

Employer Survey Report 2026

This report summarizes feedback from school principals regarding the preparedness of graduates from the Mississippi University for Women Educator Preparation Program. A total of 11 principals completed the survey. Results reflect employer perceptions of graduate readiness across key teaching areas.

Principals reported on graduates from several programs. The largest group represented was Elementary Education K–6, with additional responses from Master of Arts in Teaching (Alternate Route) and Mathematics Education. Graduates taught across a wide range of subject areas and grade levels, including elementary grades (K–6), mathematics, English/language arts, science, social studies, and literacy-related areas. This reflects a broad representation of classroom settings and responsibilities.

Understanding the Results

Overall, principals reported strong levels of satisfaction with program graduates. Most responses across all categories were Agree or Strongly Agree, indicating that principals believe graduates are well prepared for classroom teaching. The strongest areas of preparation included: understanding student backgrounds and using that knowledge to support learning, classroom management, content knowledge, and professional ethics and dispositions.

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, and integrating content across subject areas. Because only 11 graduates responded, even one response changes the percentages significantly.

How MUW Uses the Results

Mississippi University for Women uses employer survey data as part of its continuous improvement process. Principal feedback provides an external perspective on graduate readiness and effectiveness in real classroom settings. These results are reviewed alongside other program data to identify strengths in candidate preparation, inform curriculum and clinical experience improvements, and strengthen alignment with school and district expectations.

Important Note About Sample Size

This report reflects feedback from 11 principals. Because of the small sample size, percentages may shift significantly with a small number of responses. These results should be interpreted as one source of feedback within a broader data system.

Table 1. Learner and Learning

n=11	Strongly Disagree/ Disagree	Strongly Agree/ Agree
The teacher was prepared 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% (11)
The teacher was prepared 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)	9.09% (1)	91.91% (10)
The teacher was prepared 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)	9.09% (1)	91.91% (10)
The teacher was prepared 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)	9.09% (1)	91.91% (10)

Table 2. Content

n=11	Strongly Disagree/ Disagree	Strongly Agree/ Agree
The teacher was prepared to demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.1, InTASC 4, TGR 4, TIAI 14)	9.09% (1)	91.91% (10)
The teacher was prepared to integrate core content knowledge from other subject areas in lessons. (CAEP R1.1, InTASC 4, TGR 4, TIAI 3)	18.18% (2)	81.82% (9)
The teacher was prepared 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)	9.09% (1)	91.91% (10)

Table 3. Instructional Practices

n=11	Strongly Disagree/ Disagree	Strongly Agree/ Agree
The teacher was prepared 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)	0.00%	100.00% (11)
The teacher was prepared 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% (2)	83.33% (5)
The teacher was prepared 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)	9.09% (1)	91.91% (10)
The teacher was prepared 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)	0.00%	100.00% (11)
The teacher was prepared 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)	9.09% (1)	91.91% (10)
The teacher was prepared 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)	9.09% (1)	91.91% (10)
The teacher was prepared 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)	0.00%	100.00% (11)
The teacher was prepared 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)	9.09% (1)	91.91% (10)

Table 4. Professional Responsibility

n=11	Strongly Disagree/ Disagree	Strongly Agree/ Agree
The teacher was prepared 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)	18.18% (2)	81.81% (9)
The teacher was prepared 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)	9.09% (1)	91.91% (10)
The teacher was prepared 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% (11)