



Principal Survey Development

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Background

Collecting information from employers about the quality of the preparation of their employees who graduated from a particular university is one gauge of the strengths and weaknesses of the programs. This is especially true in the teaching profession. As such, education professional programs (EPPs) have been tasked with measuring employer (often principal) satisfaction with the completers of their programs. Such a survey is also required by our accrediting body (Standard 4.2; CAEP, 2015). On first blush this seems rather simple. Institutions create surveys and send them out to principals across the state to complete. However, from the principal standpoint, there is the potential in Michigan of receiving 33 different surveys and wading through these to identify the ones to fill out, the ones that aren't relevant (didn't hire anyone) etc. Many individual states survey the principals from a state and share the data. Some members of the Michigan Association of Colleges of Teacher Education (MACTE) approached the Michigan Department of Education (MDE) about such a survey. Although MDE was very supportive, they had other priorities and MACTE realized that if we wanted a timely survey we might consider creating one ourselves. Thus the Principal Survey Group at the Spring 2016 retreat was born.

Methodology – A synopsis

Content: We used three primary types of sources: surveys created by institutions in the state, Ohio's department of education's principal survey, and existing surveys created by MDE. We then looked towards the CAEP Standard 1 for content (2015), and the 4 categories of teacher learning aligned with InTASC (2011). Finally we included the technology and differentiating as these are cross-cutting themes for CAEP evaluation (June, 2016).

Structure: Recognizing a given principal may be filling out the survey for multiple institutions, we realized the survey needed to be short and easily completed. We set our goal at a 20-25 multiple choice/Likert-like scale and 3 or 4 optional short answer questions for the survey. (June, 2016)

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Feedback: Using the above content and structure as our guide, we created a longer survey (discussed below; Appendix A) and then sent it out to members and stakeholders to provide feedback using the Lawshe (Ayre & Scally, 2013)/Q-sort methodology for a valid way to select final questions for the survey. Participants were asked to label each question as either essential; useful, but not essential; or unnecessary. They were then asked to rank order the questions within the given InTASC category (2011). (June-mid July, 2016)

Analyze: We did a frequency count for each response on each question (how many people said essential etc.). We then used the Lawshe method to determine validity. We identified questions that a significant number of people found essential. We then turned to the force ranking to help confirm these findings. (July, 2016)

Revise: Based on the results of the analysis, we reduced the number of questions. (July, 2016)

Pilot: Eastern Michigan University and Wayne State University will pilot the instruments (est. August, 2016).

Analyze: Holistically examine feedback from principals to confirm the questions are clear and the estimated timing is correct. (est. October, 2016)

Implementation: Create mechanism and survey protocol for state-wide/program-wide launch. (est. 2017)

Initial Findings

Initial Design: We took the shared surveys from other institutions, the Ohio survey and State surveys of completers and one year out and coded for each of the 4 InTASC categories. We added technology and differentiation. We discarded extraneous questions and then clustered the remaining questions by category. We edited down for redundancy.

Analysis of Design and Resulting Redesign: In order to validate the final questions, we created a survey monkey survey to get feedback about the questions. This was sent out to members of MACTE as well as other neighborhood and school stakeholders. Twenty-five people completed the survey. We added a demographic measure after the survey was started. Fifteen people completed this portion of the survey. Of the 15, 6 were higher education, 4 were p-12 administrators, 3 were P-12 teachers, and 2 marked "other".¹We used the following formula to determine the ratio of survey completers that felt a question was essential. The threshold for including a question was based on the number of participants (Ayre & Scally, 2013). The threshold for the critical value for $n=25$ was 0.44

¹ Other included religious order member who works with teachers and an early childhood administrator. The 10 people who answered this survey prior to the demographic data being released are most likely primarily higher education because the link was shared at our MACTE spring meeting.

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(see Figure 1 for critical value formula). (Note: every survey question did not have 25 respondents so we adjusted accordingly for those questions).

$$CVR = \frac{[n_e - \binom{n}{2}]}{\binom{n}{2}}$$

Figure 1. Formula for Critical Value.

n= number of results, n_e=number who answered essential.

Using this approach we eliminated 12 of the 37 Likert-like questions. Unfortunately this approach removed two critical questions with respect to needs of the State of Michigan: graduates preparation for teaching with technology and teaching English language learners. We made the decision to keep those questions. After re-examined for redundancy, we combined some questions, resulting 23 Likert-like multiple-choice questions. (see Appendix B for data).

Interestingly, responders of the survey consistently thought the other short answer questions useful, but not essential. We identified the three highest ranking questions to include, combined two, and made them optional for principals to complete.

