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

The Learner and Learning	Survey Year	2021				2022				2023				EPP 3 Year Overall			
		Response Rate: 24% (56 out of 237)				Response Rate: 20% (43 out of 213)				Response Rate: 23% (58 out of 251)				Response Rate: 22% (157 out of 701)			
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	%	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	52	92.8%	4	7.2%	42	97.7%	1	2.3%	53	91.4%	5	8.6%	147	93.6%	10	6.4%
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	51	91.1%	5	8.9%	39	92.9%	3	7.1%	52	89.7%	6	10.3%	142	91.0%	14	9.0%
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	52	92.8%	4	7.2%	42	97.7%	1	2.3%	51	87.9%	7	12.1%	145	92.4%	12	7.6%
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	52	92.8%	4	7.2%	41	95.3%	2	4.7%	52	89.7%	6	10.3%	145	92.4%	12	7.6%
Overall Response Rate Domain I: The Learner and Learning														145	92.3%	12	7.7%

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	%	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	53	94.7%	3	5.3%	41	95.3%	2	4.7%	56	96.6%	2	3.4%	150	95.5%	7	4.5%
6. integrate core content knowledge from other subject areas in lessons. (CAEP R1.2, InTASC 4, TGR 4, TIAI 3)	Principal	53	94.7%	3	5.3%	39	92.9%	3	7.1%	55	94.8%	3	5.2%	147	94.2%	9	5.8%
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	51	91.1%	5	8.9%	39	90.7%	4	9.3%	54	93.1%	4	6.9%	144	91.7%	13	8.3%
Overall Response Rate Domain II: Content														147	93.8%	10	6.2%

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

Instructional Practices	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	%	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)	**Principal**	52	92.8%	4	7.2%	42	97.7%	1	2.3%	54	93.1%	4	6.9%	148	94.3%	9	5.7%
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**	50	89.3%	6	10.7%	41	97.6%	1	2.4%	54	93.1%	4	6.9%	145	92.9%	11	7.1%
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**	51	91.1%	5	8.9%	42	97.7%	1	2.3%	53	91.4%	5	8.6%	146	93.0%	11	7.0%
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)	**Principal**	55	98.2%	1	1.8%	43	100.0%	0	0.0%	57	98.3%	1	1.7%	155	98.7%	2	1.3%
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**	54	96.4%	2	3.6%	42	97.7%	1	2.3%	52	89.7%	6	10.3%	148	94.3%	9	5.7%
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**	51	91.1%	5	8.9%	41	95.3%	2	4.7%	56	96.6%	2	3.4%	148	94.3%	9	5.7%
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)	**Principal**	52	92.8%	4	7.2%	40	95.2%	2	4.8%	54	93.1%	4	6.9%	146	93.6%	10	6.4%
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**	51	91.1%	5	8.9%	40	95.2%	2	4.8%	50	89.3%	6	10.7%	141	91.6%	13	8.4%
Overall Response Rate Domain III: Instructional Practices														147	94.1%	9	5.9%

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

Professional Responsibility	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	%	N	%	N	%	N	%	N	%
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**	51	91.1%	5	8.9%	39	90.7%	4	9.3%	55	94.8%	3	5.2%	145	92.4%	12	7.6%
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)	**Principal**	51	91.1%	5	8.9%	40	93.0%	3	7.0%	52	89.7%	6	10.3%	143	91.1%	14	8.9%
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)	**Principal**	54	96.4%	2	3.6%	42	97.7%	1	2.3%	56	96.6%	2	3.4%	152	96.8%	5	3.2%
Overall Response Rate Domain IV: Professional Responsibility														147	93.4%	10	6.6%

Employer Summary Data Results for 2023 are as follows:

Of the 18 survey items rated strongly agree/agree, no item rated lower than 89.3%. The highest rating was 98.3% for item 11 "My Educator Preparation Program prepared me to be able to use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice." The lowest rating was 89.3% for item 15 "My Educator Preparation Program prepared me to be able to provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted)".