



QUEEN RANIA TEACHER ACADEMY
أكاديمية الملكة رانيا لتدريب المعلمين

Measure 1

4.4 Completer Satisfaction with Preparation

(2023-2024)

Description:

Since the completion of the first cohort of the Teacher Education Professional Diploma (TEPD), we have continued to engage with alumnae to understand how the program has prepared them for their teaching careers—and how their experiences in schools can inform and guide the continuous improvement and development of the program. This vibrant community shares its views and opinions through surveys, conversations, and when undertaking further development opportunities at QRTA. In addition to questions about their professional engagements and challenges faced at schools, we have added questions specifically linked to their perception of the level of preparation they received during TEPD. These additions explore TEPD provision in relation to learner development, subject knowledge, and instructional practice, as well as teaching and learning at QRTA. Similarly to the last cycle of monitoring, we have broken up questions related to instructional practice to gain a more in depth understanding of the completers' perception of each of these elements.

The frequencies of answers from the last two cycles, including aggregated scores, are presented in the table below. The results from previous cycles and the external data are also included to enable internal and external comparison of these results. For questions 1, 2, 3, 4, 7 presented data illustrates responses: "Well" and "Very Well", for questions 8, 9, 10: "Satisfied" and "Very Satisfied", while for the last question, we have reported answers "Yes". The Monitoring and Evaluation (M&E) team created the completer satisfaction survey to incorporate InTASC categories, and it follows the model of a completer satisfaction survey used in the U.S. (with permission from the Indiana Department of Education). Data were collected between mid-January until end of February 2025 with a response rate of 26%.

We have previously assessed the validity of the survey, and for questions with a scale of "Well and Very Well," the Cronbach alpha value was (0.823), while for questions 8-10 with a scale of "Satisfied and very Satisfied," the Cronbach alpha value was (0.833). This evidences the questionnaire's high validity.

Segregation by cycles

	TEPD aggregated cycles 1-3 (Cohorts: 2016/2017, 2017/2018, &2018/2019)	TEPD aggregated cycles 4-6 (Cohorts: 2019/2020, 2020/2021, &2021/2022)	Indiana aggregated	TEPD Cycle 7 (Cohort 2022/2023)
	% of SA and A	% of SA and A	% of SA and A	% of SA and A
1. How well do you feel TEPD prepared you for being a teacher?	99%	100%		100%
2. In your opinion, how well did TEPD develop your understanding of the learners' development and the	99%	100%	96%	100%

diversity of their learning, and how to implement this in your teaching practice?				
3. In your opinion, how well did TEPD develop your subject knowledge and prepare you to apply it in the classroom?	97%	99%	93%	99%
4. In your opinion, how well did TEPD develop your instructional practice in planning, teaching strategies, and assessment? (Previously question was split into Q4, Q5, and Q6)	99%	99%	94%	100%
5. In your opinion, how well did TEPD develop your instructional practice in teaching strategies?		99%		
6. In your opinion, how well did TEPD develop your instructional practice in assessment?		99%		
7. How well TEPD prepared you to undertake further professional learning, reflecting on your practices and sharing it?	98%	99%	95%	100%
8. How satisfied are you with TEPD content?	98%	99%	93%	99%
9. How satisfied are you with TEPD teaching strategies?	99%	98%	91%	99%
10. How satisfied are you with TEPD assessments?	92%	97%	92%	99%
11. Would you recommend TEPD to other candidates?	100%	100%		98%

(Table 1)

Analysis:

- 100% of completers felt that TEPD prepared them well for being a teacher.
- 98% of completers reported that they would recommend TEPD to other candidates.
- All respondents agreed that TEPD prepared them well for being a teacher.
- 99% of completers were satisfied with the diploma's content, which was, on average, higher than the external benchmarking results by 6%. These results matched scores from previous years of the programme, evidencing consistency of high standards and relevance of the taught content.
- All but two completers were satisfied with the teaching strategies they experienced in both cycles of the program. This was higher than the benchmarking data by 8% and continues to be at the same level as the previous cycles of TEPD. This evidences the quality of this element of the program.
- Completers' satisfaction with forms of assessment during TEPD exceeded levels reported in the previous two cycles. This is 7% higher than the external measure.
- All completers believed that TEPD developed their understanding of the learners' development and the diversity of their learning, and how to implement this in your teaching practice. This was 4% higher than the benchmarking data and consistent with results from previous cycles.
- When asked about the development of subject knowledge and its application, 99% of respondents said that TEPD prepared them well or very well. As this area of completer preparation was not included in the Indiana state survey, we cannot externally benchmark these data.
- Completers' preparation for instructional practice was highly valued with 100% of respondents being satisfied with all areas. These results are higher than the external benchmark by an average of 6%.
- Also, all completers reported that TEPD prepared them well for further professional learning and sharing practice. These results were higher than the relevant external data by 5%.

