

ARM 2



INITIAL TEACHER EDUCATION PROGRAMS

The employers of our initial program completers were largely satisfied with the performance of our completers. The vast majority of surveyed items were rated at the agree or strongly agree levels. This is particularly encouraging because they were surveyed concerning completers just beginning their careers. We did notice that there multiple instances where the employer of one or two disagreed with the degree of preparation of the teacher.

Survey Results for Principals N=24; AY 22-23

The Learner and Learning				
<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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 1.1, InTASC 2, TGR 2, TIAI 2)</i>	1 (4.17%)	1 (4.17%)	13 (54.17%)	8 (33.33%)
<i>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</i>	1 (4.17%)	1 (4.17%)	14 (58.33%)	8 (33.33%)

The Learner and Learning

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)</i>				
<i>monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP 1.1, InTASC 3, TGR 5, TIAI 20)</i>	1 (4.17%)	1 (4.17%)	14 (58.33%)	8 (33.33%)
<i>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 1.1, InTASC 3, TGR 7, TIAI 23)</i>	0 (0%)	2 (8.33%)	13 (54.17%)	9 (37.5%)

Content				
<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)</i>	1 (4.17%)	1 (4.17%)	13 (54.17%)	9 (37.5%)
<i>integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)</i>	1 (4.17%)	1 (4.17%)	15 (62.5%)	7 (29.17%)
<i>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 1.1, InTASC 5, TGR 4, TIAI 17)</i>	0 (0%)	2 (8.33%)	16 (66.67%)	6 (25%)

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Instructional Practices

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)</i>	0 (0%)	1 (4.17%)	16 (66.67%)	7 (29.17%)
<i>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 1.1, InTASC 8, TGR 2, TIAI 4)</i>	0 (0%)	2 (8.33%)	14 (58.33%)	8 (33.33%)
<i>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 1.1, InTASC 8, TGR 4, TIAI 15)</i>	0 (0%)	2 (8.33%)	16 (66.67%)	6 (25%)
<i>use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)</i>	0 (0%)	1 (4.17%)	16 (66.67%)	7 (29.17%)

Instructional Practices

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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 1.1, InTASC 8, TGR 4, TIAI 18)</i>	0 (0%)	2 (8.33%)	16 (66.67%)	6 (25%)
<i>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. (CAEP 1.1, InTASC 6, TGR 3, TIAI 5)</i>	0 (0%)	2 (8.33%)	14 (58.33%)	7 (29.17%)
<i>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 1.2, InTASC 6, TGR 3, TIAI 7)</i>	0 (0%)	2 (8.33%)	15 (62.5%)	7 (29.17%)

Instructional Practices

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 3, TGR 5, TIAI 13)</i>	1 (4.17%)	1 (4.17%)	14 (58.33%)	8 (33.33%)

Professional Responsibility

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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 1.1, InTASC 10, TGR 9, TIAI 25)</i>	1 (4.17%)	1 (4.17%)	13 (54.17%)	9 (37.5%)

Professional Responsibility

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP 1.1, InTASC 9, TGR 8)</i>	1 (4.17%)	1 (4.17%)	14 (58.33%)	8 (33.33%)
<i>recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP 1.1, InTASC 9, TGR 8)</i>	1 (4.17%)	0 (0%)	13 (54.17%)	10 (41.67%)

Survey Results for Principals N=8; AY 21-22

The Learner and Learning

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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 1.1, InTASC 2, TGR 2, TIAI 2)</i>	0 (0%)	1 (12.5%)	1 (12.5%)	4 (50%)
<i>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 1.1, InTASC 6, TGR 3, TIAI 8)</i>	0 (0%)	0 (0%)	2 (25%)	4 (50%)
<i>monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP 1.1, InTASC 3, TGR 5, TIAI 20)</i>	0 (0%)	0 (0%)	3 (37.5%)	4 (50%)

The Learner and Learning

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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 1.1, InTASC 3, TGR 7, TIAI 23)</i>	0 (0%)	0 (0%)	4 (50%)	4 (50%)

Content

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)</i>	0 (0%)	1 (12.5%)	3 (37.5%)	4 (50%)
<i>integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)</i>	0 (0%)	1 (12.5%)	4 (50%)	3 (37.5%)

