

Statewide Survey EPP Employer Overall Results- Initial (Traditional and Alternate Route)

The Learner and Learning	Survey Year	2020				2021				2022				EPP 3 Year Overall			
		Response Rate: 35% (67 out of 194)				Response Rate: 24% (56 out of 237)				Response Rate: 20% (43 out of 213)				Response Rate: 26% (166 out of 644)			
		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	%		
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)	Principal	63	94.0%	4	6.0%	52	92.8%	4	7.2%	42	97.7%	1	2.3%	157	94.6%	9	5.4%
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)	Principal	61	91.0%	6	9.0%	51	91.1%	5	8.9%	39	92.9%	3	7.1%	151	91.5%	14	8.5%
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)	Principal	57	85.1%	10	14.9%	52	92.8%	4	7.2%	42	97.7%	1	2.3%	151	91.0%	15	9.0%
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)	Principal	56	83.6%	11	16.4%	52	92.8%	4	7.2%	41	95.3%	2	4.7%	149	89.8%	17	10.2%
Overall Response Rate Domain I: The Learner and Learning														152	91.7%	14	8.3%
Content	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	%
5. demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.2, InTASC 4, TGR 4, TIAI 14)	Principal	66	98.5%	1	1.5%	53	94.7%	3	5.3%	41	95.3%	2	4.7%	160	96.4%	6	3.6%
6. integrate core content knowledge from other subject areas in lessons. (CAEP R1.2, InTASC 4, TGR 4, TIAI 3)	Principal	62	92.5%	5	7.5%	53	94.7%	3	5.3%	39	92.9%	3	7.1%	154	93.3%	11	6.7%
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)	Principal	60	90.9%	6	9.1%	51	91.1%	5	8.9%	39	90.7%	4	9.3%	150	90.9%	15	9.1%
Overall Response Rate Domain II: Content														155	93.5%	11	6.5%

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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	%
My Educator Preparation Program prepared me to be able to:	Category																
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)	Principal	63	94.0%	4	6.0%	52	92.8%	4	7.2%	42	97.7%	1	2.3%	157	94.6%	9	5.4%
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)	Principal	64	95.5%	3	4.5%	50	89.3%	6	10.7%	41	97.6%	1	2.4%	155	93.9%	10	6.1%
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)	Principal	61	91.0%	6	9.0%	51	91.1%	5	8.9%	42	97.7%	1	2.3%	154	92.8%	12	7.2%
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)	Principal	65	97.0%	2	3.0%	55	98.2%	1	1.8%	43	100.0%	0	0.0%	163	98.2%	3	1.8%
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)	Principal	65	97.0%	2	3.0%	54	96.4%	2	3.6%	42	97.7%	1	2.3%	161	97.0%	5	3.0%
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)	Principal	61	92.4%	5	7.6%	51	91.1%	5	8.9%	41	95.3%	2	4.7%	153	92.7%	12	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)	Principal	62	93.9%	4	6.1%	52	92.8%	4	7.2%	40	95.2%	2	4.8%	154	93.9%	10	6.1%
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)	Principal	59	93.7%	4	6.3%	51	91.1%	5	8.9%	40	95.2%	2	4.8%	150	93.2%	11	6.8%
Overall Response Rate Domain III: Instructional Practices														156	94.5%	9	5.5%

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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	%
My Educator Preparation Program prepared me to be able to:	Category																
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)	Principal	66	98.5%	1	1.5%	51	91.1%	5	8.9%	39	90.7%	4	9.3%	156	94.0%	10	6.0%
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)	Principal	63	95.5%	3	4.5%	51	91.1%	5	8.9%	40	93.0%	3	7.0%	154	93.3%	11	6.7%
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)	Principal	66	98.5%	1	1.5%	54	96.4%	2	3.6%	42	97.7%	1	2.3%	162	97.6%	4	2.4%
Overall Response Rate Domain IV: Professional Responsibility														157	95.0%	8	5.0%

Employer Summary Data Results for 2022 are as follows:

Of the 18 survey items rated strongly agree/agree, no item rated lower than 90.7%. The highest rating was 100% for item 11 “use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice.” The lowest rating was 90.7% for item 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,” and item 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.”