

Statewide Initial Program Employer Survey

The Employer Survey is a state proprietary instrument created in 2015 used to capture the perceptions of the employers of our program completers. Questions are based on the 4 InTASC Domains: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. The survey consists of 18 Likert scale questions with responses ranging from Strongly Agree, Agree, Disagree, to Strongly Disagree.

The survey is used by all state institutions and is administered every May through an online platform by The University of Mississippi. The survey link is sent to employers of recent graduates of initial programs who completed their degree one and three years prior. These completers are in-service teachers who are in their first and third year of teaching in Mississippi public schools.

The *EPP Initial Employer Survey* results provided useful feedback regarding the program's effectiveness and preparation in the areas of learning, content knowledge, instructional practices, and professional responsibility. Data from the survey indicates that initial programs are effectively preparing candidates in these areas.

Review of Previous Year's Data and Updates

• (2021-2022 School Year) For the Special Education, Secondary Mathematics, Secondary Social Studies, and Master of Arts in Teaching (MAT) programs, 100% of completers agreed or strongly agreed with statement 11 on the survey, which addresses implementing technology. Additionally, for the Secondary Mathematics, Secondary Social Studies, and MAT programs, 100% of employers agreed or strongly agreed with statement 11.

Update: (2022-2023 School Year) For the Special Education, Secondary Mathematics and MAT programs, 100% of completers and employers agreed or strongly agreed with the statement 11 on the survey which addresses implementing technology.

Overall, our employer surveys indicate they are satisfied to strongly satisfied with our graduates.

Faculty are encouraged to use the data provided from the *Initial Completer and Employer Surveys* to implement changes that will improve program preparation and effectiveness in the areas addressed by the survey.

	Return Rates for	r Statewide Initial Program Employer Survey	
Survey Year	Number of Employers Emailed	Number of Employer Surveys Returned	Employer Response Rate
2023	284	46	16%
2022	253	51	20%
2021	292	50	17%



			Statewi	de Initial F	Program Er	nployer Sı	ırvey					
			1 Ye	ar and 3 Y	ears Post (Graduatior	ı					
					tary Educa							
Survey Questions	Strongly	Disagree	Disa	gree	Ag	ree	Strongl	y Agree	Not App	licable	Surve	y Year
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared	to:											
				The Lear	ner and Le	arning						
1. use knowledge of student backgrounds,	5.00%	10.00%	5.00%	0%	45.00%	20.00%	45.00%	70.00%	0%	0%	2023	2023
interests, experiences,	1	1	1	0	9	2	9	7	0	0	N=20	N=10
and prior knowledge e.g., multicultural	- 0%	- 0%	20.00%	11.11%	60.00%	- 44.44%	20.00%	44.44%	0%	0%	2022	2022
perspectives, pretests,	0	0	20.0070	1	6	4	20.0070	4	0	0	N=10	N=9
interest inventories, surveys, and KWLs to		-		0%					-	-		
make instruction relevant	0%	0%	8.33%	0%	62.5%	36.84%	29.17%	63.16%	0%	0%	2021	2021
and meaningful to diverse learners and												
positively impact K-12 student learning.	0	0	2	0	15	7	7	12	0	0	N=24	N=19
(CAEP 1.1, InTASC 2, TGR												
2, TIAI 2) 2. analyze multiple	= 0.00/			0.000/					0 2(
sources of growth data	5.00%	10.00%	10.00%	0.00%	40.00%	20.00%	45.00%	70.00%	0%	0%	2023	2023
e.g., pre/post assessments, surveys,	1	1	2	0	8	2	9	7	0	0	N=20	N=10
inventories, remediation	10.00%	0%	10.00%	11.11%	66.67%	44.44%	20.00%	44.44%	0%	0%	2022	2022
and enrichment activities to provide differentiated	1	0	1	1	6	4	2	4	0	0	N=10	N=9
learning experiences to	-	0	-	-	0		2	-	0	0	11-10	11-5
accommodate developmental and	0%	0%	16.67%	0%	58.33%	36.84%	25.00%	63.16%	0%	0%	2021	2021
individual needs of												
diverse learners and positively impact K-12						_						
student learning.	0	0	4	0	14	7	6	12	0	0	N=24	N=19
(CAEP 1.1, InTASC 6, TGR 3, TIAI 8)												
3. monitor and adjust the	0%	10.00%	15.00%	0.00%	30.00%	20.00%	55.00%	70.00%	0%	0%	2023	2023
classroom environment	0	1	3	0	6	2	11	7	0	0	N=20	N=10
to enhance social relationships, individual	10.00%	0%	10.00%	11.11%	50.00%	44.44%	20.00%	44.44%	10.00%	0%	2022	2022
motivation, and student	1	0	1	1	5	4	2	4	1	0	N=10	N=9
learning outcomes. (CAEP 1.1, InTASC 3, TGR	4.17%	0%	12.50%	0%	54.17%	31.58%	29.17%	68.42%	0%	0%	2021	2021
5, TIAI 20)	1	0	3	0	13	6	7	13	0	0	N=24	N=19
4. use a variety of	0.00%	10.00%	15.00%	0.00%	45.00%	20.00%	40.00%	70.00%	0%	0%	2023	2023
strategies to effectively manage student behavior	0	1	3	0	9	2	8	7	0	0	N=20	N=10
to create and maintain a	10.00%	0%	10.00%	11.11%	60.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
classroom climate of fairness, safety, respect,	1	0	1	1	6	4	2	4	0	0	N=10	N=9
and support for all	4.17%	0%	8.33%	0%	54.17%	26.32%	33.33%	73.68%	0%	0%	2021	2021
students.	1	0	2	0	13	5	8	14	0	0	N=24	N=19



