

## **Radius Global Market Research Massachusetts K-12 Education Degree Power Scores: Preference for Teachers Graduating from Leading Institutions**

### **PURPOSE:**

An independent assessment of the value of teacher preparation programs among leading Massachusetts higher education institutions.

To establish a ranking based on preference for hiring K-12 teachers who obtained their education from select colleges and universities.

### **APPROACH:**

To assess demand for teachers graduating from various institutions, Lesley University commissioned Radius Global Market Research, an independent market research firm headquartered in New York City, to design and implement this research using Radius' Educational Degree Power Score, a proprietary approach.

To minimize bias, Lesley University had little involvement in the implementation of the research and study participants were not aware of Lesley University's sponsorship of the study.

### **Radius Global Market Research Power Score:**

The Power Score provides us the ability to rank order companies/brands/products/schools based on which are viewed as the strongest performers. Underlying this score are various dimensions on which each company/brand/product/school has been evaluated, as well as how impactful each of these areas are in influencing particular decisions or perceptions. For this research, we used the Educational Degree Power Score.

The Power Score is a proprietary approach created by Radius' Advanced Analytic team. This approach has been utilized by clients in higher education as well as a much broader array of industries, and on a regional, national and multi-country scale.

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**METHODOLOGY AND SAMPLE:**

Educators throughout the state of Massachusetts were invited to see if they qualified for the study. They were invited to the survey by email with contact lists sourced from Market Data Retrieval (MDR), a respected education market list management company.

Invitees were geographically representative of the population of education professionals in the Northeast (58%), Southeast (19%), Central (11%), and West (12%) regions of the state, classified by county.

A total of 200 professionals who met the following qualifications completed the survey:

- 24+ years of age
- Employed by a K-12 public or charter school or district in the state of Massachusetts
- Make or participate in decisions in the teacher hiring process for their school or district with titles including:
  - Principals, Vice Principals, Department Chairs, Teachers, Curriculum Supervisors, Superintendents, Assistant Superintendents, and Personnel Directors

The survey was administered online throughout the month of November 2016 and took approximately 15 minutes to complete. Participants were compensated for their time.

**INSTITUTIONS EVALUATED IN THIS RESEARCH:**

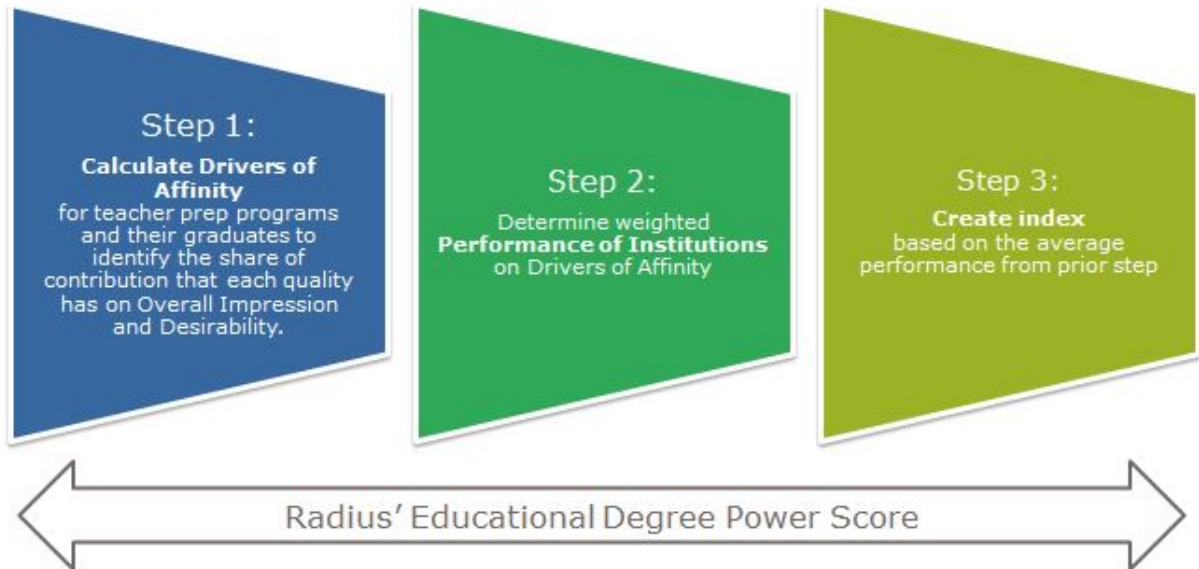
13 higher education institutions were evaluated in this research. Selection for inclusion was based on the following key consideration factors:

- Number of teacher prep program graduates (undergrad and grad) over the 2010-11 through 2014-15 period: the most recent period for this data available from the Massachusetts Department of Elementary and Secondary Education
- Reputation for teacher preparation field of focus

