

## Completer-Principal Satisfaction Response Comparison

### Description:

To analyze the alignment of satisfaction of completers and principals the table below 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. Also, in the center columns are the state percentages for points of comparison. On the outside columns are the statements to which the participants were responding and throws are lined up to look for agreement between principals and completers in their responses. Finally, statements where the completers or principals exceeded the state averages are highlighted in blue and statements where both the principal and completers exceeded state averages are highlighted in yellow.

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 of Teacher</i>	Marian	State	Marian	State	<i>Knowledge Preparation of Teacher</i>
1. ...understand how students learn and develop at the grade level they are teaching.	97.10%	95.48%	95.59%	96.73%	1. ...understand how learners/students develop and grow.
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	98.55%	95.93%	83.82%	93.86%	2. ...meeting the content preparation and knowledge level expected of a beginning teacher.
3. ...adhere to the ethical requirements of the teaching profession.	98.53%	97.98%	95.59%	97.43%	3. ...adhering to the ethical requirements of the teaching profession.
4. ...adhere to the legal requirements of the teaching profession.	98.51%	98.29%	95.59%	90.54%	4. ...adhering to the legal requirements of the teaching profession.
			94.12%	95.57%	5 recognizing the importance of continued professional development
<b>Section Total</b>	98.17%	96.92%	92.94%	94.83%	<b>Section Total</b>

Aggregated Principal Percentage of "Strongly Agree" and "Agree" Responses	Principal/State Comparison		Completer/State Comparison		Aggregated Completer Percentage of "Strongly Agree" and "Agree" Responses
	Marian	State	Marian	State	
<b><i>Pedagogical Preparation of Teacher</i></b>					<b><i>Pedagogical Preparation of Teacher</i></b>
5. ...provide an appropriate and challenging learning experience.	97.10%	95.91%	92.65%	94.78%	6. ...providing appropriate and challenging learning experiences.
6. ...provide an inclusive learning environment.	98.55%	96.50%	95.59%	96.11%	7. ...providing an inclusive learning environment.
7. ...provide a rigorous learning environment.	97.06%	96.50%	92.65%	94.76%	8. ...providing a rigorous learning environment.
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	97.10%	92.40%	95.59%	95.50%	9. ...working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.
9. ...develop content specific assessments to test for student understanding of the lesson objectives.	95.56%	93.44%	94.12%	94.11%	10. ...differentiating instruction to meet all students' learning needs.
10. ...differentiate instruction to meet all students' learning needs.	94.20%	90.06%	92.65%	93.54%	11. ...working effectively with students with all exceptionalities.
11. ...work effectively with students with all exceptionalities.	97.10%	93.07%	91.18%	92.62%	12. ...developing quality assessments to test for student understanding of lessons.
12. ...analyze student assessment data to improve classroom instruction.	94.20%	91.66%	88.24%	90.38%	13. ...analyzing student assessment data to improve classroom instruction.
13. ...use effective strategies to manage the learning environment.	94.20%	89.80%	88.24%	91.57%	14. ...using appropriate strategies to effectively manage learning environments.
14. ...integrate technological tools as appropriate to advance student learning.	97.10%	96.44%	88.24%	93.27%	15. ...integrating technological tools as appropriate to advance student learning.
<b>Section Total</b>	<b>96.22%</b>	<b>93.58%</b>	<b>91.92%</b>	<b>93.66%</b>	<b>Section Total</b>
<b><i>Professional Disposition of Teacher</i></b>					<b><i>Professional Disposition of Teacher</i></b>
15. ...openly accept suggestions/constructive feedback.	98.55%	96.73%	95.59%	97.08%	16. ...openly accepting suggestions/constructive feedback.
16. ...exhibit ethical practice expected of educators.	100%	98.21%	97.09%	97.86%	17. ...exhibiting ethical practice.
17. ...work effectively with other professionals	100%	96.68%	97.09%	97.27%	18. ...working effectively with other professionals.
18. ...work effectively with parents/guardians	100%	95.22%	86.76%	90.81%	19. ...working effectively with parents/guardians.
19. ...work effectively with school leaders.	98.55%	97.57%	94.12%	95.54%	20. ...working effectively with school leaders.
20. ...work effectively within the school culture.	97.06%	97.00%	97.09%	96.51%	21. ...working effectively within the school culture.
<b>Section Total</b>	<b>99.03%</b>	<b>96.90%</b>	<b>94.62%</b>	<b>95.85%</b>	<b>Section Total</b>
21. ... how satisfied are you with the training this teacher received from this EPP?	100%	93.98%	95.59%	94.14%	22. Indicate your overall assessment of how well you were prepared to teach by Marian University:

### **Analysis:**

- There are 5 statements in which the percentage of both principals and completers exceeded the state average for responses of “Strongly Agree” or “Agree”
- 97% of both completers and principals selected “Strongly Agree” or “Agree” for the statement regarding working effectively within the school culture and exceeded the state percentages of 97.06% and 97.09% respectively
- Over the entirety of both surveys, the percentage of completers and principals who chose “Strongly Agree” or “Agree” exceeded the percentage for the state
- Completers seemed to rate themselves lower on many of the statements. Lower than principals and the overall state average.
- Principals rated their overall satisfaction with the EPP higher than the completers

### **Interpretation:**

Overall, the completers and principals seemed to share many of their views and also indicated higher levels of satisfaction than the state. The principals and completers also aligned on many of their ratings, which would seem to suggest EPP strengths in those areas. The fact that the principals’ ratings exceeded the state on all 21 statements, while the completers’ ratings only exceeded the state on 5 of their 22 statements. The question arises as to who has a better vantage point on the preparation of the completer. Perhaps the principal is far enough removed that they are unaware that the completer is struggling. Or it could be that the completers are judging themselves more harshly on their performance. The sheer number of statements that the principals and completers both responded favorably to and exceeded the state, along with the overall survey total positive responses, suggests that the EPP is preparing completers who at least generally feel well-prepared to work in the classroom.

### **Action:**

The satisfaction data presented a strong case that both completers and principals felt that the EPP did a good job preparing the completers on all of survey criteria. However, just as was found in looking at the cycles of data for both surveys, responses related to classroom management and data assessment were among the lowest for both principals and completers. This side-by-side comparison highlighted an opportunity for growth that was one of the data points used to make substantive and technological changes to the program. The addition of Mursion was one step to address both of these potential growth areas. Not only does the software expose candidates to a customizable practice environment, it also models the integration of technology into instruction, and provides candidates the opportunity to practice parent/guardian meetings and interventions. While there are other programmatic changes that have transpired such as the creation of our Residency Program (5 yr. path) that includes a graduate degree, residency experience, and working with a mentor teacher, the addition of Mursion is intended to address two critical elements to help the EPP in its desire to prepare teachers who are immediately ready to impact student learning.