1 Year and 3 Year Post Graduation

Elementary Education

Timesput sutisfaction survey kes			18	3		20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The Learning and Learning												
The Teacher was prepared 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)	o% n=o	o% n=o	100% n=6	o% n=o	50% n=1	50% n=1	100% n=1	o% n=o	o% n=o	o% n=o	100% n=1	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 deelopmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)	o% n=0	o% n=0	100% n=6	o% n=o	50% n=1	50% n=1	100% n=1	o% n=0	o% n=o	o% n=o	100% n=1	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	0% n=0	100% n=6	0% n=0	50% n=1	50% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The teacher was prepared to:												
4. use a variety of strategies to effectively manage student heavior 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	o% n=o	100% n=6	0% n=0	50% n=1	50% n=1	100% n=1	o% n=o	0% n=0	o% n=o	100% n=1	0% n=0
Content												
The teacher was prepared to:												
5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	0% n=0	0% n=0	100% n=6	0% n=0	50% n=1	50% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	0% n=0	0% n=0	100% n=6	0% n=0	50% n=1	50% n=1	100% n=1	0% n=0	0% n=0	0% n=0	100% n=1	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)	o% n=o	0% n=0	100% n=6	0% n=0	50% n=1	50% n=1	100% n=1	0% n=0	o% n=o	0% n=0	100% n=1	0% n=0
Instructional Practices												
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)	o% n=o	0% n=0	100% n=6	0% n=0	50% n=1	50% n=1	100% n=1	o% n=0	o% n=0	0% n=0	100% n=1	0% n=0

		20	18			20	019			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
9. plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching marterials and current technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)	o%	0%	100%	o%	50%	50%	100%	o%	o%	o%	100%	0%
	n=o	n=0	n=6	n=0	n=1	n=1	n=1	n=0	n=0	n=0	n=1	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)	o%	0%	100%	o%	50%	50%	100%	o%	o%	o%	100%	0%
	n=o	n=0	n=6	n=o	n=1	n=1	n=1	n=o	n=0	n=0	n=1	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)	o%	0%	100%	o%	100%	o%	100%	o%	o%	o%	100%	0%
	n=o	n=0	n=6	n=o	n=2	n=0	n=1	n=0	n=0	n=0	n=1	n=0
12. elicit student input during lessons and allow sufficient wait time for students to expand and suppor their responses, making adjustments to lessons according to student inmput, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)	o%	0%	100%	o%	50%	50%	100%	o%	o%	o%	100%	0%
	n=o	n=0	n=6	n=o	n=1	n=1	n=1	n=o	n=o	n=o	n=1	n=0

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
13. incorporate a variety of informal and formal assessments (expre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate	o%	0%	100%	o%	o%	100%	100%	0%	o%	0%	100%	0%
	n=o	n=0	n=6	n=o	n=o	n=2	n=1	n=0	n=o	n=0	n=1	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%	0%	100%	0%	50%	50%	100%	0%	0%	0%	100%	0%
	n=0	n=0	n=6	n=0	n=1	n=1	n=1	n=0	n=0	n=0	n=1	n=0
15. provide an inclusion classroom setting that addreses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 6, TGR 3, TIAI 7)	o%	0%	100%	o%	50%	50%	100%	o%	o%	o%	100%	o%
	n=o	n=0	n=6	n=o	n=1	n=1	n=1	n=o	n=o	n=o	n=1	n=o

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
16. establish opportunities for communication with parents and/or guardians, professional collegues, 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)	o%	o%	100%	o%	50%	50%	100%	o%	o%	o%	100%	0%
	n=o	n=0	n=6	n=0	n=1	n=1	n=1	n=0	n=0	n=0	n=1	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)	o%	0%	100%	o%	50%	50%	100%	o%	0%	o%	100%	0%
	n=o	n=0	n=6	n=0	n=1	n=1	n=1	n=0	n=0	n=0	n=1	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)	o%	0%	100%	o%	100%	o%	100%	o%	0%	o%	100%	0%
	n=o	n=0	n=6	n=o	n=2	n=o	n=1	n=o	n=0	n=0	n=1	n=0

