

Graduate Survey Report

Graduates of an Educator Preparation Program in Mississippi - (All Year)

Mississippi College

Principal Submissions:	17
Number of Principal submissions by Program:	Art Education K-12 => 2 Elementary Education => 1 Elementary Education K-6 => 10 Kinesiology/Physical Education K-12 => 1 Secondary Education => 1 Social Studies Education 7-12 => 2
Area(s) of Endorsement Submitted by Principals:	192 Social Studies => 3 119 English => 2 Unknown => 3 152 Elementary Education (K-4) => 1 117 Elementary Education (4-6) => 1 154 Mathematics => 1 174 Reading => 1 102 Art Education => 2 144 Physical Education => 1 120 Elementary Ed (K-6) => 5
Masters Enrollment submitted by Principals:	Yes => 1 No => 16
Current Teaching Assignments by Principals:	Grades 4-6 => 7 Social Studies/History/Geography/ Government/Economics => 7 English => 3 Grades K-3 => 7 Mathematics => 6 Language Arts/Spelling/Writing => 6 on => 1

Technology/Keyboarding/Programming => 1

Grades 7-9 => 3

Pre-K => 1

Reading/Remedial Reading/Literacy => 5

Arts => 2

Physical Education => 2

Science => 1

Grades 10-12 => 1

Survey Results for Principals:**The Learner and Learning**

<i>The first year teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
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.	0 (0%)	0 (0%)	7 (41.18%)	10 (58.82%)
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.	0 (0%)	1 (5.88%)	8 (47.06%)	8 (47.06%)
monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes.	0 (0%)	1 (5.88%)	6 (35.29%)	10 (58.82%)
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.	1 (5.88%)	0 (0%)	7 (41.18%)	9 (52.94%)

Content

<i>My Educator Preparation Program prepared me to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
demonstrate in-depth knowledge of content for the subject(s) taught.	0 (0%)	0 (0%)	5 (29.41%)	12 (70.59%)
integrate core content knowledge from other subject areas in lessons.	0 (0%)	1 (5.88%)	7 (41.18%)	9 (52.94%)
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.	0 (0%)	0 (0%)	10 (58.82%)	7 (41.18%)

Instructional Practices

<i>My Educator Preparation Program prepared me to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards.	0 (0%)	0 (0%)	9 (52.94%)	8 (47.06%)
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.	0 (0%)	1 (5.88%)	8 (47.06%)	8 (47.06%)
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.	0 (0%)	0 (0%)	8 (47.06%)	9 (52.94%)
use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice.	0 (0%)	0 (0%)	7 (41.18%)	10 (58.82%)

<i>My Educator Preparation Program prepared me to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
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.	0 (0%)	0 (0%)	11 (64.71%)	6 (35.29%)
incorporate a variety of <u>informal and formal</u> 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.	0 (0%)	0 (0%)	10 (58.82%)	7 (41.18%)
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.	0 (0%)	1 (5.88%)	9 (52.94%)	7 (41.18%)
provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted).	0 (0%)	1 (5.88%)	12 (70.59%)	4 (23.53%)

Professional Responsibility

<i>My Educator Preparation Program prepared me to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
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.	0 (0%)	0 (0%)	10 (58.82%)	7 (41.18%)

<i>My Educator Preparation Program prepared me to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes.	0 (0%)	0 (0%)	7 (41.18%)	10 (58.82%)
recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students.	0 (0%)	0 (0%)	6 (35.29%)	11 (64.71%)