Graduate Survey Report

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

**Mississippi Valley State University 2021 Principal Response (3 years)**

* Principal Submissions:

6

* Number of Principal submissions by Program:

Elementary Education and Teaching => 3

Middle Level Alternate Route => 2

Secondary Education and Teaching => 1

* Area(s) of Endorsement Submitted by Principals:

Unknown => 2

154 Mathematics => 2

910 Special Education Fundamental Subjects => 1

143 Health Education => 1

181 Biology Education => 1

* Masters Enrollment submitted by Principals:

Yes => 1

No => 4

Unknown => 1

* Current Teaching Assignments by Principals:

Grades 7-9 => 4

Science => 1

Grades 4-6 => 1

Language Arts/Spelling/Writing => 1

Mathematics => 3

Grades K-12 => 1

Special Education => 1

| **The Learner and Learning** |
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| ***The teacher was prepared to:*** | **Not Applicable** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| ***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)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **3 (50%)** | **3 (50%)** |
| ***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)*** | **0 (0%)** | **0 (0%)** | **1 (16.67%)** | **4 (66.67%)** | **1 (16.67%)** |
| ***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)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **3 (50%)** | **3 (50%)** |
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| **Instructional Practices** |
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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 (66.67%)** | **2 (33.33%)** |
| ***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)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** |
| ***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%)** | **3 (50%)** | **3 (50%)** |
| ***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%)** | **4 (66.67%)** | **2 (33.33%)** |
| ***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%)** | **5 (83.33%)** | **1 (16.67%)** |
| ***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 (83.33%)** | **1 (16.67%)** |
| ***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)*** | **0 (0%)** | **0 (0%)** | **1 (16.67%)** | **3 (50%)** | **2 (33.33%)** |
| ***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)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **5 (83.33%)** | **1 (16.67%)** |

***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)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **3 (50%)** | **3 (50%)** |

| **Content** |
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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%)** | **4 (66.67%)** | **2 (33.33%)** |
| ***integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)*** | **0 (0%)** | **0 (0%)** | **1 (16.67%)** | **3 (50%)** | **2 (33.33%)** |
| ***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%)** | **2 (33.33%)** | **2 (33.33%)** | **2 (33.33%)** |

| **Professional Responsibility** |
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| ***The teacher was prepared to:*** | **Not Applicable** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| ***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)*** | **0 (0%)** | **0 (0%)** | **1 (16.67%)** | **3 (50%)** | **2 (33.33%)** |
| ***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)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** |
| ***recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP 1.1, InTASC 9, TGR 8)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** |

**Interpretation of the Data**

The EPP had six employers to reply to the Employer Survey. Three Principals were Elementary level, two were Middle level and one was secondary. Gender and race of Employer was unknown. Data retrieved was for a three year period. The Employer survey has four components used for evaluation of the EPP completers. They include 1) the Learner and Learning, 2) Instructional Practices, 3) content and 4) Professional Responsibility. In looking at the data, the EPP noticed for component one: **The Learner and Learning**, that the Employers rated items 1 and 3 “agree” or “Strongly agree” which was very good. Item 2 of the posed some concern with one employer rating this item as ***(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)***) “Disagree”: however five employers rated the item as “Agree” or “Strongly Agree”.

In looking at Component II: **Instructional Practice**, All employers rate each items as “agree” or “Strongly Agree” which was very impressive for the EPP. This shows that the EPP is properly preparing its completers to develop effective lesson plans and use instructional practices that are developmentally appropriate for the age and grade level assigned. For component three: **Content,** item three was a concern for the EPP where two of the six employers scored this item as “ Disagree” ***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).***  This could have been due to COVID virtual learning. The EPP will work to insure candidates are improving in this area regardless of teaching platform. FO r component four: **Professional Practice:** all items were satisfactory for the EPP despite the fact that one employer scored item one as “Disagree”. The EPP is aware that communication with parents was limited due to COVID.

Overall, employers seemed to be satisfied with completers of the EPP. Regardless of the current satisfactory data, the EPP will continue to improve teaching strategies to keep candidates abreast with current trends in teaching.