IDOE Principal and Completer Satisfaction Survey 3-Year Average Comparative Analysis 2021-2023

Description:

The table below was created using aggregate data from the last three cycles to analyze the alignment of satisfaction of completers and principals. The number of principal surveys returned rating Marian completers was 62, with 3,368 making up the state average of EPP completers. The number of Marian completer surveys recorded in the 3-year cycle was 56, compared to 2732 in the state average of EPP completers. The table provides the 3-year aggregate percent of "Strongly Agree" and "Agree" responses for principals and completers.

1A. Comparison of Satisfaction Ratings by Indicator

Knowledge Preparation of Teacher					
Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	**Principal/State Comparison**		**Completer/State Comparison**		*Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses*
	Marian N=62	**State** N=3368	**Marian** N=56	**State** N=2732	
1. …understand how students learn and develop at the grade level they are teaching.	96.8%	96.6%	100.0%	98.4%	1. …understand how learners/students develop and grow
2. …meet expectations of a beginning teacher for content preparation and knowledge.	98.4%	95.8%	92.9%	95.2%	2. …meeting the content preparation and knowledge level expected of a beginning teacher.
3. …adhere to the ethical requirements of the teaching profession.	100.0%	98.0%	98.2%	98.6%	3. …adhering to the ethical requirements of the teaching profession.
4. …adhere to the legal requirements of the teaching profession.	98.4%	97.9%	98.2%	97.2%	4. …adhering to the legal requirements of the teaching profession.
			96.4%	97.0%	5. …recognizing the importance of continued professional development.

Pedagogical Preparation of Teacher

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	Principal/State Comparison		Completer/State Comparison		*Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses*
	Marian N=62	**State** N=3368	**Marian** N=56	**State** N=2732	
5. …provide an appropriate and challenging learning experience.	95.2%	95.3%	91.1%	96.6%	6. …providing appropriate and challenging learning experiences.
6. …provide an inclusive learning environment.	96.8%	97.1%	98.2%	98.6%	7. …providing an inclusive learning environment.
7. …provide a rigorous learning environment.	90.3%	92.6%	91.1%	96.5%	8. …providing a rigorous learning environment.
8. …use a variety of assessment methods to guide, adjust, and improve instruction.	96.8%	94.0%	98.2%	96.9%	9. …working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.
9. …develop content-specific assessments to test for student understanding of the lesson objectives.	95.2%	95.1%	94.6%	95.4%	10. …differentiating instruction to meet all students' learning needs
10. …differentiate instruction to meet all students' learning needs.	93.5%	92.3%	91.1%	94.4%	11. …working effectively with students with all exceptionalities.
11. …work effectively with students with all exceptionalities.	95.2%	94.2%	89.3%	93.7%	12. …developing quality assessments to test for student understanding of lessons.
12. …analyze student assessment data to improve classroom instruction.	95.2%	92.1%	91.1%	92.2%	13. …analyzing student assessment data to improve classroom instruction.
13. …use effective strategies to manage the learning environment.	93.5%	91.0%	91.1%	93.3%	14. …using appropriate strategies to effectively manage learning environments.
14. …integrate technological tools as appropriate to advance student learning.	100.0%	97.2%	87.5%	95.0%	15. …integrating technological tools as appropriate to advance student learning.

Pedagogical Preparation of Teacher

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	Principal/State Comparison		Completer/State Comparison		Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses
	Marian N=62	State N=3368	Marian N= 56	State N=2732	
15. …openly accept suggestions/constructive feedback.	98.4%	96.9%	96.4%	98.7%	16. …openly accepting suggestions/constructive feedback.
16. …exhibit ethical practice expected of educators.	100.0%	98.4%	100.0%	99.5%	17. …exhibiting ethical practice.
17. …work effectively with other professionals	95.2%	97.0%	100.0%	98.8%	18. …working effectively with other professionals.
18. …work effectively with parents/guardians	96.8%	96.3%	85.7%	90.2%	19. …working effectively with parents/guardians.
19. …work effectively with school leaders.	98.4%	97.1%	96.4%	96.1%	20. …working effectively with school leaders.
20. …work effectively within the school culture.	96.8%	95.1%	96.4%	97.3%	21. …working effectively within the school culture.

Overall Assessment

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	Principal/State Comparison		Completer/State Comparison		Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses
	Marian N=62	State N=3368	Marian N= 56	State N=2732	
21. … how satisfied are you with the training this teacher received from this EPP?	98.4%	96.2%	85.7%	93.6%	22. Indicate your overall assessment of how well you were prepared to teach by Marian University:

1b. Comparison of Satisfaction Ratings by Domain

3-yr. average of responses "Strongly Agree" and "Agree" by section	Principal/State Comparison		Completer/State Comparison	
	Marian N=62	State N=3368	Marian N= 56	State N=2732
Knowledge Preparation of Teacher	98.4%	97.1%	97.1%	97.3%
Pedagogical Preparation of Teacher	95.2%	94.1%	92.3%	95.3%
Professional Disposition of Teacher	97.6%	96.8%	95.8%	96.8%

Analysis:

- Principals (98.4%) continue to rate their **overall satisfaction** with the Marian preparation higher than Marian completers (85.7%). The principals' satisfaction with the Marian preparation is slightly higher than the overall EPP preparation state average (96.2%).

- Marian's program was consistently rated higher by principals in all three domain areas when compared to principals' agreement for the state. The largest difference is in **Knowledge Preparation of Teachers**, where Marian's completers average agreement rating was 98.4%, compared to the state's 97.1%.

- Marian completers have a lower agreement percentage in two domain areas, **Pedagogical Preparation** (92.3%) and **Professional Disposition** (95.8%), compared to state averages (95.3% and 95.8%, respectively). The largest difference (-3.0%) in the agreement percentage of Marian completers (92.3%) compared to the state average (95.3%) **Pedagogical Preparation** domain.

- There was a difference of -4.5% in percent agreement between principals' (96.8%) rating of Marian completers and Marian completers' (85.7%) agreement rate for "works *effectively with parents/guardians,"*

- There was a difference of 7.5% in percent agreement between principals (100%) for the preparation of Marian completers to *"integrate technological tools as appropriate to advance student learning"* compared to the agreement rate of Marian completers (85.7%).

- Over the three-year period, Marian completers were rated higher in 17 of the 20 statements by principals than the state averages. Meanwhile, Marian completers rated their preparation in 14 of the 20 statements lower than the state averages.

Interpretation:

Interestingly, the principals' ratings exceeded the state averages on 17 of the 20 statements, while the completers' ratings only exceeded the state averages on 6 of their 21 statements. The question arises as to who has the more objective vantage point to evaluate the preparation of the completer. It is likely that recent completers are more acutely aware of their limitations as beginning teachers and judge themselves more harshly. In contrast, principals have more experience and context working with novice teachers. The overall positive response from administrators indicates that the EPP is preparing completers who principals believe are well-prepared to work in the classroom. Both principals and completers agreed that Marian graduates outperform the state average in understanding student development, adhering to legal requirements, and using various assessment methods. This highlights the specific strengths of Marian's program.

The EPP will continue to address three areas of concern with Marian candidates to increase their confidence in their preparation to integrate technology effectively in the classroom, provide more guidance for working with parents and families and provide rigorous learning environments.