

## Administrator Survey Analysis

The Michigan Department of Education (MDE) has conducted annual surveys of school administrators regarding the performance of first-year teachers since the 2020-2021 academic year. The 2024-2025 survey results are presented on the following pages.

Overall, first-year teachers prepared by #TEACH achieved an efficacy rating of 85.0%, compared to the state average of 92.2%. Although #TEACH completers scored slightly below the state average overall and in specific areas such as Instructional Strategies and Assessment (87.5%), Meeting Student Needs (82.0% vs. 90.7%), and Technology Integration (92.9% vs. 96.9%), their performance remains strong and reflects a high level of overall effectiveness.

Specific areas of strength include:

- The ability to plan standards-aligned lessons that support clear learning objectives and measurable outcomes.
- The ability to monitor student progress and adjust instruction based on assessment data and observed learning needs.
- The ability to apply appropriate pedagogical strategies that promote student engagement and understanding.
- The ability to demonstrate confidence and professionalism in instructional delivery within the classroom.

Specific areas of improvement include:

- The ability to use data to inform instructional decision-making and guide classroom practices.
- The ability to implement consistent classroom procedures that support structure and predictability.
- The ability to manage time effectively to maximize instructional minutes and student engagement.
- The ability to execute appropriate instructional pacing that maintains lesson flow while ensuring student understanding.

# 2024-25 Administrator Survey, Alternative Routes

Survey Population: Lead administrators for teachers who, for the first time, appeared in the fall 2024 REP data collection as an MDE teacher.

## Category Summaries

	State Average			Your EPP		
	Efficacy1	Total N2	%	Efficacy1	Total N2	%
Instructional Strategies and Assessment	1045	1126	92.8%	168	192	87.5%
Meeting Student Needs	1106	1220	90.7%	169	206	82.0%
Technology	158	163	96.9%	26	28	92.9%
External Relationships	449	479	93.7%	73	83	88.0%
Professionalism	449	489	91.8%	68	84	81.0%
Overall Effectiveness	3207	3477	92.2%	504	593	85.0%

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

## Individual Questions

	State Average			Your EPP		
	Efficacy1	Total N	%	Efficacy1	Total N	%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>						
support all students in making connections to prior knowledge and experiences?	159	163	97.5%	27	28	96.4%
implement multiple strategies to present key content area(s) concepts?	155	164	94.5%	25	28	89.3%
utilize available technology to enhance the learning experience of students?	158	163	96.9%	26	28	92.9%
implement strategies which maximize student engagement to support positive student behavior?	153	164	93.3%	23	28	82.1%
organize the learning environment to guide student engagement during instructional time?	152	164	92.7%	23	28	82.1%
implement literacy and reading strategies appropriate to their content area(s) and grade level(s)?	139	151	92.1%	24	26	92.3%
differentiate instruction based on student assessment data to support each student's academic achievement?	144	160	90.0%	22	27	81.5%
support each student's socioemotional (e.g., social, emotional, psychological) development with instructional strategies?	146	163	89.6%	21	28	75.0%
understand and make accommodations based on a student's IEP or Section 504 plan?	143	160	89.4%	24	27	88.9%
<b>As a first-year teacher, compared to other first-year teachers, to what extent can [TeacherName] apply instructional strategies and resources to support...</b>						
English learners?	96	112	85.7%	14	19	73.7%
high performing students?	152	158	96.2%	27	28	96.4%
low performing students?	146	163	89.6%	23	28	82.1%
students experiencing trauma?	137	152	90.1%	21	26	80.8%
students from culturally diverse backgrounds?	137	149	91.9%	19	23	82.6%
students with special needs or disabilities?	144	159	90.6%	20	26	76.9%
each individual student's learning abilities and needs?	148	164	90.2%	24	28	85.7%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to build positive relationships with. . .</b>						
students?	155	163	95.1%	24	28	85.7%
families/caregivers?	139	153	90.8%	24	27	88.9%
colleagues?	155	163	95.1%	25	28	89.3%
<b>As a first-year teacher, compared to other first-year teachers, to what extent is [TeacherName] able to...</b>						
demonstrate responsiveness and flexibility to unexpected situations which arise?	146	164	89.0%	23	28	82.1%
act in a manner consistent with ethical and professional educator expectations?	153	163	93.9%	23	28	82.1%
utilize constructive criticism to reflect upon and improve practice?	150	162	92.6%	22	28	78.6%
	<b>Survey Responses</b>	<b># Surveys Sent</b>	<b>Response Rate</b>	<b>Survey Responses</b>	<b># Surveys Sent</b>	<b>Response Rate</b>
<b>Response Rate3</b>	166	302	55.0%	29	57	50.9%

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