<b>American International College</b>	<b>Northeastern University</b>
<b>Boston College</b>	<b>Salem State University</b>
<b>Boston University</b>	<b>Simmons College</b>
<b>Bridgewater State University</b>	<b>UMass Boston</b>
<b>Cambridge College</b>	<b>Westfield State University</b>
<b>Framingham State University</b>	<b>Wheelock College</b>
<b>Lesley University</b>	

## BEHIND THE EDUCATIONAL DEGREE POWER SCORE:

A Radius GMR Approach



### Step 1:

**Determine Drivers of Affinity for teacher preparation programs and graduates of those programs**

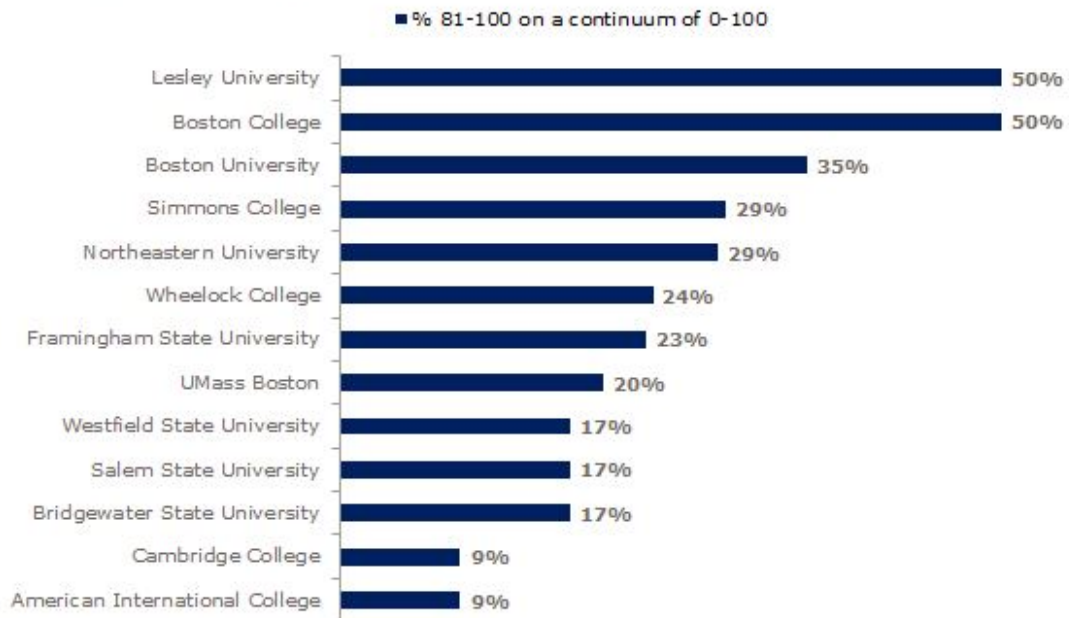
The purpose of this step is to identify the underlying qualities exemplified by highly regarded teacher prep programs and those who graduate from them.

*Specifically, we measure "high regard" or "affinity" using a combination of two rating questions:*

- 1) Overall Impression of the teacher preparation programs from each institution, and
- 2) Desirability of Hiring Graduates of a teacher preparation program from each institution

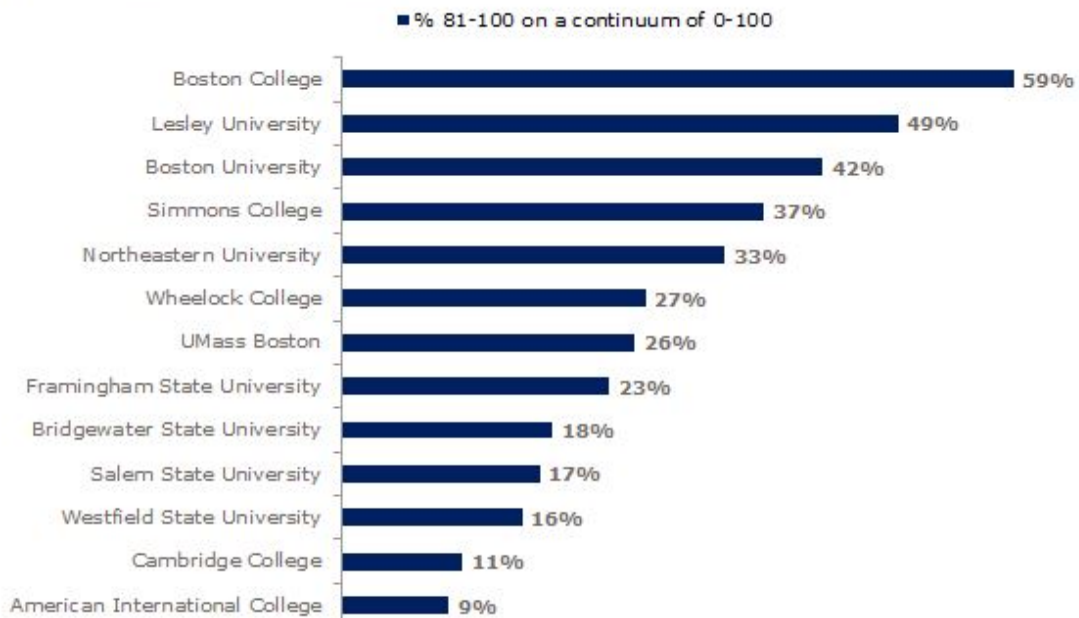
## Overall Impression of teacher preparation programs

