

Principal Satisfaction Survey Analysis 2020-2022

Description:

Each year the Indiana Department of Education (IDOE) surveys principals of first and second year completers to determine the principals' satisfaction with the preparation those completers received from their EPPs. This survey is administered with no interaction from the EPPs and includes 21 questions covering three main areas of teacher preparation (knowledge, pedagogy, and professional disposition) and one question simply asking for the principals' general satisfaction with the preparation provided by the EPP. In addition, the table includes the aggregated state averages for the three cycles and the final two columns show the total percent of "Agree" and "Strongly Agree" for both the EPP and the state. The last row also includes two columns that show the combined "Satisfied" and "Very Satisfied" responses for both the EPP and the state for the general satisfaction question.

Aggregated Principal Percentage of "Strongly Agree" and "Agree"	2021-2022				2020-2021				2019-2020				(3 yrs.) Aggregated			
	Marian: N=28		State: N=1200		Marian: N=19		State: N=1181		Marian: N=22		State: N=948		Marian: N=69		State: N=3329	
	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree
Knowledge Preparation of Teacher																
1. ...understand how students learn and develop at the grade level they are teaching.	27	96.43%	95.83%	1150	18	94.74%	97.46%	1150	22	100%	96.64%	919	67	97.10%	96.70%	3219
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	27	96.43%	95.08%	1141	19	100%	96.94%	1142	22	100%	96.83%	917	68	98.55%	96.12%	3200
3. ...adhere to the ethical requirements of the teaching profession.	28	100.00%	97.92%	1175	19	100%	98.47%	1158	20	95.24%	98.41%	930	67	97.10%	98.02%	3263
4. ...adhere to the legal requirements of the teaching profession.	27	96.43%	97.92%	1175	19	100%	98.63%	1155	21	95.45%	98.41%	928	67	97.10%	97.87%	3258
Pedagogical Preparation of Teacher																
5. ...provide an appropriate and challenging learning experience.	27	96.43%	94.67%	1136	18	94.74%	96.53%	1140	21	95.45%	95.38%	908	66	95.65%	95.64%	3184
6. ...provide an inclusive learning environment.	27	96.43%	96.67%	1160	19	100%	98.13%	1156	22	100%	97.38%	929	68	98.55%	97.48%	3245
7. ...provide a rigorous learning environment.	24	85.71%	91.17%	1094	18	94.74%	95.06%	1116	21	95.45%	94.11%	894	63	91.30%	93.24%	3104
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	27	96.43%	93.00%	1116	18	94.74%	95.31%	1117	21	95.45%	93.59%	891	66	95.65%	93.84%	3124
9. ...develop content specific assessments to test for student understanding of the lesson objectives.	26	92.86%	94.25%	1131	18	94.74%	95.50%	1126	21	95.45%	94.22%	897	65	94.20%	94.74%	3154
10. ...differentiate instruction to meet all students' learning needs.	26	92.86%	90.67%	1088	18	94.74%	93.31%	1101	21	95.45%	92.14%	879	65	94.20%	92.16%	3068
11. ...work effectively with students with all exceptionalities.	27	96.43%	93.42%	1121	18	94.74%	95.66%	1125	21	95.45%	95.05%	902	66	95.65%	94.56%	3148
12. ...analyze student assessment data to improve classroom instruction.	26	92.86%	91.50%	1098	18	94.74%	92.47%	1093	20	90.91%	93.59%	890	64	92.75%	92.55%	3081
13. ...use effective strategies to manage the learning environment.	26	92.86%	89.00%	1068	18	94.74%	92.46%	1090	21	95.45%	91.38%	869	65	94.20%	90.93%	3027
14. ...integrate technological tools as appropriate to advance student learning.	28	100.00%	97.00%	1164	19	100%	97.95%	1147	22	100%	96.93%	916	69	100.00%	96.94%	3227
Professional Disposition of Teacher																
15. ...openly accept suggestions/constructive feedback.	27	96.43%	96.67%	1160	19	100%	97.63%	1153	22	100%	97.16%	925	68	98.55%	97.27%	3238
16. ...exhibit ethical practice expected of educators.	28	100.00%	98.08%	1177	19	100%	98.73%	1164	22	100%	98.52%	934	69	100.00%	98.38%	3275
17. ...work effectively with other professionals	25	89.29%	96.58%	1159	19	100%	97.62%	1150	22	100%	96.42%	917	66	95.65%	96.91%	3226
18. ...work effectively with parents/guardians	26	92.86%	96.17%	1154	19	100%	96.78%	1142	22	100%	95.70%	912	67	97.10%	96.37%	3208
19. ...work effectively with school leaders.	27	96.43%	97.42%	1169	19	100%	98.21%	1152	22	100%	97.76%	917	68	98.55%	97.27%	3238
20. ...work effectively within the school culture.	27	96.43%	95.33%	1144	19	100%	98.01%	1131	22	100%	97.22%	909	68	98.55%	95.64%	3184
Overall																
21. ...how satisfied are you with the training this teacher received from this EPP?	27	96.43%	95.17%	1142	19	100%	97.37%	1149	22	100%	95.77%	906	68	98.55%	96.03%	3197

Analysis:

- In the domain **Knowledge Preparation of Teacher**, 100% of principals over the last two cycles have Agreed or Strongly Agreed that Marian completers “adhere to ethical requirements of the teaching profession.”
- In the domain **Knowledge Preparation of Teacher**, EPP graduates have a higher 3-year average score than the statewide average in 2 of the 4 indicators, demonstrating they “understand how students learn and develop at the grade level they are teaching” and “meet expectations of a beginning teacher for content preparation and knowledge.”
- In the domain **Pedagogical Preparation of Teacher**, EPP completers have a higher 3-year aggregate score than the state average in 8 of the 10 indicators. The indicators with EPP scores lower than state averages are, “provide a rigorous environment” and “develop content specific assessments to test for student understanding of the lesson objectives.”
- In the domain **Professional Disposition of Teacher**, EPP completers score higher than the statewide 3-year average on 5 of the 6 indicators, with the exception of “work effectively with other professionals.”
- There are two indicators which 100% of principals have expressed satisfaction with the preparation of EPP completers over all three cycles – integrating technological tools and exhibiting ethical practices.
- The two highest scoring 3-year aggregate indicators for EPP completers were related to integrating technological tools and ethical practices. The two lowest scoring 3-year averages referred to rigorous learning environments and content specific assessments.
- In **Overall** satisfaction, principals continue to give EPP completers a higher overall satisfaction score than the statewide average in each of the last three cycles.

Interpretation:

The data for 2021-2022 completers does not include 22 candidates who entered our new fifth year residency program. The data for these candidates will be captured in the next cycle once they have completed licensure and a Master’s degree.

Perhaps reflecting the changing realities and needs of schools following COVID, the statewide ratings for all 21 indicators in the 2021-22 cycle decreased from the previous cycle. The EPP’s scores followed that same trend for sixteen of the indicators. However, three of the EPP’s satisfaction scores remained at 100% and four indicators had higher scores in the last cycle. Increasing areas were related to understanding student learning and development, providing appropriate and challenging learning experiences, using a variety of assessment methods, and working effectively with students with exceptionalities.

Overall, given the 3- year average of principals choosing “Satisfied” or “Very Satisfied” for the EPP’s completers (98.55%) compared to the state (96.03%), it appears that the EPP is meeting the needs of the schools where completers are teaching.