

Measure 1: Completer Effectiveness (Initial)

Teaching Effectiveness Case Study

In alignment with CAEP Standard R4.1, the Mississippi State University (MSU) College of Education analyzes employer-provided evaluation data to examine the effectiveness of program completers in their professional roles. This table presents results from a case study of 2023–2024 completers employed by 24 Mississippi school districts. Each district employed four or more MSU completers during the reporting year.

Using the Teacher Growth Rubric (TGR) as the assessment instrument, overall EPP (MSU) mean scores were calculated along with mean scores disaggregated by licensure levels as follows: K-6 represents the Elementary Education program, 7-12 represents Secondary Education in English, Mathematics, Social Studies and Science (Biology, Chemistry, and Physics) and K-12 represents both Physical Education & Coaching and Special Education. The results represent both traditional and alternate route (initial) programs.

Table: Teaching Effectiveness Case Study – TGR Results

<i>Domain & Standard</i>	K - 6 (n=90)	7 - 12 (n=30)	K - 12 (n=27)	EPP Mean (n=147)
<i>Domain I: Lesson Design</i>				
1. Lessons are aligned to standards represent a coherent sequence at learning	3.30	3.37	3.22	3.30
2. Lessons have high levels of learning for all students.	2.97	3.17	3.15	3.04
Domain I Average	3.13	3.27	3.19	3.17
<i>Domain II: Student Understanding</i>				
3. The teacher assists students in taking responsibility for learning and monitors student learning.	2.89	3.10	3.22	2.99
4. The teacher provides multiple ways for students to make meaning of content.	2.92	3.07	3.04	2.97
Domain II Average	2.91	3.08	3.13	2.98
<i>Domain III: Culture and Learning Environment</i>				
5. The teacher manages a learning-focused classroom community.	2.92	3.13	3.11	3.00
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.09	3.20	3.15	3.12
7. The teacher creates and maintains a classroom of respect for all students.	3.17	3.23	3.33	3.21
Domain III Rating Average	3.06	3.19	3.20	3.11
<i>Domain IV: Professional Responsibilities</i>				

<i>Domain & Standard</i>	K - 6 (n=90)	7 - 12 (n=30)	K - 12 (n=27)	EPP Mean (n=147)
8. The teacher engages in professional learning.	3.09	3.23	3.00	3.10
9. The teacher establishes and maintains effective communication with families/guardians.	3.09	3.03	3.19	3.10
Domain IV Average	3.08	3.13	3.09	3.10
Teacher Growth Rubric (TGR) Average	3.05	3.17	3.15	3.09

Analysis of Results

Across all licensure areas, completers earned an overall average rating of 3.09 on the Teacher Growth Rubric (TGR), indicating that principals generally rated completers at or near the level associated with effective teaching practice. These results provide evidence that completers are successfully applying knowledge gained in their teacher preparation programs in P–12 classroom settings.

Completers demonstrated strength in Domain I: Lesson Design (EPP mean = 3.17), reflecting effective alignment of instruction to standards and coherent lesson sequencing. Strong results were also observed in Domain III: Culture and Learning Environment (EPP mean = 3.11) and Domain IV: Professional Responsibilities (EPP mean = 3.10), indicating that completers are establishing respectful, well-managed learning environments and engaging appropriately in professional learning and communication.

Ratings in Domain II: Student Understanding (EPP mean = 2.98) were slightly lower than other domains but remained near the effective range. This domain includes indicators related to student ownership of learning and instructional strategies that promote meaning-making. The College of Education uses these findings to guide continuous improvement efforts focused on strengthening instructional practices that support deeper student understanding.

Overall, these results provide affirmative evidence for CAEP standard R4.1, demonstrating that MSU completers are effective educators who positively contribute to P–12 learning environments during their initial years in the profession.

Use of Results for Continuous Improvement

Faculty within the College of Education review these completer effectiveness results as part of ongoing program evaluation and instructional planning. Findings from this case study are used to emphasize to current candidates the professional practices most closely associated with early-career success, particularly in areas where completers demonstrated comparatively lower ratings. Specifically, faculty incorporate these results into coursework, clinical supervision, and candidate feedback to reinforce instructional strategies that promote student ownership of

learning and multiple ways for P–12 students to make meaning of instructional content. By intentionally connecting employer feedback to candidate preparation, the College of Education ensures that candidates are aware of expectations in P–12 settings and are better prepared to demonstrate effective instructional practice upon program completion.