

Statewide Initial Program Completer Survey
1 Year and 3 Year Post Graduation
Elementary Education

Completer Satisfaction Survey Results (Initial-Undergraduate Programs)

Years Post Graduation	2019				2020				2021			
	1		3		1		3		1		3	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
The Learning and Learning												
My Educator Preparation Program prepared me to be able to:												
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 1.1, InTASC 2, TGR 2, TIAI 2)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=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 1.1, InTASC 6, TGR 3, TIAI 8)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
3. 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)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 3, TGR 7, TIAI 23)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
Content												
My Educator Preparation Program prepared me to be able to:												
5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=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 1.1, InTASC 5, TGR 4, TIAI 17)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0

Years Post Graduation	2019				2020				2021			
	1		3		1		3		1		3	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Instructional Practices												
My Educator Preparation Program prepared me to be able to:												
8. 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)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 8, TGR 2, TIAI 4)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 8, TGR 4, TIAI 15)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
11. use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.4, InTASC 7, TGR 6, TIAI 6)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 8, TGR 4, TIAI 18)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
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 1.2, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0
15. provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0

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	1		3		1		3		1		3	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Professional Responsibility												
My Educator Preparation Program prepared me to be able to:												
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 1.1, InTASC 10, TGR 9, TIAI 25)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
17. 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)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 9, TGR 8)	100% n=1	0% n=0	66.67% n=2	33.33% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0

Statewide Initial Program Completer Survey
1 Year and 3 Year Post Graduation
Biology-Teacher Certification

Completer Satisfaction Survey Results (Initial-Undergraduate Programs)

Years Post Graduation	2019				2020				2021				
	1		3		1		3		1		3		
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	
The Learning and Learning													
My Educator Preparation Program prepared me to be able to:													
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 1.1, InTASC 2, TGR 2, TIAI 2)	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=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 1.1, InTASC 6, TGR 3, TIAI 8)	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	
3. 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)	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	
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 1.1, InTASC 3, TGR 7, TIAI 23)	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	
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5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=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 1.1, InTASC 5, TGR 4, TIAI 17)	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0

Statewide Initial Program Completer Survey
1 Year and 3 Year Post Graduation
English-Teacher Certification

Completer Satisfaction Survey Results (Initial-Undergraduate Programs)

Years Post Graduation	2019				2020				2021				
	1		3		1		3		1		3		
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	
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Years Post Graduation

	2019				2020				2021			
	1		3		1		3		1		3	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
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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 1.1, InTASC 8, TGR 2, TIAI 4)	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0
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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 1.1, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0
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15. provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 6, TGR 3, TIAI 7)	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0

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	1		3		1		3		1		3		
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	
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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 1.1, InTASC 10, TGR 9, TIAI 25)	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0
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Statewide Initial Program Completer Survey
1 Year and 3 Year Post Graduation
Music-Teacher Certification

Completer Satisfaction Survey Results (Initial-Undergraduate Programs)

Years Post Graduation	2019				2020				2021			
	1		3		1		3		1		3	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
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Content												
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Years Post Graduation

	2019				2020				2021			
	1		3		1		3		1		3	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
Instructional Practices												
My Educator Preparation Program prepared me to be able to:												
8. 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)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 8, TGR 2, TIAI 4)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 8, TGR 4, TIAI 15)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
11. use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.4, InTASC 7, TGR 6, TIAI 6)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 8, TGR 4, TIAI 18)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 6, TGR 3, TIAI 7)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
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 1.2, InTASC 6, TGR 3, TIAI 7)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
15. provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 6, TGR 3, TIAI 7)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0

Years Post Graduation	2019				2020				2021			
	1		3		1		3		1		3	
	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree	Strongly Agree/ Agree	Disagree/ Strongly Disagree
My Educator Preparation Program prepared me to be able to:												
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 1.1, InTASC 10, TGR 9, TIAI 25)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
17. 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)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0
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 1.1, InTASC 9, TGR 8)	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	100% n=3	0% n=0	0% n=0	0% n=0	0% n=0