Asked on a continuum of "not as good as others" to "better than others"



## Desirability of graduates of teacher preparation programs

Asked on a continuum of "less desirable" to "more desirable"



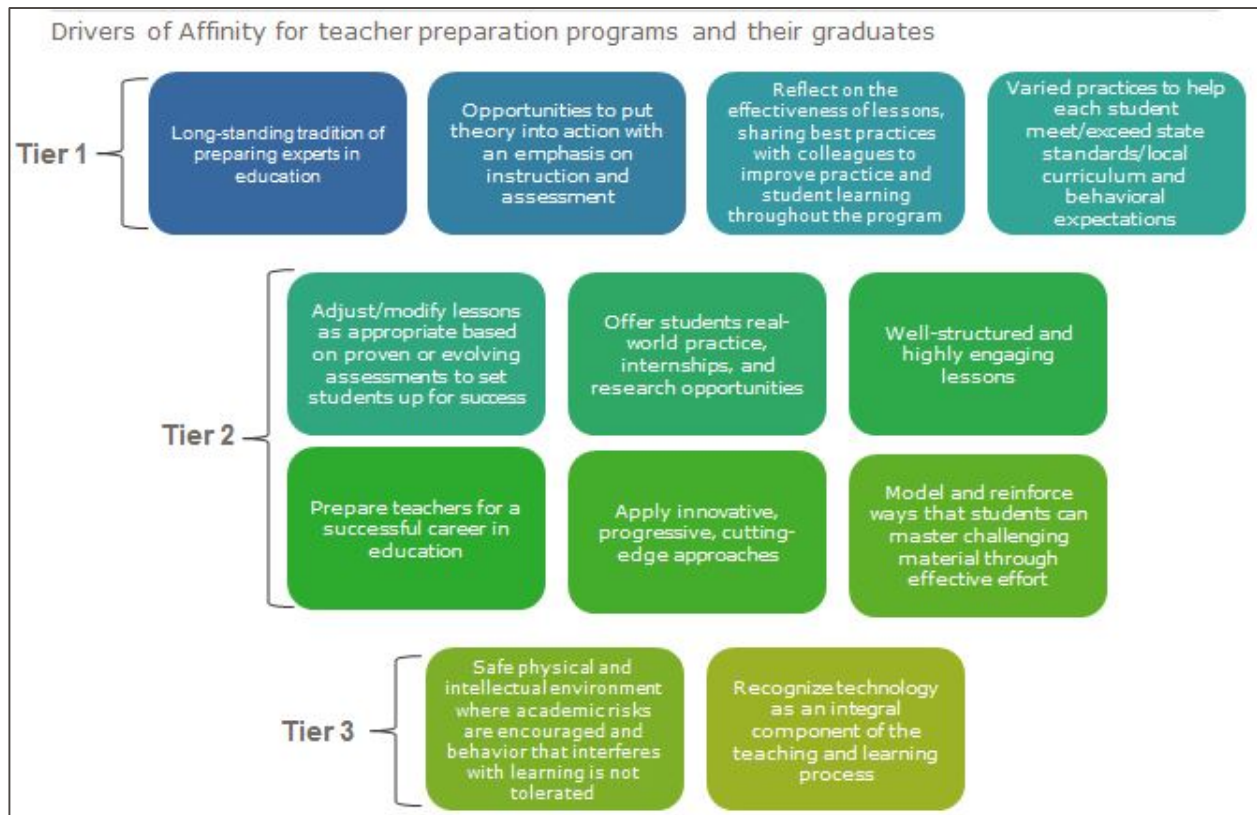
Institutions were also evaluated on 12 different qualities, expressed as statements. The Massachusetts Department of Elementary and Secondary Education (DESE) “Six Essential Elements” of Candidate Assessment Performance (CAP) served as a basis for selecting six qualities to evaluate institutions on. Six additional qualities, important to students in teacher prep programs and those who hire teachers, were also included.

