

Missouri's First-Year Educator Surveys

**2015
Technical Manual**



Table of Contents

Overview	4
Development.....	4
Field Testing	10
Method.....	10
Results.....	12
Reliability and Validity	13
Content Validity.....	14
Internal Consistency.....	16
Structural Validity.....	18
Consequential Validity.....	23
Administrative Procedures	24
Sample Identification.....	24
Reaching Participants.....	25
Survey Access and Modality.....	26
References	27
Appendix A: <i>First-Year Teacher Survey Alignment Activity Results</i>	29
Appendix B: <i>First-Year Principal Survey Alignment Activity Results</i>	32
Appendix C: Critical Indicators of Beginning Teacher Effectiveness	36
Appendix D: Initial Draft Items for <i>First-Year Teacher Survey</i>	37
Appendix E: Initial Draft Items for <i>First-Year Principal Survey</i>	39
Appendix F: Method and Results of <i>First-Year Teacher Survey</i> Questionnaire Item Validation Study	40
Appendix G: Revised (Draft Two) <i>First-Year Teacher Survey</i> Items	48
Appendix H: Revised (Draft Two) <i>First-Year Principal Survey</i> Items	51
Appendix I: Template <i>First-Year Teacher Survey</i> Invitation	52
Appendix J: Template <i>First-Year Principal Survey</i> Invitation	54

Printable versions of the final survey questionnaires are available at <http://dese.mo.gov/educator-quality/educator-preparation/educator-preparation-data-resources> (scroll to the bottom)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

Overview

Since 2007, the Department of Elementary and Secondary Education (DESE), in collaboration with the University of Missouri’s Office of Social and Economic Data Analysis (OSED), has administered an annual survey of first-year teachers in Missouri public schools. Also since 2007, a companion survey of employers of first-year teachers—typically their principals—has been administered. Together, the two surveys form a statewide data collection effort known widely as the *First-Year Teacher Survey*.

In 2009, DESE launched a second set of annual surveys, also in partnership with OSED, known as the *First-Year Principal Survey*. This survey is administered to first-year principals in Missouri public schools. As is the case with the teacher surveys, the employers—typically, the district superintendent—are also surveyed.

Both first-year surveys were redesigned for the 2015 administration.

This technical manual serves three overarching purposes:

- (1) It documents the procedures used in developing the 2015 *First-Year Teacher Survey* and *First-Year Principal Survey*;
- (2) It describes the sampling frames and administrative procedures for the surveys; and
- (3) It provides evidence of the reliability and validity of the instruments.

Development

The redesigned survey instruments that debuted in Spring 2015 were the culmination of several months of collaboration, bringing together the knowledge and perspectives of PK-12 and higher education stakeholders.

The overall arc of the survey development process is described in the table below:

Table 1: Survey Development Timeline

Event No.	Date	Description
1	3/2014 - 4/2014	DESE solicits nominees to serve on a survey redesign committee.
2	7/1/2014	DESE invites selected nominees to serve on survey redesign committee.
3	7/21/2014	Meeting of redesign committee held to examine alignment of previous <i>First-Year Teacher Survey</i> items to MoSPE.
4	8/21/2014	Web-based meeting of redesign committee held to examine alignment of previous <i>First-Year Principal Survey</i> items to MoSPE.
5	9/24/2014	Meeting of redesign committee held to draft items for new <i>First-Year Teacher Survey</i> instrument.
6	10/23/2014	Conference call held with redesign committee to draft possible items for the new <i>First-Year Principal Survey</i> questionnaire.
7	11/4/2014 - 11/18/2014	Feedback regarding validity of items for new <i>First-Year Teacher Survey</i> instrument is collected through an electronic survey of EPPs.

8	11/17/2014	DESE meets with MAESP and MASSP to solicit feedback about redesign of <i>First-Year Teacher Survey</i> instrument.
9	12/1/2014	Redesign committee meets to finalize a second draft of items for the <i>First-Year Teacher Survey</i> instrument, in preparation for field testing.
10	12/2/2014	MPEA meets to review and propose suggested edits to the draft <i>First-Year Principal Survey</i> questionnaire.
11	12/10/2014	Conference call held with redesign committee to finalize a second draft of items for the <i>First-Year Principal Survey</i> questionnaire. Committee also finalizes field testing plans during this time.
12	1/20/2015 – 2/18/2015	Field tests of the <i>First-Year Teacher Survey</i> and <i>First-Year Principal Survey</i> are conducted.
13	3/2/2015	Redesign committee meets to review field test data and finalize the survey instruments in preparation for launch.
14	4/3/2015 – 6/12/2015	The final, operational versions of the <i>First-Year Teacher Survey</i> and <i>First-Year Principal Survey</i> are administered for 2015.

Event #1

On March 6, 2014, DESE held a meeting of the Missouri Technical Advisory Committee for educator preparation accountability systems (MoTAC). During this meeting, DESE solicited nominees to participate in the redesign of the surveys. Due to the low initial response, DESE asked for redesign committee nominations again at the April 7, 2014 MoTAC meeting.

Event #2

On July 1, 2014, DESE invited twelve nominees to serve on the committee. Three nominees were selected to represent public four-year institutions; three were selected to represent private independents institutions; three were selected to represent community colleges; and three were selected to represent PK-12 leadership. The nominees who accepted¹ formed the First-Year Survey Redesign Committee. Their names and affiliations are as follows:

- PK-12 Representatives
 - Beth Houf, Principal, Fulton Public Schools
 - David Besgrove, Director of Human Resources, Pattonville School District
- Public Four-Year Institutions
 - Dorothy Turner, Harris-Stowe State University
 - James Sottile, Missouri State University
 - Sheila Damer, Missouri Southern State University
- Private Independent Colleges
 - Alicia Murillo, Avila University
 - Beth Kania-Gosche, Lindenwood University
 - Rose Hennes, Calvary Bible College
- Community Colleges
 - Shawn Young, Mineral Area College

¹ Acceptance based on participation in at least one in-person meeting, conference call, or web-based meeting.

Additionally, staff from DESE and OSEDA served as ex-officio (non-voting) members. Throughout the development process they provided meeting space, structured and facilitated committee activities, and analyzed data to support the committee's work. It should be assumed that all development activities involving the redesign committee also involved DESE and OSEDA.

Ex-officio committee members included:

- Missouri Department of Elementary and Secondary Education (DESE)
 - Tim Wittmann, Office of Educator Quality
 - Gale "Hap" Hairston, Office of Educator Quality
- Office of Social and Economic Data Analysis (OSEDA)
 - Keith Jamtgaard, Research Assistant Professor
 - Tracy Greever-Rice, Interim Director

Event #3

The first meeting of the redesign committee was held on July 21, 2014. The focus of the meeting was an activity in which participants aligned items on the previous version of the *First-Year Teacher Survey* questionnaire to the current Missouri Teacher Standards and Quality Indicators adopted in 2011.²

Briefly, the alignment activity required committee members to review the nine Missouri Teacher Standards and indicate which items, if any, address a particular standard. Then, members were provided a tally of the number of participants who indicated a given standard was aligned with a given indicator. For those items that highly correlated with a particular standard (as evidenced by participant consensus or near-consensus), participants took the further step of deliberating about which specific quality indicators the item encompasses. Once an indicator was identified and agreed-upon, it was recorded as being linked to the item.

Results of the alignment activity are presented in [Appendix A](#).

Event #4

On August 21, 2014, a web-based meeting was held with members of the redesign committee. During this meeting, a second alignment activity was conducted, this time focusing on the *First-Year Principal Survey*. The activity utilized the webinar software's "polling" feature to gather data on participants' perceptions of alignment. The poll response options were keyed to the Missouri Leader Standards³, with one option per standard. A "no alignment" choice was also included. Alignment data were gathered for each item individually. Participants' decisions regarding alignment of items to specific quality indicators within each standard were reached through discussion after having reviewed polling data.

² These are described at <http://dese.mo.gov/sites/default/files/Original-Document-girl.pdf>

³ Ibid.

The webinar session was not properly saved, so the number of responses affirming alignment to one standard versus any other standard was not retained. However, since participants reached consensus regarding alignment of standards regardless of polling—in other words, any discrepant alignment choices recorded during polling were resolved by deliberation among participants—this loss of information is inconsequential in the overall documentation of instrument development.

Results of the alignment activity are presented in [Appendix B](#).

Event #5

On September 24, 2014, members of the redesign committee met in-person to receive a series of informational briefings both from DESE and from OSEDA, discuss different design options (e.g., questionnaire ordering, phrasing of question stems, descriptors for response levels), and generate items for the *First-Year Teacher Survey* questionnaire.

Outcomes of this meeting included:

- Adoption of Likert-type response categories based on levels of agreement.
- Development of forty-seven (47) distinct items using an “I was prepared to...” syntax. Items were developed collaboratively, with members proposing items aloud and then refining the wording based on group discussion.
- Consensus about the value of creating scales to measure each of the Missouri Teacher Standards, and to particularly emphasize the sixteen “high-leverage” indicators deemed essential⁴ to the success of beginning teachers. A list of these indicators is presented in [Appendix C](#).

A list of the forty-seven items initially identified for the 2015 questionnaire appears in [Appendix D](#).

Event #6

On October 23, 2014, a conference call was held to draft possible items for the redesigned *First-Year Principal Survey* questionnaire. The initial twenty-three (23) items developed during that call are presented in [Appendix E](#).

Event #7

On November 4, 2014, invitations were disseminated to members of the Missouri Association of Colleges for Teacher Education (MACTE) to solicit participation in an item validation survey. The purpose of the survey was to gather feedback from educator preparation programs about the items developed by the survey redesign committee for inclusion in the *First-Year Teacher Survey* instrument. The survey was conducted using the “SurveyMonkey” platform. For each proposed

⁴The sixteen indicators were identified by an unaffiliated workgroup by consulting research regarding the effect size of teacher strategies and actions on student achievement and in working with districts across the state to identify indicators that are of particular importance specifically in the first and second years of teaching.

item, participants were asked to give candid input regarding (1) alignment of the item to a designated Missouri Teacher Standard and Quality Indicator; (2) whether the item reflects important preparation for beginning teachers; and (3) whether the item was clear and understandable. Open-ended comments were also encouraged.

The item validation survey closed on November 18, 2014. Summary data from the item validation study are presented in [Appendix F](#). A sample item set from the validation questionnaire is also included.

Event #8

On November 17, 2014, DESE staff met with members of the Missouri Association of Elementary School Principals (MAESP) and of the Missouri Association of Secondary School Principals (MASSP). Members reviewed proposed items for the redesigned *First-Year Teacher Survey* questionnaire and offered constructive feedback.

Notes from this meeting are available upon request.

Event #9

On December 1, 2014, members of the redesign committee met in-person to review feedback collected to-date on items drafted for the new *First-Year Teacher Survey* instrument. Members were presented with summary data from the item validation study (copies of the tables appearing in [Appendix E](#), essentially). Additionally, comments received through the open-ended feedback portions of the item validation questionnaire were projected on a screen for committee members to review. Since comments were requested on an item-by-item basis, each proposed item was reviewed individually, taking into consideration both the item rating data and the open-ended comments related to that item. DESE also presented a synopsis of the feedback provided by MAESP and MASSP members at the outset of the meeting.

Based on their review of the available information, the committee made a number of revisions to the survey instrument. These revisions are presented in [Appendix G](#).

Event #10

On December 2, 2014, the Missouri Professors of Educational Administration (MPEA) met to review the draft *First-Year Principal Survey* instrument. DESE staff were unavailable for this meeting. A list of suggested edits was generated during this meeting and shared with DESE on December 10, 2014. The suggested edits focused on improving item clarity. No substantive changes were recommended.

Notes from this meeting are available upon request.

Event #11

On December 10, 2014, a conference call was held with committee members to review feedback from MPEA regarding the *First-Year Principal Survey* instrument. Since the feedback was only just

received earlier in the day, DESE shared this information in an email as well as by voice over the phone.

MPEA's suggested revisions were accepted unanimously and without hesitation. Committee members also utilized the available time to offer some revisions to the open-ended items of the *First-Year Principal Survey* instrument. A full accounting of the revisions agreed upon by committee members during this call appears in [Appendix H](#).

During this time, the committee also finalized plans for a field test of both the *First-Year Teacher Survey* and the *First-Year Principal Survey*. The field tests are described in more detail further in this manual.

Event #12

From January 20, 2015 through February 18, 2015, field tests of the *First-Year Teacher Survey* and *First-Year Principal Survey* were conducted. The field tests are described in more detail further in this manual.

Event #13

On March 2, 2015, committee members were convened for a work session in conjunction with the MACTE Spring Conference. During this meeting, members reviewed an analysis of field test data and made final decisions about the items to be included in the operational versions of the two questionnaires.

