2022-23 Administrator Survey

Survey Population: Teachers who, for the first time, appeared in the fall 2022 REP data collection as an MDE teacher.

Category Summaries

	State Average[3]			Alma College		
	Efficacy[1]	Total N[2]	%	Efficacy[1]	Total N[2]	%
Instructional Strategies and Assessment	4666	5266	88.6%	32	42	76.2%
Meeting Student Needs	4969	5648	88.0%	29	45	64.4%
Technology	723	761	95.0%	6	6	100.0%
External Relationships	2137	2292	93.2%	16	18	88.9%
Professionalism	2125	2313	91.9%	17	18	94.4%
"Demonstrated Teaching Knowledge" calculation for EPI Performance Score	14620	16280	89.8%	100	129	77.5%

The color associated with each question below indicates its assigned category above.
EPI Performance Score calculation is tentative and subject to further validation and checks.

Individual Questions

	State Average[3]			Alma College		
	Efficacy[1]	Total N	%	Efficacy[1]	Total N	%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...						
support all students in making connections to prior knowledge and experiences?	732	772	94.8%	6	6	100.0%
implement multiple strategies to present key content area(s) concepts?	701	768	91.3%	5	6	83.3%
utilize available technology to enhance the learning experience of students?	723	761	95.0%	6	6	100.0%
implement strategies which maximize student engagement to support positive student behavior?	672	775	86.7%	4	6	66.7%
organize the learning environment to guide student engagement during instructional time?	680	772	88.1%	4	6	66.7%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	607	701	86.6%	4	6	66.7%
differentiate instruction based on student assessment data to support each student's academic achievement?	630	755	83.4%	4	6	66.7%
support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies and r	663	766	86.6%	3	6	50.0%
understand and make accommodations based on a student's IEP or Section 504 plan?	644	723	89.1%	5	6	83.3%
As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...						
English learners?	405	482	84.0%	3	4	75.0%
high performing students?	633	706	89.7%	5	6	83.3%
low performing students?	685	770	89.0%	4	6	66.7%
students experiencing trauma?	610	713	85.6%	3	6	50.0%
students from culturally diverse backgrounds?	626	699	89.6%	4	5	80.0%
students with special needs or disabilities?	669	740	90.4%	4	6	66.7%
each individual student's learning abilities and needs?	678	772	87.8%	3	6	50.0%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with. . .						
students?	744	776	95.9%	6	6	100.0%
families/caregivers?	674	742	90.8%	5	6	83.3%
colleagues?	719	774	92.9%	5	6	83.3%
As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...						
demonstrate responsiveness and flexibility to unexpected situations which arise?	677	769	88.0%	6	6	100.0%
act in a manner consistent with ethical and professional educator expectations?	737	775	95.1%	5	6	83.3%
utilize constructive criticism to reflect upon and improve practice?	711	769	92.5%	6	6	100.0%
	Survey Responses	# Surveys Sent	Response Rate	Survey Responses	# Surveys Sent	Response Rate
Response Rate[4]	780	1486	52.5%	6	13	46.2%

[1] Efficacy is defined as a response of "To a Great Extent" or "To a Moderate Extent" to the listed questions.

[2] "Not able to Observe" responses removed from the total N.

[3] EPIs in the process of closing are removed from the average.

[4] Prospective survey respondents never reached (e.g., email invitation bounce backs) are removed from the N count.