Content				
<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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 1.1, InTASC 5, TGR 4, TIAI 17)</i>	0 (0%)	3 (37.5%)	2 (25%)	3 (37.5%)

Instructional Practices				
<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)</i>	0 (0%)	1 (12.5%)	3 (37.5%)	3 (37.5%)
<i>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 1.1, InTASC 8, TGR 2, TIAI 4)</i>	0 (0%)	2 (25%)	3 (37.5%)	3 (37.5%)

Instructional Practices

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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 1.1, InTASC 8, TGR 4, TIAI 15)</i>	0 (0%)	0 (0%)	5 (62.5%)	3 (37.5%)
<i>use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)</i>	0 (0%)	0 (0%)	5 (62.5%)	3 (37.5%)
<i>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 1.1, InTASC 8, TGR 4, TIAI 18)</i>	0 (0%)	2 (25%)	3 (37.5%)	3 (37.5%)

Instructional Practices

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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. (CAEP 1.1, InTASC 6, TGR 3, TIAI 5)</i>	0 (0%)	0 (0%)	3 (37.5%)	3 (37.5%)
<i>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 1.2, InTASC 6, TGR 3, TIAI 7)</i>	0 (0%)	0 (0%)	2 (25%)	3 (37.5%)
<i>provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 3, TGR 5, TIAI 13)</i>	0 (0%)	0 (0%)	2 (25%)	4 (50%)

Professional Responsibility

<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<i>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 1.1, InTASC 10, TGR 9, TIAI 25)</i>	0 (0%)	2 (25%)	2 (25%)	4 (50%)
<i>demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP 1.1, InTASC 9, TGR 8)</i>	0 (0%)	1 (12.5%)	3 (37.5%)	3 (37.5%)
<i>recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP 1.1, InTASC 9, TGR 8)</i>	0 (0%)	0 (0%)	3 (37.5%)	4 (50%)



ADVANCED EDUCATOR PREPARATION PROGRAMS

Advanced Program Employer Survey Responses AY 21-23

The employers of our advanced program completers were overwhelmingly satisfied with the performance of our completers. Survey results show that our completers are particularly strong in collaborative activities and applications of technology in the field.

	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
1. Collect, manage, evaluate, and apply data in a critical manner. (CAEP A1.1)	4 (40.00%)	6 (60.00%)	0 (0%)	0 (0%)
2. Use research and understand qualitative, quantitative, and/or mixed methods research methodologies (CAEP A1.1)	2 (20.00%)	8 (80.00%)	0 (0%)	0 (0%)
3. Employ data analysis and evidence to develop supportive school environments. (CAEP A1.1)	4 (40.00%)	6 (60.00%)	0 (0%)	0 (0%)
4. Lead and/or participate in collaborative activities with others such as peer, colleagues, teachers, administrators, community, and parents. (CAEP A1.1)	7 (70.00%)	3 (30.00%)	0 (0%)	0 (0%)
5. Use appropriate applications of technology for my field of specialization. (CAEP A1.1)	7 (70.00%)	3 (30.00%)	0 (0%)	0 (0%)
6. Apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate for my field of specialization. (CAEP A1.1)	5 (50.00%)	5 (50.00%)	0 (0%)	0 (0%)
7. Promote instructional practice that is consistent with learning development, effective pedagogy, and the needs of each child. (CAEP A2.2)	5 (50.00%)	5 (50.00%)	0 (0%)	0 (0%)
8. Use data-driven instruction and research strategies to foster student engagement and maintain high expectations for the success of all students. (CAEP A 2.2)	4 (40.00%)	6 (60.00%)	0 (0%)	0 (0%)
9. Relevancy of the coursework to the responsibilities confronted on the job (CAEP A.4)	5 (50.00%)	5 (50.00%)	0 (0%)	0 (0%)
10. Overall Effectiveness of program preparation (CAEP A.4)	6 (60.00%)	4 (40.00%)	0 (0%)	0 (0%)
11. Completion of the program enabled employment milestones, such as promotion and retention, to be reached (CAEP A 4.1)	5 (50.00%)	5 (50.00%)	0 (0%)	0 (0%)

