Principal Survey Results

2021-22

The purpose of the Principal survey was to glean from our area principals their perspective on how effective we have been at preparing our students in the field. In so doing these principals were asked to rate (on a 4-point scale) the overall performance of our Hope graduates on seven professional abilities (ethical educators (dispositions), skilled communicators, engaged professionals, curriculum developers, effective instructors, decision-makers, and reflective practitioners) evidenced in four domains and one disposition (teaching dispositions, planning, classroom environment, instructional practice, and professional responsibilities. These constructs are informed by Danielson’s framework for teachers.

**Big Picture Overview**

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| **Professional Ability and Danielson Framework Four Domains****Descriptive Statistics** |
| **Professional Abilities (4 pt Likert Scale)** |  | **Teacher Disposition + Four Domain Sub Scores** |
|  | Items(N) | **2022****Mean (SD)** | 2020Mean (SD) | **2022 %** | 2020% |  |  | Items (N) | **2022****Mean SD)** | 2020Mean (SD) | 2019% | 2020% |
| Ethical Educator | 9Q\* |  **3.69  (.23)** | 3.75 (.38) | **92.93** | 92.25 |  | Teacher Disposition | 9Q\* | **3.69 (.29)** | 3.28 (.29) | **92.25** |  87.17 |
| Engaged Professional | 9Q\* | **3.72 (.28)** | 3.59 (.45) | **93.00** | 89.64 | D1: Planning | 10Q \* | **3.57 (.36)** | 3.45 (.38) | **89.25** |  86.36 |
| Effective Instructor | 6Q\* | **364 (.28)** | 3.65 (.38) | **91.00** | 90.91 | D2: Classroom Environment | 7Q\*  | **3.71 (.26)** | 3.62 (.52) | **92.75** |  90.58 |
| Reflective Practitioner | 6Q | **3.60 (.27)** | 3.52 (.45) | **90.00** | 87.88 | D3: InstructionalPractice | 11Q\* | **3.60 (.28)** | 3.58 (.36) |  **90.00** |  89.55 |
| Curriculum Developer | 6Q  | **3.68 (.37)** | 3.53 (.45) | **92.00** | 88.26 | D4: Professional Responsibilities | 9Q \* | **3.80 (.24)** | 3.67 (.43) | **95.00** |  89.89 |
| Decision Maker | 2Q  | **3.59 (.29)** | 3.55 (.47) | **89.75** | 88.64 | \*Note: Number of questions shifted as we removed duplicate items and better aligned the constructs. Only one new item (a culturally responsive question) was added. 96% of the survey remained the same.Q = questions SD = Standard Deviation N = sample size |
| Skilled Communicator | 5Q\* | **3.85 (.22)** | 3.58 (.51) | **96.25** | 89.55 |
|  |  |  |
| Professional Ability Mastery |  | **3.68 (.27)** | 3.60 (.08) | **92.27** | 89.89 |  | Domain and Teacher Disposition Mastery |  | **3.67 (.29)** | 3.50 (.38) | **91.67** | 89.10 |

Overall, the principals rated our second-year graduates as mastering the Professional Abilities; scores ranged from 3.59 (90%) to 3.85 (96%) out of a possible 4-point scale.

Overall, the principals rated our second-year graduates as being effective in the professional domains and dispositions. The domain/disposition scores ranged from 3.57 (89%%) to 3.80 (95%) out of a possible 4-point scale.

**Thus, these Principal Survey scores indicate that our graduates demonstrate teacher effectiveness to the satisfaction of their employers (the principals themselves).**

**Professional Abilities**

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| Professional Abilities - **ANOVA : F(6,693)=9.87, p=0** |
| ProfessionalAbility | Number ofQuestions | BootstrappedN | Score(Out of 4) | Std Error | Percent |
| SC-Skilled Communicator | 5Q | 100 | 3.85 | 0.22 | 96% |
| EP-Engaged Professional | 9Q | 100 | 3.72 | 0.28 | 93% |
| EE-Ethical Educator | 9Q | 100 | 3.69 | 0.23 | 92% |
| CD-Curriculum Developer | 6Q | 100 | 3.68 | 0.37 | 92% |
| EI-Effective Instructor | 6Q | 100 | 3.64 | 0.28 | 91% |
| RP-Reflective Practitioner | 6Q | 100 | 3.60 | 0.27 | 90% |
| DM-Decision Maker | 2Q | 100 | 3.59 | 0.29 | 90% |
| α=.05 |

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 areas where our graduates could do even better:

**Professional Abilities.**

The Principals felt that our graduates performed extremely well in communication (skilled at communicating procedures, expectations, and instructional practices – 96%); that score was significantly higher than any other professional ability construct. Our graduates ranked second in how well they engaged in professional endeavors (e.g., complying with district policies, built professional relationships, and participated in school and district activities).