The information presented to committee members included item-level descriptive statistics as well as the results of various reliability and validity analyses. These results are presented in a dedicated section of this manual.

The final survey instruments appear in [a companion supplement](#) to this manual.

Event #14

The fully redesigned *First-Year Teacher Survey* and *First-Year Principal Survey* were both launched on April 3, 2015. The surveys closed on June 12, 2015.

Field Testing

Field tests of the *First-Year Teacher Survey* and *First-Year Principal Survey* instruments were conducted in order to study their psychometric properties and make final adjustments accordingly.

Method

OSEDA identified a sample of 3,621 second-year teachers for the *First-Year Teacher Survey* field test. Each of these teachers previously completed the 2014 version of the survey questionnaire as first-year teachers. While the teachers selected for the field test have more experience than the first-year teachers who are targeted by the operational surveys, it was necessary to refrain from sampling actual first-year teachers since they would be sampled later in the year during the operational administration of the survey.⁵

OSEDA identified a sample of 504 second and third-year principals for the *First-Year Principal Survey* field test. Each of these principals previously completed either the 2013 or 2014 version of the survey questionnaire as first-year principals.

Field tests were not conducted for the employer versions of the two surveys. This is because employers are a fixed population; there would be no way to sample them during the field test without either a) sampling them again during the operational administration; or b) splitting the sample and reserving a portion for the operational administration. Committee members deemed neither option to be satisfactory.

The pilot survey instruments used in the field tests were comprised of the items appearing in [Appendix G](#) and [Appendix H](#), including all noted revisions. Additional items, developed primarily by DESE, were also included. These additions are indicated in Tables 2 and 3 below.

Table 2. Additional Items in *First-Year Teacher Survey* Pilot Questionnaire

Item	Response Options
Please click on the response that best reflects your perspective about the overall quality of the professional education program you completed.	<ul style="list-style-type: none"> • Very Poor • Poor • Fair • Good • Very Good
Did you complete any of your teacher preparation course work at a community college?	<ul style="list-style-type: none"> • No • Yes
At which community college did you take teacher preparation coursework?	<ul style="list-style-type: none"> • [Drop-down menu including all Missouri community colleges] • Community College Outside Missouri
What overall rating would you give the quality of your community college teacher preparation coursework?	<ul style="list-style-type: none"> • Very Poor • Poor • Fair

⁵ It was felt that sampling the same group twice with substantially similar questionnaires would likely result in “survey fatigue” or even confusion about whether the survey had already been completed, leading to low response rates for the operational surveys.

	<ul style="list-style-type: none"> • Good • Very Good
Were you assigned a first-year teacher mentor?	<ul style="list-style-type: none"> • No • Yes, from my school • Yes, from my district, but not from my school • Yes, from outside my district
How often did you meet with your mentor this school year (either formally or informally)?	<ul style="list-style-type: none"> • Never • Once or twice • Three to five times • Six or more times
The mentoring process is non-evaluative.	<ul style="list-style-type: none"> • Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree
The support I received from my mentor has helped me improve my practice.	As above.
My mentor provided me with the resources I needed to improve my practice.	As above.
My mentor provided me with effective support.	As above.
I was prepared to reflect on feedback from my mentor.	As above.
What has been the most difficult classroom challenge you have faced when striving to meet the needs of students?	[Open-Ended]
What is the single most important area that teacher preparation programs should strengthen?	[Open-Ended]
We greatly appreciate the time you are spending helping us evaluate this survey. Do you have any suggestions about the survey as we prepare the final version?	[Open-Ended]

Table 3: Additional Items in *First-Year Principal Survey Pilot Questionnaire*

Item	Response Options
Did you have a mentor this year?	<ul style="list-style-type: none"> • No Mentorship Experience • Missouri AMP Mentor Assigned • District Provided Peer Mentor • My immediate Supervisor / Evaluator was My Mentor
How often did you meet with your mentor this school year (either formally or informally)?	<ul style="list-style-type: none"> • Never • Seldom • Sometimes • Regularly
The mentoring process is non-evaluative.	<ul style="list-style-type: none"> • Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree
The support I received from my mentor has helped me improve my practice.	As above.
My mentor provided me with the resources I needed to improve my practice.	As above.

My mentor provided me with effective support.	As above.
I was prepared to reflect on feedback from my mentor.	As above.
What are some strengths of the Educational Leadership program?	[Open-Ended]
What are some areas for improvement for the Educational Leadership Program?	[Open-Ended]
What additional comments would you like to make with regard to your mentorship experiences and your transition into school administration? ⁶	[Open-Ended]
We greatly appreciate the time you are spending helping us evaluate this survey. Do you have any suggestions about the survey as we prepare the final version?	[Open-Ended]

The pilot surveys were administered electronically using the Qualtrics Survey Software platform. Survey invitations were sent via email. The survey URLs were active from January 20, 2015 through February 18, 2015. In all, 676 individuals (18.7%) responded to the *First-Year Teacher Survey* field test, and 131 individuals (26.0%) responded to the *First-Year Principal Survey* field test.

Results

Based in part on field test data, various revisions were made. At this stage in the development process, committee members were reticent to alter individual items since it would have been infeasible to conduct a second field test to assess the properties of those items. The committee did, however, consider not only the quantitative data, but also the overall coherence and “flow” of the questionnaires. The group also verified that the final item set preserved at least one “standards-informed” item for each of the most critical quality indicators across the nine teacher standards.

- Item “I was prepared to use technology to enhance student learning.” was removed from a four-item scale measuring teacher preparation according to Missouri Teacher Standard #4: Critical Thinking. This resulted in a slight improvement in the Cronbach’s coefficient alpha, from .839 to .845. The item was deemed important enough by the redesign committee to retain within the questionnaire, however.
- Item “I was prepared to organize the space in my classroom.” was deleted entirely from the *First-Year Teacher Survey* questionnaire. This resulted in a negligible decrease in the Cronbach’s coefficient alpha, from .906 to .903, for a scale measuring Missouri Teacher Standard #5: Positive Classroom Environment. The redesign committee deemed the decrease acceptable.
- Item “I was prepared to monitor the effectiveness of organizational structures and procedures.” was deleted entirely from the *First-Year Principal Survey* questionnaire. This resulted in a slight improvement in the Cronbach’s coefficient alpha, from .873 to .874, for a scale measuring Missouri Leader Standard #3: Management of Organizational Systems.

Results of the reliability and validity analyses conducted on the field test data with these revisions included are presented in the next section.

⁶ This item was contributed by the redesign committee.

Reliability and Validity

As a matter of good practice, and in accordance with *The Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCMA], 2014), it is DESE's responsibility to furnish evidence of the psychometric properties of any assessment instrument that the agency intends to use in high-stakes⁷ contexts, including the survey instruments described in this manual. Moreover, this evidence should be provided in a "timely manner," well before using data collected from the instruments for program evaluation. DESE accepts these responsibilities.

As previously indicated, 676 individuals (18.7%) responded to the *First-Year Teacher Survey* field test, and 131 individuals (26.0%) responded to the *First-Year Principal Survey* field test. While these response rates are very low by most standards, they do not undermine the ability to assess the psychometric properties of these instruments; the goal is to infer the characteristics of the instruments rather than of the populations from which field test subjects were drawn. Nevertheless, out of an abundance of caution, it is recommended that the analyses described in this section be conducted a second time using data obtained through operational administrations of the surveys to confirm and extend the psychometric evidence collected to-date.

Experts differ in their interpretations of appropriate 'n' size for reliability and validity analyses. One of the most common forms of reliability analysis involves computing Cronbach's coefficient alpha (Cronbach, 1951). Traditionally, the analyst desires a sample size of at least 300 observations in order to obtain an unbiased estimate of the population coefficient alpha (see, e.g., Kline, 1986; Nunally & Bernstein, 1994).

A rule of thumb suggested by Tinsley and Tinsley (1987) is that there should be a minimum of 5 to 10 subjects per item for psychometric studies. This standard applies to items within a scale, as well as to the overall set of items across all hypothesized constructs in factor analytic studies. With 38 items included in the main body⁸ of the pilot *First-Year Teacher Survey* questionnaire, availability of data on 676 subjects means that this standard is easily met for factor analysis and, ipso facto, analyses of internal consistency for each item scale.

With a maximum scale length of 7 items, the data gathered from 131 subjects during the *First-Year Principal Survey* field test also meet minimum criteria for internal consistency analysis. However, with a total of 23 items measuring principal competencies, the total sample size is either barely sufficient or somewhat deficient for factor analysis (115 subjects is the bare minimum; 230 would have been better, and 300 subjects would have been ideal).

⁷ As of the date this manual was completed, only the *First-Year Teacher Survey* is intended for use in a high-stakes context (i.e., as a source of data to evaluate program quality as part of an Annual Performance Report for Educator Preparation Programs). However, since the *First-Year Principal Survey* could conceivably be adopted as a source of performance evidence for principal certification programs, reliability and validity are also important considerations for the instrument associated with that survey.

⁸ i.e., the portion explicitly developed to result in item scales for each of the nine Missouri Teacher Standards.

The foregoing discussion demonstrates that, in general, a sufficient empirical base exists to conduct most forms of reliability and validity analysis based on the field test data. Table 4 below summarizes the analyses that were conducted or that will be conducted in the future.

Table 4. Reliability and Validity Analyses

Type of Evidence	How Studied	Status
Content validity	Item validation survey; expert review	Complete
Internal consistency	Computation of Cronbach's coefficient alpha	Complete
Structural validity	Factor analysis	Complete
Consequential validity	TBD (see below)	In progress

Content Validity

First-Year Teacher Survey

Following Messick (1995), content validity was studied as a dimension of construct validity demonstrated through evidence that the assessment measures what it purports to measure and with sufficient scope and depth to cover the essential characteristics of the constructs in question. Generally, content validity is verified through the corroborating opinions of experts and does not require the use of particular statistical tests.

The primary purpose of the *First-Year Teacher Survey* item validation activity was to gather evidence of content validity. The method and results of this activity are detailed in [Appendix F](#). While the evaluation of content validity is necessarily subjective, by most standards the draft items about which stakeholders offered feedback would not have demonstrated adequate content validity if adopted wholesale. In several cases, a draft item demonstrated low importance, clarity, or alignment to an intended teacher standard/quality indicator.

Table 5 documents these cases using simple rules of thumb for flagging concerns. The table also presents a brief descriptor of the process by which the noted concern was addressed, if at all. A full accounting of the revisions made to the *First-Year Teacher Survey* instrument in preparation for field testing appears in [Appendix G](#).

Table 5. Draft Items with Low Importance, Clarity, or Alignment

Quality Indicator	Item	Concern	Solution
1.2	I was prepared to incorporate interdisciplinary instruction.	C	Item order modified
2.4	I was prepared to implement instruction based on a student's IEP.	C	Item order modified
2.4	I was prepared to create lesson plans to engage all learners.	C	No action prior to field test
3.1	I was prepared to develop lessons based on district curriculum.	C, R, I	Item removed
3.1	I was prepared to deliver lessons based on curriculum standards.	C, I	No action prior to field test

5.2	I was prepared to manage space in my classroom.	C	Item modified
5.2	I was prepared to use organizational skills in my classroom.	C	Item removed
6.4	I was prepared to enhance student communication skills through technology.	I	Item modified
7.5	I was prepared to analyze data to evaluate the outcomes of collaborative efforts.	C, R, I	Item removed
9.X	I was prepared to interact with professional organizations.	C, R, I	Item modified

Key:

C = Item lacked clarity (<70% of respondents agreed that “[...] item is clear and understandable.”)

R = Item lacked relevance or alignment to the stated teacher standard and quality indicator (<70% of respondents agreed that “[...] item is relevant for [the] indicator noted.”)

I = Item lacked importance (<80% of respondents agreed that “[...] item describes preparation that is important for a first-year teacher.”)

One of the most salient considerations for the redesign committee was ensuring an adequate number of items designed to assess the most critical competencies for beginning teachers. Table 6 presents the number of items included in the final version of the *First-Year Teacher Survey* questionnaire that are tied to each of the sixteen (16) quality indicators considered especially important during the first and second years of teaching.

