

Leadership Completer Satisfaction Survey

Description:

While the Indiana Department of Education (IDOE) distributes an annual satisfaction survey to recent initial completers and their principals, no such survey is conducted by the state for leadership candidates. In January 2023, the EPP distributed its own satisfaction survey, aligned to the Indiana RISE Principal Evaluation Model. The aligned survey includes two domains, six categories, and 23 indicators from the RISE model for building-level leaders.

The survey was sent out electronically through Qualtrics and individual responses were anonymous. The survey was sent to 54 leadership program completers from August 2020 – December 2022. Sixteen alumni completed the survey, for a response rate of almost 30%.

DOMAIN I: Principal Effectiveness						
<i>The Marian program did an outstanding job of preparing me to...</i>						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Human Capital Management						
	1) ...recruit, hire, support, and retain teachers.	6	8	1	0	1
	2) ...evaluate teachers.	11	4	1	0	0
	3) ...orchestrate appropriate professional learning opportunities aligned to staff needs.	5	8	2	0	1
	4) ...develop leadership and talent among staff with an eye on succession planning.	6	8	2	0	0
	5) ...delegate tasks and responsibilities appropriately.	6	8	2	0	0
	6) ...use staff placement to support instruction.	2	13	1	0	0
	7) ...effectively address teachers in need of improvement.	10	5	1	0	0
Instructional Leadership						
	8) ...support a school-wide instructional vision and/or mission.	7	9	0	0	0
	9) ...use classroom observations to support student academic achievement.	7	8	1	0	0
	10) ...support teacher collaboration.	8	8	0	0	0
Leading Indicators of Student Learning						
	11) ...support the planning and development of Student Learning Objectives (SLOs).	6	9	1	0	0
	12) ...create rigor in SLOs.	5	7	3	0	1
	13) ...support, promote, and maximize instructional time.	6	9	1	0	0

DOMAIN II: Leadership Actions						
<i>The Marian program did an outstanding job of preparing me to...</i>						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Personal Behavior						
	14) ...model professional, ethical, and respectful behavior.	12	4	0	0	0
	15) ...manage time effectively.	9	6	1	0	0
	16) ...use feedback to improve student performance.	8	6	1	0	1
	17) ...display initiative and persistence.	8	8	0	0	0
Building Relationships						
	18) ...create an organizational culture of urgency.	8	7	0	0	1
	19) ...skillfully and clearly communicate.	13	3	0	0	0
	20) ...create a consensus for change and improvement.	11	5	0	0	0
Culture of Achievement						
	21) ...create and support high academic and behavior expectations.	9	6	1	0	0
	22) ...establish academic rigor.	8	5	2	0	1
	23) ...utilize data for decision-making.	10	5	1	0	0

In what role are you currently employed?	Responses
Principal	1
Assistant Principal	1
Other Administrative (Dean, etc.)	5
District Role	2
Classroom Teacher	7
Not employed in K-12 education	0
TOTAL	16

Overall Satisfaction				
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
How satisfied are you with the preparation you received from your principal preparation program?	8	7	1	0

Analysis:

- About half of the respondents are currently in a leadership role outside the classroom.
- Fifteen of the sixteen respondents (93.75%) reported high overall satisfaction with their preparation program.

- In **Human Capital Management**, a majority of completers were satisfied with their preparation to evaluate teachers (#2) and effectively address teachers in need of improvement (#7). However, they were less satisfied with day-to-day staff management issues.
- A vast majority of completers felt satisfied or very satisfied with their preparation in **instructional leadership**.
- Completers do not feel as satisfied with their preparation in **leading student learning outcomes**, especially with creating rigor in SLOs (#12).
- Completers are highly satisfied with their preparation to model professional, ethical, and respectful behavior (#14) in their **personal behavior**.
- In **building relationships**, a majority of completers were satisfied in their preparation to effectively communicate (#19) and create a consensus for change and improvement (#20).
- Completers feel well prepared to **create a culture of achievement**. Comparatively, they feel less satisfied with establishing rigor (#22)

Interpretation:

Completers feel a high degree of overall satisfaction with their preparation through the EPP's building-level administrator licensure/degree programs. In the first round of this satisfaction survey, completers were not asked to provide information about their cohort, completion date, or program (licensure or degree). This additional information will be asked in future years, so that data can be disaggregated for more detailed analysis.