(CAEP 1.1, InTASC 3, TGR 7, TIAI 23)												
7, 114123)	<u> </u>				Content	<u> </u>	<u> </u>	<u> </u>		<u> </u>	<u> </u>	
	0%	10.00%	10.00%	0%	45.00%	20.00%	45.00%	70.00%	0%	0%	2023	2023
	0	1	2	0	9	2	9	7	0	0	N=20	N=10
5. demonstrate in-depth knowledge of content for	0%	0%	0%	11.11%	70.00%	44.44%	20.00%	44.44%	10.00%	0%	2022	2022
the subjects taught. (CAEP 1.1, InTASC 4, TGR	0	0	0	1	7	4	2	4	1	0	N=10	N=9
4, TIAI 14)	0%	0%	4.17%	0%	54.17%	36.84%	41.67%	63.16%	0%	0%	2021	2021
	0	0	1	0	13	7	10	12	0	0	N=24	N=19
	0%	10.00%	10.00%	0%	45.00%	30.00%	45.00%	60.00%	0%	0%	2023	2023
6 integrate core content	0	1	2	0	9	3	9	6	0	0	N=20	N=10
6. integrate core content knowledge from other	0%	0%	10.00%	11.11%	70.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
subject areas in lessons. (CAEP 1.1, InTASC 4, TGR	0	0	1	1	7	4	2	4	0	0	N=10	N=9
4, TIAI 3)	0%	0%	4.17%	0%	66.67%	42.11%	25.00%	57.89%	4.17%	0%	2021	2021
	0	0	1	0	16	8	6	11	1	0	N=24	N=19
7. use higher-order	0%	10.00%	15.00%	0%	40.00%	30.00%	45.00%	60.00%	0%	0%	2023	2023
questioning to engage students in analytical,	0	1	3	0	8	3	9	6	0	0	N=20	N=10
creative, and critical thinking, providing	0%	0%	20.00%	11.11%	50.00%	44.44%	20.00%	44.44%	10.00%	0%	2022	2022
opportunities for	0	0	2	1	5	4	2	4	1	0	N=10	N=9
students to apply these skills in problem solving	0%	0%	20.83%	0%	54.17%	42.11%	25.00%	57.89%	0%	0%	2021	2021
	0	0	5	0	13	8	6	11	0	0	N=24	N=19
				Instruct	ional Prac	tices						
8. select developmentally	0%	10.00%	15.00%	0%	35.00%	20.00%	50.00%	70.00%	0%	0%	2023	2023
appropriate, performance-based	0	1	3	0	7	2	10	7	0	0	N=20	N=10
objectives that connect	0%	0%	0%	11.11%	70.00%	44.44%	20.00%	44.44%	10.00%	0%	2022	2022
core content knowledge for lessons based on	0	0	0	1	7	4	2	4	1	0	N=10	N=9
State and National	0%	0%	8.33%	0%	50.00%	36.84%	41.67%	63.16%	0%	0%	2021	2021
Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)	0	0	2	0	12	7	10	12	0	0	N=24	N=19
9. plan lessons based on	0%	10.00%	15.00%	0%	40.00%	20.00%	45.00%	70.00%	0%	0%	2023	2023
rigorous standards and best practices in the use	0	1	3	0	8	2	9	7	0	0	N=20	N=10
of innovative and interesting	10.00%	0%	10.00%	11.11%	60.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
methodologies, a variety	1	0	1	1	6	4	2	4	0	0	N=10	N=9
of relevant teaching materials and current	0%	0%	12.50%	0%	54.17%	42.11%	33.33%	57.89%	0%	0%	2021	2021
technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)	0	0	3	0	13	8	8	11	0	0	N=24	N=19
10. use a variety of	0%	10.00%	15.00%	0%	45.00%	20.00%	40.00%	70.00%	0%	0%	2023	2023
appropriate teaching strategies e.g.,	0	1	3	0	9	2	8	7	0	0	N=20	N=10
cooperative learning,	0%	0%	0%	11.11%	80.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022