We used the forced ranking portion of the survey to check for consistency with our findings using the Lawshe approach.

Next Steps

Pilot: Eastern Michigan University and Wayne State University will pilot the instrument as discussed above.

Implementation: We also must come up with a mechanism for distribution.

- How often do we want to survey a given school/principal? Proposal: Every three years and ask principal to respond based on past three years.
- How do we want to distribute? Who will host the survey, collect and distribute the data?

References

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Appendix A
MACTE SUMMER RETREAT
PRINCIPAL SURVEY GROUP
Initial Principal Survey

1. Learner & Learning

- a. Understand student learning and development
- b. Respect the diversity of the students they teach
- c. Differentiate instruction to support the learning needs of all students.
- d. Treat students fairly and establish an environment that is respectful, supportive, and caring.
- e. Maintain an environment that is conducive to learning for all students.
- f. Communicate clearly and effectively.
- g. Apply modifications and accommodations based on legal requirements for supporting English language learners.
- h. Apply modifications and accommodations based on Individualized Education Programs (IEPs).

2. Content Knowledge

- a. Know and understand the content area for which they have instructional responsibility
- b. Use Multiple Representations to Present Content
- c. Engage Learners in Inquiry and Use of Evidence
- d. Use knowledge of content area(s) to design high-quality learning experiences.
- e. Use instructional strategies to help students connect their prior knowledge and experiences to new concepts.
- f. Demonstrate a commitment to work with every student to ensure mastery of the content and skills taught.

3. Instructional Practice

- a. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- b. Design or select assessments to help students make progress toward learning goals. Analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.
- c. Differentiate instruction based on student assessment data.
- d. Be knowledgeable about assessment types, their purposes, and the data they generate.
- e. Analyze data to monitor student progress and learning.
- f. Use data to plan, differentiate, and modify instruction.
- g. Align their instructional goals and activities with school and district priorities.
- h. Align Lessons with State and National Content Standards
- i. Use a Variety of Instructional Strategies
- j. Align Assessments with Learning Objectives

4. Professional Responsibility

- a. Collaborate effectively with other teachers, administrators, and district staff.
- b. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
- c. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
- d. Communicate Effectively with All Stakeholders
- e. Establish and communicate explicit expectations with colleagues and families to promote individual student growth.

More to Consider:

- a. Reflect on their professional practice.
- b. Prepare students for college and careers.
- c. Apply content and pedagogical knowledge.
- d. Prepare students for college and careers
- e. Integrate Educational Technology
- f. Facilitate the creation of digital content by students.
- g. Integrate digital content into her or his teaching which is pedagogically effective.
- h. Use technology tools to organize the classroom, to assess student learning and his or her teaching, and to communicate.

Open Ended Questions:

- a. Overall, how well prepared were this university's Teacher Education graduates to teach?
- b. Would you be inclined to hire another Michigan Tech graduate?
- c. If you answered probably not or definitely not, would you share your reasons why?
- d. What do you see as the strengths of teachers who are XXX graduates? What do you see as the weaknesses or limitations of teachers who are Michigan Tech graduates?

Appendix B. Data

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Likert-scale: Strongly agree, somewhat agree, somewhat disagree, and strongly disagree.							
Question	N	essential	useful, but not essential	not necessary	min essential	CVR	Note
The Learner and Learning							
Understand student learning and development	26	23	3	0	18	0.769	
Respect the diversity of the students they teach	25	18	6	1	18	0.440	
Differentiate instruction to support the learning needs of all students	25	24	1	0	18	0.920	
Treat students fairly and establish an environment that is respectful, supportive and carrying	25	22	3	0	18	0.760	
Maintain an environment that is conducive to learning for all students	25	21	3	1	18	0.680	
Communicate clearly and effectively.	25	25	0	0	18	1.000	
Apply modifications and accommodations based on legal requirements for supporting English language learners.	25	15	9	1	18	0.200	Kept because important based on State survey results.
Apply modifications and accommodations based on Individualized Education Programs (IEPs)	25	21	4	0	18	0.680	
Content knowledge							

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Know and understand the content area for which they have instructional responsibility	25	22	3	0	18	0.760	
Use multiple representations to present content	25	12	13	0	18	-0.040	
Engage learners in inquiry and use of evidence	25	17	6	2	18	0.360	
Use knowledge of content area(s) to design high-quality learning experiences	25	21	4	0	18	0.680	Combined with another question.
Use instructional strategies to help students connect their prior knowledge and experiences to new concepts	25	18	7	0	18	0.440	
Demonstrate a commitment to work with every student to ensure mastery of content and skills taught	25	23	2	0	18	0.840	
Instructional Practice							
Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline	23	18	5	0	16	0.565	
Design or select assessments to help students make progress toward learning goals	23	18	5	0	16	0.565	
Analyzed assessment data to understand patterns and gaps in learning for each student and for groups of students	23	19	4	0	16	0.652	