Segregation by subjects

	TEPD 4-6 English N=41	TEPD 7 English N=8	TEPD 4-6 Maths N=76	TEPD 7 Maths N=15	TEPD 4-6 Science N=13	TEPD 7 Science N=49	TEPD 4-6 Arabic N=48	TEPD 7 Arabic N=23	TEPD 4-6 EG N=85	TEPD 7 EG N=17	TEPD 7 General N=34
	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A
1. How well do you feel TEPD prepared you for being a teacher?	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2. In your opinion, how well did TEPD develop your understanding of the learners' development and the diversity of their learning, and how to implement this in your teaching practice?	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
3. In your opinion, how well did TEPD develop your subject knowledge and prepare you to apply it in the classroom?	100%	100%	100%	100%	100%	98%	97%	100%	98%	100%	100%
4. In your opinion, how well did TEPD develop your instructional practice in planning, teaching strategies, and assessment? (Previously question was split into Q4, Q5, and Q6)	100%	100%	100%	100%	100%	100%	97%	100%	100%	100%	100%
5. In your opinion, how well did TEPD develop your instructional practice in teaching strategies?	96%		98%		100%		100%		100%		
6. In your opinion, how well did TEPD develop your instructional practice in assessment?	96%		98%		100%		100%		100%		
7. How well TEPD prepared you to undertake further professional learning, reflecting on your practices and sharing it?	100%	100%	98%	100%	100%	100%	100%	100%	98%	100%	100%

	TEPD 4-6 English N=41	TEPD 7 English N=8	TEPD 4-6 Maths N=76	TEPD 7 Maths N=15	TEPD 4-6 Science N=13	TEPD 7 Science N=49	TEPD 4-6 Arabic N=48	TEPD 7 Arabic N=23	TEPD 4-6 EG N=85	TEPD 7 EG N=17	TEPD 7 General N=34
	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A	% of SA and A
8. How satisfied are you with TEPD content?	100%	100%	98%	100%	100%	98%	100%	100%	98%	100%	100%
9. How satisfied are you with TEPD teaching strategies?	96%	94%	98%	100%	100%	98%	100%	100%	100%	100%	100%
10. How satisfied are you with TEPD assessments?	96%	100%	100%	100%	67%	98%	100%	100%	93%	100%	100%
11. Would you recommend TEPD to other candidates?	100%	100%	100%	100%	67%	96%	100%	100%	94%	94%	100%

(Table 2)

Analysis:

- This was the second year of data collection from teachers in general subjects and their level of satisfaction across all areas of the program was consistent with previous results of 100%.
- All respondents across all subjects: English, Math, Science, Arabic, and Early Grades felt that TEPD prepared them well to being a teacher and gave them a good understanding of learner's development and the diversity.
- This was also true for most statements throughout the survey.
- Differently to answers from previous cycles, science teachers were less satisfied with the subject knowledge development (98%). However, considering the sample size, this accounted to only one respondent.
- Almost all respondents were highly satisfied with the TEPD content, as well as teaching strategies, and assessments implemented in the program. This was not the case for one science and one English teacher, which brought the percentage down to 98% and 94% respectively.
- These data could not be compared with an external benchmark as no such data were available.
- Most respondents (98%) would recommend the program to other candidates. This was not the case for two science and one Early Grade teachers.

Additional questions exploring alumnae working context – segregated by subjects

	TEPD 7 Total	TEPD 7 English	TEPD 7 Maths	TEPD 7 Science	TEPD 7 Arabic	TEPD 7 EG	TEPD 7 General
	% of Yes	% of Yes	% of Yes	% of Yes	% of Yes	% of Yes	% of Yes
1. Have you done or participated in any initiatives?	N=146 38%	N=8 12%	N=15 13%	N=49 37%	N=23 22%	N=17 59%	N=34 59%

