.08	3.06	3.09
8. Plan and deliver differentiated	a. Office Students	2019	3.13	3.01	3.03
instruction using a wide range		2021	3.36	3.26	3.29
of evidence-based	b. Students with Disabilities	2020	3.36	3.23	3.26
instructional strategies,		2019	3.42	3.20	3.19
resources, and technological		2019	3.42	3.02	3.13
tools to meet the diverse	c. English Language Learners	2021	3.12	2.98	2.92
learning needs of the	c. Eligiisii Laliguage Learners	2019	3.03	2.92	2.83
following. (InTASC Standard		2019		<u> </u>	
2)	d. At-Risk Students	2021	3.17 3.13	3.16 3.13	3.18 3.14
	d. At-Risk Students	}		<u> </u>	
		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 3.39	3.44 3.41
		2020	3.53		3.41
to build communities that engage learners. (In LASC Standard 10)		2019	3.48	3.35	
10. Create experiences to build acc	urate conceptual understandings -	2021	3.37	3.34	3.37
Create experiences to build accurate conceptual understandings when students have misconceptions. (InTASC Standard 4)		2020	3.41	3.33	3.35
1	,	2019	3.43	3.29	3.29
11. Create opportunities for student	ts to learn, practice, and master	2021	3.44	3.40	3.40
academic language. (InTASC S	•	2020	3.43	3.39	3.40
	,	2019	3.45	3.37	3.36
12. Use academic language in a wa	v that encourages learners to	2021	3.45	3.38	3.39
integrate content areas. (InTAS		2020	3.45	3.38	3.40
		2019	3.44	3.34	3.36
13. Utilize strategies to create learn		2021	3.43	3.44	3.44
students in individual and colla	borative learning. (InTASC	2020	3.46	3.44	3.44
Standard 3)		2019	3.51	3.40	3.38
14. Create opportunities for learner	s to develop social and cultural	2021	3.38	3.35	3.36
perspectives. (InTASC Standar		2020	3.41	3.33	3.33
		2019	3.41	3.29	3.30
		2021	3.37	3.35	3.36
 Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4) 		2020	3.40	3.35	3.37
		2019	3.45	3.30	3.30
16 Everning date to understand and	sh lagrage progress and learning	2021	3.32	3.31	3.33
 Examine data to understand each needs. (InTASC Standard 6) 	in learners progress and learning	2020	3.36	3.31	3.31
necus. (mrase standard 0)		2019	3.45	3.24	3.26
		2021	3.19	3.15	3.18

		PPEM	I	Mean Sc	ores
Sı	ırvey Items	Reporting Year	This EPP	All EPPs	Similar EPPs
	Engage learners in monitoring their own progress. (InTASC	2020	3.16	3.12	3.16
	Standard 6)	2019	3.28	3.05	3.11
4.0		2021	3.31	3.28	3.30
18.	Develop supports for literacy development across content areas.	2020	3.32	3.26	3.29
	(InTASC Standard 5)	2019	3.32	3.20	3.24
4.0		2021	3.36	3.35	3.34
19.	Develop flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5) Utilize a variety of technological resources to support and promot student learning. (InTASC Standard 8) Promote students responsible use of interactive technologies. (InTASC Standard 3)	2020	3.37	3.33	3.32
	exploration, and expression. (In I ASC Standard 5)	2019	3.40	3.28	3.27
20	YV.11	2021	3.42	3.38	3.42
20.		2020	3.47	3.37	3.40
	student learning. (InTASC Standard 8) Promote students responsible use of interactive technologies. (InTASC Standard 3) Use a variety of diagnostic, formative, and summative assessments	2019	3.48	3.34	3.36
		2021	3.37	3.30	3.35
21.		2020	3.41	3.28	3.34
	(InTASC Standard 3) . Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6) . Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard	2019	3.43	3.24	3.27
		2021	3.43	3.47	3.43
22.		2020	3.47	3.47	3.45
İ	to assess and address learner needs. (InTASC Standard 6)	2019	3.52	3.44	3.40
23	Seek appropriate ways to integrate technology to support	2021	3.39	3.37	3.37
25.		2020	3.47	3.35	3.37
	6)	2019	3.52	3.32	3.35
<u> </u>	0)	2021	3.45	3.44	3.39
24.	Use formative and summative data to adjust instruction to enhance	2020	3.50	3.45	3.41
le	earning. (InTASC Standard 6)	2019	3.53	3.42	3.35
<u> </u>		2021	3.38	3.40	3.39
25.	. Use a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	2020	3.41	3.40	3.41
		2019	3.45	3.37	3.36
26	Use a variety of instructional strategies to support learners	2019	3.43	3.41	3.39
۷٥.		2020	3.44	3.40	3.40
	 5. Use a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7) 6. Use a variety of instructional strategies to support learners communication through speaking, listening, reading, and writing. (InTASC Standard 8) 	2019	3.51	3.38	3.37
	(IIII ASC Standard 8)	2019	3.50	3.50	3.48
27.	Align instructional goals and activities with state and district	2020	1	3.49	3.46
	performance standards. (InTASC Standard 8)	2019	3.55 3.61	3.49	3.46
		2019	ļ	· 	
28.	Use ongoing analysis and reflection to improve planning and	2021	3.50 3.56	3.45 3.45	3.43 3.44
	practice. (InTASC Standard 9)	2019	3.58	3.45	3.41
<u> </u>		2019	ļ	· 	
29.	Seek professional development opportunities to further develop my		3.41	3.41	3.38
	practice. (InTASC Standard 9)	2020	3.44	3.42	3.39
_		2019	3.49	3.41	3.41
30.	Work collaboratively with colleagues and other professionals.	2021	3.57	3.53	3.53
	(InTASC Standard 10)	2020	3.57	3.53	3.51
<u> </u>	·	2019	3.57	3.52	3.50
31.	Understand, uphold, and follow professional ethics, policies, and	2021	3.70	3.66	3.63
	legal codes of conduct. (InTASC Standard 9)	2020	3.72	3.65	3.63
2 -		2019	3.73	3.65	3.65
32.	Contribute to positive changes in practice and advance the teaching	2021	3.57	3.53	3.53
	profession. (InTASC Standard 10)	2020	3.57	3.52	3.52

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

Survey Items Grouped by Aligned InTASC Standard

	PPEM Reporting	Mean Scores		
InTASC Standard and Survey Item	Year	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	2021	3.54	3.51	3.48
	2020	3.57	3.51	3.49
Survey Questions: 28, 29, 31	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