discovery learning, demonstration,	0	0	0	1	8	4	2	4	0	0	N=10	N=9
discussion, inquiry, interactive learning,	0%	0%	16.67%	0%	45.83%	21.05%	37.50%	78.95%	0%	0%	2021	2021
simulation, etc. to enhance student learning outcomes. (CAEP 1.1, INTASC 8, TGR 4, TIAI 15)	0	0	4	0	11	4	9	15	0	0	N=24	N=19
11. use available	0%	10.00%	15.00%	0%	45.00%	20.00%	40.00%	70.00%	0%	0%	2023	2023
technology to design, implement, and assess	0	1	3	0	9	2	8	7	0	0	N=20	N=10
learning experiences to	0%	0%	0%	11.11%	80.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
engage students, improve learning, and	0	0	0	1	8	4	2	4	0	0	N=10	N=9
enrich professional practice.	0%	0%	4.17%	0%	45.83%	31.58%	50.00%	68.42%	0%	0%	2021	2021
(CAEP 1.5, InTASC 7, TGR 6, TIAI 6)	0	0	1	0	11	6	12	13	0	0	N=24	N=19
12. elicit student input	0%	10.00%	10.00%	0%	50.00%	20.00%	40.00%	70.00%	0%	0%	2023	2023
during lessons and allow sufficient wait time for	0	1	2	0	10	2	8	7	0	0	N=20	N=10
students to expand and	0%	0%	10.00%	11.11%	70.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
support their responses,	0	0	1	1	7	4	2	4	0	0	N=10	N=9
making adjustments to lessons according to	0%	0%	16.67%	0%	50.00%	42.11%	33.33%	57.89%	0%	0%	2021	2021
student input, cues, and individual/group responses. (CAEP 1.1, INTASC 8, TGR	0	0	4	0	12	8	8	11	0	0	N=24	N=19
4, TIAI 18) 13. incorporate a variety of informal and formal	0%	10.00%	15.00%	0%	40.00%	20.00%	45.00%	70.00%	0%	0%	2023	2023
assessments ex. –	0	1	3	0	8	2	9	7	0	0	N=20	N=10
pre/post assessments, quizzes, unit tests, checklists, rating scales,	10.00%	0%	0%	11.11%	60.00%	44.44%	30.00%	44.44%	0%	0%	2022	2022
rubrics, remediation and enrichment activities to	1	0	0	1	6	4	3	4	0	0	N=10	N=9
differentiate learning experiences that accommodate individual	0%	0%	16.67%	0%	54.17%	36.84%	36.84%	63.16%	0%	0%	2021	2021
differences in developmental and/or educational needs. (CAEP 1.1, InTASC 6, TGR 3, TIAI 5)	0	0	4	0	13	7	7	12	0	0	N=24	N=19
14. prepare appropriate	0%	10.00%	15.00%	0%	55.00%	20.00%	30.00%	70.00%	0%	0%	2023	2023
assessments e.g., pre/post assessments,	0	1	3	0	11	2	6	7	0	0	N=20	N=10
quizzes, unit tests,	0%	0%	10.00%	11.11%	70.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
rubrics, and/or checklists	0	0	1	1	7	4	2	4	0	0	N=10	N=9
based on core content knowledge to effectively	0%	0%	4.17%	0%	54.17%	36.84%	41.67%	63.16%	0%	0%	2021	2021
evaluate learner progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)	0	0	1	0	13	7	10	12	0	0	N=24	N=19
15. provide an inclusion	15.00%	10.00%	10.00%	0%	45.00%	30.00%	40.00%	60.00%	0%	0%	2023	2023
classroom setting that	1	1	2	0	9	3	8	6	0	0	N=20	N=10



addresses the full	10.00%	0%	10.00%	11.11%	40.00%	44.44%	20.00%	44.44%	20.00%	0%	2022	2022
spectrum of student	1	0	1	1	4	4	2	4	2	0	N=10	N=9
needs severe learning disabilities to gifted.	4.17%	0%	29.17%	5.26%	25.00%	42.11%	37.50%	52.63%	4.17%	0%	2021	2021
(CAEP 1.1, InTASC 3, TGR											-	
5, TIAI 13)	1	0	7	1	6	8	9	10	1	0	N=24	N=19
				Profession	nal Respon	sibility						
16. establish	10.00%	10.00%	0%	0%	40.00%	30.00%	50.00%	60.00%	0%	0%	2023	2023
opportunities for communication with	2	1	0	0	8	3	10	6	0	0	N=20	N=10
parents and/or guardians, professional	10.00%	0%	10.00%	11.11%	50.00%	44.44%	20.00%	44.44%	10.00%	0%	2022	2022
colleagues, and community members	1	0	1	1	5	4	2	4	1	0	N=10	N=9
newsletters, positive notes, extracurricular	0%	0%	8.33%	5.26%	54.17%	26.32%	37.50%	68.42%	0%	0%	2021	2021
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	2	1	13	5	9	13	0	0	N=24	N=19
17. demonstrate a spirit	10.00%	10.00%	5.00%	0%	30.00%	30.00%	55.00%	60.00%	0%	0%	2023	2023
of inquiry and appreciation for research	2	1	1	0	6	3	11	6	0	0	N=20	N=10
that promotes	0%	0%	10.00%	11.11%	60.00%	44.44%	20.00%	44.44%	10.00%	0%	2022	2022
continuous improvement	0	0	1	1	6	4	2	4	1	0	N=10	N=9
in my abilities to increase student learning	0%	0%	8.33%	0%	45.83%	31.58%	41.67%	63.16%	4.17%	5.26%	2021	2021
outcomes. (CAEP 1.1, InTASC 9, TGR 8)	0	0	2	0	11	6	10	12	1	1	N=24	N=19
18. recognize the	0%	10.00%	5.00%	0%	35.00%	20.00%	60.00%	70.00%	0%	0%	2023	2023
importance of the Mississippi ducator Code	0	1	1	0	7	2	12	7	0	0	N=20	N=10
of Ethical Conduct,	10.00%	0%	0%	11.11%	50.00%	44.44%	30.00%	44.44%	10.00%	0%	2022	2022
professional dispositions,	1	0	0	1	5	4	3	4	1	0	N=10	N=9
and my influence as an		-								-	-	_
adult role model for students. (CAEP 1.1,	0% 0	0% 0	8.33% 2	0% 0	41.67% 10	21.05% 4	50.00% 12	78.95% 15	0% 0	0% 0	2021 N=24	2021 N=19
InTASC 9, TGR 8)	0	0	2	0	10	4	12	15	0	0	11-24	11-13



