

**Completer Satisfaction Survey Results (Initial Licensure Programs)  
1 Year and 3 Year Post Graduation  
Elementary Education**

Years Post Graduation	2020				2021				2022			
	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
<b><i>The Learning and Learning</i></b>												
<b>My Educator Preparation Program prepared me to be able to:</b>												
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 R1.1, InTASC 2, TGR 2, TIAI 2)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	100% n=8	0% n=0	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 developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP R1.3, InTASC 6, TGR 3, TIAI 8)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	0% n=0
3. 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)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	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 R1.1, InTASC 3, TGR 7, TIAI 23)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	100% n=8	0% n=0	0% n=0	100% n=1
<b><i>Content</i></b>												
<b>My Educator Preparation Program prepared me to be able to:</b>												
5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP R1.2, InTASC 4, TGR 4, TIAI 14)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	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)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	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)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	0% n=0

Years Post Graduation	2020				2021				2022			
	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
<b>Instructional Practices</b>												
<b>My Educator Preparation Program prepared me to be able to:</b>												
8. select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP R1.3, InTASC 7, TGR 1, TIAI 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	87.5% n=7	12.5% n=1	100% n=1	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 R1.3, InTASC 8, TGR 2, TIAI 4)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	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 R1.3, InTASC 8, TGR 4, TIAI 15)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	0% n=0
11. use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP R1.3, InTASC 7, TGR 6, TIAI 6)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	0% n=0	100% n=1
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 R1.3, InTASC 8, TGR 4, TIAI 18)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	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 R1.3, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	100% n=8	0% n=0	100% n=1	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 R1.3, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	0% n=0
15. provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.3, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	0% n=0

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	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
<b>Professional Responsibility</b>												
<b>My Educator Preparation Program prepared me to be able to:</b>												
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 R1.4, InTASC 10, TGR 9, TIAI 25)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	87.5% n=7	12.5% n=1	100% n=1	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 R1.4, InTASC 9, TGR 8)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	100% n=8	0% n=0	100% n=1	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 R1.4, InTASC 9, TGR 8)	100% n=1	0% n=0	0% n=0	0% n=0	100% n=2	0% n=0	0% n=0	0% n=0	100% n=8	0% n=0	100% n=1	0% n=0

**Completer Satisfaction Survey Results (Initial Licensure Programs)  
1 Year and 3 Year Post Graduation  
English Education**

Years Post Graduation	2020				2021				2022				
	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	
<b><i>The Learning and Learning</i></b>													
<b>My Educator Preparation Program prepared me to be able to:</b>													
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 R1.1, InTASC 2, TGR 2, TIAI 2)	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	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 developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP R1.3, InTASC 6, TGR 3, TIAI 8)	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	100% n=1	0% n=0
3. 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% 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	100% n=1	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 R1.1, InTASC 3, TGR 7, TIAI 23)	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	100% n=1	0% n=0
<b><i>Content</i></b>													
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5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP R1.2, InTASC 4, TGR 4, TIAI 14)	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	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	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	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)	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	100% n=1	0% n=0

Years Post Graduation	2020				2021				2022				
	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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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 R1.3, 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	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	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 R1.3, 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	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0

Years Post Graduation	2020				2021				2022				
	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	
<b>Professional Responsibility</b>													
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17. demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP R1.4, 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	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	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 R1.4, 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	0% n=0	0% n=0	0% n=0	0% n=0	100% n=1	0% n=0

**Completer Satisfaction Survey Results (Initial Licensure Programs)  
1 Year and 3 Year Post Graduation  
Music Education**

Years Post Graduation	2020				2021				2022			
	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
<b><i>The Learning and Learning</i></b>												
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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 R1.3, InTASC 6, TGR 3, TIAI 8)	100% n=1	0% n=0	0% n=0	100% n=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
3. 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)	100% n=1	0% n=0	0% n=0	100% n=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
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	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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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 R1.3, InTASC 8, TGR 4, TIAI 18)	100% n=1	0% n=0	0% n=0	100% n=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
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 R1.3, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	0% n=0	100% n=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
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 R1.3, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	0% n=0	100% n=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
15. provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.3, InTASC 6, TGR 3, TIAI 7)	100% n=1	0% n=0	0% n=0	100% n=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



Years Post Graduation	2020				2021				2022			
	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
<b>Professional Responsibility</b>												
<b>My Educator Preparation Program prepared me to be able to:</b>												
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 R1.4, InTASC 10, TGR 9, TIAI 25)	100% n=1	0% n=0	0% n=0	100% n=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
17. demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP R1.4, InTASC 9, TGR 8)	100% n=1	0% n=0	0% n=0	100% n=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
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 R1.4, InTASC 9, TGR 8)	100% n=1	0% n=0	0% n=0	100% n=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

**Completer Satisfaction Survey Results (Initial Licensure Programs)  
1 Year and 3 Year Post Graduation  
Masters of Arts in Teaching**

Years Post Graduation	2020				2021				2022				
	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	
<b><i>The Learning and Learning</i></b>													
<b>My Educator Preparation Program prepared me to be able to:</b>													
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 R1.1, InTASC 2, TGR 2, TIAI 2)	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	100% n=1	0% n=0	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 developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP R1.3, InTASC 6, TGR 3, TIAI 8)	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	100% n=1	0% n=0	100% n=1	0% n=0
3. 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% 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	100% n=1	0% n=0	100% n=1	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 R1.1, InTASC 3, TGR 7, TIAI 23)	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	100% n=1	0% n=0	100% n=1	0% n=0
<b><i>Content</i></b>													
<b>My Educator Preparation Program prepared me to be able to:</b>													
5. demonstrate in-depth knowledge of content for subject(s) taught. (CAEP R1.2, InTASC 4, TGR 4, TIAI 14)	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	100% n=1	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	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	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)	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	100% n=1	0% n=0	100% n=1	0% n=0

Years Post Graduation	2020				2021				2022				
	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	
<b>Instructional Practices</b>													
<b>My Educator Preparation Program prepared me to be able to:</b>													
8. select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP R1.3, InTASC 7, TGR 1, TIAI 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	100% n=1	0% n=0	100% n=1	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 R1.3, InTASC 8, TGR 2, TIAI 4)	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	100% n=1	0% n=0	100% n=1	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 R1.3, InTASC 8, TGR 4, TIAI 15)	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	100% n=1	0% n=0	100% n=1	0% n=0
11. use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP R1.3, InTASC 7, TGR 6, TIAI 6)	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	100% n=1	0% n=0	100% n=1	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 R1.3, InTASC 8, TGR 4, TIAI 18)	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	100% n=1	0% n=0	100% n=1	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 R1.3, InTASC 6, TGR 3, TIAI 7)	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	100% n=1	0% n=0	100% n=1	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 R1.3, InTASC 6, TGR 3, TIAI 7)	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	100% n=1	0% n=0	100% n=1	0% n=0
15. provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.3, InTASC 6, TGR 3, TIAI 7)	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	100% n=1	0% n=0	100% n=1	0% n=0

Years Post Graduation	2020				2021				2022				
	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	
<b>Professional Responsibility</b>													
<b>My Educator Preparation Program prepared me to be able to:</b>													
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 R1.4, InTASC 10, TGR 9, TIAI 25)	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	100% n=1	0% n=0	100% n=1	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 R1.4, InTASC 9, TGR 8)	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	100% n=1	0% n=0	100% n=1	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 R1.4, InTASC 9, TGR 8)	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	100% n=1	0% n=0	100% n=1	0% n=0