

Comparative Analysis of IDOE Principal and Completer Survey 2020-2022

Description:

To analyze the alignment of satisfaction of completers and principals the table below was created using aggregate data from the last three cycles. The number of EPP completer surveys recorded in the 3-year cycle was 75, compared to 3,863 in the state average. The number of principal surveys returned about EPP completers was 69, with 3,329 making up the state average.

The table provides the percent of “Strongly Agree” and “Agree” responses for principals in the center left and completers in the center right. Also, in the center columns are the state percentages for points of comparison. On the outside columns are the statements to which the participants were responding, and rows are aligned for agreement in the questions asked of both principals and completers.

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	Principal/State Comparison		Completer/State Comparison		Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses
<i>Knowledge Preparation of Teacher</i>	Marian	State	Marian	State	<i>Knowledge Preparation of Teacher</i>
1. ...understand how students learn and develop at the grade level they are teaching.	97.10%	96.70%	98.67%	97.98%	1. ...understand how learners/student s develop and grow.
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	98.55%	96.12%	90.67%	95.03%	2. ...meeting the content preparation and knowledge level expected of a beginning teacher.
3. ...adhere to the ethical requirements of the teaching profession.	97.10%	98.02%	97.33%	98.24%	3. ...adhering to the ethical requirements of the teaching profession.
4. ...adhere to the legal requirements of the teaching profession.	97.10%	97.87%	97.33%	97.07%	4. ...adhering to the legal requirements of the teaching profession.
			94.67%	96.76%	5 recognizing the importance of continued professional development

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	Principal/State Comparison		Completer/State Comparison		Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses
<i>Pedagogical Preparation of Teacher</i>	Marian	State	Marian	State	<i>Pedagogical Preparation of Teacher</i>
5. ...provide an appropriate and challenging learning experience.	95.65%	95.64%	92.00%	96.22%	6. ...providing appropriate and challenging learning experiences.
6. ...provide an inclusive learning environment.	98.55%	97.48%	97.33%	97.98%	7. ...providing an inclusive learning environment.
7. ...provide a rigorous learning environment.	91.30%	93.24%	90.67%	96.14%	8. ...providing a rigorous learning environment.
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	95.65%	93.84%	96.00%	96.82%	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.	94.20%	94.74%	93.33%	95.08%	12. ...developing quality assessments to test for student understanding of lessons.
10. ...differentiate instruction to meet all students' learning needs.	94.20%	92.16%	89.33%	94.15%	10. ...differentiating instruction to meet all students' learning needs.
11. ...work effectively with students with all exceptionalities.	95.65%	94.56%	89.33%	93.53%	11. ...working effectively with students with all exceptionalities.
12. ...analyze student assessment data to improve classroom instruction.	92.75%	92.55%	90.67%	91.90%	13. ...analyzing student assessment data to improve classroom instruction.
13. ...use effective strategies to manage the learning environment.	94.20%	90.93%	89.33%	92.75%	14. ...using appropriate strategies to effectively manage learning environments.
14. ...integrate technological tools as appropriate to advance student learning.	100.00%	96.94%	86.67%	94.64%	15. ...integrating technological tools as appropriate to advance student learning.

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	Principal/State Comparison		Completer/State Comparison		Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses
<i>Professional Disposition of Teacher</i>	Marian	State	Marian	State	<i>Professional Disposition of Teacher</i>
15. ...openly accept suggestions/constructive feedback.	98.55%	97.27%	94.67%	98.40%	16. ...openly accepting suggestions/constructive feedback.
16. ...exhibit ethical practice expected of educators.	100.00%	98.38%	98.67%	98.99%	17. ...exhibiting ethical practice.
17. ...work effectively with other professionals	95.65%	96.91%	98.67%	98.55%	18. ...working effectively with other professionals.
18. ...work effectively with parents/guardians	97.10%	96.37%	84.00%	90.81%	19. ...working effectively with parents/guardians.
19. ...work effectively with school leaders.	98.55%	97.27%	93.33%	96.43%	20. ...working effectively with school leaders.
20. ...work effectively within the school culture.	98.55%	95.64%	96.00%	97.20%	21. ...working effectively within the school culture.

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	Principal/State Comparison		Completer/State Comparison		Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses
<i>Overall Assessment</i>	Marian	State	Marian	State	<i>Overall Assessment</i>
21. ...how satisfied are you with the training this teacher received from this EPP?	98.55%	96.03%	89.33%	93.79%	22. Indicate your overall assessment of how well you were prepared to teach by Marian University:

3 Yr. Average of responses "Strongly Agree" and "Agree" by section	Principal/State Comparison		Completer/State Comparison	
	Marian	State	Marian	State
<i>Knowledge Preparation of Teacher</i>	97.46%	97.15%	95.73%	96.87%
<i>Pedagogical Preparation of Teacher</i>	95.49%	94.18%	91.47%	94.78%
<i>Professional Disposition of Teacher</i>	98.31%	96.94%	94.22%	96.58%

Analysis:

- Completers rate their preparation lower than their principals did and lower than the overall state averages on most indicators.
- Principals continue to rate their overall satisfaction with the EPP's preparation higher than completers do, and principal satisfaction exceeds state averages on nearly all indicators.
- Principal and completer ratings both exceeded the state average for indicator "1) understanding how students learn and grow at the grade level they are teaching."
- The indicator for "4) adheres to the legal requirements of the teaching profession" showed improvement from last year when both principals and completers rated this lower than state averages. Completers now feel better prepared for legal obligations than the state average.
- Indicator "14) integrating technological tools as appropriate to advance student learning" shows mixed results. Principal ratings improved to 100%, but completers rated their preparation even lower than last year's score.
- Principal and completer ratings both were below the state average in three indicators: "3) adhere to the ethical requirements of the teaching profession," "7) provide a rigorous learning environment," and "9) develop content specific assessments to test for student understanding of the lesson objectives."

Interpretation:

It is interesting that the principals' ratings exceeded the state average on 16 of the 20 statements, while the completers' ratings only exceeded the state on 3 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 own limitations as beginning teachers and judge themselves more harshly, whereas principals have more experience and context working with novice teachers. The overall positive responses from administrators indicates that the EPP is preparing completers who principals believe are well-prepared to work in the classroom.

Action:

The EPP has several initial teacher preparation programs: traditional 4-year, residency 5-year, and graduate transition-to-teaching programs. The completer surveys are conducted by the IDOE and do not ask students to specify which type of program they completed or when. In order to gain more insight and actionable data, the EPP has started replicating this survey to its completers in fall 2022, asking them to also specify the program they completed and their cohort. We look forward to analyzing this more granular data.