1 Year and 3 Year Post Graduation

Biology Education

Timesput Sutisfaction Survey Res		20				20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The Learning and Learning												
The teacher was prepared 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)	o% n=o	0% n=0	o% n=o	o% n=o	o% n=o	0% n=0	o% n=o	o% n=o	0% n=0	o% n=o	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 deelopmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)	o% n=o	o% n=0	o% n=0	o% n=0	o% n=o	o% n=0	o% n=o	o% n=o	o% n=o	o% 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	0% n=0										

		20	18			20	019			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The teacher was prepared to:												
4. use a variety of strategies to effectively manage student heavior 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)	o% n=o	o% n=o	o% n=o	o% n=o	0% n=0	o% n=o	o% n=0	o% n=o	o% n=o	o% n=o	o% n=o	0% n=0
Content												
The teacher was prepared to:												
5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	o% n=o	o% n=o	o% n=o	o% n=o	o% n=o	o% n=o	o% n=o	0% n=0	o% n=o	o% n=o	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)	o% n=o	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	o% n=o	o% n=o	0% n=0	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)	o% n=o	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	o% n=0	0% n=0	0% n=0	0% n=0
Instructional Practices												
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										

		20	18			20	019			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
9. plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching marterials and current technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)	o%	o%	o%	0%								
	n=o	n=o	n=o	n=o	n=o	n=o	n=0	n=o	n=o	n=o	n=o	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)	o%	o%										
	n=0	n=0	n=o	n=o	n=o	n=0	n=0	n=0	n=o	n=o	n=o	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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	o%	0%
	n=0	n=0	n=0	n=0	n=o	n=0	n=0	n=0	n=o	n=o	n=o	n=0
12. elicit student input during lessons and allow sufficient wait time for students to expand and suppor their responses, making adjustments to lessons according to student inmput, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	n=0	n=0										

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
13. incorporate a variety of informal and formal assessments (expre/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)	o%	0%	o%	o%								
	n=o	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=0	n=0	n=o	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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	0%	0%
	n=o	n=0	n=o	n=0	n=o	n=o	n=0	n=0	n=0	n=0	n=0	n=0
15. provide an inclusion classroom setting that addreses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 6, TGR 3, TIAI 7)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	n=0	n=0										

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
16. establish opportunities for communication with parents and/or guardians, professional collegues, 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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	o%	0%
	n=o	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=o	n=o	n=o	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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	o%	0%
	n=o	n=0	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=o	n=o	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%	0%	o%	o%	0%	o%	o%	o%	0%	o%	o%	0%
	n=0	n=0	n=o	n=o	n=0	n=o	n=o	n=o	n=0	n=o	n=o	n=0

1 Year and 3 Year Post Graduation

English Education

•	2018 2019 2020											
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The Learning and Learning												
The teacher was prepared 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)	o% n=o	o% n=o	o% n=o	o% n=o	100% n=1	o% n=o	o% n=o	o% n=o	o% n=o	o% n=o	o% n=o	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 deelopmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)	o% n=o	o% n=o	o% n=0	o% n=o	o% n=o	100% n=1	o% n=o	o% n=o	o% n=o	o% n=o	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	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0

		20	18			20	19			20	20	
Years Post Graduation		1	;	3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The teacher was prepared to:												
4. use a variety of strategies to effectively manage student heavior 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)	o% n=o	0% n=0	o% n=o	0% n=0	o% n=o	100% n=1	o% n=o	o% n=0	o% n=o	o% n=o	0% n=0	0% n=0
Content												
The teacher was prepared to:												
5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	o% n=o	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	o% n=o	0% n=0	0% n=0	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)	0% n=0	0% n=0	0% n=0	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
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)	o% n=o	0% n=0	0% n=0	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
Instructional Practices												
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	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	0% n=0	o% n=o	o% n=o

