

Georgia Professional Standards Commission (GaPSC) Inductee Perception of Preparation Surveys

The 32-item Inductee Perception of Preparation Survey includes items about the teacher’s capability and preparedness, based on InTASC Standards, and is sent to 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 Performance by Academic Year

Performance Type	Academic 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%

Mean Survey Item Scores by EPP Type

Survey Items	Academic 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)	2020-21	3.39	3.39	3.38	
	2019-20	3.43	3.37	3.38	
	2018-19	3.46	3.33	3.38	
2. Plan instruction incorporating the basic theories of student development appropriate to my students. (InTASC Standard 1)	2020-21	3.40	3.41	3.40	
	2019-20	3.44	3.40	3.41	
	2018-19	3.45	3.37	3.40	
3. Deliver instruction incorporating the basic theories of student development appropriate to my students. (InTASC Standard 1)	2020-21	3.37	3.39	3.38	
	2019-20	3.41	3.39	3.40	
	2018-19	3.41	3.34	3.38	
4. Develop and manage a collaborative classroom in which all students have ownership. (InTASC Standard 3)	2020-21	3.29	3.36	3.33	
	2019-20	3.32	3.34	3.29	
	2018-19	3.36	3.29	3.25	
5. Implement effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	2020-21	3.21	3.27	3.25	
	2019-20	3.28	3.25	3.21	
	2018-19	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)	2020-21	3.48	3.48	3.51	
	2019-20	3.51	3.46	3.47	
	2018-19	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.	2020-21	3.43	3.42	3.45	
	2019-20	3.45	3.41	3.41	
	2018-19	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	Gifted Students	2020-21	3.10	3.09	3.12
		2019-20	3.08	3.06	3.09
		2018-19	3.13	3.01	3.03
	Students with Disabilities	2020-21	3.36	3.26	3.29
		2019-20	3.36	3.23	3.26
		2018-19	3.42	3.20	3.19
	English Language Learners	2020-21	3.12	3.02	3.03

Survey Items	Academic Year	Mean Scores			
		This EPP	All EPPs	Similar EPPs	
following. (InTASC Standard2)	2019-20	3.05	2.98	2.92	
	2018-19	3.03	2.92	2.83	
	At-Risk Students	2020-21	3.17	3.16	3.18
		2019-20	3.13	3.13	3.14
		2018-19	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)	2020-21	3.49	3.41	3.44	
	2019-20	3.53	3.39	3.41	
	2018-19	3.48	3.35	3.39	
10. Create experiences to build accurate conceptual understandings when students have misconceptions. (InTASC Standard 4)	2020-21	3.37	3.34	3.37	
	2019-20	3.41	3.33	3.35	
	2018-19	3.43	3.29	3.29	
11. Create opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	2020-21	3.44	3.40	3.40	
	2019-20	3.43	3.39	3.40	
	2018-19	3.45	3.37	3.36	
12. Use academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	2020-21	3.45	3.38	3.39	
	2019-20	3.45	3.38	3.40	
	2018-19	3.44	3.34	3.36	
13. Utilize strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	2020-21	3.43	3.44	3.44	
	2019-20	3.46	3.44	3.44	
	2018-19	3.51	3.40	3.38	
14. Create opportunities for learners to develop social and cultural perspectives. (InTASC Standard 5)	2020-21	3.38	3.35	3.36	
	2019-20	3.41	3.33	3.33	
	2018-19	3.41	3.29	3.30	
15. Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	2020-21	3.37	3.35	3.36	
	2019-20	3.40	3.35	3.37	
	2018-19	3.45	3.30	3.30	
16. Examine data to understand each learners progress and learning needs. (InTASC Standard 6)	2020-21	3.32	3.31	3.33	
	2019-20	3.36	3.31	3.31	
	2018-19	3.45	3.24	3.26	
17. Engage learners in monitoring their own progress. (InTASC Standard 6)	2020-21	3.19	3.15	3.18	
	2019-20	3.16	3.12	3.16	
	2018-19	3.28	3.05	3.11	
18. Develop supports for literacy development across content areas. (InTASC Standard 5)	2020-21	3.31	3.28	3.30	
	2019-20	3.32	3.26	3.29	
	2018-19	3.32	3.20	3.24	
19. Develop flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	2020-21	3.36	3.35	3.34	
	2019-20	3.37	3.33	3.32	
	2018-19	3.40	3.28	3.27	
20. Utilize a variety of technological resources to support and promote student learning. (InTASC Standard 8)	2020-21	3.42	3.38	3.42	
	2019-20	3.47	3.37	3.40	
	2018-19	3.48	3.34	3.36	
21. Promote students responsible use of interactive technologies. (InTASC Standard 3)	2020-21	3.37	3.30	3.35	
	2019-20	3.41	3.28	3.34	
	2018-19	3.43	3.24	3.27	
22. Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	2020-21	3.43	3.47	3.43	
	2019-20	3.47	3.47	3.45	
	2018-19	3.52	3.44	3.40	
23. Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	2020-21	3.39	3.37	3.37	
	2019-20	3.47	3.35	3.37	
	2018-19	3.52	3.32	3.35	
24. Use formative and summative data to adjust instruction to enhance	2020-21	3.45	3.44	3.39	

