

## Franciscan University Principal Satisfaction Survey Results



The principal satisfaction survey was sent in Spring 2025 to the employers of our 2023 and 2024 completers whose teaching assignments corresponded with their area of preparation and licensure. Eight principals (of 26) responded, resulting in a response rate of 31%. The demographic information of the schools in which the completers are employed also demonstrates diversity and representation, as 2 of the schools are in urban areas, 4 are in suburban areas, and 2 are in a rural area.

As the data in the table below demonstrates, 75% to 100% of the principals agreed to strongly agreed that the completers were well-prepared to execute their tasks in each one of the standards-aligned competencies in which they were queried.

Rating of Franciscan University Educator Preparation Program Based on Their Experience with Franciscan Alumni Teachers					
The University prepares its graduates to:	Strongly Disagree	Disagree	Agree	Strongly Agree	% Agree or Strongly Agree
Understand student learning and development. (OSTP 1.1, 1.5, 4.4; INTASC 1-3, 9; CAEP R1.1)	0	1	2	5	87.5%
Respect the diversity of the students they teach. (OSTP 1.2-1.4; InTASC 1-10; CAEP R1.1-R1.4, R2.3, R3.1, R3.2)	0	0	1	7	100%
Know and understand the content area for which they have instructional responsibility. (OSTP 2.1, 2.2, 2.4; InTASC 2, 4-10; CAEP R1.2, R1.3, R3.3, R4.1)	0	1	1	6	87.5%
Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. (OSTP 3.1, 4.2; InTASC 1, 4-7, 9; CAEP R1.1-1.3, R3.3, R4.1)	0	1	1	6	87.5%
Be knowledgeable about assessment types, their purposes, and the data they generate. (OSTP 3.1, 4.2; InTASC 1, 4-7, 9; CAEP R1.1-1.3, R3.3, R4.1)	0	1	2	5	87.5%
Analyze data to monitor student progress and learning. (OSTP 3.2, 3.3; InTASC 4, 5, 6, 7, 9; CAEP R1.1, R1.3, R3.3, R4.1)	1	1	3	3	75%
Use data to plan, differentiate, and modify instruction. (OSTP 1.1-1.3, 3.2, 3.3, 4.2; InTASC 1, 4, 5, 6, 7, 8; CAEP R1.1, R1.3)	1	1	2	4	75%

Align their instructional goals and activities with school and district priorities. (OSTP 2.3, 4.1, 4.6; InTASC 1, 2, 4, 5, 7, 9, 10; CAEP R3.1)	1	0	2	4	85.7%
Differentiate instruction to support the learning needs of all students. (OSTP 1.5, 2.5, 3.3, 4.4, 4.5; InTASC 1, 2, 4, 7-10; CAEP R1.1- R1.3)	0	2	3	3	75%
Treat students fairly and establish an environment that is respectful, supportive, and caring. (OSTP 1.3, 3.5; InTASC 1, 2, 3, 4, 7, 8; CAEP R1.1, R4.1)	0	0	1	7	100%
Maintain an environment that is conducive to learning for all students. (OSTP 1.2, 1.3, 5.1, 5.2, 5.5; InTASC 2, 3, 5, 10; CAEP R1.1)	0	1	2	5	87.5%
Communicate clearly and effectively. (OSTP 6.1; InTASC 2, 3, 5-10; CAEP R1.4)	1	0	1	6	87.5%
Collaborate effectively with other teachers, administrators, and district staff. (OSTP 3.4, 6.3; InTASC 1, 3, 7-9; CAEP R1.4)	0	1	1	6	87.5%
Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct. (OSTP 1.3, 1.4, 5.1, 7.1, 7.3; InTASC 5, 6, 9; CAEP R1.4)	0	0	1	7	100%
Assume responsibility for professional growth. (OSTP 7.2; InTASC 1, 7, 9, 10; CAEP R1.4, R3.2, R4.1)	1	0	1	6	87.5%