

ARM 2



**INITIAL TEACHER EDUCATION PROGRAMS**

## 1. The Learner and Learning

**Trend:** Improvement in employer perceptions over time, with steady increases in “Agree” and “Strongly Agree” responses.

- **AY 21–22:** Agreement levels (Agree + Strongly Agree) ranged from **75% to 100%**.
- **AY 22–23:** Most items exceeded **90% agreement**, with minor dips due to a few "Disagree" responses.
- **AY 23–24:** Responses solidified with **93.75% or higher agreement** across all items. Minimal disagreement noted (only one or two per item).

**Insight:** Graduates are seen as increasingly well-prepared to understand learners’ needs, manage classroom environments, and adapt instruction based on data.

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## 2. Content

**Trend:** Consistently strong across years, with slight variability in integration and higher-order thinking skills.

- **AY 21–22:** Agreement ranged from **75% to 87.5%**, with the weakest area being the use of higher-order questioning.
- **AY 22–23:** Small increase in agreement; **87.5% to 95.84%**, though some concern remained about critical thinking engagement.
- **AY 23–24:** Highest agreement ratings (96.88% – 100%), indicating confidence in content mastery and interdisciplinary integration.

**Insight:** Content mastery is a strength, though earlier cohorts had lower scores in promoting higher-order thinking — an area that appears to have been addressed by AY 23–24.

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## 3. Instructional Practices

**Trend:** Strong and stable, with steady improvements each year and robust agreement by AY 23–24.

- **AY 21–22:** Agreement mostly hovered around **75% – 87.5%**, with planning and lesson design being slightly lower.
- **AY 22–23:** Results improved to **91.67% – 95.84%**, especially in the use of technology and assessments.
- **AY 23–24:** Most items showed **93.76% – 100% agreement**, signaling high employer satisfaction with graduates’ pedagogical skills.

**Insight:** Instructional practices represent a growing strength, particularly in lesson planning, differentiation, use of technology, and assessment literacy.

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## 4. Professional Responsibility

**Trend:** Marked improvement across all items over the years.

- **AY 21–22:** Agreement ranged from **75% to 87.5%**, with communication and ethical conduct noted positively.
- **AY 22–23:** Increased to **87.5% – 95.84%**, showing growth in ethical awareness and collaboration.
- **AY 23–24:** Highest ratings to date — **93.76% – 100%** agreement — indicating widespread employer confidence in graduates’ professionalism and ethical grounding.

**Insight:** Employers view program completers as ethical, communicative, and professionally responsible — a trend that has strengthened significantly.

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## Overall Summary

Across all categories and survey years:

- There is a **clear upward trend** in employer satisfaction.
- **Instructional Practices and Professional Responsibility** saw the most notable gains.
- **Content knowledge** has consistently been a strong area.
- **The Learner and Learning** shows improvement in understanding and meeting diverse student needs.

Survey Results for Principals N=32; AY 23-24

Survey Results for Principals:

The Learner and Learning					
<i>The teacher was prepared to:</i>	Not Applicable	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 (3.13%)	1 (3.13%)	20 (62.5%)	10 (31.25%)
<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%)	1 (3.13%)	21 (65.63%)	10 (31.25%)
<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%)	1 (3.13%)	2 (6.25%)	19 (59.38%)	10 (31.25%)

The Learner and Learning					
<i>The teacher was prepared to:</i>	Not Applicable	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%)	1 (3.13%)	2 (6.25%)	22 (68.75%)	7 (21.88%)

Content					
<i>The teacher was prepared to:</i>	Not Applicable	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%)	0 (0%)	1 (3.13%)	24 (75%)	7 (21.88%)
<i>integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)</i>	0 (0%)	0 (0%)	4 (12.5%)	20 (62.5%)	8 (25%)

Content					
<i>The teacher was prepared to:</i>	Not Applicable	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%)	0 (0%)	3 (9.38%)	21 (65.63%)	8 (25%)

Instructional Practices					
<i>The teacher was prepared to:</i>	Not Applicable	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%)	0 (0%)	1 (3.13%)	24 (75%)	7 (21.88%)
<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%)	0 (0%)	3 (9.38%)	21 (65.63%)	8 (25%)

Instructional Practices					
<i>The teacher was prepared to:</i>	Not Applicable	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%)	2 (6.25%)	22 (68.75%)	8 (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%)	0 (0%)	1 (3.13%)	25 (78.13%)	6 (18.75%)
<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%)	0 (0%)	2 (6.25%)	22 (68.75%)	8 (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%)	0 (0%)	2 (6.25%)	21 (65.63%)	9 (28.13%)

Instructional Practices					
<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
<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 (6.25%)	22 (68.75%)	8 (25%)
<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 (3.13%)	0 (0%)	3 (9.38%)	23 (71.88%)	5 (15.63%)
Professional Responsibility					
<i>The teacher was prepared to:</i>	Not Applicable	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%)	0 (0%)	2 (6.25%)	21 (65.63%)	9 (28.13%)



Professional Responsibility					
<i>The teacher was prepared to:</i>	Not Applicable	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 (3.13%)	0 (0%)	2 (6.25%)	21 (65.63%)	8 (25%)
<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%)	1 (3.13%)	22 (68.75%)	9 (28.13%)

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 K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)</i>	1 (4.17%)	1 (4.17%)	14 (58.33%)	8 (33.33%)
<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%)

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>	<b>0 (0%)</b>	<b>2 (8.33%)</b>	<b>13 (54.17%)</b>	<b>9 (37.5%)</b>

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>	<b>1 (4.17%)</b>	<b>1 (4.17%)</b>	<b>13 (54.17%)</b>	<b>9 (37.5%)</b>
<i>integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)</i>	<b>1 (4.17%)</b>	<b>1 (4.17%)</b>	<b>15 (62.5%)</b>	<b>7 (29.17%)</b>

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%)	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%)

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%)	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%)
<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%)

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%)	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%)
<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%)

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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%)
<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%)



The Learner and Learning				
<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<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%)
<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%)

Content				
<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<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%)
<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%)

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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 (12.5%)	3 (37.5%)	3 (37.5%)

Instructional Practices				
<i>The teacher was prepared to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
<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%)
<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</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>individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)</i>				
<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%)