Table 6. Sampling of Key Quality Indicators

Quality Indicator	Indicator Description	Number of Items
1.1	Content knowledge with academic language	1
1.2	Student engagement in content	3
2.4	Differentiated lesson design	5
3.1	Implementation of curriculum standards	1
3.2	Lessons for diverse learners	1
4.1	Instructional strategies for critical thinking	4
5.1	Classroom management techniques	5
5.2	Management of time, space, transitions, and activities	1
5.3	Classroom, school, and community culture	1
6.1	Verbal and nonverbal communication	3
7.1	Effective use of assessments	2
7.2	Assessment data to improve learning	1
7.5	Communication of student progress and maintaining records	2
8.1	Self-assessment and improvement	2
9.1	Induction and collegial activities	3
9.3	Cooperative partnerships in support of student learning	

In some cases, only one item was retained in the final version of the questionnaire that measures a particular quality indicator. It is therefore not appropriate to suggest that the final items represent a comprehensive sampling of the content domains associated with each indicator. It is more appropriate to view the final item set as having been *informed* by those indicators. For each of the nine teacher standards, however, it can be claimed that the essential content, as defined within the

sixteen critical quality indicators, has been sampled. This claim is supported by the inclusion of at least two items per standard that are keyed to critical indicators.

First-Year Principal Survey

Evidence of content validity for the *First-Year Principal Survey* also exists. The Missouri Professors of Educational Administration (MPEA) reviewed items developed by the redesign committee for the *First-Year Principal Survey* questionnaire and offered only minimal revisions. Furthermore, the revisions that were offered did not significantly alter the meaning of items. Given the paucity of substantive edits, it is assumed that MPEA members believed the committee's initial draft already captured the competencies most essential to the success of beginning principals.

Internal Consistency

Internal consistency, that is, the tendency of items within a scale to be intercorrelated, was measured using Cronbach's coefficient alpha (Cronbach, 1951). Scales with a high coefficient alpha are said to be internally consistent.

For both the *First-Year Teacher Survey* and the *First-Year Principal Survey* questionnaires, scales were developed to measure the competencies embodied within the Missouri Teacher Standards and Missouri Leader Standards, respectively. The scales for both questionnaires, the items within those scales, and the corresponding Cronbach's alpha estimates, are presented in Tables 7 and 8.

Table 7. Internal Consistency of *First-Year Teacher Survey* Item Scales

Standard 1: Content Knowledge	Cronbach's α = .85
I was prepared to incorporate interdisciplinary instruction. (fyt2)	
I was prepared in my content area. (fyt3)	
I was prepared to engage students in my content area. (fyt4)	
I was prepared to make my content meaningful to students. (fyt5)	
Standard 2: Learning, Growth, and Development	Cronbach's α = .86
I was prepared to design lessons that include differentiated instruction. (fyt6)	
I was prepared to implement instruction based on a student's IEP. (fyt7)	
I was prepared to modify instruction for English language learners. (fyt8)	
I was prepared to modify instruction for gifted learners. (fyt9)	
I was prepared to create lesson plans to engage all learners. (fyt10)	
Standard 3: Curriculum Implementation	Cronbach's α = .71
I was prepared to deliver lessons based on curriculum standards. (fyt11)	
I was prepared to deliver lessons for diverse learners. (fyt12)	
Standard 4: Critical Thinking	Cronbach's α = .85
I was prepared to implement a variety of instructional strategies. (fyt13)	
I was prepared to engage students in critical thinking. (fyt14)	
I was prepared to model critical thinking and problem solving. (fyt15)	
Standard 5: Positive Classroom Environment	Cronbach's α = .90
I was prepared to create a classroom environment that encourages student engagement. (fyt17)	
I was prepared to use a variety of classroom management strategies. (fyt18)	
I was prepared to manage a variety of discipline issues. (fyt19)	
I was prepared to motivate my students to learn. (fyt20)	

I was prepared to keep my students on task. (fyt21)	
I was prepared to foster positive student relationships. (fyt22)	
I was prepared to facilitate smooth transitions for my students. (fyt24)	
Standard 6: Effective Communication	Cronbach's $\alpha = .87$
I was prepared to use effective communication strategies to foster learning. (fyt25)	
I was prepared to effectively communicate with parents. (fyt26)	
I was prepared to effectively communicate with all staff. (fyt27)	
I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities. (fyt28)	
I was prepared to use technology as a communication tool. (fyt29)	
I was prepared to enhance students' skills in using technology as a communication tool (fyt30)	
Standard 7: Student Assessment and Data Analysis	Cronbach's $\alpha = .92$
I was prepared to use assessments to evaluate learning. (fyt31)	
I was prepared to develop assessments to evaluate learning. (fyt32)	
I was prepared to analyze assessment data to improve instruction. (fyt33)	
I was prepared to help students set learning goals based on assessment results. (fyt34)	
I was prepared to work with colleagues to set learning goals using assessment results. (fyt35)	
Standard 8: Professionalism	Cronbach's $\alpha = .80$
I was prepared to analyze data to reflect on areas for professional growth. (fyt36)	
I was prepared to reflect on my practices for professional growth. (fyt37)	
Standard 9: Professional Collaboration	Cronbach's $\alpha = .83$
I was prepared to collaborate with colleagues to support student learning. (fyt38)	
I was prepared to collaborate with parents to support student learning. (fyt39)	
I was prepared to participate in professional organizations. (fyt40)	

Table 8. Internal Consistency of First-Year Principal Survey Item Scales

Standard 1: Vision, Mission, and Goals	Cronbach's $\alpha = .91$
I was prepared to effectively communicate the vision, mission, and goals to all staff and stakeholders.	
I was prepared to lead the development of vision, mission, and goals that promote the success of all students.	
I was prepared to implement strategies to engage my school community in the school's vision, mission, and goals.	
Standard 2: Teaching and Learning	Cronbach's $\alpha = .88$
I was prepared to establish a culture that promotes high levels of student learning.	
I was prepared to maintain a safe learning environment for the school community.	
I was prepared to establish a culture that nurtures positive relationships.	
I was prepared to implement effective processes to identify unique strengths and needs of students.	
I was prepared to facilitate effective processes for identifying gaps between current outcomes and goals.	
I was prepared to use data and research to facilitate learning for all students.	
I was prepared to work with personnel to develop professional growth plans for improvement of student learning.	
Standard 3: Management of Organizational Systems	Cronbach's $\alpha = .87$
I was prepared to facilitate effective evaluation process	
I was prepared to offer positive and constructive feedback to personnel.	
I was prepared to guide the effective use of resources to support student learning.	
Standard 4: Collaboration with Families and Stakeholders	Cronbach's $\alpha = .94$
I was prepared to support positive relationships with families.	
I was prepared to support positive relationships with community members.	
I was prepared to collaborate with families to enhance the culture of learning.	
I was prepared to build partnerships with community members.	
I was prepared to identify key stakeholders in my community.	
I was prepared to facilitate community support networks to impact student learning.	

Standard 6: Professional Development**Cronbach's $\alpha = .92$**

I was prepared to use research and best practice to guide my professional growth.

I was prepared to use research and best practice to guide professional growth for personnel.

*Note: "Standard #5: Ethics and Integrity" is measured using a single item rather than a scale.

Based on generally-accepted standards in testing, all scales across both the *First-Year Teacher Survey* and *First-Year Principal Survey* questionnaires demonstrate either good or excellent reliability (Kline, 2000).

Structural Validity

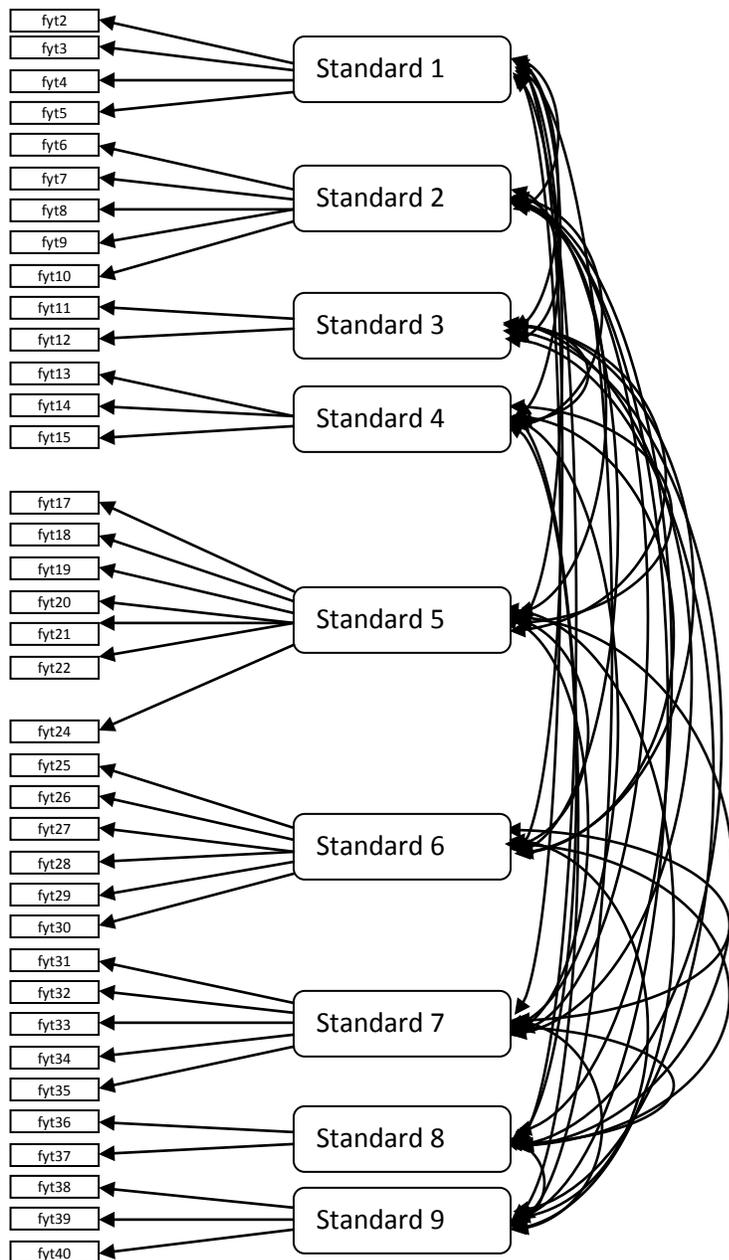
Structural validity requires the analyst to demonstrate the dimensionality of a particular assessment and to justify the observed dimensions in light of theory regarding the constructs of interest. In the case of the *First-Year Teacher Survey* and *First-Year Principal Survey* instruments, the constructs of interest are the nine (9) Missouri Teacher Standards and (6) Missouri Leader Standards.

Based on a review of the available literature, no survey questionnaire is currently known to exist in which items are keyed to scales intended to measure "teacher standards" or "leader standards." There are, however, several examples of survey instruments developed using such standards as a starting point (e.g., Lang & Wilkerson, 2007; Schulte, Edick, Edwards, & Mackiel, 2004; Schulte, 2008). One possible reason for the lack of such instruments is that educator standards are not typically developed with principles of measurement as a motivating consideration. In a factor analytic study by Ramaswami and Babo (2012) of the construct validity of the 2008 ISLLC Standards based on survey data, the measurement model with the best fit to the empirical data largely called into question the distinctiveness of Standards I and II. Indeed, even a cursory review of the content descriptors for the functions associated with these standards reveals a high degree of redundancy. That same study also showed that Standard IV may be better represented as two separate dimensions.

Fundamental validity concerns like these cannot be resolved by developing better assessments. They must instead be resolved by more clearly delineating the constructs of interest, or by adopting an alternative set of constructs. In the case of Missouri's nine Teacher Standards, for example, it would be anticipated that both redundancies across standards and multidimensionality within standards would lead to rejection of a confirmatory model that assumes the existence of nine distinct and thematically consistent standards based on empirical data. As expected, this is precisely the result that was observed.

Confirmatory Factor Analysis: First-Year Teacher Survey

In order to test the empirical structure suggested by the Nine Teacher Standards, a confirmatory factor analysis (CFA) was carried out. Figure 1 details the postulated relationships:

Figure 1: Path Diagram for CFA

*for simplicity, error terms are not shown

In the path diagram, there are nine clusters of variables, one for each Missouri Teacher Standard. The single-headed arrows in the path diagram represent functional relationships between factors and the observed variables (i.e., response to items on the survey questionnaire). The double-headed arrows that connect the nine factors represent their covariance. In order to ensure the model is identified, all item-specific error terms are treated as free parameters in the confirmatory factor model, while the variances of the nine factors are fixed at 1.0 in the model.

Results

Overall fit was poor according to three standard fit statistics used in CFA. The model fit chi-square was 3035 ($df=593$, $p<0.0001$). Normally, the analyst would like to see a p-value > 0.05 for this test. In this case, the highly statistically significant result indicates that the null hypothesis can safely be rejected; the confirmatory factor model does not fit the empirical data. Additionally, the root mean square error of approximation (RMSEA) estimate was 0.0835, which is larger than the conventional 0.05 value for a good model fit. Finally, the Bentler Comparative Fit Index (CFI) was 0.86, well short of the 0.90 threshold recommended by Hu and Bentler (1999).