		20	18			20	019			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
9. plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching marterials and current technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)	o%	o%	o%	o%	100%	o%	o%	o%	o%	o%	o%	0%
	n=o	n=o	n=0	n=o	n=1	n=0	n=0	n=o	n=o	n=o	n=o	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)	o%	o%	o%	o%	o%	100%	o%	o%	o%	o%	o%	0%
	n=o	n=0	n=0	n=0	n=o	n=1	n=0	n=0	n=o	n=0	n=o	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)	o%	o%	0%	o%	100%	o%	0%	o%	o%	o%	0%	0%
	n=o	n=o	n=0	n=o	n=1	n=o	n=0	n=o	n=o	n=o	n=0	n=0
12. elicit student input during lessons and allow sufficient wait time for students to expand and suppor their responses, making adjustments to lessons according to student inmput, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)	o%	o%	o%	o%	100%	o%	0%	o%	o%	0%	o%	0%
	n=o	n=o	n=0	n=o	n=1	n=0	n=0	n=o	n=o	n=0	n=o	n=0

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
13. incorporate a variety of informal and formal assessments (expre/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)	o%	o%	o%	o%	100%	o%	o%	o%	o%	o%	o%	0%
	n=o	n=0	n=o	n=o	n=1	n=o	n=o	n=o	n=o	n=0	n=o	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)	o%	o%	o%	o%	100%	o%	o%	o%	o%	o%	0%	0%
	n=o	n=0	n=0	n=0	n=1	n=o	n=0	n=0	n=0	n=0	n=0	n=0
15. provide an inclusion classroom setting that addreses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 6, TGR 3, TIAI 7)	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%
	n=0	n=0	n=0	n=0	n=0	n=1	n=0	n=0	n=0	n=0	n=0	n=0

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
16. establish opportunities for communication with parents and/or guardians, professional collegues, 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%	0%	o%	o%	o%	100%	o%	o%	o%	o%	o%	0%
	n=0	n=0	n=o	n=o	n=o	n=1	n=o	n=o	n=o	n=o	n=o	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%	0%	o%	o%	100%	o%	o%	o%	o%	o%	o%	0%
	n=0	n=0	n=o	n=o	n=1	n=o	n=o	n=o	n=o	n=o	n=o	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%	0%	o%	o%	100%	o%	0%	o%	0%	o%	o%	0%
	n=0	n=0	n=o	n=o	n=1	n=o	n=0	n=o	n=0	n=o	n=o	n=0

1 Year and 3 Year Post Graduation

Music Education

Completer Satisfaction Survey Results (Initial-Undergraduate Programs)

•		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The Learning and Learning												
The teacher was prepared 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)	o% n=0	o% n=o	o% n=o	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 deelopmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)	o% n=0	o% n=o	o% n=0	o% n=o	o% n=o	o% n=o	o% n=o	o% n=o	o% n=o	o% n=o	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	0% n=0										

		20	18			20	019			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The teacher was prepared to:												
4. use a variety of strategies to effectively manage student heavior 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)	o% n=o	o% n=o	o% n=o	o% n=o	0% n=0	o% n=o	o% n=o	o% n=0	0% n=0	o% n=o	o% n=o	0% n=0
Content												
The teacher was prepared to:												
5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	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)	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	o% n=o	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)	o% n=o	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	o% n=o	0% n=0	0% n=0	0% n=0
Instructional Practices												
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)	o% n=o	0% n=0	o% n=o	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	o% n=o	0% n=0	0% n=0	0% n=0

		20	18			20	019			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
9. plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching marterials and current technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)	o%	o%	o%	o%	o%	o%	0%	o%	o%	o%	0%	0%
	n=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)	o%	o%	o%	o%	o%	o%	0%	o%	o%	o%	o%	0%
	n=0	n=o	n=0	n=0	n=0	n=0	n=0	n=0	n=0	n=0	n=o	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)	o%	o%	o%	o%	0%	o%	0%	o%	o%	o%	0%	0%
	n=0	n=0	n=0	n=o	n=0	n=0	n=0	n=0	n=0	n=0	n=0	n=0
12. elicit student input during lessons and allow sufficient wait time for students to expand and suppor their responses, making adjustments to lessons according to student inmput, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)	o%	0%	o%	o%	o%	o%	0%	o%	o%	o%	0%	0%
	n=o	n=0	n=o	n=o	n=o	n=o	n=0	n=0	n=o	n=o	n=0	n=0