Survey Items	Academic Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
learning. (InTASC Standard 6)	2019-20	3.50	3.45	3.41
	2018-19	3.53	3.42	3.35
25. Use a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	2020-21	3.38	3.40	3.39
	2019-20	3.41	3.40	3.41
	2018-19	3.45	3.37	3.36
26. Use a variety of instructional strategies to support learners communication through speaking, listening, reading, and writing. (InTASC Standard 8)	2020-21	3.37	3.41	3.39
	2019-20	3.44	3.40	3.40
	2018-19	3.51	3.38	3.37
27. Align instructional goals and activities with state and district performance standards. (InTASC Standard 8)	2020-21	3.50	3.50	3.48
	2019-20	3.55	3.49	3.47
	2018-19	3.61	3.48	3.46
28. Use ongoing analysis and reflection to improve planning and practice. (InTASC Standard 9)	2020-21	3.50	3.45	3.43
	2019-20	3.56	3.45	3.44
	2018-19	3.58	3.45	3.41
29. Seek professional development opportunities to further develop my practice. (InTASC Standard 9)	2020-21	3.41	3.41	3.38
	2019-20	3.44	3.42	3.39
	2018-19	3.49	3.41	3.41
30. Work collaboratively with colleagues and other professionals. (InTASC Standard 10)	2020-21	3.57	3.53	3.53
	2019-20	3.57	3.53	3.51
	2018-19	3.57	3.52	3.50
31. Understand, uphold, and follow professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	2020-21	3.70	3.66	3.63
	2019-20	3.72	3.65	3.63
	2018-19	3.73	3.65	3.65
32. Contribute to positive changes in practice and advance the teaching profession. (InTASC Standard 10)	2020-21	3.57	3.53	3.53
	2019-20	3.57	3.52	3.52
	2018-19	3.63	3.49	3.53

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, 3	2020-21	3.39	3.39	3.39
	2019-20	3.43	3.39	3.39
	2018-19	3.44	3.35	3.38
InTASC Standard 2: Learning Differences Survey Questions: 8a, b, c, and d	2020-21	3.18	3.14	3.15
	2019-20	3.16	3.10	3.09
	2018-19	3.18	3.05	3.03
InTASC Standard 3: Learning Environments Survey Questions: 4, 5, 6, 13, 21	2020-21	3.36	3.37	3.37
	2019-20	3.39	3.35	3.35
	2018-19	3.40	3.31	3.30
InTASC Standard 4: Content Knowledge Survey Questions: 10, 11, 12, 15	2020-21	3.41	3.37	3.38
	2019-20	3.42	3.36	3.38
	2018-19	3.44	3.33	3.33
InTASC Standard 5: Application of Content Survey Questions: 7, 14, 18, 19	2020-21	3.37	3.35	3.36
	2019-20	3.39	3.33	3.34
	2018-19	3.38	3.28	3.28
InTASC Standard 6: Assessment Survey Questions: 16, 17, 22, 23, 24	2020-21	3.36	3.36	3.33
	2019-20	3.39	3.35	3.33
	2018-19	3.46	3.31	3.28
InTASC Standard 7: Planning for Instruction Survey Questions: 25	2020-21	3.38	3.40	3.39
	2019-20	3.41	3.40	3.41
	2018-19	3.45	3.37	3.36

InTASC Standard and Survey Item	Academic Year	Mean Scores		
		This EPP	All EPPs	Similar EPPs
InTASC Standard 8: Instructional Strategies Survey Questions: 20, 26, 27	2020-21	3.43	3.43	3.43
	2019-20	3.48	3.42	3.42
	2018-19	3.53	3.40	3.40
InTASC Standard 9: Professional Learning and Ethical Practice Survey Questions: 28, 29, 31	2020-21	3.54	3.51	3.48
	2019-20	3.57	3.51	3.49
	2018-19	3.60	3.50	3.49
InTASC Standard 10: Leadership and Collaboration Survey Questions: 9, 30, 32	2020-21	3.54	3.49	3.50
	2019-20	3.56	3.48	3.48
	2018-19	3.56	3.45	3.47