			Statew	ide Initial	Program E	mployer S	urvey					
			1 Ye	ear and 3 Y	'ears Post	Graduatio	n					
				Secondary	english E	ducation						
Survey Questions	Strongly [Disagree	Disa	gree	Ag	ree	Strongl	y Agree	Not Ap	plicable	Surve	y Year
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared	to:											
				The Lear	ner and Le	arning						
1. use knowledge of student backgrounds,	0%	0%	0%	0%	25.00%	50.00%	75.00%	50.00%	0%	0%	2023	2023
interests, experiences, and prior knowledge	0	0	0	0	1	1	3	1	0	0	N=4	N=2
e.g., multicultural perspectives, pretests,	0%	0%	0%	0%	55.56%	16.67%	44.44%	83.33%	0%	0%	2022	2022
interest inventories,	0	0	0	0	5	1	4	5	0	0	N=9	N=6
surveys, and KWLs to make instruction	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
relevant and meaningful to diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 2, TGR 2, TIAI 2)	0	0	0	0	0	1	1	1	0	0	N=1	N=2
2. analyze multiple sources of growth data e.g., pre/post	0%	0%	0%	0%	25.00%	0%	75.00%	100%	0%	0%	2023	2023
assessments, surveys, inventories, remediation	0	0	0	0	1	0	3	2	0	0	N=4	N=2
and enrichment activities	11.11%	0.00%	22.22%	0.00%	22.22%	0.00%	44.44%	100%	0%	0	2022	2022
to provide differentiated learning experiences to	1	0	2	0	2	0	4	6	0	0	N=9	N=6
accommodate developmental and	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	2021	2021
individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)	0	0	0	0	0	2	1	0	0	0	N=1	N=2
 monitor and adjust the classroom 	25.00%	0%	0%	0%	25.00%	50.00%	50.00%	50.00%	0%	0%	2023	2023
environment to enhance	1	0	0	0	1	1	2	1	0	0	N=4	N=2
social relationships,	22.22%	0%	0%	0.00%	33.33%	0%	44.44%	100%	0%	0	2022	2022
individual motivation, and student learning	2	0	0	0	3	0	4	6	0	0	N=9	N=6
outcomes.	0%	0%	0%	0%	100%	50.00%	0%	50.00%	0%	0	2021	2021
(CAEP 1.1, InTASC 3, TGR 5, TIAI 20)	0	0	0	0	1	1	0	1	0	0	N=1	N=2
4. use a variety of	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2023	2023
strategies to effectively manage student	0	0	0	0	0	1	4	1	0	0	N=4	N=2
behavior to create and	22.22%	0%	0%	0%	33.33%	33.33%	44.44%	66.67%	0%	0	2022	2022
maintain a classroom climate of fairness,	2	0	0	0	3	2	4	4	0	0	N=9	N=6
safety, respect, and	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0	2021	2021
support for all students.	0	0	0	0	0	1	1	1	0	0	N=1	N=2



(CAEP 1.1, InTASC 3, TGR												
7, TIAI 23)					Content						<u> </u>	
	0%	0%	0%	0%	50.00%	50.00%	50.00%	50.00%	0%	0%	2023	2023
	0	0	0	0	2	1	2	1	0	0	N=4	N=2
5. demonstrate in-depth knowledge of content for	0%	0%	11.11%	0%	22.22%	- 0%	66.67%	100%	0	0	2022	2022
the subjects taught.	0	0	1	0	2	0	6	6	0	0	N=9	N=6
(CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	-	-		-		-	-	-		-		
	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	2021	2021
	0	0	0	0	0	2	1	0	0	0	N=1	N=2
	0%	0%	0%	0%	75.00%	100%	25.00%	0%	0%	0%	2023	2023
6. integrate core content	0	0	0	0	3	2	1	0	0	0	N=4	N=2
knowledge from other	0%	0%	22.22%	0%	22.22%	16.67%	55.56%	83.33%	0%	0	2022	2022
subject areas in lessons. (CAEP 1.1, InTASC 4, TGR	0	0	2	0	2	1	5	5	0	0	N=9	N=6
4, TIAI 3)	0%	0%	0%	0%	100%	50.00%	0%	50.00%	0%	0	2021	2021
	0	0	0	0	1	1	0	1	0	0	N=1	N=2
7. use higher-order	0%	0%	0%	0%	50.00%	50.00%	50.00%	50.00%	0%	0%	2023	2023
questioning to engage students in analytical,	0	0	0	0	2	1	2	1	0	0	N=4	N=2
creative, and critical thinking, providing	11.11%	0%	11.11%	0%	22.22%	16.67%	55.56%	83.33%	0%	0%	2022	2022
opportunities for	1	0	1	0	2	1	5	5	0	0	N=9	N=6
students to apply these skills in problem solving	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	2021	2021
and critical thinking activities. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17)	0	0	0	0	1	2	0	0	0	0	N=1	N=2
				Instruc	tional Prac	tices					-	
8. select	0%	0%	0%	0%	75.00%	50.00%	25.00%	50.00%	0%	0%	2023	2023
developmentally appropriate,	0	0	0	0	3	1	1	1	0	0	N=4	N=2
performance-based	11.11%	0%	0%	0%	33.33%	16.67%	55.56%	83.33%	0%	0%	2022	2022
objectives that connect core content knowledge	1	0	0	0	3	1	5	5	0	0	N=9	N=6
for lessons based on	0%	0%	0%	0%	100%	50.00%	0%	50.00%	0%	0%	2021	2021
State and National Standards. (CAEP 1.1,												
InTASC 7, TGR 1, TIAI 1)	0	0	0	0	1	1	0	1	0	0	N=1	N=2
9. plan lessons based on	0%	0%	0%	0%	50.00%	50.00%	50.00%	50.00%	0%	0%	2023	2023
rigorous standards and best practices in the use	0	0	0	0	2	1	2	1	0	0	N=4	N=2
of innovative and	0%	0%	0%	0%	44.44%	0%	55.56%	100%	0%	0%	2022	2022
interesting methodologies, a variety	0	0	0	0	4	0	5	6	0	0	N=9	N=6
of relevant teaching materials and current	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	2021	2021
technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)	0	0	0	0	0	2	1	0	0	0	N=1	N=2
10. use a variety of	0%	0%	0%	0%	75.00%	50.00%	25.00%	50.00%	0%	0%	2023	2023
appropriate teaching	0	0	0	0	3	1	1	1	0	0	N=4	N=2



