

# Graduate Survey Report

## Graduates of an Educator Preparation Program in Mississippi - (All Year)

Mississippi College

- Principal Submissions:  
11
- Number of Principal submissions by Program:  
Art Education K-12 => 2  
Elementary Education K-6 => 8  
English Education 7-12 => 1
- Area(s) of Endorsement Submitted by Principals:  
192 Social Studies => 3  
119 English => 5  
177 English as a Second Language => 1  
Unknown => 1  
120 Elementary Ed (K-6) => 3  
903 Social Studies 7-8 => 1  
901 or 905 Math 7-8 => 2  
223 Mild/Moderate Disability (K-8) => 1  
117 Elementary Education (4-6) => 1
- Masters Enrollment submitted by Principals:  
Yes => 1  
No => 8  
Unknown => 2
- Current Teaching Assignments by Principals:  
Grades K-3 => 7  
Language Arts/Spelling/Writing => 4  
Foreign Language/ESL => 1  
Social Studies/History/Geography/ Government/Economics => 2  
Science => 2  
Reading/Remedial Reading/Literacy => 3  
Mathematics => 7  
Grades 4-6 => 3  
Grades 10-12 => 1  
Grades K-12 => 1  
Inclusion => 1  
English => 1

- Survey Results for Principals:**

<b>The teacher was prepared to:</b>	<b>Not Applicable</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>use knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., multicultural perspectives, pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful to diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 2, TGR 2, TIAI 2)</b>	0 (0%)	0 (0%)	1 (9.09%)	3 (27.27%)	7 (63.64%)
<b>analyze multiple sources of growth data (e.g., pre/post assessments, surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)</b>	0 (0%)	0 (0%)	1 (9.09%)	4 (36.36%)	6 (54.55%)
<b>monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP 1.1, InTASC 3, TGR 5, TIAI 20)</b>	0 (0%)	0 (0%)	0 (0%)	5 (45.45%)	6 (54.55%)
<b>use a variety of strategies to effectively manage student behavior to create and maintain a classroom climate of fairness, safety, respect, and support for</b>	0 (0%)	0 (0%)	1 (9.09%)	4 (36.36%)	6 (54.55%)

all students. (CAEP 1.1, InTASC 3, TGR 7, TIAI 23)

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The teacher was prepared to:	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	0 (0%)	0 (0%)	0 (0%)	6 (54.55%)	5 (45.45%)
integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	0 (0%)	0 (0%)	0 (0%)	6 (54.55%)	5 (45.45%)
use higher-order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for students to apply these skills in problem solving and critical thinking activities. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17)	0 (0%)	0 (0%)	0 (0%)	5 (45.45%)	6 (54.55%)

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The teacher was prepared to:	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)	0 (0%)	0 (0%)	0 (0%)	4 (36.36%)	7 (63.64%)
plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching materials and current technology.	0 (0%)	0 (0%)	1 (9.09%)	3 (27.27%)	7 (63.64%)

**(CAEP 1.1, InTASC 8, TGR 2, TIAI 4)**

**use a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, interactive learning, simulation, etc.) to enhance student learning outcomes. (CAEP 1.1, InTASC 8, TGR 4, TIAI 15)**

0 (0%)	0 (0%)	0 (0%)	5 (45.45%)	6 (54.55%)
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**use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)**

0 (0%)	0 (0%)	0 (0%)	5 (45.45%)	6 (54.55%)
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**elicit student input during lessons and allow sufficient wait time for students to expand and support their responses, making adjustments to lessons according to student input, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)**

0 (0%)	0 (0%)	0 (0%)	4 (36.36%)	7 (63.64%)
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**incorporate a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs. (CAEP 1.1, InTASC 6, TGR 3, TIAI 5)**

0 (0%)	0 (0%)	0 (0%)	5 (45.45%)	6 (54.55%)
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<b>prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)</b>	0 (0%)	0 (0%)	0 (0%)	6 (54.55%)	5 (45.45%)
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<b>provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 3, TGR 5, TIAI 13)</b>	0 (0%)	0 (0%)	1 (9.09%)	3 (27.27%)	7 (63.64%)
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<b>The teacher was prepared to:</b>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>establish opportunities for communication with parents and/or guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.) to enhance resources, learning, and the learning environment. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)</b>	0 (0%)	0 (0%)	0 (0%)	4 (36.36%)	7 (63.64%)

