

Graduate Survey Report 2026

This report summarizes feedback from program graduates who completed the Mississippi Graduate Survey for Educator Preparation Programs. A total of six teacher graduates responded during the 2025 survey cycle. Because of the small sample size, findings should be interpreted with caution; however, the results still offer valuable insight into how graduates perceived their preparation across key areas of teaching practice.

Respondents included completers from Elementary Education (K–6), the Master of Arts in Teaching (Alternate Route), and Music Education programs. These graduates reported a range of endorsement areas and current teaching assignments, including elementary grades as well as English, mathematics, science, music, social studies, and reading/literacy. This diversity suggests the survey captures perspectives from graduates working across a variety of instructional settings.

Understanding the Results

Overall, graduates responded positively to most survey items. Across the report, most responses fell in the Agree or Strongly Agree categories, suggesting that graduates generally believed the program prepared them well for classroom teaching. Areas of strength included content knowledge, inclusion, ethics and professional dispositions, integrating content across subjects, and using student background knowledge to support learning.

A few items included one or more Disagree responses. These were most noticeable in areas related to communication with families and community members, the use of data to differentiate instruction, planning with innovative methods and technology, and some assessment-related practices. Because only 6 graduates responded, even one response changes the percentages significantly.

How MUW Uses the Results

Mississippi University for Women uses graduate survey results as one part of its continuous improvement process. Feedback from graduates helps the program identify strengths in candidate preparation and areas where additional support, emphasis, or refinement may be needed. These results are reviewed alongside other program data to inform ongoing conversations about coursework, clinical experiences, instructional practice, and professional preparation.

Important Note About Sample Size

This report is based on 6 graduate responses. Because the number of respondents is small, percentages can shift significantly with even one response. The results should be viewed as a helpful source of feedback rather than a broad measure of all program completers.

Table 1. Learner and Learning

n=6	Strongly Disagree/ Disagree	Strongly Agree/ Agree
My Educator Preparation Program prepared me to 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)	0.00%	100.00% (6)
My Educator Preparation Program prepared me to 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 R1.1, InTASC 6, TGR 3, TIAI 8)	16.67% (1)	83.33% (5)
My Educator Preparation Program prepared me to 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)	0.00%	100.00% (6)
My Educator Preparation Program prepared me to 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)	16.67% (1)	83.33% (5)

Table 2. Content

n=6	Strongly Disagree/ Disagree	Strongly Agree/ Agree
My Educator Preparation Program prepared me to demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.1, InTASC 4, TGR 4, TIAI 14)	0.00%	100.00% (6)
My Educator Preparation Program prepared me to integrate core content knowledge from other subject areas in lessons. (CAEP R1.1, InTASC 4, TGR 4, TIAI 3)	0.00%	100.00% (6)
My Educator Preparation Program prepared me to 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 R1.1, InTASC 5, TGR 4, TIAI 17)	16.67% (1)	83.33% (5)

Table 3. Instructional Practices

n=6	Strongly Disagree/ Disagree	Strongly Agree/ Agree
My Educator Preparation Program prepared me to select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP R1.1, InTASC 7, TGR 1, TIAI 1)	16.67% (1)	83.33% (5)
My Educator Preparation Program prepared me to 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 R1.1, InTASC 8, TGR 2, TIAI 4)	16.67% (1)	83.33% (5)
My Educator Preparation Program prepared me to 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 R1.1, InTASC 8, TGR 4, TIAI 15)	0.00%	100.00% (6)
My Educator Preparation Program prepared me to 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)	16.67% (1)	83.33% (5)
My Educator Preparation Program prepared me to 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 R1.1, InTASC 8, TGR 4, TIAI 18)	16.67% (1)	83.33% (5)
My Educator Preparation Program prepared me to 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 R1.1, InTASC 6, TGR 3, TIAI 5)	16.67% (1)	83.33% (5)
My Educator Preparation Program prepared me to 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)	16.67% (1)	83.33% (5)
My Educator Preparation Program prepared me to provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.1, InTASC 3, TGR 5, TIAI 13)	0.00%	100.00% (6)

Table 4. Professional Responsibility

n=6	Strongly Disagree/ Disagree	Strongly Agree/ Agree
My Educator Preparation Program prepared me to 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 R1.1, InTASC 10, TGR 9, TIAI 25)	33.34% (2)	66.66% (4)
My Educator Preparation Program prepared me to demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP R1.1, InTASC 9, TGR 8)	16.67% (1)	83.33% (5)
My Educator Preparation Program prepared me to recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP R1.1, InTASC 9, TGR 8)	0.00%	100.00% (6)