strategies e.g.,	0%	0%	22.22%	0%	33.33%	16.67%	44.44%	83.33%	0%	0%	2022	2022
cooperative learning,	0	0	2	0	3	1	4	5	0	0	N=9	N=6
discovery learning,	-	-		-			-			_	-	
demonstration,	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
discussion, inquiry,												
interactive learning, simulation, etc. to												
enhance student				•	•					•		
learning outcomes.	0	0	0	0	0	1	1	1	0	0	N=1	N=2
(CAEP 1.1, InTASC 8, TGR												
4, TIAI 15)												
11. use available	0%	0%	0%	0%	25.00%	50.00%	75.00%	50.00%	0%	0%	2023	2023
technology to design,												
implement, and assess	0	0	0	0	1	1	3	1	0	0	N=4	N=2
learning experiences to	0%	0%	0%	0%	33.33%	0%	66.67%	100%	0%	0	2022	2022
engage students,	0	0	0	0	3	0	6	6	0	0	N=9	N=6
improve learning, and	-	-		-	-	_			-	-	-	
enrich professional	0%	0%	0%	0%	0%	0%	100%	100%	0%	0%	2021	2021
practice. (CAEP 1.5, InTASC 7, TGR	0	0	0	0	•	0		2	0	•		N 2
6, TIAI 6)	0	0	0	0	0	0	1	2	0	0	N=1	N=2
12. elicit student input	0%	0%	0%	0%	75.00%	50.00%	25.00%	50.00%	0%	0%	2023	2023
during lessons and allow	0	0	0	0	3	1	1	1	0	0	N=4	N=2
sufficient wait time for										-		
students to expand and support their responses,	11.11%	0%	11.11%	0.0%	44.44%	16.67%	33.33%	83.33%	0%	0%	2022	2022
making adjustments to	1	0	1	0	4	1	3	5	0	0	N=9	N=6
lessons according to	0%	0%	0%	0%	100%	50.00%	0%	50.00%	0%	0%	2021	2021
student input, cues, and								0				
individual/group												
responses.	0	0	0	0	1	1	0	1	0	0	N=1	N=2
(CAEP 1.1, InTASC 8, TGR												
4, TIAI 18)												
13. incorporate a variety of informal and formal												
assessments ex. –	0%	0%	0%	0%	25.00%	50.00%	75.00%	50.00%	0%	0%	2023	2023
pre/post assessments,												
quizzes, unit tests,	0	0	0	0	1	1	3	1	0	0	N=4	N=2
checklists, rating scales,	0%	0%	33.33%	0%	22.22%	16.67%	44.44%	83.33%	0%	0%	2022	2022
rubrics, remediation and												
enrichment activities to	0	0	3	0	2	1	4	5	0	0	N=9	N=6
differentiate learning experiences that	0%	0%	0%	0%	100%	50.00%	0%	50.00%	0%	0%	2021	2021
accommodate individual												
differences in												
developmental and/or	0	0	0	0	1	1	0	1	0	0	N=1	N=2
educational needs.	0	0	0	0	T	T	0	1	0	0	IN-1	11-2
(CAEP 1.1, InTASC 6, TGR												
3, TIAI 5)												
14. prepare appropriate	0%	0%	0%	0%	25.00%	50.00%	75.00%	50.00%	0%	0%	2023	2023
assessments e.g.,	0	0	0	0	1	1	3	1	0	0	N=4	N=2
pre/post assessments, quizzes, unit tests,	0%	0%	0%	0%	44.44%	0%	33.33%	83.33%	22.22%	16.67%	2022	2022
rubrics, and/or checklists												
based on core content	0	0	0	0	4	0	3	5	2	1	N=9	N=6
knowledge to effectively	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	2021	2021
evaluate learner												
progress. (CAEP 1.2,	0	0	0	0	1	2	0	0	0	0	N=1	N=2
InTASC 6, TGR 3, TIAI 7)												
	0%	0%	0%	0%	25.00%	100%	75.00%	0%	0%	0%	2023	2023



15. provide an inclusion	0	0	0	0	1	2	3	0	0	0	N=4	N=2
classroom setting that addresses the full	11.11%	0%	22.22%	0%	22.22%	33.33%	33.33%	50.00%	11.11%	16.67%	2022	2022
spectrum of student	1	0	2	0	2	2	3	3	1	1	N=9	N=6
needs severe learning	0%	0%	0%	0%	100%	50.00%	0%	50.00%	0%	0%	2021	2021
disabilities to gifted. (CAEP 1.1, InTASC 3, TGR												
5, TIAI 13)	0	0	0	0	1	1	0	1	0	0	N=1	N=2
				Professio	nal Respoi	nsibility						
16. establish opportunities for	0%	0%	0%	0%	75.00%	50.00%	25.00%	50.00%	0%	0%	2023	2023
communication with parents and/or	0	0	0	0	3	1	1	1	0	0	N=4	N=2
guardians, professional colleagues, and	22.22%	0%	11.11%	16.67%	11.11%	0%	55.56%	83.33%	0%	0%	2022	2022
community members newsletters, positive	2	0	1	1	1	0	5	5	0	0	N=9	N=6
notes, extracurricular activities, professional	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
development opportunities, conferences, etc. to enhance resources, learning, and the learning environment. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)	0	0	0	0	0	1	1	1	0	0	N=1	N=2
17. demonstrate a spirit	0%	0%	0%	0%	25.00%	50.00%	75.00%	50.00%	0%	0%	2023	2023
of inquiry and appreciation for research	0	0	0	0	1	1	3	1	0	0	N=4	N=2
that promotes	11.11%	0%	0%	16.67%	55.56%	0%	33.33%	83.33%	0%	0%	2022	2022
continuous improvement in my abilities to increase	1	0	0	1	5	0	3	5	0	0	N=9	N=6
student learning	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
outcomes. (CAEP 1.1, InTASC 9, TGR 8)	0	0	0	0	0	1	1	1	0	0	N=1	N=2
18. recognize the	0%	0%	0%	0%	50.00%	50.00%	50.00%	50.00%	0%	0%	2023	2023
importance of the Mississippi ducator Code	0	0	0	0	2	1	2	1	0	0	N=4	N=2
of Ethical Conduct,	0%	0%	11.11%	16.67%	33.33%	0%	55.56%	83.33%	0%	0%	2022	2022
professional dispositions,	0	0	1	1	3	0	5	5	0	0	N=9	N=6
and my influence as an adult role model for	0%	0%	0%	- 0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
students. (CAEP 1.1,												
InTASC 9, TGR 8)	0	0	0	0	0	1	1	1	0	0	N=1	N=2



