



Statewide Initial Program Employer Survey

The data reported for AY 2024–2025 are drawn from the *2025 Mississippi Impact Report Card for Teacher Education Programs (Initial Undergraduate and Alternate Route)*, which was obtained during the 2024–2025 academic year and used to inform Mississippi Valley State University’s CAEP Annual Report submission. Because the Mississippi Impact Report Card operates on a one-year reporting lag, the report reflects outcomes from the prior academic year. However, it represents the most current externally validated and statewide benchmarked dataset available for CAEP Accountability Measures.

The Statewide Initial Program Employer Survey is a state-developed instrument designed to capture employer perceptions of educator preparation program completers across Mississippi. The survey is administered annually through The University of Mississippi and is aligned to the four InTASC domains:

- The Learner and Learning
- Content
- Instructional Practice
- Professional Responsibility

Employers of first- and third-year teachers who completed initial or alternate route programs are invited to evaluate completers’ preparedness and effectiveness in Mississippi public schools.

Data from the 2024 Employer Survey and Graduate Survey Report indicate that MVSU completers were rated positively across all four InTASC domains by school principals and employers. Across most survey categories, principals reported that MVSU completers were well prepared, with many survey items reflecting 80–100% agreement or strong agreement regarding completer preparedness and effectiveness.

Areas of strength identified by employers included:

- Classroom management and supportive learning environments
- Instructional planning and differentiated instruction
- Integration of technology into instruction
- Use of varied instructional strategies
- Higher-order thinking and student engagement
- Professional responsibility and ethical conduct
- Communication with families and stakeholders

MVSU faculty use employer and stakeholder feedback as part of the EPP's continuous improvement process to:

- Strengthen curriculum and clinical experiences
- Improve assessment and instructional practices
- Enhance candidate support and preparation
- Inform program evaluation and continuous improvement efforts

These data provide evidence of employer satisfaction and demonstrate the EPP's commitment to preparing educators who positively impact P-12 learning and professional practice.

Of the 15 public and private higher education institutions in the state of Mississippi, thirteen submitted data to establish the external benchmarks for a statewide EPP Impact Report. The participating EPPs are noted on the map below.



- Alcorn State University
- Belhaven University
- Blue Mountain Christian University
- Delta State University
- Jackson State University
- Mississippi College
- Mississippi State University
- Mississippi University for Women
- Mississippi Valley State University
- Rust College
- The University of Mississippi
- The University of Southern Mississippi
- William Carey University

Thirteen institutions of higher learning that comprise the Mississippi Education Preparation Providers (EPP) requested that the Statewide Longitudinal Data System (SLDS) provide information required for national accreditation through CAEP. These 13 institutions are Alcorn State University, Belhaven University, Blue Mountain Christian University, Delta State University, Jackson State University, Mississippi College, Mississippi State University, Mississippi University for Women, Mississippi Valley State University, Rust College, The University of Mississippi, The University of Southern Mississippi, and William Carey University.

Each of the 13 institutions provided the SLDS Clearinghouse with supplemental data containing information on teacher education program completers, including certification track (traditional vs. alternate route), licensure exam results, Teacher Intern Assessment Instrument (TIAI) and Disposition scores, as well as admission information. The data were used in conjunction with de-identified data already in the SLDS Clearinghouse to produce reports to assist with CAEP annual reporting measures. SLDS data are not reported if numeric values are less than 10. This excludes data reported by the MS Department of Education.

A cohort design was used where individuals graduating from each of the EPPs in a given academic year were followed over time to identify their subsequent performance outcomes. Reports containing the results were produced for each participating EPP as well as a statewide report which is contained in this Mississippi Impact Report Card. The statewide Educator Preparation Provider Collaborative Committee (EPPCC) designated a subcommittee to develop the format and methodology of the Mississippi Impact Report Card led by Dr. Mitzy Johnson (retired) and Mrs. Jenny Hartness (Mississippi State University), Dr. Ann Monroe and Dr. Sara Platt (University of Mississippi), and Dr. Yanbing Tang and Mr. Leslie Charlton (National Strategic Planning and Analysis Research Center (NSPARC)).

State of Mississippi

Education Preparation Provider (EPP)



The Mississippi Impact Report Card for Teacher Education Programs (Initial Undergraduate and Alternate Route) was developed to comply with the Council for the Accreditation of Educator Preparation (CAEP) Standard 4 (Program Impact). Thirteen public and private higher education institutions submitted data to establish external benchmarks for Statewide EPP.

Item 2. Indicators of Teaching Effectiveness -- Mississippi Valley State University

Data not available from Mississippi Department of Education Professional Growth System for this reporting period. Institution EPPs reporting separately and not included in this IMPACT REPORT CARD.