The principals scored our graduates lowest (90% respectively) in two areas reflective practitioner (e.g., using technology wisely, addressing student behaviors, and develop professional, evidence-based goals collaboratively); and making decisions (e.g., choosing appropriate materials and making the classroom safe). These areas were significantly lower than our top two (p < .05)

**Four Overarching Domains & Disposition**

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| DOMAINS & Disposition **F(4,495)=10.25, p = 0** |
| Professional Dispositions and Domains | Number ofQuestions | BootstrappedN | Score(Out of 4) | Std Error | Percent |
| Professional Responsibilities | 9Q | 100 | 3.80 | 0.24 | 95% |
| Classroom Environment | 7Q | 100 | 3.71 | 0.26 | 93% |
| Teacher Dispositions | 9Q | 100 | 3.69 | 0.29 | 92% |
| Instructional Practice | 11Q | 100 | 3.60 | 0.28 | 90% |
| Planning | 10Q | 100 | 3.57 | 0.36 | 89% |
| α=.05 |

The principals rated our students highly (95% and 93%, respectively) in our graduates’ carrying out the responsibilities of the profession and managing the classroom environment. We ranked lowest in planning and instructional practice.

**Delving Deeper**

Because the seven professional abilities are subsumed within the domains and dispositions, we will delve deeper into each category paying close attention to any scores lower than 85% (3.4 on a 4-point scale). These areas will be our target for the upcoming year as we continue to improve our education program. We will celebrate any scores above a 95% (3.8 on a 4-point scale).

**Domain: Professional Responsibility**



participate in school and district activities

comply with district/ school policies

respect confiden-tiality of the classroom

maintain accurate records

develop professional evidenced-based goals collabora-tively

seek involve-ment in a culture of profess-sional inquiry

establish and maintain profess-sional relation-ships

use technology to commun-icate with students and parents

write at a professional level

**3.46**

**3.73 3.73 3.73 3.64**

**3.45 3.64 3.55**

**3.45**

*Professional responsibility* scores ranged from 3.45 (85%) to 3.73 (93%). While no scores were under our 85% (3.4) threshold, we will continue to work on our lowest scores star’d above: developing professional evidence-based goals collaboratively and seeking involvement in a culture of professional inquiry.

**Domain: Classroom Environment**

 

Create a safe physical environment

Demon-strate cultural respon-siveness to all students

Encourage positive student-to-student interactions

Commu-nicate high expectations for students’ learning

Address student behavior

Create a safe learning environment

Communicate clear expec-tations for student behaviors

**3.55**

**3.91**

**3.36**

**3.91**

**3.55**

**3.55**

**3.55**

*Classroom Environment* scores ranged from 3.36 (84%) to 3.91 (98%). We will work on addressing student behavior with our teacher candidates, even as we celebrate the fact that our students encourage positive student-to-student interactions.

**Teacher Dispositions**

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Responsi-bility and maturity

Positive attitude when interacting with students

Passion for teaching all learners

Personal integrity

Commitment to all students

equity

Respect

Perse-verance

**3.75**

**3.88**

**3.88**

**3.75**

**3.63**

**3.75**

**3.50**

**3.50**

*Teacher Disposition* scores ranged from 3.50 (88%) to 3.88 (97%). While no scores were under our 85% (3.4) threshold, we will continue to work on our lowest scores –perseverance. We will celebrate the fact that our students keep a positive attitude when interacting with students.

**Domain: Instructional Practice**



 Effective use of formative assess-ment to gauge student progress in meeting appro-priate content standards

Imple-ment suitable pacing

Use tech-nology to enhance instruct-tion

Capitalize on teachable moments and demon-strate respon-sivenss to students with appro-priate feedback

Facilitate classroom discussions by encour-aging students to explain their thinking

Engage students in their subject matter

Establish clear, measure-able objectives

Deliver content accurately

Give clear directions

Commu-nicate procedures effectively

**3.64**

**3.55**

**3.64**

**3.55**

**3.55**

**3.73**

**3.64**

**3.55**

*Instructional Practice* scores ranged from 3.27 (82%) to 3.74 (94%).

**3.27**

We will work on addressing the effective use of formative assessments to

**3.74**

gauge student progress in meeting appropriate content standards with our

teacher candidates. even as we celebrate the fact that our students encourage

positive student-to-student interactions. We will also look at facilitating classroom discussions

through having students explain their thinking. These aligned with our High Leverage Practice goals.

**Domain: Planning**



Use data from school-wide and classroom assessment to plan instruction

Use infor-mative & summative results to inform instruction

Demon-strate knowledge of both subject area & curriculum embedded / evidence-based research

design mean- ingful learning exper-iences

plan clearly structured lessons

plan differ-entiated instruct-tion based on individual student differ-ences

Engage in meaningful reflection of lessons

choose appro-priate materials

**3.36**

**3.55**

**3.40**

**3.64**

**3.73**

**3.55**

**3.50**

**3.45**

integrate content across disciplines

**3.18**

**3.55**

*Planning* scores ranged from 3.18 (80%) to 3.73 (93%). This is our weakest domain. We have three areas targeted for improvement: Planning integrated content lessons across disciplines; Using data from school wide and classroom assessment to plan instruction; and using informative and summative assessment results to inform instruction.

**Qualitative Responses**

2022-2023

The final item on the survey gave the principles a chance to speak their minds regarding any pertinent information they wished to share. We received positive feedback on our program exemplified by the comment that “our Hope graduates stand out among our group of new teachers. I have hired 3 new teachers from Hope in the last 5 years and they are very well prepared. Thank you.” We also received thanks for allowing the principles to be a part of the evaluation process and for “allowing students into classrooms as much as possible while learning.” We were also wished a “good luck” as we reflect upon our progress thus far and make plans to make our program even better.