	tron L				ears Post G	raduation											
			Sec	1 Year and 3 Years Post Graduation Secondary Mathematics Education													
		- Discourse		condary M	athematics	Education											
Years Post Graduation	1	ngly Disagree	Di	sagree	Agı	ee	Strong	y Agree	Not	Applicable	Surve	y Year					
		3	1	3	1	3	1	3	1	3	1	3					
The teacher was prepared to:																	
				The Lear	ner and Lea	rning											
	%	0%	0%	0%	66.67%	33.33%	33.33%	66.67%	0%	0%	2023	2023					
backgrounds, interests, experiences, and prior	0	0	0	0	2	1	1	2	0	0	N=3	N=3					
knowledge e.g., multicultural 0	%	0%	0%	20.00%	0%	40.00%	100%	40.00%	0%	0%	2022	2022					
perspectives, pretests, interest inventories, surveys,	0	0	0	1	0	2	1	2	0	0	N=1	N=5					
and KWLs to make		0%		50.00%		25.00%		25.00%		0%	2021	2021					
instruction relevant and meaningful to diverse																	
learners and positively	-	0	-	2	-	1	-	1	-	0	N=0	N=4					
impact K-12 student learning. (CAEP 1.1, InTASC 2, TGR 2,		0		Z		1		T		0	N-U	IN-4					
TIAI 2)																	
2. analyze multiple sources of growth data e.g., pre/post	%	0%	0%	0%	66.67%	66.67%	33.33%	33.33%	0%	0%	2023	2023					
assessments, surveys,	0	0	0	0	2	2	1	1	0	0	N=3	N=3					
inventories, remediation and enrichment activities to	%	0%	0%	20.00%	0%	40.00%	100%	40.00%	0%	0%	2022	2022					
provide differentiated	0	0	0	1	0	2	1	2	0	0	N=1	N=5					
learning experiences to accommodate		0%		0%		75.00%		25.00%		0%	2021	2021					
developmental and individual																	
needs of diverse learners and positively impact K-12	-	0	-	0	-	2	-	4	-	0							
student learning.		0		0		3		1		0	N=0	N=4					
(CAEP 1.1, InTASC 6, TGR 3, TIAI 8)																	
0	%	0%	0%	0%	100%	33%	0%	67%	0%	0%	2023	2023					
3. monitor and adjust the classroom environment to	0	0	0	0	3	1	0	2	0	0	N=3	N=3					
enhance social relationships, 0	%	20.00%	0%	20.00%	0%	20.00%	100%	40.00%	0%		2022	2022					
individual motivation, and student learning outcomes.	0	1	0	1	0	1	1	2	0	0	N=1	N=5					
(CAEP 1.1, InTASC 3, TGR 5,		0%		0%		75.00%		25.00%		0%	2021	2021					
	-	0	-	0	-	3	-	1	-	0	N=0	N=4					
4. use a variety of strategies 0 to effectively manage	%	0%	0%	0%	66.67%	33.33%	33.33%	66.67%	0%	0%	2023	2023					
student behavior to create	0	0	0	0	2	1	1	2	0	0	N=3	N=3					
and maintain a classroom 0 climate of fairness, safety,	%	20.00%	0%	20.00%	0%	20.00%	100%	40.00%	0%	0%	2022	2022					
respect, and support for all	0	1	0	1	0	1	1	2	0	0	N=1	N=5					
students. (CAEP 1.1, InTASC 3, TGR 7,	_	0%	_	50.00%	_	25.00%	_	25.00%	_	0%	2021	2021					
(CAEP 1.1, INTASC 3, TGR 7, TIAI 23)		0		2		1		1	-	0	N=0	N=4					
					Content												
5. demonstrate in depti	%	0%	0%	0%	66.67%	66.67%	33.33%	33.33%	0%	0%	2023	2023					
knowledge of content for the	0	0	0	0	2	2	1	1	0	0	N=3	N=3					