Confirmatory Factor Analysis: First-Year Principal Survey

A confirmatory model based on the six Missouri Leader Standards was also fit to the field test data collected using the *First-Year Principal Survey* questionnaire. Results were comparable to those reported above for the *First-Year Teacher Survey* questionnaire, except that all fit indices were even further from accepted norms. These results are not reported here since, as noted in the section describing norms for psychometric studies, factor analysis on the *First-Year Principal Survey* data was likely only marginally appropriate. These results are available from the analyst by request, however.

Exploratory Factor Analysis: First-Year Teacher Survey

As suggested by Schmitt (2011), exploratory factor analysis (EFA) was carried out on the First-Year Teacher Survey field test data as a next step since CFA rejected a model strictly adhering to the assumed dimensionality of the Missouri Teacher Standards.

Maximum likelihood factor analysis was performed using the squared multiple correlation method to estimate prior communalities. Eight factors cumulatively accounting for 100 percent of the common variance were extracted. Preliminary eigenvalues for the extracted factors were 59.92, 5.53, 4.12, 3.68, 2.62, 2.20, 1.82, and 1.21, explaining 74.1%, 6.8%, 5.1%, 4.5%, 3.2%, 2.7%, 2.3%, and 1.5% of the variance, respectively. Orthogonal varimax rotation was used to facilitate interpretation of the factor loadings.

The rotated factor pattern is presented in Table 9 on page 20. The factors on which an item primarily loads are **bolded**, and cross-loadings of at least .32 are displayed in regular font. Loadings below the .32 cutoff are suppressed.

Factors were interpreted and given descriptive labels:

- ***Factor 1: Positive Classroom Environment*** – Items largely align with the Missouri Teacher Standard of the same name.
- ***Factor 2: Student Assessment and Data Analysis*** – Items largely align with the Missouri Teacher Standard of the same name.

- Factor 3: Professional Collaboration – Items assess interpersonal skills requiring collaboration and communication among adults. Inclusion of fyt28 may suggest that being prepared to “[...] promote respect for diverse cultures, genders, and intellectual / physical abilities,” implies an underlying facility for working with parents and faculty to establish a “unified front” for the equitable treatment of students.
- Factor 4: Pedagogical Content Knowledge – Items assess content knowledge, ability to effectively deliver content, and ability to draw upon content across multiple disciplines.
- Factor 5: Technology – Items assess ability to use technology and to help students use technology effectively, suggesting that an underlying facility for technology is the primary driver of both skills.
- Factor 6: Differentiated Instruction – Items assess ability to differentiate or modify instruction for diverse learners.
- Factor 7: Critical Thinking – Items align with the Missouri Teacher Standard of the same name.
- Factor 8: Lesson Design – Items assess ability to design lessons. Inclusion of fyt13 may suggest that being prepared to “[...] implement a variety of instructional strategies,” is a facet of being prepared to design lessons. It may be that being able to deploy an array of instructional strategies, for example, allows the teacher to create a greater diversity of lessons, or to build more flexible lessons to accommodate whichever strategies may be most appropriate at time of delivery.

Exploratory Factor Analysis: First-Year Principal Survey

An exploratory factor analysis was also conducted for the *First-Year Principal Survey*. Results are not reported here since, as noted at the outset of this section, factor analysis on the *First-Year Principal Survey* data was likely only marginally appropriate. These results are available from the analyst by request, however.

Table 9. Rotated Factor Pattern for EFA

Item	Orig. Teacher Std.	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
I was prepared to manage a variety of discipline issues.	5	0.71							
I was prepared to use a variety of classroom management strategies.	5	0.70							
I was prepared to keep my students on task.	5	0.70							
I was prepared to motivate my students to learn.	5	0.64							
I was prepared to create a classroom environment that encourages student engagement.	5	0.55							
I was prepared to use effective communication strategies to foster learning.	6	0.50		0.41					
I was prepared to foster positive student relationships.	5	0.49		0.37					
I was prepared to facilitate smooth transitions for my students.	5	0.45							
I was prepared to analyze assessment data to improve instruction.	7		0.76						
I was prepared to develop assessments to evaluate learning.	7		0.74						
I was prepared to use assessments to evaluate learning.	7		0.66						
I was prepared to help students set learning goals based on assessment results.	7		0.66						
I was prepared to analyze data to reflect on areas for professional growth.	8		0.63	0.44					
I was prepared to work with colleagues to set learning goals using assessment results.	7		0.57	0.49					
I was prepared to collaborate with colleagues to support student learning.	9			0.64					
I was prepared to effectively communicate with all staff.	6	0.32		0.60					
I was prepared to participate in professional organizations.	9			0.56					
I was prepared to reflect on my practices for professional growth.	8		0.46	0.56					
I was prepared to collaborate with parents to support student learning.	9			0.55					
I was prepared to effectively communicate with parents.	6	0.40		0.49					
I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	6			0.47					
I was prepared to engage students in my content area.	1				0.85				
I was prepared to make my content meaningful to students.	1	0.33			0.62				
I was prepared in my content area	1				0.57				
I was prepared to deliver lessons based on curriculum standards.	3		0.33		0.36				0.33
I was prepared to incorporate interdisciplinary instruction.	1				0.32				
I was prepared to enhance students' skills in using technology as a communication tool.	6					0.77			
I was prepared to use technology to enhance student learning.	4					0.75			
I was prepared to use technology as a communication tool.	6					0.75			
I was prepared to modify instruction for English language learners.	2						0.67		
I was prepared to implement instruction based on a student's IEP.	2	0.33					0.62		
I was prepared to modify instruction for gifted learners.	2						0.56		
I was prepared to deliver lessons for diverse learners.	3	0.33					0.40		0.39
I was prepared to model critical thinking and problem solving.	4							0.68	
I was prepared to engage students in critical thinking.	4							0.62	
I was prepared to design lessons that include differentiated instruction.	2						0.41		0.44
I was prepared to implement a variety of instructional strategies.	4								0.42
I was prepared to create lesson plans to engage all learners.	2	0.34					0.36		0.38

Consequential Validity

Consequential validity refers to the properties of an assessment that justify the assessment's use as a decision-making tool. Since the *First-Year Teacher Survey* is intended to be used as a tool to help decide whether educator preparation programs are adequately preparing teacher candidates, it is necessary to establish whether the instrument is sensitive enough to detect differences in teachers' preparedness levels.

It may further be desirable to establish that any differences in observed preparedness have practical significance in terms of PK-12 student outcomes, teacher retention, and so on. Even if the questionnaire is sensitive enough to distinguish among teachers along a continuum of preparedness, it may be argued that those distinctions have no bearing on the discussion of preparation program quality if preparedness has no demonstrated relationship to teacher effectiveness.

There is, of course, good reason to hypothesize such a relationship. In the literature, teacher effectiveness is sometimes measured using so-called "value-added" measures of students' academic achievement growth. Within this literature, in-service training, as measured by years of experience, is consistently found to predict teacher value-added to student achievement (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2006; 2008; Clotfelter, Ladd, & Vigdor, 2007; Hanushek, Kain, O'Brien, & Rivkin, 2005; Kraft & Papay, 2014; Papay & Kraft, in press). It is likely that in-service training shares certain commonalities with features of pre-service training, so it is plausible that pre-service training effects might be observed in an appropriately rigorous study. Encouragingly, there is already limited evidence of such effects; mathematics preparation, as measured by assessments of content knowledge, has been found to predict teacher effectiveness at the middle and high school levels (Clotfelter et al., 2007; Harris & Sass, 2011).

The psychometric evidence presented earlier in this section suggests that the *First-Year Teacher Survey* questionnaire, at a minimum, does in fact measure various dimensions of preparation reliably. However, since the field test samples very likely are not representative of the response distributions likely to be achieved under normal administrative procedures, it is recommended that an assessment of consequential validity be reserved for such a time when data from the operational administration of the survey are available.

Administrative Procedures

Each year, the *First-Year Teacher Survey* and *First-Year Principal Survey* are administered in the springtime. There is some variation in the beginning and end dates of the surveys. The 2015 surveys launched on April 3, 2015 and concluded on June 12, 2015. In previous years, surveys have launched as early as March 3 and have closed as early as mid-May. In general, timing is driven by the availability of contact information by which to solicit participation in the surveys, but it also reflects a strategic interest in assessing preparation relative to a reasonable sampling of classroom experience.

Sample Identification

The University of Missouri's Office of Social and Economic Data Analysis (OSED) oversees sample identification for both the *First-Year Teacher Survey* and *First-Year Principal Survey*. The primary source for identifying eligible participants for these surveys is the set of longitudinal COREDATA⁹ files that the Missouri Department of Elementary and Secondary Education (DESE) maintains.

First-Year Teacher Survey

Sample identification for the *First-Year Teacher Survey* begins by examining the complete set of EDSCHOOL files from 1991 to the most recent year. This set of yearly files reports on teachers working in each school building, so a teacher may appear in more than one school in a district. OSED keeps only those records that first appear with a position code of 60 (Classroom Teacher) in the most recent year; if this individual is reported in multiple school buildings, OSED keeps the record that has the largest time assignment in terms of minutes (EDSBMINS). Those teachers who have a value of '1000' as their largest building assignment are excluded; this code signals a Central Office assignment, and the survey is focused on traditional classroom teachers rather than teachers with primarily administrative responsibilities.

OSED only keeps those records that have a value of 1 for total years of experience in public schools, years of experience in Missouri public schools, and years of experience in the district (from the current year EDUCATOR file). Teachers with a value of 1 have a contract for at least half the week, and at least half of the school year. Those with a value of zero do not meet one or more of these criteria, and those with a value of greater than 1 are not in their first year of teaching.

OSED checks the EDUCATOR table to be sure that the teachers do not also appear in another district, but with more experience -- this occasionally happens. Records are also cross-checked against the Teacher Certification archives (lic_educator_certificates file) to be sure teachers are not listed as "retired" (this occasionally happens). Also consulting the Teacher Certification lic_educator_certificates file, OSED further filters the sample to keep only those who do have

⁹ See <http://dese.mo.gov/sites/default/files/cd-mosis-manual.pdf> for information about COREDATA

record in that table, with a value for the PSI_Code (Institution field), and a non-blank value for their “analysis_ind” field. In other words, they are fully certificated.

Historically, this set of criteria has performed well for identifying first-year teachers. The one situation that still does occasionally occur, and which cannot be screened for at this time, is that of a person who has taught for a number of years in private schools and then switches to public schools. When this occurs, the teacher typically calls in to report this situation, and OSEDA’s survey coordinator advises not to take the survey. All such instances are recorded to ensure OSEDA does not send follow-up requests to teachers already determined to be ineligible for the survey.

First-Year Principal Survey

Sample identification for the *First-Year Principal Survey* begins by examining the complete set of Course and Assignment (CRSASSGN) files from 1991 to the most recent year. This set of yearly files reports on the activities (“assignments”) of educators working in public PK-12 school buildings. For the purposes of identifying first-year principals, OSEDA keeps only those records that first appear with a position code of 20 (Building Principal) in the most recent year; additionally, OSEDA examines the Course Codes for this individual to verify at least one of the following course codes associated with his or her assignments:

- 882000 High School Principal
- 882200 Junior High Principal
- 882400 Middle School Principal
- 882600 Elementary Principal

An additional check is made with the Educator Certificates file to be sure that the individuals selected by this approach do not appear there as “retired,” and to confirm that the person identified has a record of certification. Finally, a check is made to determine if there are multiple individuals who would fit the criteria for principal in the buildings that were identified as containing a first-year principal. These situations are typically evaluated by contacting the district or school to better understand who the current principal is, and whether it is his or her first year in that capacity.

OSEDA reports that this set of criteria performs well for selecting first-year principals. The one situation that still does occasionally occur, and which cannot be screened for at this time, is that of a person who has been a principal for a number of years in private schools and then switches to public schools. The individuals who fit this description typically call in to report their situation, and OSEDA’s survey coordinator tells them not to take the survey. The survey coordinator records all such instances to ensure the principal does not receive any follow-up requests.

Reaching Participants

Survey participation is solicited via email. Educator email addresses are extracted from the EDUCATOR data file, an annual census of certificated school staff compiled from records reported to DESE by public PK-12 schools. Emails are not universally available; in the 2015 data file, 26.4%

of teacher records did not contain the teacher's school email address. For those educators with a missing email address, a match against the educator's certification profile is performed. Typically, at least one of the two sources contains a valid email address. If neither source includes an email address, the school's email address is used as a last resort.

The template invitations to solicit teachers' participation in the *First-Year Teacher Survey*, and to solicit principals' participation in the *First-Year Principal Survey* are presented in [Appendix I](#) and [Appendix J](#), respectively.

