

Principal Survey: Fall 2017 Pilot Test

USF College of Education Principal Survey was designed to be clearly articulated with the InTASC standards (a CAEP reporting requirement). Initially, the standards were reviewed and a set of 13 items were created and pilot tested in the fall of 2017. The items were provided on a 5-point Likert scale (with 1=*Strongly Disagree*, 2=*Disagree*, 3=*Neither Agree nor Disagree*, 4=*Agree*, and 5=*Strongly Agree*). For this pilot test we selected program completers for 2014-2015 and 2015-2016 employed by Florida public schools during the 2016-2017 school year (n=864). From that pool of program completers we selected only those identified as teachers (n=791). The sample size was reduced further as we only selected employers that identified principal email addresses (n=729). In order to ensure the representativeness of the sample, we assigned a random number to each potential participant. The data were then sorted by district, school and assigned a random number. If only one completer was employed at a school, that completer was selected. If multiple completers were employed at a school, we selected the first completer (note: completers were randomly sorted within school (n=389). Population and sample percentages were within ± 1 %. The online survey was administered through the Survey Monkey, with a response rate of approximately 26%. We will conduct a larger scale field test with this instrument in the spring of 2019, in anticipation of our 2020 CAEP site visit.

Results for Principal Survey are provided below (see Tables 1-2). Overall the results were very positive, with means ranging from 4.0 for *Plans instruction that supports every student in meeting rigorous learning goals; Uses multiple methods of assessment to monitor learner progress and to guide the teacher’s and learner’s decision making; and Uses multiple methods of assessment to engage learners in their own growth* (SD=0.9) to 4.3 (SD=0.9) for *Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation*.

Table 1

Program Representation for Undergraduate Programs

Program: UG	N	Percent
Early Childhood Education	7	9.6%
Elementary Education	32	43.8%
English Education	7	9.6%
Math Education	3	4.1%
Math Education, Middle Grades	2	2.7%
Music Education	5	6.8%
Physical Education	1	1.4%
Science Education	4	5.5%
Social Science Education	4	5.5%
Special Education	8	11.0%
Total	73	100.0%

Table 2

Sample size, Mean, Standard Deviation, Minimum and Maximum for Undergraduate Programs

Question	N	Mean	SD	Min	Max
Understands how learners grow and develop, recognizing that patterns of learning and development vary individually (taking into consideration teacher's understanding of cognitive, linguistic, social, emotional, and physical variances).	73	4.0	0.9	1.0	5.0
Designs and implements developmentally appropriate and challenging learning experiences (taking into consideration teacher's understanding of cognitive, linguistic, social, emotional, and physical variances).	71	4.1	0.9	1.0	5.0
Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	73	4.1	0.9	1.0	5.0
Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	72	4.3	0.9	1.0	5.0
Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	72	4.1	0.8	1.0	5.0
Uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	73	4.1	0.9	1.0	5.0
Connects concepts and uses differing perspectives to engage learners in critical thinking and problem solving.	73	4.1	0.8	1.0	5.0
Uses multiple methods of assessment to engage learners in their own growth.	72	4.0	0.9	1.0	5.0
Uses multiple methods of assessment to monitor learner progress, and to guide the teacher's and learner's decision making.	73	4.0	0.9	1.0	5.0
Plans instruction that supports every student in meeting rigorous learning goals.	73	4.0	0.9	1.0	5.0
Engages in ongoing professional learning using evidence to continually evaluate his/her practice (considering learners, families, other professionals, and the community).	71	4.1	1.1	1.0	5.0
Adapts his/her practice to meet the needs of each learner (considering learners, families, other professionals, and the community).	72	4.1	1.0	1.0	5.0
Collaborates with learners, families, and other stakeholders to ensure learner growth.	72	4.2	0.9	1.0	5.0