subjects taught. (CAEP 1.1,	0%	0%	0%	0%	0%	40.00%	100%	60.00%	0%	0%	2022	2022
InTASC 4, TGR 4, TIAI 14)	0%	0%	0%	0%	0%	40.00%	100%	3	0%	0%	N=1	2022 N=5
	0	0%	0	0%	0	25.00%	1		0	0%	2021	2021
	-	0%	-	0%	-		-	75.00%	-	0%	2021 N=0	
	00/	-	00/	-	CC C70/	1	22.220/	3	00/	-	-	N=4
	0%	0%	0%	0% 0	66.67% 2	66.67% 2	33.33%	33.33%	0%	0% 0	2023	2023
 6. integrate core content knowledge from other 	0	0	0		2	2 40.00%	1	1	0	-	N=3	N=3
subject areas in lessons.	0%	0% 0	0% 0	20.00% 1	0% 0	40.00%	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
(CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	0	0%	0	1 50.00%	0	25.00%	T	25.00%	0	0%	2021	2021
10.0.57	-	0%	-	2	-	1	-	1	-	0%	N=0	N=4
7. use higher-order	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	2023	2023
questioning to engage												
students in analytical, creative, and critical thinking,	0	0	0	0	3	3	0	0	0	0	N=3	N=3
providing opportunities for	0%	0%	0%	20.00%	0%	40.00%	100%	40.00%	0%	0%	2022	2022
students to apply these skills	0	0	0	1	0	2	1	2	0	0	N=1	N=5
in problem solving and critical thinking activities.		0%		0%		75.00%		25.00%		0%	2021	2021
(CAEP 1.1, InTASC 5, TGR 4,	-	0	-	0	-	3	-	1	-	0	N=0	N=4
TIAI 17)												
				Instruc	tional Pract	ices						
8. select developmentally	0%	0%	0%	0%	66.67%	100%	33.33%	0.00%	0%	0%	2023	2023
appropriate, performance- based objectives that	0	0	0	0	2	3	1	0	0	0	N=3	N=3
connect core content	0%	0%	0%	20.00%	0%	40.00%	100%	40.00%	0%	0%	2022	2022
knowledge for lessons based	0	0	0	2	0	2	1	2	0	0	N=1	N=5
on State and National Standards. (CAEP 1.1, InTASC		0%		0%		75%		25%		0%	2021	2021
7, TGR 1, TIAI 1)	-	0	-	0	-	3	-	1	-	0	N=0	N=4
9. plan lessons based on	0%	0%	0%	0%	66.67%	66.67%	33.33%	33.33%	0%	0%	2023	2023
rigorous standards and best practices in the use of	0	0	0	0	2	2	1	1	0	0	N=3	N=3
innovative and interesting	0%	20.00%	0%	0%	0%	20.00%	100%	60.00%	0%	0%	2022	2022
methodologies, a variety of relevant teaching materials	0	1	0	0	0	1	1	3	0	0	N=1	N=5
and current technology.	0	0%	U	0%	0	75.00%	-	25.00%	0	0%	2021	2021
(CAEP 1.1, InTASC 8, TGR 2,	-	0	-	078	-	3	-		-	0	N=0	N=4
TIAI 4) 10. use a variety of	00/		00/		100.000/		0%	1	00/			
appropriate teaching	0%	0%	0%	0%	100.00%	66.67%	0%	33.33%	0%	0%	2023	2023
strategies e.g., cooperative	0	0	0	0	3	2	0	1	0	0	N=3	N=3
learning, discovery learning, demonstration, discussion,	0%	0%	0%	0%	0%	60.00%	100%	40.00%	0%	0%	2022	2022
inquiry, interactive learning,	0	0	0	0	0	3	1	2	0	0	N=1	N=5
simulation, etc. to enhance student learning outcomes.		0%		0%		75.00%		25.00%		0%	2021	2021
(CAEP 1.1, InTASC 8, TGR 4,	-	0	-	0	-	3	-	1	-	0	N=0	N=4
TIAI 15)												
11. use available technology to design, implement, and	0%	0%	0%	0%	66.67%	100.00%	33.33%	0%	0%	0%	2023	2023
assess learning experiences	0	0	0	0	2	3	1	0	0	0	N=3	N=3
to engage students, improve learning, and enrich	0%	0%	0%	0%	0%	40.00%	100%	60.00%	0%	0%	2022	2022
professional practice.	0	0	0	0	0	2	1	3	0	0	N=1	N=5
	1										1	