In addition to the initial solicitation, OSEDA emails follow-up requests at regular intervals to educators who still have not accessed the survey. These follow-ups occur with even greater frequency during the final month of the survey administration window, with emails typically being generated on a weekly basis. DESE also follows up with non-responders by sending postcards directly to the school's physical address or post office box. Postcards are printed and mailed within the last three weeks of the administration window. There is just a single round of such mailings each year.

Survey Access and Modality

Surveys are administered electronically, and an Internet connection is required to successfully transmit the recorded responses. Paper-and-pencil versions of the questionnaires are available for demonstration purposes only.

OSEDA generates a unique access code for each survey participant; for the employer surveys, one code is generated for each employer-employee combination. The codes are associated with demographic information and identifiers that allow the response data to be linked to various other data sources. OSEDA includes access codes and website URLs in the text of its invitations. In an effort to guard against multiple takings, OSEDA immediately disables all access codes after use.

References

- American Educational Research Association., American Psychological Association., National Council on Measurement in Education., & Joint Committee on Standards for Educational and Psychological Testing (U.S.). (2014). *Standards for educational and psychological testing*.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2006). How changes in entry requirements alter the teacher workforce and affect student achievement. *Education Finance and Policy, 1*(2), 176-216.
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review, 26*(6), 673-682.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*(3), 297-333.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality, and student achievement. *Journal of Public Economics, 95*(7-8), 798-812.
- Hanushek, E. A., Kain, J. F., O' Brien, D. M., & Rivkin, S. (2005). The market for teacher quality (Working Paper No. 11154). Retrieved from National Bureau of Economic Research website: <http://www.nber.org/papers/w11154.pdf>
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*, 1-55.
- Kline, P. (1986). *A handbook of test construction: Introduction to psychometric design*. New York: Methune & Company.
- Kline, P. (2000). *Handbook of psychological testing* (2nd ed.). London, UK: Routledge.
- Kraft, M. A. & Papay, J. P. (2014). Do supportive professional environments promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis, 36*(4), 476-500.
- Lang, W. S., & Wilkerson, J. R. (2007). Disposition: How do you know it when you see it? Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, New York City.
- Messick, S. (1995). Standards of validity and the validity of standards in performance assessment. *Educational Measurement: Issues and Practice, 14*(4), 5-8.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York, NY: McGraw-Hill.

Papay, J. P. & Kraft, M. A. (in press). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*.

Ramaswami, S., & Babo, G. (2012). Investigating the construct validity of the ISLLC 2008 standards through exploratory factor analysis. *International Journal of Educational Leadership Preparation*, 7(2).

Schmitt, T. A. (2011). Current methodological considerations in exploratory and confirmatory factor analysis. *Journal of Psychoeducational Assessment*, 29(4), 304-321.

Schulte, L. E. (2008). The development and validation of teacher preparation program follow-up survey. *Journal of Statistics Education*, 16(3). Retrieved June 4, 2015 from <http://www.amstat.org/publications/jse/v16n3/schulte.html>

Schulte, L., Edick, N., Edwards, S., & Mackiel, D. (2004). The development and validation of the Teacher Dispositions Index. *Essays in Education*, 12, Winter 2004. Retrieved June 11, 2015 from <http://www.usca.edu/essays/vol12winter2004.html>

Tinsley, H. E., & Tinsley, D. J. (1987). Uses of factor analysis in counseling psychology research. *Journal of Counseling Psychology*, 34(4), 414-424.

Appendix A: First-Year Teacher Survey Alignment Activity Results

Alignment of First-Year Teacher Survey Questionnaire Items to Missouri Teacher Standards and Quality Indicators

Counts appearing in the rows beneath each item reflect the number of committee members indicating alignment with the identified standard

Num.	Item	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9
Q2	'Having a thorough knowledge of the subjects taught'	1.1								
		6								
Q3	'Understanding how students learn and develop'		2.1							
			6	1	2			1		
Q4	Understanding how students differ in their approaches to learning'		2.1 2.3	3.2 3.3						
		3	4	5	1					
Q5	'Designing lessons that address differentiated learning'		2.4	3.2 3.3						
			6	6	1					
Q6	'Delivering lessons that are developed for differentiated learning'		2.4 2.5	3.2 3.3						
		4	6	6	1					
Q7	'Planning lessons based on curriculum goals and performance standards'			3.1* 3.2 3.3						
		1		6	1			1		

Num.	Item	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9
Q8	'Facilitating higher levels of learning by employing a variety of instructional strategies'			3.3*	4.1 4.2 4.3					
		2	2	3	6			1		
Q9	'Creating a classroom learning environment that encourages student engagement'					5.2 5.3				
		1	1	1	1	6	1	1		
Q10	'Using communication skills to effectively foster learning'						6.1			
						2	6	1		1
Q11	'Using assessments effectively to evaluate student academic achievement'							7.1 7.2 7.4*		
		1						6		
Q12	'Using professional development to enhance knowledge and skills'								8.2	
					1				6	
Q13	'Using professional instructional practices'									
			1	1	1	1	1	2	5	

Num.	Item	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9
Q14	'Interacting effectively with colleagues and parents to support student learning'							7.5		9.1 9.2 9.3
			1			2	2	3	1	6
Q15	'Using electronic technology effectively as part of instructional practice'				4.2		6.3 6.4			
					5		3			
Q16	'Using effective classroom management practices'					5.1 5.2 5.3				
						5	2			

*Denotes areas of lesser alignment

High-leverage indicators are noted in **blue-colored font**

High-Leverage Indicators for Clinical that are not addressed by any item are:

- 1.2 Student Engagement in the Classroom
- 8.1 Self-Assessment and Improvement

Appendix B: First-Year Principal Survey Alignment Activity Results

Num.	Item	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Q4	Ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.	1.1 1.2					
Q5	Use or develop data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.		2.2				
Q6	Engage diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals; Develop shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.				4.2		
Q7	Guide and support job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.		2.3				6.1
Q8	Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.		2.2				

Num.	Item	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Q9	Use varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality; guide regular analyses and disaggregation of data about all students to improve instructional programs.		2.2				
Q10	Use effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.			3.1			
Q11	Operate within budget and fiscal guidelines and direct them effectively toward teaching and learning; Allocate funds based on student needs within the framework of federal and state rules.			3.3			
Q12	Involve parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior; Develop and monitor a comprehensive safety and security plan.				4.1		
Q13	Use effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages); Apply communication and collaboration strategies to develop family and local community partnerships.				4.1*		
Q14	Demonstrate cultural competence in sharing responsibilities with communities to improve teaching and learning for diverse learners (such as cultural, ethnic, racial, economic, linguistic, ability / disability, and other diverse backgrounds).				4.1 4.2		

Num.	Item	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Q15	Develop mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on).				4.1 4.2 4.3		
Q16	Model personal and professional ethics, integrity, justice, and fairness and expects the same of others, including protecting the rights and appropriate confidentiality of students and staff.					5.1	
Q17	Assess own personal assumptions, values, beliefs, and practices that guide improvement of student learning; Use a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.						
Q18	Model lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.						6.1
Q19	Advocate for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.						
Q20	Communicate effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.				4.1* 4.2		

Num.	Item	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Q21	Build strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.				4.1		
Q22	Use and promote technology and information systems to enrich internal and external communication, and to monitor and improve curriculum, instruction, and assessment.						
Q23	Methods to capitalize on diversity (such as cultural, ethnic, racial, economic, linguistic, ability / disability, and special interest groups) as an asset of the school community to strengthen educational programs.						
Q24	Preparation for authentic school settings (through case studies, simulations, field-based projects, internships, etc.).						

*Denotes areas of lesser alignment

Indicators that are not addressed by any item are:

- 2.1 Promote positive school culture
- 3.2 Lead personnel

Appendix C: Critical Indicators of Beginning Teacher Effectiveness

The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, sixteen of the thirty-six Quality Indicators have been selected for assessing the performance of the teacher candidate. These were determined by consulting research regarding the effect size of teacher strategies and actions on student achievement and in working with districts across the state to identify indicators that are of particular importance specifically in the first and second years of teaching.

While all thirty-six Quality Indicators are important and addressed throughout the preparation process, these sixteen in particular are an indication of the readiness of a teacher candidate for his/her first year of teaching.

Quality Indicator	Indicator Description
1.1	Content knowledge with academic language
1.2	Student engagement in content
2.4	Differentiated lesson design
3.1	Implementation of curriculum standards
3.2	Lessons for diverse learners
4.1	Instructional strategies for critical thinking
5.1	Classroom management techniques
5.2	Management of time, space, transitions, and activities
5.3	Classroom, school, and community culture
6.1	Verbal and nonverbal communication
7.1	Effective use of assessments
7.2	Assessment data to improve learning
7.5	Communication of student progress and maintaining records
8.1	Self-assessment and improvement
9.1	Induction and collegial activities
9.3	Cooperative partnerships in support of student learning

Appendix D: Initial Draft Items for *First-Year Teacher Survey*

Items include five response levels, from “Strongly Agree” to “Strongly Disagree”

*Note: Only “standards-aligned” items were drafted by committee members. These items appear below. Committee members also noted a continued need for items about mentorship experience, some open-ended questions, etc. These items do not appear in the draft list, and were added later in the survey development process.

Standard 1	
I was prepared in my content area.	1.1
I was prepared to engage students in my content area.	1.2
I was prepared to make my content meaningful to students.	1.2
I was prepared to incorporate interdisciplinary instruction.	1.2
Standard 2	
I was prepared to design lessons that address differentiated instruction.	2.4
I was prepared to modify instruction for gifted learners.	2.4
I was prepared to modify instruction for English language learners.	2.4
I was prepared to implement instruction based on a student’s IEP.	2.4
I was prepared to create lesson plans to engage all learners.	2.4
Standard 3	
I was prepared to develop lessons based on state standards.	3.1
I was prepared to develop lessons based on district curriculum.	3.1
I was prepared to deliver lessons based on curriculum standards.	3.1
I was prepared to deliver lessons for diverse learners.	3.2
Standard 4	
I was prepared to employ a variety of instructional strategies.	4.1
I was prepared to engage students in critical thinking and problem solving.	4.1
I was prepared to model critical thinking and problem solving.	4.1
I was prepared to incorporate cooperative learning activities.	4.1
I was prepared to use technology to enhance instruction.	4.1
Standard 5	
I was prepared to create a classroom environment that encourages student engagement.	5.1
I was prepared to use a variety of classroom management practices.	5.1
I was prepared to handle a variety of discipline issues.	5.1
I was prepared to motivate my students to learn.	5.1
I was prepared to keep my students on task.	5.1
I was prepared to foster positive student relationships.	5.3
I was prepared to manage time in my classroom.	5.2
I was prepared to manage space in my classroom.	5.2
I was prepared to facilitate transitions in my classroom.	5.2
I was prepared to use organizational skills in my classroom.	5.2
Standard 6	
I was prepared to use communication skills to foster learning.	6.1
I was prepared to effectively communicate with parents.	6.1
I was prepared to effectively communicate with all staff.	6.1
<i>I was prepared to model respect for diversity.</i>	6.2
<i>I was prepared to promote respect for diversity.</i>	6.2
I was prepared to use technology as communication tool.	6.4
I was prepared to enhance student communication skills through technology.	6.4

Standard 7	
I was prepared to use assessments to evaluate learning.	7.1
I was prepared to develop assessments to evaluate learning.	7.1
I was prepared to analyze assessment data to improve instruction.	7.2
I was prepared to help students set learning goals through assessment results.	7.5
I was prepared to work with colleagues to set learning goals using assessment results.	7.5
I was prepared to analyze data to evaluate the outcomes of collaborative efforts.	7.5
Standard 8	
I was prepared to analyze data to reflect on areas for professional growth.	8.1
I was prepared to reflect on my practices for professional growth.	8.1
I was prepared to reflect on constructive criticism from my mentor.	8.2
Standard 9	
I was prepared to partner with colleagues to support student learning.	
I was prepared to partner with parents to support student learning.	
I was prepared to interact with professional organizations.	

Appendix E: Initial Draft Items for *First-Year Principal Survey*

Items include five response levels, from “Strongly Agree” to “Strongly Disagree”

*Note: Only “standards-aligned” items were drafted by committee members. These items appear below. Committee members also noted a continued need for items about mentorship experience, some open-ended questions, etc. These items do not appear in the draft list, and were added later in the survey development process.

