

Principal Survey - Analysis

A Principal Survey sent to a random cohort of 82 principals serving Hope College 2nd year graduates in order to determine overall Education program effectiveness.. Twenty-three responded (28% response rate). At Hope, we prepare our teachers to be ethical educators (dispositions), skilled communicators, engaged professionals, curriculum developers, effective instructors, decision makers, and reflective practitioners. These seven professional abilities are evidenced in four domains: planning, classroom environment, instructional practice, and professional responsibilities and are informed by Danielson's framework for teachers. The results are below:

Overview

Professional Ability and Danielson Framework Four Domains Descriptive Statistics						
Professional Abilities (4 pt Likert Scale)				Teacher Disposition + Four Domain Sub Scores		
	N	Mean (SD)	%		N	Mean (SD)
Ethical Educator	8 questions	3.72 (.46)	92.93	Teacher Disposition	8 questions 32 points	29.74 (2.83) 92.93
Engaged Professional	8 questions	3.60 (.52)	89.95	Domain 1: Planning	9 questions 36 points	30.91 (4.06) 85.87
Effective Instructor	8 questions	3.55 (.53)	88.86	Domain 2: Classroom Environment	7 questions 28 points	25.30 (2.75) 90.37
Reflective Practitioner	6 questions	3.62 (.50)	90.58	Domain 3: Instructional Practice	10 questions 40 points	35.17 (3.95) 87.93
Curriculum Developer	6 questions	3.42 (.59)	85.51	Domain 4: Professional Responsibilities	9 questions 36 points	33.00 (3.25) 91.67
Decision Maker	2 questions	3.65 (.48)	91.30			
Skilled Communicator	6 questions	3.61 (.49)	90.22			
Professional Ability Mastery	176 points	3.60 1.602	89.91	Domain and Teacher Disposition Mastery	172 points	30.83 (3.37) 89.74

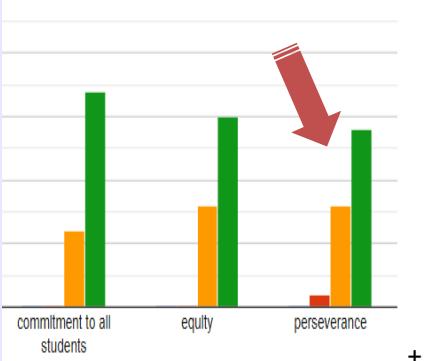
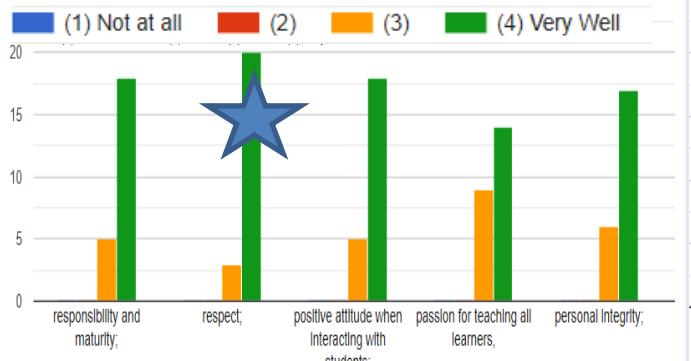
Regarding the Professional Abilities, there was no statistical difference [$F(6,169) = .85, p=.53$] among the seven Professional Ability scores (Ethical Educator, Engaged Professional, Effective Instructor, Reflective practitioner, Curriculum Developer, Decision Maker, and Skilled Communicator.. The overall professional ability mastery was 90%, with individual abilities ranging from 86 to 93%. Regarding the 4 Domains (Planning, Classroom Environment, Instructional Practice, and Professional Responsibilities) and Teacher Disposition, there was no significant difference among the domains. [$F(4,167) = .34, p = .85$]. The overall Domain score was 90%, and the sub scores ranged from 86 to 93. The Principal Survey scores indicate that our graduates demonstrate teacher effectiveness and the satisfaction of their employers (the principals themselves).

As reflective practitioners we are always looking for ways to improve our program and our graduates performance in the field. So while our students have excelled, when digging deeper into each of the Domain skills, we found three areas where our graduates could do even better: (1) teaching in a culturally relevant and individualized /differentiated manner; (2) using data, especially formative assessment, to drive instruction, and (3) working more collaboratively with others from designing lesson plans to developing and maintaining professional relationships. Our students thrive in the mechanics of teaching, providing rich content-laden material; using technology constructively to teach and communicate; and in

providing a safe classroom, both intellectually and physically to their students. Below are highlighted areas of greatest strengths and weaknesses of our graduates within each Disposition or Domain:

TEACHER DISPOSITIONS

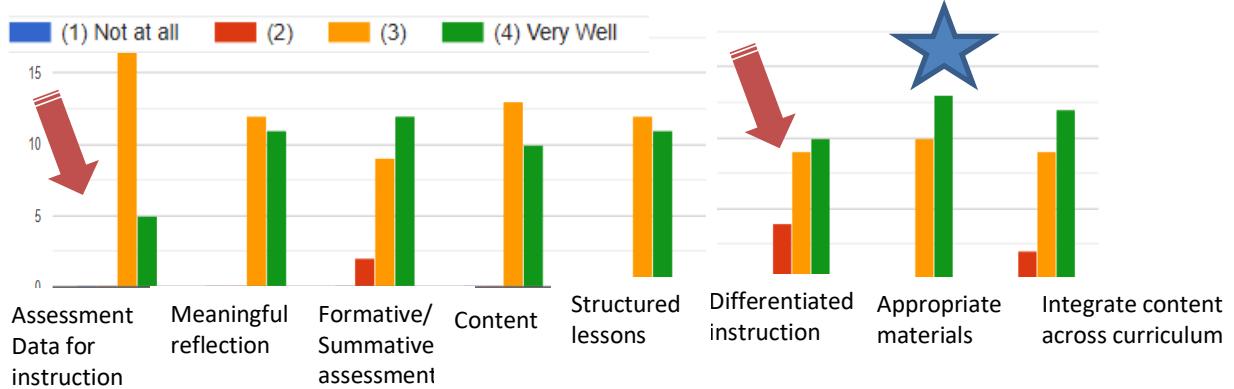
How well do Hope Graduates demonstrate...



Within teacher dispositions (92.93%), Hope graduates especially excelled at showing respect and can work on demonstrating perseverance.

DOMAIN 1: PLANNING

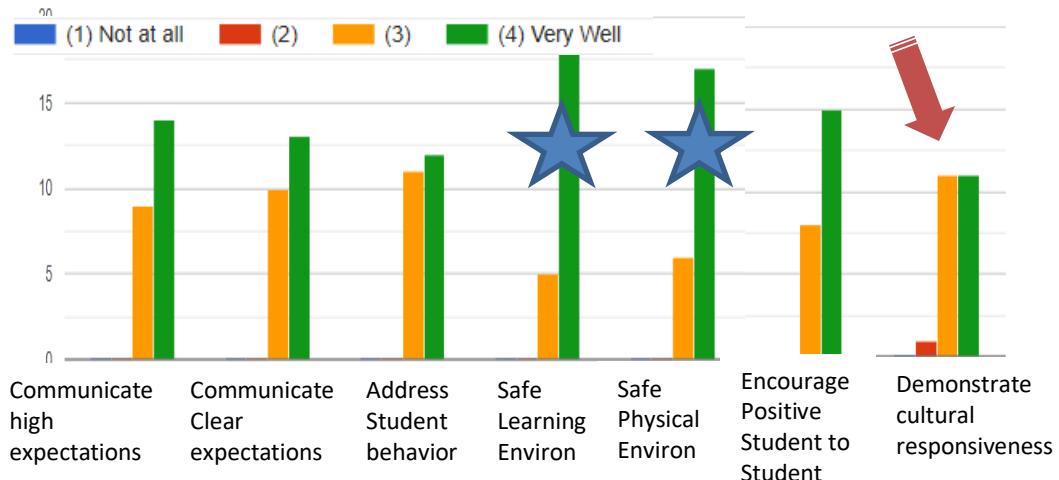
How well do Hope Graduates...



Within Domain 1: Planning (90.37%), Hope graduates especially excelled in choosing appropriate materials and can work planning differentiated instruction based on individual student differences; and using data from school-wide and classroom assessment to plan instruction.

DOMAIN 2: CLASSROOM ENVIRONMENT

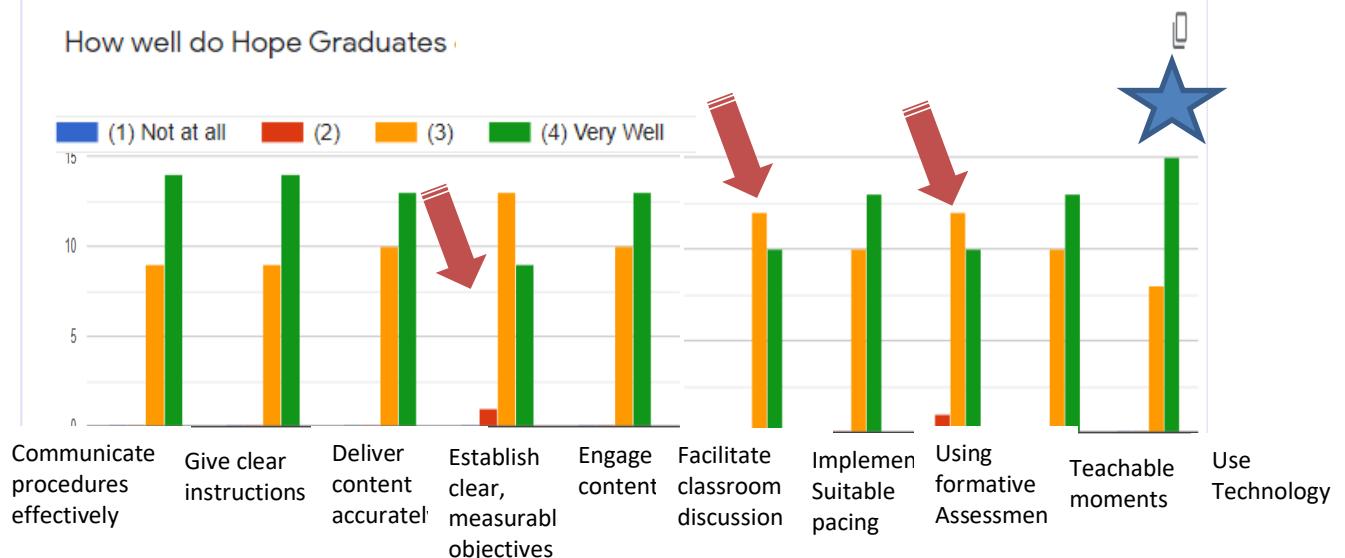
How well do Hope Graduates:



