



MDE Administrator Survey
Data Report
2024-2025

812

1,568

51.8%

31

55

56.4%

Overview of the survey data

- Survey Population: Lead administrators for teachers who, for the first time, appeared in the fall 2023 Registry of Educational Personnel data collection as a Michigan Department of Education teacher.
- MDE total is 812 (51.8% response rate).
- Hope College total was 31 (56.4% response rate).
 - “Not able to Observe” responses removed from the total N.
- The Likert scale is: “To a Great Extent,” “To a Moderate Extent,” “To a Small Extent,” “Not at All,” “Not able to Observe”
- MDE defines Efficacy as a response of “To a Great Extent” or “To a Moderate Extent” to the listed questions.

Category Summaries

Administrator Domains	Hope %	State %	Difference
Instructional Strategies and Assessment	94.6%	89.9%	4.7%
Meeting Student Needs	94.3%	88.6%	5.7%
Technology	96.7%	96.1%	0.6%
External Relationships	94.5%	93.0%	1.5%
Professionalism	97.8%	93.2%	4.6%
Overall Effectiveness	95.1%	90.7%	4.4%

Instructional Strategies and Assessment

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to...	Hope%	State%	Difference
support all students in making connections to prior knowledge and experiences?	96.7%	94.7%	2.0%
implement multiple strategies to present key content area(s) concepts?	96.6%	92.2%	6.4%
implement strategies which maximize student engagement to support positive student behavior?	93.1%	89.5%	3.6%
organize the learning environment to guide student engagement during instructional time?	93.1%	90.1%	3.0%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	89.7%	87.6%	2.1%
differentiate instruction based on student assessment data to support each student's academic achievement?	96.4%	85.1%	11.3%
understand and make accommodations based on a student's IEP or Section 504 plan?	96.6%	90.1%	6.5%

Meeting Student Needs

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to...	Hope %	State %	Difference
Support each student's socioemotional (e.g., social, emotional, psychological) development with instruction?	93.1%	88.1%	5.0%
As a first-year teacher, compared to other first-year teachers, to what extent can [Teacher Name] apply instructional strategies and resources to support...	Hope %	State %	Difference
English learners?	93.8%	83.7%	10.1%
high performing students?	90.5%	90.6%	-.01%
low performing students?	96.7%	89.4%	7.3%
students experiencing trauma?	93.3%	85.9%	7.4%
students from culturally diverse backgrounds?	96.2%	90.3%	5.9%
students with special needs or disabilities?	96.7%	90.2%	6.5%
each individual student's learning abilities and needs?	93.3%	89.3%	4.0%

Technology

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to...	Hope %	State %	Difference
Utilize available technology to enhance the learning experience of students?	96.7%	96.1%	0.6%

External Relationships

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to build positive relationships with...	Hope %	State %	Difference
students?	96.7%	95.2%	1.5%
families/caregivers?	90.0%	90.2%	-0.2%
colleagues?	96.8%	93.6%	3.2%

Professionalism

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to...	Hope %	State %	Difference
demonstrate responsiveness and flexibility to unexpected situations which arise?	96.8%	90.5%	6.3%
act in a manner consistent with ethical and professional educator expectations?	100.0%	95.0%	5.0%
utilize constructive criticism to reflect upon and improve practice?	96.7%	94.0%	2.7%

Qualitative Data from Principals

- She has had a truly amazing first year as a kindergarten teacher. From day one, she has created a classroom filled with warmth, joy, and a sense of belonging for her young learners. Her ability to connect with her students, meet them where they are, and nurture both their academic and social-emotional growth is remarkable. She approaches each day with patience, positivity, and a genuine love for teaching. She is also eager to grow in her craft—always open to learning and finding new ways to support her students. Her dedication, heart, and hard work have made such a difference this year, and she is sure to continue shaping young lives in the most meaningful ways.
- She does not look like a first-year teacher. She conducts herself with grace and poise and has learned, rather quickly, to adapt to situations as things change throughout the day. She has some students who have escalated behaviors and she approaches these students with love and understanding. I have been impressed with her daily.
- She has been a tremendous addition to our Kindergarten teaching team!
- We're very happy to have — on our staff!
- She is an EXCELLENT special education teacher. She was very well prepared and does a great job for our students.

Qualitative Data from Principals

- As a first-year teacher, she has done a wonderful job. She is inquisitive, open to feedback, and eager to try new strategies. She has built strong, positive relationships with all stakeholders, demonstrating professionalism and a commitment to student success.
- She had an amazing first year teaching French. I watched her grow tremendously, and I'm truly excited to see what the future holds for her!
- She had a fantastic first year!
- Wonderful teacher and person. Lucky to have her here!
- He has been a valued addition to our staff. He was provided with an excellent mentor teacher, who cares deeply about his success. He has learned a great deal this year, and undoubtedly will continue to grow and flourish through the years to come.
- She has grown immensely for being just a first year teacher. She is efficient and organized. She is also open to feedback and adjusts her teaching to meet the needs of her students. She has gained a lot of confidence leading IEP's and does a great job facilitating these meetings.
- Honestly, she's doing great! We are incredibly happy to have her as part of our community and know that she will only do better as the years go on.



Top Areas of Strength and Growth Relative to State

Areas of Strength (Relative to State)

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to...	Hope%	State%	Difference
differentiate instruction based on student assessment data to support each student's academic achievement?	96.4%	85.1%	11.3%

As a first-year teacher, compared to other first-year teachers, to what extent can [Teacher Name] apply instructional strategies and resources to support...	Hope %	State %	Difference
English learners?	93.8%	83.7%	10.1%

As a first-year teacher, compared to other first-year teachers, to what extent can [Teacher Name] apply instructional strategies and resources to support...	Hope %	State %	Difference
students experiencing trauma?	93.3%	85.9%	7.4%

Areas of Growth (Relative to State)

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to build positive relationships with...	Hope %	State %	Difference
students?	96.7%	95.2%	1.5%
families/caregivers?	90.0%	90.2%	-0.2%

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to...	Hope %	State %	Difference
Utilize available technology to enhance the learning experience of students?	96.7%	96.1%	0.6%

As a first-year teacher, compared to other first-year teachers, to what extent can [Teacher Name] apply instructional strategies and resources to support...	Hope %	State %	Difference
high performing students?	90.5%	90.6%	-.01%

Highest Area Score

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to...	Hope %	State %	Difference
act in a manner consistent with ethical and professional educator expectations?	100.0%	95.0%	5.0%

Lowest Area Score

As a first-year teacher, compared to other first-year teachers, to what extent is [Teacher Name] able to...	Hope %	State %	Difference
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	89.7%	87.6%	2.1%