Standard 1	
I was prepared to effectively communicate the vision	1.1
I was prepared to lead the development of vision	1.1
I was prepared to implement strategies to engage my school community in the school’s vision, mission, and goals.	1.2
Standard 2	
I was prepared to establish a culture that promotes high levels of student learning.	2.1
I was prepared to maintain a safe learning environment for the school community.	2.1
I was prepared to establish a culture that nurtures positive relationships.	2.1
I was prepared to develop systems to identify unique strengths and needs of students.	2.2
I was prepared to develop systems for identifying gaps between current outcomes and goals.	2.2
I was prepared to use data and research to promote learning for all students.	2.3
I was prepared to work with personnel to develop professional growth plans for improvement of student learning.	2.3
Standard 3	
I was prepared to monitor the effectiveness of organizational structures and procedures.	3.1
I was prepared to facilitate an effective evaluation process.	3.2
I was prepared to offer positive and constructive feedback to personnel.	3.2
I was prepared to guide the effective use of resources to support student learning.	3.3
Standard 4	
I was prepared to support positive relationships with families.	4.1
I was prepared to support positive relationships with community members.	4.1
I was prepared to collaborate with families to enhance the culture of learning.	4.1
I was prepared to build partnerships with community members.	4.1
I was prepared to identify key stakeholders in my community.	4.2
I was prepared to develop community support networks to impact student learning.	4.3
Standard 5	
I was prepared to model personal and professional ethical behavior.	5.1
Standard 6	
I was prepared to use research and best practice to promote my professional growth.	6.1
I was prepared to use research and best practice to promote professional growth for personnel.	6.1

Appendix F: Method and Results of *First-Year Teacher Survey* Questionnaire Item Validation Study

For each of the proposed items of the redesigned *First-Year Teacher Survey* questionnaire, a question set was prepared in a SurveyMonkey form. A sample question set for the item, “I was prepared in my content area” is presented below.

Question Set 1

Standard 1 Content knowledge aligned with appropriate instruction.
Quality Indicator 1: Content knowledge and academic language.
Proposed Item: **I was prepared in my content area.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This item is relevant for the indicator noted.	<input type="radio"/>				
This item describes preparation that is important for a first-year teacher.	<input type="radio"/>				
This item is clear and understandable.	<input type="radio"/>				

Please comment on any aspect of this item you would like to change.

From November 4 through November 18, 2014, a total of 54 participants accessed and completed at least some portion of the questionnaire. These participants self-identified the role that best aligned with their responsibilities. The number and percentage of respondents in each role is presented in the table below:

Category	N Responses	% of Responses
Faculty Member	15	27.8%
Dean/Unit Leader	13	24.1%
Assessment Director	10	18.5%
Field and Clinical Supervisor / Director	9	16.7%
Administrative Assistant / Office Support Staff	5	9.3%
Other	2	3.7%

The results of the item validation study appear on the next couple pages, immediately following the item coding information.

Item Codes for Validation Study: First-Year Teacher Survey

Item Code	Quality Indicator	Item
P1	1.1	I was prepared in my content area.
P2	1.2	I was prepared to engage students in my content area.
P3	1.2	I was prepared to make my content meaningful to students.
P4	1.2	I was prepared to incorporate interdisciplinary instruction.
P5	2.4	I was prepared to design lessons that address differentiated instruction.
P6	2.4	I was prepared to modify instruction for gifted learners.
P7	2.4	I was prepared to modify instruction for English language learners.
P8	2.4	I was prepared to implement instruction based on a student's IEP.
P9	2.4	I was prepared to create lesson plans to engage all learners.
P10	3.1	I was prepared to develop lessons based on state standards.
P11	3.1	I was prepared to develop lessons based on district curriculum.
P12	3.1	I was prepared to deliver lessons based on curriculum standards.
P13	3.2	I was prepared to deliver lessons for diverse learners.
P14	4.1	I was prepared to employ a variety of instructional strategies.
P15	4.1	I was prepared to engage students in critical thinking and problem solving.
P16	4.1	I was prepared to model critical thinking and problem solving.
P17	4.1	I was prepared to incorporate cooperative learning activities.
P18	4.1	I was prepared to use technology to enhance instruction.
P19	5.1	I was prepared to create a classroom environment that encourages student engagement.
P20	5.1	I was prepared to use a variety of classroom management practices.
P21	5.1	I was prepared to handle a variety of discipline issues.
P22	5.1	I was prepared to motivate my students to learn.
P23	5.1	I was prepared to keep my students on task.
P24	5.3	I was prepared to foster positive student relationships.
P25	5.2	I was prepared to manage time in my classroom.
P26	5.2	I was prepared to manage space in my classroom.
P27	5.2	I was prepared to facilitate transitions in my classroom.
P28	5.2	I was prepared to use organizational skills in my classroom.
P29	6.1	I was prepared to use communication skills to foster learning.
P30	6.1	I was prepared to effectively communicate with parents.
P31	6.1	I was prepared to effectively communicate with all staff.
P32	6.2	I was prepared to model respect for diversity.
P33	6.2	I was prepared to promote respect for diversity.
P34	6.4	I was prepared to use technology as communication tool.
P35	6.4	I was prepared to enhance student communication skills through technology.
P36	7.1	I was prepared to use assessments to evaluate learning.
P37	7.1	I was prepared to develop assessments to evaluate learning.
P38	7.2	I was prepared to analyze assessment data to improve instruction.
P39	7.5	I was prepared to help students set learning goals through assessment results.
P40	7.5	I was prepared to work with colleagues to set learning goals using assessment results.
P41	7.5	I was prepared to analyze data to evaluate the outcomes of collaborative efforts.
P42	8.1	I was prepared to analyze data to reflect on areas for professional growth.
P43	8.1	I was prepared to reflect on my practices for professional growth.
P44	8.2	I was prepared to reflect on constructive criticism from my mentor.
P45	9.X	I was prepared to partner with colleagues to support student learning.
P46	9.X	I was prepared to partner with parents to support student learning.
P47	9.X	I was prepared to interact with professional organizations.

Results: Item Importance (“This item describes preparation that is important for a first-year teacher”)

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N Missing	Grand Total	Agree	Disagree
P01	16	16		1		21	54		
	48.5%	48.5%	0.0%	3.0%	0.0%	38.9%		97.0%	3.0%
P02	16	15		1		22	54		
	50.0%	46.9%	0.0%	3.1%	0.0%	40.7%		96.9%	3.1%
P03	13	17	1	1		22	54		
	40.6%	53.1%	3.1%	3.1%	0.0%	40.7%		93.8%	3.1%
P04	7	17	5	1		24	54		
	23.3%	56.7%	16.7%	3.3%	0.0%	44.4%		80.0%	3.3%
P05	14	15	1	2		22	54		
	43.8%	46.9%	3.1%	6.3%	0.0%	40.7%		90.6%	6.3%
P06	11	16	3	3		21	54		
	33.3%	48.5%	9.1%	9.1%	0.0%	38.9%		81.8%	9.1%
P07	14	13	3	2		22	54		
	43.8%	40.6%	9.4%	6.3%	0.0%	40.7%		84.4%	6.3%
P08	14	14	3	1		22	54		
	43.8%	43.8%	9.4%	3.1%	0.0%	40.7%		87.5%	3.1%
P09	14	14	2	2		22	54		
	43.8%	43.8%	6.3%	6.3%	0.0%	40.7%		87.5%	6.3%
P10	14	16	1	1		22	54		
	43.8%	50.0%	3.1%	3.1%	0.0%	40.7%		93.8%	3.1%
P11	7	12	5	7		23	54		
	22.6%	38.7%	16.1%	22.6%	0.0%	42.6%		61.3%	22.6%
P12	7	16	3	4	1	23	54		
	22.6%	51.6%	9.7%	12.9%	3.2%	42.6%		74.2%	16.1%
P13	15	16		1		22	54		
	46.9%	50.0%	0.0%	3.1%	0.0%	40.7%		96.9%	3.1%
P14	13	15	3	1		22	54		
	40.6%	46.9%	9.4%	3.1%	0.0%	40.7%		87.5%	3.1%
P15	16	12	2	1	1	22	54		
	50.0%	37.5%	6.3%	3.1%	3.1%	40.7%		87.5%	6.3%
P16	12	13	4	2		23	54		
	38.7%	41.9%	12.9%	6.5%	0.0%	42.6%		80.6%	6.5%
P17	9	16	5	1		23	54		
	29.0%	51.6%	16.1%	3.2%	0.0%	42.6%		80.6%	3.2%
P18	15	15		1		23	54		
	48.4%	48.4%	0.0%	3.2%	0.0%	42.6%		96.8%	3.2%
P19	15	15		1		23	54		
	48.4%	48.4%	0.0%	3.2%	0.0%	42.6%		96.8%	3.2%
P20	15	14	1	1		23	54		
	48.4%	45.2%	3.2%	3.2%	0.0%	42.6%		93.5%	3.2%
P21	14	14	2	1		23	54		
	45.2%	45.2%	6.5%	3.2%	0.0%	42.6%		90.3%	3.2%
P22	14	14	2	1		23	54		
	45.2%	45.2%	6.5%	3.2%	0.0%	42.6%		90.3%	3.2%
P23	13	14	2	1		24	54		
	43.3%	46.7%	6.7%	3.3%	0.0%	44.4%		90.0%	3.3%
P24	14	14	1	1		24	54		
	46.7%	46.7%	3.3%	3.3%	0.0%	44.4%		93.3%	3.3%
P25	15	14		1		24	54		
	50.0%	46.7%	0.0%	3.3%	0.0%	44.4%		96.7%	3.3%
P26	12	12	5	1		24	54		
	40.0%	40.0%	16.7%	3.3%	0.0%	44.4%		80.0%	3.3%
P27	15	12	1	1		25	54		
	51.7%	41.4%	3.4%	3.4%	0.0%	46.3%		93.1%	3.4%

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N Missing	Grand Total	Agree	Disagree
P28	11	13	2	3		25	54		
	37.9%	44.8%	6.9%	10.3%	0.0%	46.3%		82.8%	10.3%
P29	11	15	1	2		25	54		
	37.9%	51.7%	3.4%	6.9%	0.0%	46.3%		89.7%	6.9%
P30	14	14		1		25	54		
	48.3%	48.3%	0.0%	3.4%	0.0%	46.3%		96.6%	3.4%
P31	10	16	2	1		25	54		
	34.5%	55.2%	6.9%	3.4%	0.0%	46.3%		89.7%	3.4%
P32	16	10	2	1		25	54		
	55.2%	34.5%	6.9%	3.4%	0.0%	46.3%		89.7%	3.4%
P33	13	13	2	1		25	54		
	44.8%	44.8%	6.9%	3.4%	0.0%	46.3%		89.7%	3.4%
P34	9	17	1	2		25	54		
	31.0%	58.6%	3.4%	6.9%	0.0%	46.3%		89.7%	6.9%
P35	7	15	5	2		25	54		
	24.1%	51.7%	17.2%	6.9%	0.0%	46.3%		75.9%	6.9%
P36	18	10		1		25	54		
	62.1%	34.5%	0.0%	3.4%	0.0%	46.3%		96.6%	3.4%
P37	16	10	1	2		25	54		
	55.2%	34.5%	3.4%	6.9%	0.0%	46.3%		89.7%	6.9%
P38	18	9	1	1		25	54		
	62.1%	31.0%	3.4%	3.4%	0.0%	46.3%		93.1%	3.4%
P39	13	11	4	1		25	54		
	44.8%	37.9%	13.8%	3.4%	0.0%	46.3%		82.8%	3.4%
P40	15	12	1	1		25	54		
	51.7%	41.4%	3.4%	3.4%	0.0%	46.3%		93.1%	3.4%
P41	5	8	10	5		26	54		
	17.9%	28.6%	35.7%	17.9%	0.0%	48.1%		46.4%	17.9%
P42	12	13	2	1	1	25	54		
	41.4%	44.8%	6.9%	3.4%	3.4%	46.3%		86.2%	6.9%
P43	13	14	1	1		25	54		
	44.8%	48.3%	3.4%	3.4%	0.0%	46.3%		93.1%	3.4%
P44	13	12	1	1	1	26	54		
	46.4%	42.9%	3.6%	3.6%	3.6%	48.1%		89.3%	7.1%
P45	13	14		1		26	54		
	46.4%	50.0%	0.0%	3.6%	0.0%	48.1%		96.4%	3.6%
P46	11	15		2		26	54		
	39.3%	53.6%	0.0%	7.1%	0.0%	48.1%		92.9%	7.1%
P47	4	12	11	1		26	54		
	14.3%	42.9%	39.3%	3.6%	0.0%	48.1%		57.1%	3.6%

Results: Item Relevance (“This item is relevant for indicator noted”)