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Differentiate instruction based on student assessment data	23	21	1	1	16	0.826	combined
Be knowledgeable about assessment types, their purposes, and the data they generate	23	15	8	0	16	0.304	
Analyze data to monitor student progress and learning	24	23	1	0	17	0.917	
Use data to plan, differentiate, and modify instruction	23	22	1	0	16	0.913	
Align their instructional goals and activities with school and district priorities	24	11	12	1	17	-0.083	
Align lessons with state and national content standards	23	19	3	1	16	0.652	
Use a variety of instructional strategies	23	20	3	0	16	0.739	combined
Align assessment with learning objectives	24	21	3	0	17	0.750	
Professional Responsibility							
Collaborate effectively with other teachers, administrators, and district staff	24	16	8	0	17	0.333	
Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	24	22	2	0	17	0.833	
Communicate effectively with all stakeholders	24	17	7	0	17	0.417	

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Establish and communicate explicit expectations with colleagues and families to promote individual student growth	24	18	6	0	17	0.500	
Reflect on their professional practice	23	19	3	1	16	0.652	
Graduates from this institution have a positive impact on student learning.	23	14	6	3	16	0.217	
Prepare student for college and careers	23	13	7	3	16	0.130	
Apply content and pedagogical knowledge	23	20	3	0	16	0.739	
Integated education technology	23	9	14	0	16	-0.217	
Facilitate the creation of digital content by students	23	4	17	2	16	-0.652	
Integrate digital content into his or her teaching which is pedagogically effective	23	8	14	1	16	-0.304	
Use technology tools to organize the classroom, to assess student learning and his or her teaching, and to communicate	23	10	13	0	16	-0.130	Kept because important data for reporting - CAEP

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Short Answer (none were significant based on analysis)							
What do you see as the strengths of teachers' prepared by the institution?	20	10	10	0	15	0.000	combined
What are the weaknesses of the graduates from this institution?	20	10	10	0	15	0.000	
What is your general view of the institution's graduates?	20	6	12	2	15	-0.400	
Please feel free to share any other comments not covered by the survey	20	9	7	4	15	-0.100	kept
Would you be inclined to hire another graduate from this institution?	20	5	12	3	15	-0.500	kept
Can the institution contact you for more feedback? Is so, please leave contact information.	20	11	8	1	15	0.100	kept

Essential question per data analysis.

Excluded because not considered essential.

Kept despite note meeting essential threshold because data needed for reporting.

Appendix C: Revised Survey – Answer options: strongly disagree, somewhat disagree, somewhat agree, strongly agree**1. Learner & Learning**

- a. Understand student learning and development.
- b. Respect the diversity of the students they teach.
- c. Differentiate the instruction to support the learning needs of all students.
- d. Treat students fairly and establish an environment that is respectful, supportive, and caring.
- e. Maintain an environment that is conducive to learning for all students.
- f. Communicate clearly and effectively.
- g. Apply modifications and accommodations based on legal requirements for supporting English language learners.
- h. Apply modifications and accommodations based on Individualized Education Programs (IEPs).

2. Content Knowledge

- a. Know and understand the content area for which they have instructional responsibility.
- b. Use instructional strategies to help students connect their prior knowledge and experiences to new concepts.
- c. Demonstrate a commitment to work with every student to ensure mastery of the content and skills taught.
- d. Apply content and pedagogical knowledge.

3. Instructional Practice

- a. Understand and use a variety of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- b. Design or select assessments to help students make progress toward learning goals.
- c. Analyze assessment data to understand patterns and gaps in learning for each student and for groups of students.
- d. Analyze and use data to plan, differentiate, and modify instruction.
- e. Align lessons with State, College, and Career content ready standards.
- f. Use a variety of instructional strategies.
- g. Align assessments with learning objectives.
- h. Use technology tools to organize the classroom, to assess student learning and his or her teachings, and to communicate.

4. Professional Responsibilities

- a. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
- b. Communicate effectively with all stakeholders
- c. Establish and communicate explicit expectations with colleagues and families to promote individual student growth.
- d. Reflect on their professional practice.

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Short Answer

5. What do you see as the strengths and/or weaknesses of teachers' prepared by the institution?
6. Would you be inclined to hire another graduate from this institute?
7. Please feel free to share any other comments not covered by this survey.
8. May the institution contact you for more feedback? If so, please leave contact information.

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