

Completer-Principal Satisfaction Response Comparison

Description:

To analyze the alignment of satisfaction of completers and principals, a three-year aggregated table (2019-2021) was created. The table provides the percent of “Strongly Agree” and “Agree” responses for principals in the center left and completers in the center right. In the center columns are the state percentages for points of comparison. Outside columns are the statements to which the participants responded while rows are lined to look for agreement between principals and completers. Statements where the completers or principals exceeded the state averages are highlighted in yellow, statements where both the principal and completers exceeded state averages are highlighted in green, and statements highlighted in pink represent statements that both completer and principals’ responses were below state average.

Percentage of "Very Satisfied/Satisfied" and "Excellent/Good" responses combined with regards to preparation & training	Principal/State Comparison		Completer/State Comparison	
	Marian	State	Marian	State
Overall Assessment (3-yr. average)	100.00%	95.17%	92.47%	94.11%

Average 3-year percentage of "Strongly Agree" and "Agree" responses (combined): by section	Principal/State Comparison		Completer/State Comparison	
	Marian	State	Marian	State
<i>Section - Knowledge Preparation of Teacher</i>	98.23%	97.36%	94.19%	96.52%
<i>Section- Pedagogical Preparation of Teacher</i>	96.32%	94.15%	92.69%	94.41%
<i>Section- Professional Disposition of Teacher</i>	100.00%	97.08%	94.44%	96.26%

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</i>	Marian	State	Marian	State	<i>Knowledge Preparation</i>
...understands how students learn and develop at the grade level they are teaching.	96.49%	96.40%	96.77%	97.42%	understanding how learners/students develop and grow.
...meet expectations of beginning teacher for content preparation and knowledge.	100.00%	96.37%	88.17%	94.60%	meeting the content preparation and knowledge level expected of a beginning teacher..
...adhere to the ethical requirements of the teaching profession.	98.21%	98.15%	95.70%	97.87%	adhering to the ethical requirements of the teaching profession.
...adhere to the legal requirements of the teaching profession.	98.21%	98.52%	95.70%	96.42%	adhering to the legal requirements of the teaching profession.
			94.62%	96.28%	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</i>	Marian	State	Marian	State	<i>Pedagogical Preparation</i>
...provide an appropriate and challenging learning experience.	96.49%	95.49%	95.70%	95.57%	providing appropriate and challenging learning experiences.
...provide an inclusive learning environment.	98.25%	97.10%	96.77%	97.20%	providing an inclusive learning environment.
...provide a rigorous learning environment.	96.49%	93.48%	94.62%	95.49%	providing a rigorous learning environment.
			96.77%	96.10%	working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.
...use a variety of assessments methods to guide, adjust, and improve instruction.	96.49%	93.92%			
...develop content specific assessments to test for student understanding of the lesson objectives.	96.49%	94.24%	90.32%	93.15%	developing quality assessments to test for student understanding of lesson.
..differentiate instruction to meet all students' learning environment.	94.74%	91.61%	94.62%	94.76%	differentiating instruction to meet all students' learning needs.
..work effectively with students with all exceptionalities.	96.49%	94.15%	91.40%	93.86%	working effectively with students with all exceptionalities.
..analyze student assessment data to improve classroom instruction.	94.74%	92.11%	88.17%	91.37%	analyze student assessment data to improve classroom instruction.
..use effective strategies to manage the learning environment.	96.49%	92.37%	90.32%	92.56%	using appropriate strategies to effectively manage learning environments.
..integrate technological tools as appropriate to advance student learning.	96.55%	96.96%	88.17%	94.05%	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</i>	Marian	State	Marian	State	<i>Professional Disposition</i>
..openly accept suggestions/constructive feedback.	100.00%	97.01%	94.62%	97.70%	openly accepting suggestions/constructive feedback.
..exhibit ethical practice expected of educators.	100.00%	98.30%	97.85%	98.44%	exhibiting ethical practice.
..work effectively with other professionals.	100.00%	96.86%	97.85%	97.91%	working effectively with other professionals.
..work effectively with parents/guardians.	100.00%	95.60%	86.02%	90.92%	working effectively with parents/guardians.
..work effectively with school leaders.	100.00%	97.57%	94.62%	95.88%	working effectively with school leaders.
..work effectively within the school culture.	100.00%	97.14%	95.70%	96.71%	working effectively within the school culture.

Analysis:

- Principal and completer ratings both exceeded the state average for the indicator: provide an appropriate and challenging learning experience.
- On average, completers appear to 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 higher than the completers and higher than state averages on nearly all indicators.
- Principal and completer ratings both were below the state average in two indicators: “adhering to legal requirements of the teaching profession” and “integrating technological tools as appropriate to advance student learning.”
- The indicator on the teacher survey, “My educator preparation program prepared me for working effectively with parents/guardian” was the only percentage that dropped from last year survey.

Interpretation:

Overall, it is interesting that the principals' ratings exceeded the state average on 18 of the 20 statements, while the completers' ratings only exceeded the state on 2 of their 21 statements. The question arises as to who has a better advantage point on the preparation of the completer. Perhaps completers are more acutely aware of their own limitations and judge themselves more harshly, whereas principals have a better perspective and more experience working with novice teachers. Another interpretation is that since the numbers were relatively small that one completer's evaluation would sway the average score. The overall positive responses from administrators indicates that the EPP is preparing completers who principals believe are well-prepared to work in the classroom.