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# Principal Survey Data Report 2022-2023

# Overview of the Survey Data

We are using the Principal Survey from the MDE for the first time to be consistent with other schools.

Principal Survey Domain	Hope %	State %	Difference
Instructional Strategies and Assessment	97.7%	88.6%	9.1%
Meeting Student Needs	95.7%	88.0%	7.9%
Technology	95.8%	95.0%	0.8%
External Relationships	97.3%	93.2%	4.0%
Professionalism	95.9%	91.9%	4.1%
Overall	96.6%	89.8%	6.9%

# Instructional Strategies and Assessment

As a first-year teacher, compared to other first-year teachers, to what extent is the teacher able to...	Hope %	State %	Difference
support all students in making connections to prior knowledge and experiences?	96.0%	94.8%	1.2%
implement multiple strategies to present key content area(s) concepts?	95.8%	91.3%	4.6%
implement strategies which maximize student engagement to support positive student behavior?	96.0%	86.7%	9.3%
organize the learning environment to guide student engagement during instructional time?	100.0%	88.1%	11.9%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	96.0%	86.6%	9.4%
differentiate instruction based on student assessment data to support each student's academic achievement?	100.0%	83.4%	16.6%
understand and make accommodations based on a student's IEP or Section 504 plan?	100.0%	89.1%	10.9%

# Meeting Student Needs

As a first-year teacher, compared to other first-year teachers, to what extent is the teacher able to...	Hope %	State %	Difference
support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and resources?	96.0%	86.6%	9.4%
As a first-year teacher, compared to other first-year teachers, to what extent can the teacher apply instructional strategies and resources to support...	Hope %	State %	Difference
English learners?	94.7%	84.0%	10.7%
high performing students?	91.7%	89.7%	2.0%
low performing students?	100.0%	89.0%	11.0%
students experiencing trauma?	95.7%	85.6%	10.1%
students from culturally diverse backgrounds?	95.8%	89.6%	6.3%
students with special needs or disabilities?	95.7%	90.4%	5.2%
each individual student's learning abilities and needs?	96.0%	87.8%	8.2%

# Technology

As a first-year teacher, compared to other first-year teachers, to what extent is the teacher able to...	Hope %	State %	Difference
utilize available technology to enhance the learning experience of students?	95.8%	95.0%	0.8%

# External Relationships

<b>As a first-year teacher, compared to other first-year teachers, to what extent is teacher able to build positive relationships with. . .</b>	<b>Hope %</b>	<b>State %</b>	<b>Difference</b>
students?	100.0%	95.9%	4.1%
families/caregivers?	91.7%	90.8%	0.8%
colleagues?	100.0%	92.9%	7.1%

# Professionalism

<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>	<b>Hope %</b>	<b>State %</b>	<b>Difference</b>
demonstrate responsiveness and flexibility to unexpected situations which arise?	92.0%	88.0%	4.0%
act in a manner consistent with ethical and professional educator expectations?	100.0%	95.1%	4.9%
utilize constructive criticism to reflect upon and improve practice?	95.8%	92.5%	3.4%

# Qualitative Data from Principals

## Indicators of success during the first year.

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“Hope Graduate is in the top 5% of teachers I have ever observed, including veteran teachers.”

“Hope Graduate is one of the best first-year teachers I have ever seen. She has transformed our elementary art program. Kudos to her and those who trained her!”

“Hope Graduate is an incredible teacher who is passionate about teaching and her students. She puts forth great effort in everything she does and knows that relationships are at the center of education. We are so lucky to have her as a teacher in our district!”



# Qualitative Data from Principals

## Indicators of success during the first year.

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“Hope Graduate is probably the best first year teacher we have ever had.”

“Hope Graduate is a professional of tremendous attitude, strong work habits, & high character.”

“We are so very blessed with Hope Graduate. Students look forward to PE class not only for the content, but because Hope Graduate makes it so much fun. Hope Graduate is great at building relationships with students and making sure all students feel seen and heard.”

# Qualitative Data from Principals

## Indicators of growth or need for development

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“Hope Graduate left my school to take a teacher position with another district that fit her personality and instructional/teaching disposition.”



“Hope Graduate had a solid first year of teaching and has a strong foundation built for continue to grow within the profession.”



“Hope Graduate is still growing from 'student' to 'teacher'. She wants to building relationships based on friendships rather than adult-to-student. She's willing to take feedback to grow on and has worked intentionally to improve in that area. She has also worked hard to improved her response time to parents.”



# CAEP Domains

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**Domain 1: Learner and Learning (no concerns)**

**Domain 2: Content (no concerns)**

**Domain 3: Instructional Practices (no concerns)**

**Domain 4: Professional Responsibilities (no concerns)**