Within Domain 2: Classroom Environment (85.87%), Hope graduates especially excelled at creating a safe learning and physical environment; and can work on demonstrating cultural responsiveness towards all students.

DOMAIN 3: INSTRUCTIONAL PRACTICE

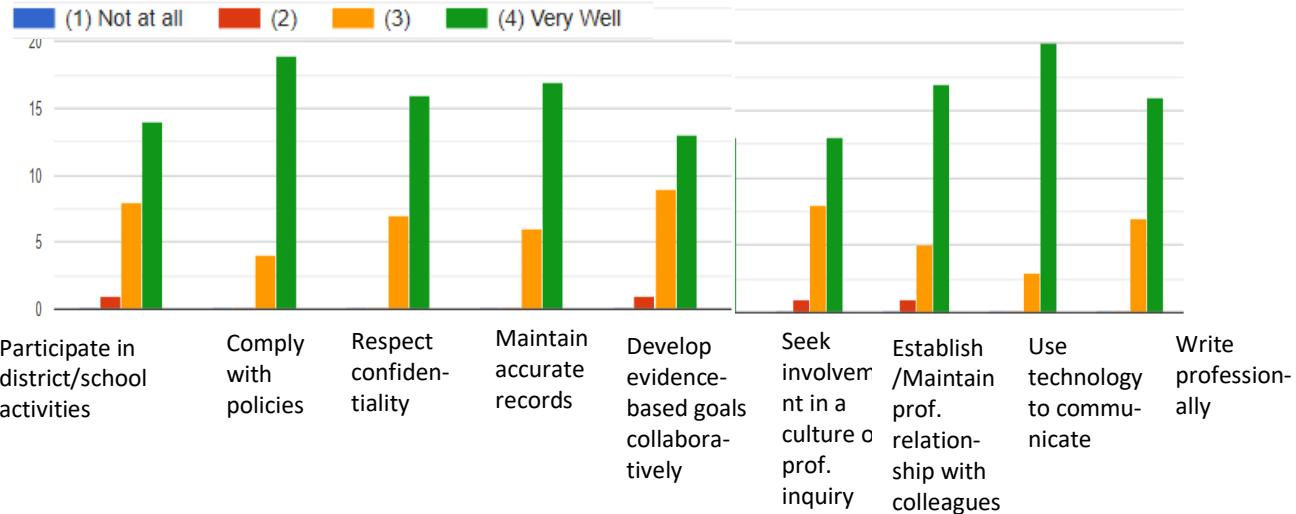
How well do Hope Graduates:



Within Domain 3: Instructional Practice (87.93%), Hope graduates especially excelled at using technology to enhance instruction; and can work on establishing clear, measurable objectives; facilitating classroom discussion by encouraging student to explain their thinking; and using formative assessment to gauge student progress towards meeting appropriate content standards.

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

How well do Hope Graduates...



Within Domain 4: Professional Responsibilities (91.67%), Hope graduates especially excelled at using technology to enhance instruction; and can work on establishing clear, measurable objectives; facilitating classroom discussion by encouraging student to explain their thinking; and using formative assessment to gauge student progress towards meeting appropriate content standards.

The last question on the survey, asked if there was any additional information that the principals would like to share. Almost half of the respondents made a comment (10). The comments were overwhelmingly supportive and confirmed that our graduates are “professional and highly-effective educators.” The following two comments exemplify the principal/administrator’s appraisal of our Hope graduates: “Both Mr. X and Ms. Y are amazing additions to our school site and have shown to have impressive skill sets as educators.” And “There are 3 recent Hope graduates teaching in our building. They are the most professional, dedicated, hard working talented young educators I have seen in my career. Whatever you are doing at Hope is making your graduates stand out It is truly impressive. Thank you for our dedication to future educators. One principal made a suggestion that we will look into regarding helping our students prepare more effectively for the standardized testing they are required to do for licensure.

Desired confidence level for post-hoc confidence intervals:

ANOVA Table...

Source of Variation	Sum of Squares	d.f.	Variance	F	p
Between Groups:	1.3452	6	0.2242	0.8506	0.5326
Within Groups:	44.5413	169	0.2636		
Total:	45.8865	175			

ANOVA Table...

Source of Variation	Sum of Squares	d.f.	Variance	F	p
Between Groups:	1792.9859	4	448.2465	0.3367	0.8529
Within Groups:	222305.2832	167	1331.1694		
Total:	224098.2691	171			