**Relative rating on attributes used to evaluate the programs**  
 Rated head to head on a scale of “Best in Class” to “Worst in Class” (Ranking based on % Top 3 Box Rating)

	Ranked 1 <sup>st</sup> of 13	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Long-standing tradition of preparing experts in education	<b>Lesley</b>	<b>BC</b>	<b>BU</b>	<b>Wheelock</b>	<b>Simmons</b>
Opportunities to put theory into action with an emphasis on instruction and assessment	<b>BC</b>	<b>Lesley</b>	<b>BU</b>	<b>Northeast-ern</b>	<b>UMASS</b>
Reflect on the effectiveness of lessons, sharing best practices with colleagues to improve practice and student learning throughout the program	<b>Lesley</b>	<b>BC</b>	<b>BU</b>	<b>Simmons</b>	<b>Wheelock</b>
Varied practices to help each student meet/exceed state standards/local curriculum and behavioral expectations	<b>Lesley</b>	<b>BU</b>	<b>BC</b>	<b>Simmons</b>	<b>Wheelock</b>
Adjust/modify lessons as appropriate based on proven or evolving assessments to set students up for success	<b>Lesley</b>	<b>BC</b>	<b>BU</b>	<b>Simmons</b>	<b>Wheelock</b>
Offer students real-world practice, internships, and research opportunities	<b>BC</b>	<b>Northeast-ern</b>	<b>BU Lesley</b>	-	<b>Simmons</b>
Well-structured and highly engaging lessons	<b>Lesley</b>	<b>BC</b>	<b>BU</b>	<b>Simmons</b>	<b>Wheelock</b>
Prepare teachers for a successful career in education	<b>Lesley</b>	<b>BC</b>	<b>BU</b>	<b>Simmons</b>	<b>Northeast-ern</b>
Apply innovative, progressive, cutting-edge approaches	<b>Lesley</b>	<b>BC</b>	<b>BU</b>	<b>Simmons</b>	<b>Northeast-ern</b>
Model and reinforce ways that students can master challenging material through effective effort	<b>Lesley</b>	<b>BC</b>	<b>BU</b>	<b>Northeast-ern</b>	<b>UMASS Wheelock</b>
Safe physical and intellectual environment where academic risks are encouraged and behavior that interferes with learning is not tolerated	<b>Lesley</b>	<b>BC</b>	<b>Simmons</b>	<b>BU</b>	<b>Northeast-ern</b>
Recognize technology as an integral component of the teaching and learning process	<b>Lesley</b>	<b>BC</b>	<b>BU</b>	<b>Northeast-ern</b>	<b>UMASS</b>

Using ridge regression to determine the share of contribution that each attribute has on the key outcome variables (Overall Impression and Desirability), a prioritization of attributes used to evaluate the programs was created.

The analysis yielded 3 tiers of driving power:



**Step 2:**

**Determine weighted Performance of Institutions on Drivers of Affinity**

To account for the fact that certain qualities have more or less influence on the opinion of teacher prep programs and their graduates, weight was assigned based on share of contribution that a quality has on influencing Affinity for teacher preparation programs (as determined from step 1).

The weighted performance on these 12 qualities is the basis for the Educational Degree Power Score ranking.

**Step 3:  
Create an index based on the average weighted performance**

With an understanding of the degree to which each of the 12 qualities influences opinion of teacher prep programs and their graduates, and the extent to which each institution is perceived to deliver on these qualities, the Educational Degree Power Score is created.

The average Educational Degree Power Score across all institutions serves as the baseline for this index, and is given a value of 100. From there, each institution’s index reflects how it scores relative to the average.

**Preference for Hiring K-12 Educators who have Graduated from a Teacher Preparation Program at each of the following Colleges or Universities**

INSTITUTION	INDEX	RANKING
Lesley University	123	#1
Boston College	121	#2
Boston University	116	#3
Northeastern University	111	#4
Simmons College	110	#5
UMass Boston	105	#6
Wheelock College	103	#7
Framingham State University	97	#8
Bridgewater State University	96	#9
Westfield State University	94	#10
Salem State University	91	#11
Cambridge College	71	#12
American International College	63	#13

Index based on the Radius Educational Degree Power Score

## **APPENDIX**

### **Who is Radius GMR?**

Radius Global Market Research is one of the largest independent custom market research companies in the world as reflected in our yearly ranking among the American Marketing Association's Gold Top 50 research firms. Our prestigious client list and broad industry experience reflects the fact that Radius achieves actionable and meaningful insights that further every brand's growth.

Our roots as a market research company extend back to 1960 when the company was founded in New York as Data Development Corporation. As our clients grew, so did the scope and reach of our work. By 2004, we were serving clients across the United States, as well as throughout North America and South America. Continued client growth has resulted in the opening of a London office for Radius Europe, a Dubai office for the Middle East and Africa, and mostly recently, Beijing as the headquarters for Radius Asia.

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