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N Missing	Grand Total	Agree	Disagree
P01	18	15	1	1		19	54		
	51.4%	42.9%	2.9%	2.9%	0.0%	35.2%		94.3%	2.9%
P02	15	17	1	1		20	54		
	44.1%	50.0%	2.9%	2.9%	0.0%	37.0%		94.1%	2.9%
P03	16	15	2	1		20	54		
	47.1%	44.1%	5.9%	2.9%	0.0%	37.0%		91.2%	2.9%
P04	10	14	4	3		23	54		
	32.3%	45.2%	12.9%	9.7%	0.0%	42.6%		77.4%	9.7%
P05	17	12	2	2		21	54		
	51.5%	36.4%	6.1%	6.1%	0.0%	38.9%		87.9%	6.1%
P06	10	15	6	3		20	54		
	29.4%	44.1%	17.6%	8.8%	0.0%	37.0%		73.5%	8.8%
P07	14	16	2	1		21	54		
	42.4%	48.5%	6.1%	3.0%	0.0%	38.9%		90.9%	3.0%
P08	14	15	3	1		21	54		
	42.4%	45.5%	9.1%	3.0%	0.0%	38.9%		87.9%	3.0%
P09	17	11	3	2		21	54		
	51.5%	33.3%	9.1%	6.1%	0.0%	38.9%		84.8%	6.1%
P10	15	15	2	1		21	54		
	45.5%	45.5%	6.1%	3.0%	0.0%	38.9%		90.9%	3.0%
P11	8	14	4	6		22	54		
	25.0%	43.8%	12.5%	18.8%	0.0%	40.7%		68.8%	18.8%
P12	9	15	3	4	1	22	54		
	28.1%	46.9%	9.4%	12.5%	3.1%	40.7%		75.0%	15.6%
P13	16	14	1	2		21	54		
	48.5%	42.4%	3.0%	6.1%	0.0%	38.9%		90.9%	6.1%
P14	17	12	1	2	1	21	54		
	51.5%	36.4%	3.0%	6.1%	3.0%	38.9%		87.9%	9.1%
P15	17	14		1	1	21	54		
	51.5%	42.4%	0.0%	3.0%	3.0%	38.9%		93.9%	6.1%
P16	11	13	3	3	2	22	54		
	34.4%	40.6%	9.4%	9.4%	6.3%	40.7%		75.0%	15.6%
P17	11	13	4	2	2	22	54		
	34.4%	40.6%	12.5%	6.3%	6.3%	40.7%		75.0%	12.5%
P18	14	12	2	2	2	22	54		
	43.8%	37.5%	6.3%	6.3%	6.3%	40.7%		81.3%	12.5%
P19	17	13		1	1	22	54		
	53.1%	40.6%	0.0%	3.1%	3.1%	40.7%		93.8%	6.3%
P20	17	11	1	2	1	22	54		
	53.1%	34.4%	3.1%	6.3%	3.1%	40.7%		87.5%	9.4%
P21	16	10	3	2	1	22	54		
	50.0%	31.3%	9.4%	6.3%	3.1%	40.7%		81.3%	9.4%
P22	14	14	2	1	1	22	54		
	43.8%	43.8%	6.3%	3.1%	3.1%	40.7%		87.5%	6.3%
P23	15	12	2	1	1	23	54		
	48.4%	38.7%	6.5%	3.2%	3.2%	42.6%		87.1%	6.5%
P24	16	12	1	1	1	23	54		
	51.6%	38.7%	3.2%	3.2%	3.2%	42.6%		90.3%	6.5%
P25	17	12	1	1		23	54		
	54.8%	38.7%	3.2%	3.2%	0.0%	42.6%		93.5%	3.2%
P26	14	11	4	1	1	23	54		
	45.2%	35.5%	12.9%	3.2%	3.2%	42.6%		80.6%	6.5%
P27	16	12	1	1		24	54		
	53.3%	40.0%	3.3%	3.3%	0.0%	44.4%		93.3%	3.3%

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N Missing	Grand Total	Agree	Disagree
P28	13	9	4	4		24	54		
	43.3%	30.0%	13.3%	13.3%	0.0%	44.4%		73.3%	13.3%
P29	12	15	1	2		24	54		
	40.0%	50.0%	3.3%	6.7%	0.0%	44.4%		90.0%	6.7%
P30	13	16		1		24	54		
	43.3%	53.3%	0.0%	3.3%	0.0%	44.4%		96.7%	3.3%
P31	11	16	2	1		24	54		
	36.7%	53.3%	6.7%	3.3%	0.0%	44.4%		90.0%	3.3%
P32	17	10	2	1		24	54		
	56.7%	33.3%	6.7%	3.3%	0.0%	44.4%		90.0%	3.3%
P33	14	12	3	1		24	54		
	46.7%	40.0%	10.0%	3.3%	0.0%	44.4%		86.7%	3.3%
P34	12	16		2		24	54		
	40.0%	53.3%	0.0%	6.7%	0.0%	44.4%		93.3%	6.7%
P35	11	14	2	3		24	54		
	36.7%	46.7%	6.7%	10.0%	0.0%	44.4%		83.3%	10.0%
P36	17	11		1		25	54		
	58.6%	37.9%	0.0%	3.4%	0.0%	46.3%		96.6%	3.4%
P37	17	9	2	2		24	54		
	56.7%	30.0%	6.7%	6.7%	0.0%	44.4%		86.7%	6.7%
P38	20	7	2	1		24	54		
	66.7%	23.3%	6.7%	3.3%	0.0%	44.4%		90.0%	3.3%
P39	15	13		2		24	54		
	50.0%	43.3%	0.0%	6.7%	0.0%	44.4%		93.3%	6.7%
P40	16	11	2	1		24	54		
	53.3%	36.7%	6.7%	3.3%	0.0%	44.4%		90.0%	3.3%
P41	7	8	6	8		25	54		
	24.1%	27.6%	20.7%	27.6%	0.0%	46.3%		51.7%	27.6%
P42	13	14		2	1	24	54		
	43.3%	46.7%	0.0%	6.7%	3.3%	44.4%		90.0%	10.0%
P43	13	15	1	1		24	54		
	43.3%	50.0%	3.3%	3.3%	0.0%	44.4%		93.3%	3.3%
P44	13	13	1	1	1	25	54		
	44.8%	44.8%	3.4%	3.4%	3.4%	46.3%		89.7%	6.9%
P45	15	13		1		25	54		
	51.7%	44.8%	0.0%	3.4%	0.0%	46.3%		96.6%	3.4%
P46	13	14	1	1		25	54		
	44.8%	48.3%	3.4%	3.4%	0.0%	46.3%		93.1%	3.4%
P47	6	13	9	1		25	54		
	20.7%	44.8%	31.0%	3.4%	0.0%	46.3%		65.5%	3.4%

Results: Item Clarity ("This item is clear and understandable")

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N Missing	Grand Total	Agree	Disagree
P01	12	12	2	7	1	20	54		
	35.3%	35.3%	5.9%	20.6%	2.9%	37.0%		70.6%	23.5%
P02	10	14	4	5	1	20	54		
	29.4%	41.2%	11.8%	14.7%	2.9%	37.0%		70.6%	17.6%
P03	11	16	3	3	1	20	54		
	32.4%	47.1%	8.8%	8.8%	2.9%	37.0%		79.4%	11.8%
P04	7	14	7	4		22	54		
	21.9%	43.8%	21.9%	12.5%	0.0%	40.7%		65.6%	12.5%
P05	12	14	3	3	1	21	54		
	36.4%	42.4%	9.1%	9.1%	3.0%	38.9%		78.8%	12.1%
P06	12	14	4	3	1	20	54		
	35.3%	41.2%	11.8%	8.8%	2.9%	37.0%		76.5%	11.8%
P07	14	14	2	1	1	22	54		
	43.8%	43.8%	6.3%	3.1%	3.1%	40.7%		87.5%	6.3%
P08	12	11	6	4		21	54		
	36.4%	33.3%	18.2%	12.1%	0.0%	38.9%		69.7%	12.1%
P09	11	11	7	3	1	21	54		
	33.3%	33.3%	21.2%	9.1%	3.0%	38.9%		66.7%	12.1%
P10	13	15	1	2	1	22	54		
	40.6%	46.9%	3.1%	6.3%	3.1%	40.7%		87.5%	9.4%
P11	8	10	7	5	1	23	54		
	25.8%	32.3%	22.6%	16.1%	3.2%	42.6%		58.1%	19.4%
P12	6	11	4	9	2	22	54		
	18.8%	34.4%	12.5%	28.1%	6.3%	40.7%		53.1%	34.4%
P13	12	13	4	3	1	21	54		
	36.4%	39.4%	12.1%	9.1%	3.0%	38.9%		75.8%	12.1%
P14	12	14	3	2	2	21	54		
	36.4%	42.4%	9.1%	6.1%	6.1%	38.9%		78.8%	12.1%
P15	14	14	2	2	1	21	54		
	42.4%	42.4%	6.1%	6.1%	3.0%	38.9%		84.8%	9.1%
P16	10	14	4	2	2	22	54		
	31.3%	43.8%	12.5%	6.3%	6.3%	40.7%		75.0%	12.5%
P17	8	15	5	3	1	22	54		
	25.0%	46.9%	15.6%	9.4%	3.1%	40.7%		71.9%	12.5%
P18	14	14	2	1	1	22	54		
	43.8%	43.8%	6.3%	3.1%	3.1%	40.7%		87.5%	6.3%
P19	13	14	3	1	1	22	54		
	40.6%	43.8%	9.4%	3.1%	3.1%	40.7%		84.4%	6.3%
P20	15	10	4	2	1	22	54		
	46.9%	31.3%	12.5%	6.3%	3.1%	40.7%		78.1%	9.4%
P21	14	12	3	2	1	22	54		
	43.8%	37.5%	9.4%	6.3%	3.1%	40.7%		81.3%	9.4%
P22	13	13	4	1	1	22	54		
	40.6%	40.6%	12.5%	3.1%	3.1%	40.7%		81.3%	6.3%
P23	11	13	3	2	1	24	54		
	36.7%	43.3%	10.0%	6.7%	3.3%	44.4%		80.0%	10.0%
P24	12	12	3	3	1	23	54		
	38.7%	38.7%	9.7%	9.7%	3.2%	42.6%		77.4%	12.9%
P25	14	9	4	3	1	23	54		
	45.2%	29.0%	12.9%	9.7%	3.2%	42.6%		74.2%	12.9%
P26	10	10	4	5	2	23	54		
	32.3%	32.3%	12.9%	16.1%	6.5%	42.6%		64.5%	22.6%
P27	14	9	4	3		24	54		
	46.7%	30.0%	13.3%	10.0%	0.0%	44.4%		76.7%	10.0%

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N Missing	Grand Total	Agree	Disagree
P28	9	9	4	7	1	24	54		
	30.0%	30.0%	13.3%	23.3%	3.3%	44.4%		60.0%	26.7%
P29	10	12	2	5	1	24	54		
	33.3%	40.0%	6.7%	16.7%	3.3%	44.4%		73.3%	20.0%
P30	12	15	1	2		24	54		
	40.0%	50.0%	3.3%	6.7%	0.0%	44.4%		90.0%	6.7%
P31	9	15	1	3	1	25	54		
	31.0%	51.7%	3.4%	10.3%	3.4%	46.3%		82.8%	13.8%
P32	11	9	4	5	1	24	54		
	36.7%	30.0%	13.3%	16.7%	3.3%	44.4%		66.7%	20.0%
P33	9	10	3	5	2	25	54		
	31.0%	34.5%	10.3%	17.2%	6.9%	46.3%		65.5%	24.1%
P34	9	16	1	4		24	54		
	30.0%	53.3%	3.3%	13.3%	0.0%	44.4%		83.3%	13.3%
P35	8	15	3	3	1	24	54		
	26.7%	50.0%	10.0%	10.0%	3.3%	44.4%		76.7%	13.3%
P36	17	9	1	3		24	54		
	56.7%	30.0%	3.3%	10.0%	0.0%	44.4%		86.7%	10.0%
P37	16	7	2	5		24	54		
	53.3%	23.3%	6.7%	16.7%	0.0%	44.4%		76.7%	16.7%
P38	17	9	2	2		24	54		
	56.7%	30.0%	6.7%	6.7%	0.0%	44.4%		86.7%	6.7%
P39	11	13	4	2		24	54		
	36.7%	43.3%	13.3%	6.7%	0.0%	44.4%		80.0%	6.7%
P40	13	13	1	3		24	54		
	43.3%	43.3%	3.3%	10.0%	0.0%	44.4%		86.7%	10.0%
P41	6	8	6	5	4	25	54		
	20.7%	27.6%	20.7%	17.2%	13.8%	46.3%		48.3%	31.0%
P42	11	13	2	3	1	24	54		
	36.7%	43.3%	6.7%	10.0%	3.3%	44.4%		80.0%	13.3%
P43	12	13	2	2	1	24	54		
	40.0%	43.3%	6.7%	6.7%	3.3%	44.4%		83.3%	10.0%
P44	11	12	3	3		25	54		
	37.9%	41.4%	10.3%	10.3%	0.0%	46.3%		79.3%	10.3%
P45	12	13	3	1		25	54		
	41.4%	44.8%	10.3%	3.4%	0.0%	46.3%		86.2%	3.4%
P46	9	14	3	3		25	54		
	31.0%	48.3%	10.3%	10.3%	0.0%	46.3%		79.3%	10.3%
P47	5	13	5	5		26	54		
	17.9%	46.4%	17.9%	17.9%	0.0%	48.1%		64.3%	17.9%

