

Statewide Survey EPP Completer Overall Results- Includes (Traditional and Alternate Route)

The Learner and Learning	Survey Year	2020				2021				2022				EPP 3 Year Overall			
		Response Rate: 22% (63 out of 292)				Response Rate: 30% ( 111 out of 372)				Response Rate: 30% (143 out of 474)				Response Rate: 28% (317 out of 1138)			
		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
My Educator Preparation Program prepared me to be able to:	Category																
1. 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 R1.1, InTASC 2, TGR 2, TIAI 2)	1st & 3rd Year Completers	57	90.5%	6	9.5%	104	93.7%	7	6.3%	127	88.8%	16	11.2%	288	90.9%	29	9.1%
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 R1.3, InTASC 6, TGR 3, TIAI 8)	1st & 3rd Year Completers	49	77.8%	14	22.2%	95	86.4%	15	13.6%	115	81.0%	27	19.0%	259	82.2%	56	17.8%
3. 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)	1st & 3rd Year Completers	53	84.1%	10	15.9%	99	89.2%	12	10.8%	116	81.7%	26	18.3%	268	84.8%	48	15.2%
4. 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)	1st & 3rd Year Completers	53	84.1%	10	15.9%	92	82.9%	19	17.1%	107	75.4%	35	24.6%	252	79.7%	64	20.3%
<b>Overall Response Rate Domain I: The Learner and Learning</b>														267	84.4%	49	15.6%
Content	Survey Year	2020				2021				2022				EPP 3 Year Overall			
My Educator Preparation Program prepared me to be able to:	Category	Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%		
5. demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.2, InTASC 4, TGR 4, TIAI 14)	1st & 3rd Year Completers	56	90.3%	6	9.7%	106	96.4%	4	3.6%	125	87.4%	18	12.6%	287	91.1%	28	8.9%
6. integrate core content knowledge from other subject areas in lessons. (CAEP R1.2, InTASC 4, TGR 4, TIAI 3)	1st & 3rd Year Completers	50	80.6%	12	19.4%	104	93.7%	7	6.3%	125	87.4%	18	12.6%	279	88.3%	37	11.7%
7. 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 R1.3, InTASC 5, TGR 4, TIAI 17)	1st & 3rd Year Completers	53	85.5%	9	14.5%	101	92.7%	8	7.3%	128	89.5%	15	10.5%	282	89.8%	32	10.2%
<b>Overall Response Rate Domain II: Content</b>														283	89.7%	32	10.3%

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Instructional Practices	Survey Year	2020				2021				2022				EPP 3 Year Overall			
		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>My Educator Preparation Program prepared me to be able to:</b>	<b>Category</b>																
8. select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP R1.3, InTASC 7, TGR 1, TIAI 1)	1st & 3rd Year Completers	56	90.3%	6	9.7%	104	93.7%	7	6.3%	129	90.2%	14	9.8%	289	91.5%	27	8.5%
9. 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 R1.3, InTASC 8, TGR 2, TIAI 4, ISTE 1,4)	1st & 3rd Year Completers	53	86.9%	8	13.1%	104	93.7%	7	6.3%	132	92.3%	11	7.7%	289	91.7%	26	8.3%
10. 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 R1.3, InTASC 8, TGR 4, TIAI 15)	1st & 3rd Year Completers	57	90.5%	6	9.5%	102	92.7%	8	7.3%	130	90.9%	13	9.1%	289	91.5%	27	8.5%
11. use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP R1.3, InTASC 7, TGR 6, TIAI 6, ISTE 5,6,7)	1st & 3rd Year Completers	53	84.1%	10	15.9%	100	90.1%	11	9.9%	126	88.1%	17	11.9%	279	88.0%	38	12.0%
12. 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 R1.3, InTASC 8, TGR 4, TIAI 18)	1st & 3rd Year Completers	55	88.7%	7	11.3%	104	93.7%	7	6.3%	129	90.2%	14	9.8%	288	91.1%	28	8.9%
13. 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 R1.3, InTASC 6, TGR 3, TIAI 5)	1st & 3rd Year Completers	55	87.3%	8	12.7%	107	96.4%	4	3.6%	132	92.3%	11	7.7%	294	92.7%	23	7.3%
14. 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 R1.3, InTASC 6, TGR 3, TIAI 7)	1st & 3rd Year Completers	56	88.9%	7	11.1%	103	92.8%	8	7.2%	130	90.9%	13	9.1%	289	91.2%	28	8.8%
15. provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.3, InTASC 3, TGR 5, TIAI 13)	1st & 3rd Year Completers	50	79.4%	13	20.6%	83	74.8%	28	25.2%	114	79.7%	29	20.3%	247	77.9%	70	22.1%
<b>Overall Response Rate Domain III: Instructional Practices</b>														<b>283</b>	<b>89.5%</b>	<b>33</b>	<b>10.5%</b>

**Statewide Survey EPP Completer Overall Results- Includes (Traditional and Alternate Route)**

Professional Responsibility	Survey Year	2020				2021				2022				EPP 3 Year Overall			
		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree		Strongly Agree/ Agree		Disagree/ Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>My Educator Preparation Program prepared me to be able to:</b>	<b>Category</b>																
16. 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 R1.4, InTASC 10, TGR 9, TIAI 25)	1st & 3rd Year Completers	54	87.1%	8	12.9%	97	87.4%	14	12.6%	116	81.1%	27	18.9%	267	84.5%	49	15.5%
17. demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP R1.4, InTASC 9, TGR 8)	1st & 3rd Year Completers	54	85.7%	9	14.3%	97	87.4%	14	12.6%	122	85.3%	21	14.7%	273	86.1%	44	13.9%
18. recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP R1.4, InTASC 9, TGR 8)	1st & 3rd Year Completers	58	93.5%	4	6.5%	105	94.6%	6	5.4%	132	92.3%	11	7.7%	295	93.4%	21	6.6%
<b>Overall Response Rate Domain IV: Professional Responsibility</b>														<b>278</b>	<b>88.0%</b>	<b>38</b>	<b>12.0%</b>

**Completer Summary Data Results for 2022 are as follows:**

Of the 18 survey items rated strongly agree/agree, no item rated lower than 75.4%. Sixteen out of the 18 items rated 81.0% or higher at strongly agree/agree level. The highest rating was 92.3% for the following survey items:

- Item 9 “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.”
- Item 13 “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.”
- Item 18 “recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students.”

The lowest rating was 75.4% for item 4 “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.”