<b>demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP 1.1, InTASC 9, TGR 8)</b>	0 (0%)	0 (0%)	0 (0%)	6 (54.55%)	5 (45.45%)
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<p><b>recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students.</b> (CAEP 1.1, InTASC 9, TGR 8)</p>	<p>0 (0%)</p>	<p>0 (0%)</p>	<p>0 (0%)</p>	<p>3 (27.27%) )</p>	<p>8 (72.73%)</p>
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## Graduate Survey Report

### Graduates of an Educator Preparation Program in Mississippi - (1 Year)

Mississippi College

- Teacher Submissions:  
6
- Number of Teacher submissions by Program:  
Art Education K-12 => 1  
Elementary Education K-6 => 3  
English Education 7-12 => 1  
Teacher Education, Multiple Levels (Alternate Route) => 1
- Area(s) of Endorsements Submitted by Teachers:  
120 Elementary Ed (K-6) => 2  
192 Social Studies => 4  
177 English as a Second Language => 1  
135 Latin => 1  
No Endorsements => 1  
119 English => 3  
901 or 905 Math 7-8 => 2
- Masters Enrollment submitted by Teachers:  
Yes => 3  
No => 3
- Current Teaching Assignments by Teachers:  
Grades 4-6 => 4  
Science => 2  
Grades 7-9 => 1  
English => 2  
Grades K-3 => 1  
Arts => 1  
Grades K-12 => 1  
Social Studies/History/Geography/ Government/Economics => 1

Reading/Remedial Reading/Literacy => 1  
 Mathematics => 3  
 Language Arts/Spelling/Writing => 1

- Survey Results for Teachers:**

<b>My Educator Preparation Program prepared me to:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>use knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., multicultural perspectives, pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful to diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 2, TGR 2, TIAI 2)</b>	0 (0%)	0 (0%)	2 (33.33%)	4 (66.67%)
<b>analyze multiple sources of growth data (e.g., pre/post assessments, surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)</b>	0 (0%)	0 (0%)	2 (33.33%)	4 (66.67%)
<b>monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP 1.1, InTASC 3, TGR 5, TIAI 20)</b>	0 (0%)	0 (0%)	4 (66.67%)	2 (33.33%)
<b>use a variety of strategies to effectively manage student behavior to create and maintain a classroom climate of fairness, safety, respect, and support for all students. (CAEP 1.1, InTASC 3, TGR 7, TIAI 23)</b>	0 (0%)	2 (33.33%)	1 (16.67%)	3 (50%)

- | <b>My Educator Preparation Program prepared me to:</b> | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--|--------------------------|-----------------|--------------|-----------------------|
|  |                          |                 |              |                       |

<b>demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)</b>	0 (0%)	0 (0%)	0 (0%)	6 (100%)
<b>integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)</b>	0 (0%)	0 (0%)	1 (16.67%)	5 (83.33%)
<b>use higher-order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for students to apply these skills in problem solving and critical thinking activities. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17)</b>	0 (0%)	0 (0%)	1 (16.67%)	5 (83.33%)
● <b>My Educator Preparation Program prepared me to:</b>				
<b>select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)</b>	0 (0%)	0 (0%)	1 (16.67%)	5 (83.33%)
<b>plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching materials and current technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)</b>	0 (0%)	0 (0%)	0 (0%)	6 (100%)
<b>use a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, interactive learning, simulation, etc.) to enhance student learning outcomes. (CAEP 1.1, InTASC 8, TGR 4, TIAI 15)</b>	0 (0%)	0 (0%)	3 (50%)	3 (50%)



<p>use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)</p>	0 (0%)	0 (0%)	1 (16.67%)	5 (83.33%)
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<p>incorporate a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs. (CAEP 1.1, InTASC 6, TGR 3, TIAI 5)</p>	0 (0%)	0 (0%)	2 (33.33%)	4 (66.67%)
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<p><b>My Educator Preparation Program prepared me to:</b></p>	Strongly Disagree	Disagree	Agree	Strongly Agree
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<p><b>establish opportunities for communication with parents and/or guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.) to enhance resources, learning, and the learning environment. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)</b></p>	0 (0%)	0 (0%)	4 (66.67%)	2 (33.33%)
<p><b>demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP 1.1, InTASC 9, TGR 8)</b></p>	0 (0%)	0 (0%)	3 (50%)	3 (50%)
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