

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

The Learner and Learning	Survey Year	2021				2022				2023				EPP 3 Year Overall					
		Response Rate: 30% (111 out of 372)				Response Rate: 30% (143 out of 474)				Response Rate: 25% (91 out of 365)				Response Rate: 28% (345 out of 1,211)					
		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		%	
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	104	93.7%	7	6.3%	127	88.8%	16	11.2%	83	91.2%	8	8.8%	314	91.0%	31	9.0%		
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	95	86.4%	15	13.6%	115	81.0%	27	19.0%	80	87.9%	11	12.1%	290	84.5%	53	15.5%		
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)	1st & 3rd Year Completers	99	89.2%	12	10.8%	116	81.7%	26	18.3%	76	83.5%	15	16.5%	291	84.6%	53	15.4%		
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	92	82.9%	19	17.1%	107	75.4%	35	24.6%	72	79.1%	19	20.9%	271	78.8%	73	21.2%		
Overall Response Rate Domain I: The Learner and Learning														292	84.7%	53	15.3%		
Content	Survey Year	2021				2022				2023				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		%			
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	106	96.4%	4	3.6%	125	87.4%	18	12.6%	85	93.4%	6	6.6%	316	91.9%	28	8.1%		
6. integrate core content knowledge from other subject areas in lessons. (CAEP R1.2, InTASC 4, TGR 4, TIAI 3)	1st & 3rd Year Completers	104	93.7%	7	6.3%	125	87.4%	18	12.6%	84	93.3%	6	6.7%	313	91.0%	31	9.0%		
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	101	92.7%	8	7.3%	128	89.5%	15	10.5%	86	94.5%	5	5.5%	315	91.8%	28	8.2%		
Overall Response Rate Domain II: Content														315	91.6%	29	8.4%		

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Instructional Practices	Survey Year	2021				2022				2023				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	%
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	104	93.7%	7	6.3%	129	90.2%	14	9.8%	86	95.6%	4	4.4%	319	92.7%	25	7.3%
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	104	93.7%	7	6.3%	132	92.3%	11	7.7%	86	94.5%	5	5.5%	322	93.3%	23	6.7%
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	102	92.7%	8	7.3%	130	90.9%	13	9.1%	81	89.0%	10	11.0%	313	91.0%	31	9.0%
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	100	90.1%	11	9.9%	126	88.1%	17	11.9%	83	92.2%	7	7.8%	309	89.8%	35	10.2%
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	104	93.7%	7	6.3%	129	90.2%	14	9.8%	83	92.2%	7	7.8%	316	91.9%	28	8.1%
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	107	96.4%	4	3.6%	132	92.3%	11	7.7%	83	91.2%	8	8.8%	322	93.3%	23	6.7%
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	103	92.8%	8	7.2%	130	90.9%	13	9.1%	82	90.1%	9	9.9%	315	91.3%	30	8.7%
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	83	74.8%	28	25.2%	114	79.7%	29	20.3%	75	83.3%	15	16.7%	272	79.1%	72	20.9%
Overall Response Rate Domain III: Instructional Practices														311	90.3%	33	9.7%

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Professional Responsibility	Survey Year	2021				2022				2023				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)	1st & 3rd Year Completers	97	87.4%	14	12.6%	116	81.1%	27	18.9%	74	82.2%	16	17.8%	287	83.4%	57	16.6%
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	97	87.4%	14	12.6%	122	85.3%	21	14.7%	82	90.1%	9	9.9%	301	87.2%	44	12.8%
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	105	94.6%	6	5.4%	132	92.3%	11	7.7%	90	100.0%	0	0.0%	327	95.1%	17	4.9%
Overall Response Rate Domain IV: Professional Responsibility														305	88.6%	39	11.4%

Completer Summary Data Results for 2023 are as follows:

For the 2023 reporting period, there was a 25% response rate (91 out of the 365) from initial program completers. Of the 18 survey items rated strongly agree/agree, no item rated lower than 79.1%. The highest rating was 100% for item 18 “My Educator Preparation Program prepared me to be able to 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 79.1% for item 4 “My Educator Preparation Program prepared me to be able to 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.