Appendix G: Revised (Draft Two) First-Year Teacher Survey Items

On December 1, 2014, the main body of the *First-Year Teacher Survey* questionnaire was revised as follows (*changes are denoted by the use of strikethroughs and boldface font*):

Standard 1	
I was prepared to incorporate interdisciplinary instruction. <ul style="list-style-type: none"> • Re-ordered 	1.2
I was prepared in my content area.	1.1
I was prepared to engage students in my content area.	1.2
I was prepared to make my content meaningful to students. <ul style="list-style-type: none"> • Flagged for Possible Removal 	1.2
Standard 2	
I was prepared to design lessons that address differentiated instruction. <ul style="list-style-type: none"> • Modified: I was prepared to design lessons that include differentiated instruction. 	2.4
I was prepared to implement instruction based on a student's IEP. <ul style="list-style-type: none"> • Re-ordered 	2.4
I was prepared to modify instruction for English language learners. <ul style="list-style-type: none"> • Re-ordered 	2.4
I was prepared to modify instruction for gifted learners. <ul style="list-style-type: none"> • Re-ordered • Flagged for Possible Removal 	2.4
I was prepared to create lesson plans to engage all learners. <ul style="list-style-type: none"> • Flagged for Possible Removal 	2.4
Standard 3	
I was prepared to develop lessons based on state standards. <ul style="list-style-type: none"> • Removed 	3.1
I was prepared to develop lessons based on district curriculum. <ul style="list-style-type: none"> • Removed 	3.1
I was prepared to deliver lessons based on curriculum standards.	3.1
I was prepared to deliver lessons for diverse learners.	3.2
Standard 4	
I was prepared to employ a variety of instructional strategies. <ul style="list-style-type: none"> • Modified: I was prepared to implement a variety of instructional strategies. 	4.1
I was prepared to engage students in critical thinking and problem solving. <ul style="list-style-type: none"> • Modified: I was prepared to engage students in critical thinking. 	4.1
I was prepared to model critical thinking and problem solving. <ul style="list-style-type: none"> • Flagged for Possible Removal 	4.1
I was prepared to incorporate cooperative learning activities. <ul style="list-style-type: none"> • Removed 	4.1
I was prepared to use technology to enhance instruction. <ul style="list-style-type: none"> • Modified: I was prepared to use technology to enhance student learning. 	4.1
Standard 5	
I was prepared to create a classroom environment that encourages student engagement.	5.1
I was prepared to use a variety of classroom management practices. <ul style="list-style-type: none"> • Modified: I was prepared to use a variety of classroom management strategies. 	5.1

I was prepared to handle a variety of discipline issues. <ul style="list-style-type: none"> • Modified: I was prepared to manage a variety of discipline issues. 	5.1
I was prepared to motivate my students to learn. <ul style="list-style-type: none"> • Flagged for Possible Removal 	5.1
I was prepared to keep my students on task.	5.1
I was prepared to foster positive student relationships.	5.3
I was prepared to manage time in my classroom. <ul style="list-style-type: none"> • Removed 	5.2
I was prepared to manage space in my classroom. <ul style="list-style-type: none"> • Modified: I was prepared to organize the space in my classroom. 	5.2
I was prepared to facilitate transitions in my classroom. <ul style="list-style-type: none"> • Modified: I was prepared to facilitate smooth transitions for my students. 	5.2
I was prepared to use organizational skills in my classroom. <ul style="list-style-type: none"> • Removed 	5.2
Standard 6	
I was prepared to use communication skills to foster learning. <ul style="list-style-type: none"> • Modified: I was prepared to use effective communication strategies to foster learning. 	6.1
I was prepared to effectively communicate with parents.	6.1
I was prepared to effectively communicate with all staff.	6.1
I was prepared to model respect for diversity. <ul style="list-style-type: none"> • Removed 	6.2
I was prepared to promote respect for diversity. <ul style="list-style-type: none"> • Modified: I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities 	6.2
I was prepared to use technology as communication tool. <ul style="list-style-type: none"> • Modified: I was prepared to use technology as a communication tool. 	6.4
I was prepared to enhance student communication skills through technology. <ul style="list-style-type: none"> • Modified: I was prepared to enhance students' skills in using technology as a communication tool 	6.4
Standard 7	
I was prepared to use assessments to evaluate learning.	7.1
I was prepared to develop assessments to evaluate learning. <ul style="list-style-type: none"> • Flagged for Possible Removal 	7.1
I was prepared to analyze assessment data to improve instruction.	7.2
I was prepared to help students set learning goals through assessment results. <ul style="list-style-type: none"> • Modified: I was prepared to help students set learning goals based on assessment results. 	7.5
I was prepared to work with colleagues to set learning goals using assessment results.	7.5
I was prepared to analyze data to evaluate the outcomes of collaborative efforts. <ul style="list-style-type: none"> • Removed 	7.5
Standard 8	
I was prepared to analyze data to reflect on areas for professional growth.	8.1
I was prepared to reflect on my practices for professional growth.	8.1

<p>I was prepared to reflect on constructive criticism from my mentor.</p> <ul style="list-style-type: none"> • Modified: I was prepared to reflect on feedback from my mentor • Moved: Will now be placed along with other questions regarding mentorship experience. 	8.2
Standard 9	
<p>I was prepared to partner with colleagues to support student learning.</p> <ul style="list-style-type: none"> • Modified: I was prepared to collaborate with colleagues to support student learning. 	
<p>I was prepared to partner with parents to support student learning.</p> <ul style="list-style-type: none"> • Modified: I was prepared to collaborate with parents to support student learning. 	
<p>I was prepared to interact with professional organizations.</p> <ul style="list-style-type: none"> • Modified: I was prepared to participate in professional organizations. 	

Appendix H: Revised (Draft Two) First-Year Principal Survey Items

On December 10, 2014, the main body of the *First-Year Principal Survey* questionnaire was revised as follows (*changes are denoted by the use of strikethroughs and boldface font*):

Standard 1	
I was prepared to effectively communicate the vision, mission, and goals to all staff and stakeholders.	1.1
I was prepared to lead the development of vision, mission, and goals that promote the success of all students.	1.1
I was prepared to implement strategies to engage my school community in the school's vision, mission, and goals.	1.2
Standard 2	
I was prepared to establish a culture that promotes high levels of student learning.	2.1
I was prepared to maintain a safe learning environment for the school community.	2.1
I was prepared to establish a culture that nurtures positive relationships.	2.1
I was prepared to develop implement effective processes systems to identify unique strengths and needs of students.	2.2
I was prepared to develop facilitate effective processes systems for identifying gaps between current outcomes and goals.	2.2
I was prepared to use data and research to promote facilitate learning for all students.	2.3
I was prepared to work with personnel to develop professional growth plans for improvement of student learning.	2.3
Standard 3	
I was prepared to monitor the effectiveness of organizational structures and procedures.	3.1
I was prepared to facilitate an effective evaluation processes.	3.2
I was prepared to offer positive and constructive feedback to personnel.	3.2
I was prepared to guide the effective use of resources to support student learning.	3.3
Standard 4	
I was prepared to support positive relationships with families.	4.1
I was prepared to support positive relationships with community members.	4.1
I was prepared to collaborate with families to enhance the culture of learning.	4.1
I was prepared to build partnerships with community members.	4.1
I was prepared to identify key stakeholders in my community.	4.2
I was prepared to develop implement and facilitate community support networks to impact student learning.	4.3
Standard 5	
I was prepared to model personal and professional ethical behavior.	5.1
Standard 6	
I was prepared to use research and best practice to promote guide my professional growth.	6.1
I was prepared to use research and best practice to promote guide professional growth for personnel.	6.1

Appendix I: Template *First-Year Teacher Survey Invitation*

April 3, 2015

This message is intended for:

<< TEACHER NAME >>

<< SCHOOL NAME >>

The Missouri Department of Elementary and Secondary Education is committed to ensuring new teachers are prepared to succeed. As part of that commitment, we invite you to complete the on-line *First-Year Teacher Survey*. The survey is designed to provide feedback to preparation programs for continuous improvement. The survey is also used to collect data to hold preparation programs accountable as part of an Annual Performance Report for Educator Preparation Programs that will serve as the basis for continuing approval.

You are invited to provide direct feedback concerning the quality of your teacher preparation experience. *Your input is vital to the preparation programs and their commitment to continued improvement. This is your chance to have a voice in that process.*

Your responses will remain strictly confidential. They will be stored in a very secure environment and only used in the aggregate for the continuous improvement and approval of teacher preparation programs.

We are partnering with the Office of Social & Economic Data Analysis (OSEDA) to conduct this survey. We hope you will take a few minutes to participate in the survey which will assist teacher preparation programs, as well as our Department, to improve the quality of teacher preparation in Missouri.

At your earliest convenience, please access the online survey at this address:

<http://oseda.missouri.edu/fytt>

You will be asked to enter an access code. Your unique code is: test123

Note that the access code characters above are all lower case. Please enter your access code in the box just as written above. You will then be able to complete the survey. If you have a question about the survey or are having difficulty with completing the survey, you may contact Melissa Haile at 573-882-7396 or send an email to osedasurvey@umsystem.edu.

Please note: you may have also received a survey invitation from an organization called "REL Central." That survey focuses on student teaching and field experiences. Today, you are being invited to give your feedback about many other aspects of your preparation. Both surveys are important, and we encourage you to complete both.

If you have any other questions, please feel free to contact the Office of Educator Quality - Educator Preparation at 573-751-1668 or EQPrep@dese.mo.gov.

Thank you for your assistance with this project.

Sincerely,

A handwritten signature in cursive script, appearing to read "Paul Katnik".

Paul Katnik
Assistant Commissioner
Office of Educator Quality

If you received this email in error, we would appreciate it if you would please forward this message to the teacher. If there is a better email address that we can use to reach this teacher, please respond to this email with that information noted. Thanks!

Appendix J: Template *First-Year Principal Survey Invitation*

April 3, 2015

This message is intended for:

<< PRINCIPAL NAME >>

<< SCHOOL NAME >>

The Missouri Department of Elementary and Secondary Education is committed to ensuring new principals are prepared to succeed. As part of that commitment, we invite you to complete the on-line *First-Year Principal Survey*. The survey is designed to provide feedback to preparation programs for continuous improvement. The survey may also be used to collect data to hold preparation programs accountable as part of an Annual Performance Report for Educator Preparation Programs that will serve as the basis for continuing approval.

You are invited to provide direct feedback concerning the quality of your administrator preparation experience. *Your input is vital to the preparation programs and their commitment to continued improvement. This is your chance to have a voice in that process.*

Your responses will remain strictly confidential. They will be stored in a very secure environment. They will only be used in the aggregate for continuous improvement and, in the future, may also be used for approval of administrator preparation programs.

We are partnering with the Office of Social & Economic Data Analysis (OSED) to conduct this survey. We hope you will take a few minutes to participate in the survey which will assist administrator preparation programs, as well as our Department, to improve the quality of administrator preparation in Missouri.

At your earliest convenience, please take a few moments to access the on-line survey at this address:

<http://school.survey.missouri.edu/FirstYearPrincipalSurvey/>

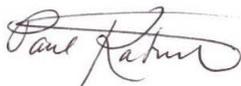
You will be asked to enter an access code. Your unique access code is: test123

Please enter it in the box just as written. You will then be able to complete the survey. If you have a question about the survey or are having difficulty with completing the survey, you may contact Melissa Haile at 573-882-7396 or send an email to osedasurvey@umsystem.edu.

If you have any other questions, please contact the Office of Educator Quality - Educator Preparation at 573-751-1668 or EQPrep@dese.mo.gov.

Thank you for your assistance with this project.

Sincerely,



Paul Katnik
Assistant Commissioner
Office of Educator Quality

If you received this email in error, we would appreciate it if you would please forward this message to the school principal. If there is a better email address that we can use to reach the principal, please respond to this email with that information noted. Thanks!