	TEPD 7 Total	TEPD 7 English	TEPD 7 Maths	TEPD 7 Science	TEPD 7 Arabic	TEPD 7 EG	TEPD 7 General
	% of Yes	% of Yes	% of Yes	% of Yes	% of Yes	% of Yes	% of Yes
2. Have you faced any challenges at work?	N=132 42%	N=7 29%	N=15 40%	N=47 38%	N=23 56%	N=16 37%	N=24 42%
3. Did you manage to overcome these challenges?	N=54 67%	N=2 50%	N=6 83%	N=18 67%	N=13 69%	N=5 40%	N=10 70%
4. Do you use technology at work?	N=131 87%	N=7 86%	N=15 73%	N=47 85%	N=23 96%	N=15 100%	N=24 83%
5. Have you been promoted?	N=117 35%	N=6 0%	N=12 42%	N=41 34%	N=23 17%	N=13 46%	N=22 54%

(Table 3)

Analysis:

- Five questions added to the alumnae survey attempted to give us a high-level understanding of the wider working environment and the potential impact of TEPD on graduates' careers.
- There was a high level of variance in findings across the sample which might be a reflection of different opportunities available to teachers of different subject, but also might have been due to the broadness of the questions and ways of interpreting these by the respondents.
- The majority of Early Grades and general teachers (56%) told us that they lead or participated in educational initiatives, while this was only true for 12% of English, 13% of math, and 22% of Arabic teachers.
- 42% out of 132 respondents reported having had to face challenges at work, with the highest proportion of Arabic teachers (56%) and the lowest among English teachers (29%).
- Only a small proportion of all participants (around a third) responded to a question about managing to overcome these challenges, which correlates with the fact that 42% of all participants reported having faced challenges in the first place. The highest proportion of respondents who agreed with the statement was amongst math teachers (83%), and the lowest amongst Early Grades teachers (40%).
- A majority of participants reported using technology at work (87%), with the lowest frequency (73%) between math teachers and the highest (100%) among Early Grades teachers.
- We also wanted to ascertain whether taking part in TEPD might have supported the alumnae in progressing their careers. Overall, 35% of respondents reported having gained promotion. However, there was a big variance between subjects between 0% amongst English and 17% Arabic teachers, 46% of Early Grade and 54% of general teachers.

Interpretation:

Data obtained from completers were analyzed on an internal level to identify patterns and trends within the last year of the program and then triangulated with comparable data from the previous two cycles of TEPD. High levels of satisfaction across all areas of the survey evidence that all actions undertaken by the TEPD staff in response to previous data collections were effective and addressed all challenges highlighted by respondents. This was, in particular, true for increased scores amongst science and Early Grades teachers.

This is further supported by the fact that 98% of current completers would recommend the program to the potential future recruits.

When different subjects were considered, only one completer (science teacher) did not agree that TEPD supported the development of their subject knowledge, developed their planning, teaching, and assessment. However, considering the discrepancy between this self-reported view and the employers scoring assessment the lowest (90%), and this was followed by integrating technology (92%) and planning appropriate and challenging lessons and using suitable and varied teaching strategies (both scored at 94%), it is necessary to gain further understanding of this.

The additional data collection related to the wider workplace context is difficult to interpret as there were bid variances between responses from teachers of different subjects. Overall, the lowest scores were reported by English teachers apart from having faced challenges at work, which was the lowest score across all subjects. However, it is important to note the small number of participants and the fact that this would skew data. The best results were reported by Early Grades teachers from whom the majority not only took part in further initiatives but also reported the second lowest level of challenges at work; almost half of them got promoted, and all told us that they use technology at work.

All but one respondent (a science teacher) found the program content, teaching strategies, and assessment satisfying, which is a testimony to the highest standards of the program and its staff.

Actions:

- High levels of satisfaction with completers' preparation for being a teacher and the likeliness of the program's recommendation (at 100% and 98% respectively) recognize the high standards of the TEPD. This has been the case since the beginning of the program, despite the significant changes to its delivery in the previous cycle, but we are aware of the importance of assuring these standards in all cycles. To achieve this, we will continue to monitor and evaluate the program. We will continue using the same data collection methods to enable comparisons with internal scores from earlier cycles, but also, will gain insight to the new elements of the delivery.
- To enable all middle leaders to engage with data collected by the monitoring and evaluation team, we have trained relevant members of staff in analyzing and interpreting data. Further development will involve introducing processes which will allow for these colleagues to be more closely connected with evaluative processes and updating data collection tools to align them with changes occurring in the program.
- We will continue engaging with the alumnae to further understand the impact of participating in TEPD on their working conditions and their career, as well as internal and external moderators to continue robust quality assurance of the program.
- We will review the set of questions we added this year and refine them to avoid the variance in their interpretation. We will reconsider splitting back again the question about TEPD developing instructional practice in planning, teaching strategies, and assessment so that the participants can respond to each of these areas separately.