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
13. incorporate a variety of informal and formal assessments (expre/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)	o%	0%	o%	o%								
	n=o	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=0	n=0	n=o	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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	0%	0%
	n=o	n=0	n=o	n=0	n=o	n=o	n=0	n=0	n=0	n=0	n=0	n=0
15. provide an inclusion classroom setting that addreses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 6, TGR 3, TIAI 7)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	n=0	n=0										

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
16. establish opportunities for communication with parents and/or guardians, professional collegues, 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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	o%	0%
	n=o	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=o	n=o	n=o	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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	o%	0%
	n=o	n=0	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=o	n=o	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%	0%	o%	o%	0%	o%	o%	o%	0%	o%	o%	0%
	n=0	n=0	n=o	n=o	n=0	n=o	n=o	n=o	n=0	n=o	n=o	n=0

1 Year and 3 Year Post Graduation

Theatre Education

•		20	18	J		20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The Learning and Learning												
The teacher was prepared 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)	o% n=o	o% n=o	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 deelopmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)	o% n=o	o% n=0	o% n=0	0% n=0	o% n=o	o% n=0	o% n=o	o% n=0	o% n=o	o% 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	0% n=0										

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly Agree/ Agree	Disagree/ Strongly Disagree										
The teacher was prepared to:												
4. use a variety of strategies to effectively manage student heavior 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	0% n=0	0% n=0	o% n=o	0% n=0	o% n=o	0% n=0	o% n=0	0% n=0	o% n=o	o% n=o	0% n=0
Content												
The teacher was prepared to:												
5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	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)	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	0% n=0										
Instructional Practices												
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)	o% n=o	0% n=0	0% n=0	0% n=0	o% n=o	0% n=0	0% n=0	0% n=0	o% n=o	0% n=0	0% n=0	0% n=0

		20	18			20	019			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
9. plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching marterials and current technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)	o%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	n=o	n=0	n=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)	o%	o%	o%	0%								
	n=o	n=o	n=0	n=o	n=o	n=0	n=0	n=o	n=o	n=o	n=o	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)	o%	0%	o%	0%	0%	o%	o%	o%	o%	0%	0%	0%
	n=0	n=0	n=0	n=0	n=0	n=0	n=0	n=o	n=o	n=0	n=0	n=0
12. elicit student input during lessons and allow sufficient wait time for students to expand and suppor their responses, making adjustments to lessons according to student inmput, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)	o%	o%	0%	0%								
	n=o	n=o	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=o	n=0	n=0

		20	18			20	19			20	20	
Years Post Graduation		1		3		1		3		1		3
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
13. incorporate a variety of informal and formal assessments (expre/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)	o%	0%	o%	o%								
	n=o	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=0	n=0	n=o	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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	0%	0%
	n=o	n=0	n=o	n=0	n=o	n=o	n=0	n=0	n=0	n=0	n=0	n=0
15. provide an inclusion classroom setting that addreses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 6, TGR 3, TIAI 7)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	n=0	n=0										

	2018				2019				2020			
Years Post Graduation	1		3		1		3		1		3	
	Strongly	Disagree/										
	Agree/	Strongly										
	Agree	Disagree										
The teacher was prepared to:												
16. establish opportunities for communication with parents and/or guardians, professional collegues, 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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	o%	0%
	n=o	n=0	n=o	n=o	n=o	n=o	n=o	n=o	n=0	n=0	n=o	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)	o%	0%	o%	o%	o%	o%	o%	o%	o%	o%	o%	0%
	n=o	n=0	n=0	n=o	n=o	n=o	n=o	n=0	n=0	n=0	n=o	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%	0%	o%	o%	0%	o%	o%	o%	0%	o%	o%	0%
	n=0	n=0	n=o	n=o	n=0	n=o	n=o	n=o	n=0	n=o	n=o	n=0