

Principal Satisfaction Survey

Description:

Each year the Indiana Department of Education (IDOE) surveys principals of first 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. Some statements and percentages are highlighted as points of comparison between the EPP and state averages.

	2017-2018				2018-2019				2019-2020				Aggregated			
	Marian		State		Marian		State		Marian		State		Marian		State	
The EPP did an outstanding job of preparing this teacher to...	N	% Agree or Strongly Agree	N	N	% Agree or Strongly Agree	N	N	% Agree or Strongly Agree	N	N	% Agree or Strongly Agree	N	N	% Agree or Strongly Agree	N	
Knowledge Preparation of Teacher																
1. ...understand how students learn and develop at the grade level they are teaching.	30	96.77%	94.74%	1117	15	93.75%	95.31%	1280	22	100%	96.64%	919	67	97.10%	95.48%	3316
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	30	96.77%	95.67%	1126	16	100%	95.53%	1282	22	100%	96.83%	917	68	98.55%	95.93%	3325
3. ...adhere to the ethical requirements of the teaching profession.	31	100%	97.96%	1153	16	100%	97.68%	1307	20	95.24%	98.41%	930	67	98.53%	97.98%	3390
4. ...adhere to the legal requirements of the teaching profession.	29	100%	97.95%	1147	16	100%	98.49%	1308	21	95.45%	98.41%	928	66	98.51%	98.29%	3383
Pedagogical Preparation of Teacher																
5. ...provide an appropriate and challenging learning experience.	30	96.77%	97.78%	1147	16	100%	94.67%	1278	21	95.45%	95.38%	908	67	97.10%	95.91%	3333
6. ...provide an inclusive learning environment.	31	100%	96.37%	1141	15	93.75%	95.99%	1291	22	100%	97.38%	929	68	98.55%	96.50%	3361
7. ...provide a rigorous learning environment.	29	96.67%	91.61%	1081	16	100%	92.01%	1233	21	95.45%	94.11%	894	66	97.06%	96.50%	3208
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	30	96.77%	93.32%	1104	16	100%	92.58%	1235	21	95.45%	93.59%	891	67	97.10%	92.40%	3230
9. ...develop content specific assessments to test for student understanding of the lesson objectives.	28	93.33%	93.14%	1100	16	100%	93.14%	1250	21	95.45%	94.22%	897	65	95.56%	93.44%	3247
10. ...differentiate instruction to meet all students' learning needs.	29	93.55%	90.37%	1070	15	93.75%	89.75%	1208	21	95.45%	92.14%	879	65	94.20%	90.06%	3157
11. ...work effectively with students with all exceptionalities.	30	96.77%	92.48%	1094	16	100%	92.20%	1241	21	95.45%	95.05%	902	67	97.10%	93.07%	3237
12. ...analyze student assessment data to improve classroom instruction.	29	93.55%	91.60%	1080	16	100%	90.34%	1216	20	90.91%	93.59%	890	65	94.20%	91.66%	3186
13. ...use effective strategies to manage the learning environment.	28	90.32%	89.59%	1059	16	100%	88.86%	1189	21	95.45%	91.38%	869	65	94.20%	89.80%	3117
14. ...integrate technological tools as appropriate to advance student learning.	30	96.77%	96.45%	1141	15	93.75%	96.10%	1283	22	100%	96.93%	916	67	97.10%	96.44%	3340
Professional Disposition of Teacher																
15. ...openly accept suggestions/constructive feedback.	30	96.77%	96.79%	1145	16	100%	96.36%	1297	22	100%	97.16%	925	68	98.55%	96.73%	3367
16. ...exhibit ethical practice expected of educators.	31	100%	98.48%	1164	16	100%	97.77%	1313	22	100%	98.52%	934	69	100%	98.21%	3411
17. ...work effectively with other professionals	31	100%	97.11%	1144	16	100%	96.49%	1293	22	100%	96.42%	917	69	100%	96.68%	3354
18. ...work effectively with parents/guardians	31	100%	95.66%	1124	16	100%	94.49%	1270	22	100%	95.70%	912	69	100%	95.22%	3306
19. ...work effectively with school leaders.	30	96.77%	98.13%	1152	16	100%	96.87%	1302	22	100%	97.76%	917	69	98.55%	97.57%	3371
20. ...work effectively within the school culture.	29	96.67%	97.58%	1131	16	100%	96.32%	1257	22	100%	97.22%	909	68	97.06%	97.00%	3297
Overall																
21. ... how satisfied are you with the training this teacher received from this EPP?	30	100%	93.81%	1107	16	100%	92.84%	1232	22	100%	95.77%	906	68	100%	93.98%	3245

Analysis:

- In the section *Knowledge Preparation of Teacher*, over the three cycles, 98.55% of principals surveyed selected “Agree” or “Strongly Agree” for the statement 2 that the completer met expectations of a beginning teacher for content preparation and knowledge
- Principals chose “Agree” or “Strongly Agree” 98.59% of the time regarding Marian completers’ adherence to ethical and legal requirements, a slight dip from previous years principal survey
- In the section *Pedagogical Preparation of Teacher*, over the three cycles, 97.06% of respondents chose “Agree” or “Strongly Agree” for statement 7 that the completer provided a rigorous learning environment
- Rankings of completers ability to differentiate instruction continued to show improvement from previous years 93.55%, 93.75% to 95.45%
- Statements 10 (differentiating instruction), 12 (analyze student assessment data to improve instruction) and 13 (managing the learning environment) had the lowest percentages of respondents selecting “Agree” or “Strongly Agree” with 94.20% aggregated out over three years; however, we noticed that this year statement 12 saw a drop from 100% to 90.91% in the survey for 2019-2020
- The section *Professional Disposition of Teacher*, continues to have the highest percentage of “Agree” or “Strongly Agree”
- In every section and statement over the three-year cycle, the EPP exceeded the state average.
- Overall percent of principals satisfied or very satisfied with the EPP completer preparation exceeded the state average by nearly 6%

Interpretation:

Three opportunities for growth are evident from a review of the data: classroom management, data assessment and differentiated instruction. The overall agreement with the quality of completers related to pedagogical preparation was high. However, over the course of the three years of this data principals selected “Agree” or “Strongly Agree” only 94.20% of the time for the statements related to differentiating instruction to meet all students’ learning needs, analyze student assessment data to improve instruction and managing the learning environment. These were the lowest ratings over the three cycles, but even in light of that, the percentage of principals choosing “Agree” or “Strongly Agree” was higher than the state percentages over the same time period. Overall, given the percentage of principals choosing “Satisfied” or “Very Satisfied” for the EPP’s completers (100%) compared to the state (94%), it would seem that the EPP is meeting the needs of the schools where completers end up.

Action:

This data has been and is being used in a number of ways. For one the EPP is creating opportunities for candidates to get more experience in classrooms with different student groups. The introduction of the residency program will assist with this process by pairing candidates with a master teacher to help in developing classroom management and differentiated instructional skills. Additionally, Mursion is being used to simulate a wide array of classroom scenarios for candidates to experience. Doing so means candidates are getting the opportunity to develop skills in a laboratory setting that allows for experimentation and practice without fear of negative effects on an actual P-12 student or class of students. A closer look at how candidates receive instruction with assessing student data to improve classroom instruction will be investigated within the curriculum taught.