Item 3a. Satisfaction of Employers -- Traditional and Alternate Routes -- Mississippi Valley State University

Survey Year		Statewide EPP Total ¹						Institution EPP Total					
		Number of Respondents	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)	Number of Respondents	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
2022 Survey Results ²	Section 1: The Learner and Learning	250	3.60	7.40	46.50	41.00	1.50	1	0.00	0.00	100.00	0.00	0.00
	Section 2: Content	250	1.60	8.27	49.47	39.07	1.60	1	0.00	0.00	100.00	0.00	0.00
	Section 3: Instructional Practices	250	1.65	6.35	52.55	37.15	2.30	1	0.00	0.00	100.00	0.00	0.00
	Section 4: Professional Responsibility	250	2.27	5.60	49.87	41.07	1.20	1	0.00	0.00	100.00	0.00	0.00
2023 Survey Results ³	Section 1: The Learner and Learning	275	2.45	4.82	46.91	45.18	0.64	6	0.00	4.17	50.00	45.83	0.00
	Section 2: Content	275	1.94	3.64	55.27	38.67	0.48	6	0.00	0.00	61.11	38.89	0.00
	Section 3: Instructional Practices	275	1.77	4.68	52.14	40.55	0.86	6	0.00	6.25	62.50	27.08	4.17
	Section 4: Professional Responsibility	275	2.67	3.39	46.91	46.06	0.97	6	0.00	11.11	33.33	44.44	11.11
2024 Survey Results ⁴	Section 1: The Learner and Learning	305	2.05	6.80	48.61	41.97	0.57	5	0.00	5.00	30.00	65.00	0.00
	Section 2: Content	305	1.31	5.57	52.46	39.34	1.31	5	0.00	0.00	40.00	60.00	0.00
	Section 3: Instructional Practices	305	1.35	6.39	50.90	39.80	1.56	5	0.00	5.00	42.50	52.50	0.00
	Section 4: Professional Responsibility	305	0.98	5.03	51.48	41.64	0.87	5	0.00	0.00	26.67	73.33	0.00

¹Twelve EPPs participated in the survey.

²This consists of the 2020-2021 program completers and the 2018-2019 employers of program completers.

³This consists of the 2021-2022 program completers and the 2019-2020 employers of program completers.

⁴This consists of the 2022-2023 program completers and the 2020-2021 employers of program completers.

Graduate Survey Report

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

Mississippi Valley State University

Principal Submissions:	5
Number of Principal submissions by Program:	Elementary Education and Teaching => 3 Secondary Education and Teaching => 2
Area(s) of Endorsement Submitted by Principals:	117 Elementary Education (4-6) => 2 120 Elementary Ed (K-6) => 1 188 General Science => 1 English 7-12 => 1 903 Social Studies 7-8 => 2 192 Social Studies => 2 143 Health Education => 1
Masters Enrollment submitted by Principals:	Yes => 1 No => 4
Current Teaching Assignments by Principals:	Grades K-3 => 1 Science => 3 English => 2 Grades 4-6 => 1 Mathematics => 1 Grades 10-12 => 3 Grades 7-9 => 1 Social Studies/History/Geography/ Government/Economics => 1 Health => 1

Survey Results for Principals:

The Learner and Learning

<i>The teacher was prepared to:</i>	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	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
learning. (CAEP R1.1, InTASC 2, TGR 2, TIAI 2)					
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 R1.1, InTASC 6, TGR 3, TIAI 8)	0 (0%)	0 (0%)	1 (20%)	1 (20%)	3 (60%)
monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP R1.1, InTASC 3, TGR 5, TIAI 20)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)
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 R1.1, InTASC 3, TGR 7, TIAI 23)	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)

Content

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.1, InTASC 4, TGR 4, TIAI 14)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)
integrate core content knowledge from other subject areas in lessons.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
(CAEP R1.1, InTASC 4, TGR 4, TIAI 3)					
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 R1.1, InTASC 5, TGR 4, TIAI 17)	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)

Instructional Practices

<i>The teacher was prepared to:</i>	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 R1.1, InTASC 7, TGR 1, TIAI 1)	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)
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 R1.1, InTASC 8, TGR 2, TIAI 4)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)
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 R1.1, InTASC 8, TGR 4, TIAI 15)	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)
use available technology to design, implement, and	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)					
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 R1.1, InTASC 8, TGR 4, TIAI 18)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)
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 R1.1, InTASC 6, TGR 3, TIAI 5)	0 (0%)	0 (0%)	1 (20%)	1 (20%)	3 (60%)
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 (20%)	2 (40%)	2 (40%)
provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.1, InTASC 3, TGR 5, TIAI 13)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)

Professional Responsibility

<i>The teacher was prepared to:</i>	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 R1.1, InTASC 10, TGR 9, TIAI 25)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)
demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP R1.1, InTASC 9, TGR 8)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)
recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP R1.1, InTASC 9, TGR 8)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)