(CAEP 1.5, InTASC 7, TGR 6,		0%		0%		75.00%		25.00%		0%	2021	2021
TIAI 6)	-		-	0	-	3	-		-	0	N=0	
12. elicit student input during	00/	0	00/	-	100%	-	0%	1	00/	-	-	N=4
lessons and allow sufficient	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	2023	2023
wait time for students to	0	0	0	0	3	3	0	0	0	0	N=3	N=3
expand and support their responses, making	0%	0%	0%	20.00%	0%	40.00%	100%	40.00%	0%	0%	2022	2022
adjustments to lessons	0	0	0	1	0	2		2	0	0	N=1	N=5
according to student input,		0%		50.00%		25.00%		25.00%		0%	2021	2021
cues, and individual/group responses.	_		_		_		_		-			
(CAEP 1.1, InTASC 8, TGR 4,		0		2		1		1		0	N=0	N=4
TIAI 18)												
13. incorporate a variety of informal and formal	0%	0%	0%	0%	66.67%	100.00%	33.33%	0%	0%	0%	2023	2023
assessments ex. – pre/post	0	0	0	0	2	3	1	0	0	0	N=3	N=3
assessments, quizzes, unit	0%	0%	0%	20.00%	0%	20.00%	100%	60.00%	0%	0%	2022	2022
tests, checklists, rating scales,	0	0	0	1	0	1	1	3	0	0	N=1	N=5
rubrics, remediation and enrichment activities to		0%		0%		25.00%		75.00%		0%	2021	2021
differentiate learning		0/0		0/0		20.0070		, 5.00/0		0/0	2021	2021
experiences that												
accommodate individual differences in developmental	-	0	-	0	-	1	-	3	-	0	N=0	N=4
and/or educational needs.		0		0		T		5		0	N-0	N-4
(CAEP 1.1, InTASC 6, TGR 3,												
TIAI 5)	.	0 01	0 01							0 01		
14. prepare appropriate assessments e.g., pre/post	0%	0%	0%	0%	66.67%	100.00%	33.33%	0%	0%	0%	2023	2023
assessments, quizzes, unit	0	0	0	0	2	3	1	0	0	0	N=3	N=3
tests, rubrics, and/or checklists based on core	0%	0%	0%	20%	0%	40%	100%	40.00%	0%	0%	2022	2022
content knowledge to	0	0	0	1	0	2	1	2	0	0	N=1	N=5
effectively evaluate learner		0%		0%		25.00%		75.00%		0%	2021	2021
progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)	-	0	-	0	-	1	-	3	-	0	N=0	N=4
0, IGR 3, IIAI 7)	0%	0%	0%	0%	66.67%	100.00%	33.33%	0%	0%	0%	2023	2023
15. provide an inclusion	e de la companya de la								0		N=3	N=3
classroom setting that	0	0	0	0	2	3	1	0	-	0		
addresses the full spectrum of student needs severe	0%	0%	0%	40.00%	100%	20.00%	0%	40.00%	0%	0%	2022	2022
learning disabilities to gifted.	0	0	0	2	1	1	0	2	0	0	N=1	N=5
(CAEP 1.1, InTASC 3, TGR 5,		0%		50.00%		25.00%		25.00%		0%	2021	2021
TIAI 13)	-	0	-	2	-	1	-	1	-	0	N=0	N=4
			1	Professio	nal Respons	sibility	I		L	I		
16. establish opportunities	0%	0%	0%	0%	100.00%	, 66.67%	0%	33.33%	0%	0%	2023	2023
for communication with	0	0	0	0	3	2	0	1	0	0	N=3	N=3
parents and/or guardians, professional colleagues, and	0%	0%	0%	0%	0%	60%	100%	40%	0%	0%	2022	2022
community members	e e e e e e e e e e e e e e e e e e e											
newsletters, positive notes,	0	0	0	0	0	3	1	2	0	0	N=1	N=5
extracurricular activities, professional development		0%		0%		75.00%		25.00%		0%	2021	2021
opportunities, conferences,												
etc. to enhance resources,	-	0	-	0	-	3	-	1	-	0	N=0	N=4
learning, and the learning		0		0		3		1		0	N=U	N=4
environment. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)												



17. demonstrate a spirit of	0%	0%	0%	0%	66.67%	66.67%	33.33%	33.33%	0%	0%	2023	2023
inquiry and appreciation for	0	0	0	0	2	2	1	1	0	0	N=3	N=3
research that promotes	0%	0%	0%	20.00%	100%	40.00%	0%	40.00%	0%	0%	2022	2022
continuous improvement in my abilities to increase	0	0	0	1	1	2	0	2	0	0	N=1	N=5
student learning outcomes.		0%		0%		25.00%		25.00%		50.00%	2021	2021
(CAEP 1.1, InTASC 9, TGR 8)	-	0	-	0	-	1	-	1	-	2	N=0	N=4
18. recognize the importance	0%	0%	0%	0%	66.67%	66.67%	33.33%	33.33%	0%	0%	2023	2023
of the Mississippi ducator	0	0	0	0	2	2	1	1	0	0	N=3	N=3
Code of Ethical Conduct,	0%	0%	0%	0%	0%	40.00%	100%	60.00%	0%	0%	2022	2022
professional dispositions, and my influence as an adult role	0	0	0	0	0	2	1	3	0	0	N=1	N=5
model for students. (CAEP		0%		0%		25.00%		75.00%		0%	2021	2021
1.1, InTASC 9, TGR 8)	-	0	-	0	-	1	-	3	-	0	N=0	N=4



	Statev	vide Initial	Progr	am Er	nployer	Survey						
	1 Y	ear and 3	Years	Post (Graduati	on						
		Secondar	y Scie	nce Ed	lucation							
Survey Questions	Strongly	Disagree	Disa	gree	Agr	ee	Stror	ngly Agree	Not Ap	plicable	Surve	y Year
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:			I				I	•	1		1	
		The Lea	irner a	nd Lea	arning							
		0%		0%		50%		50%		0%	2023	2023
1. use knowledge of student backgrounds,	-	0	-	0	-	1	-	1	-	0	N=0	N=2
interests, experiences, and prior knowledge e.g., multicultural perspectives, pretests,	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
interest inventories, surveys, and KWLs to make instruction relevant and meaningful to	0	0	0	0	1	0	0	2	0	0	N=1	N=2
diverse learners and positively impact K-12 student learning.		0%		0%		0%		100%		0%	2021	2021
(CAEP 1.1, InTASC 2, TGR 2, TIAI 2)	-		-		-		-		-			
		0		0		0		1		0	N=0	N=1
	_	0%	_	0%	_	0%	_	50%	_	0%	2023	2023
2. analyze multiple sources of growth data		0		0		0		1		0	N=0	N=2
g., pre/post assessments, surveys, ventories, remediation and enrichment ctivities to provide differentiated learning speriences to accommodate developmental	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
and individual needs of diverse learners and positively impact K-12 student learning.	0	0	0	0	1	0	0	2	0	0	N=1	N=2
(CAEP 1.1, INTASC 6, TGR 3, TIAI 8)		0%		0%		0%		100		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1
		0%		0%		50%		50%		0%	2023	2023
3. monitor and adjust the classroom environment to enhance social relationships,	-	0	-	0	-	1	-	1	-	0	N=0	N=2
individual motivation, and student learning	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
outcomes. (CAEP 1.1, InTASC 3, TGR 5, TIAI 20)	0	0	0	0	1	0	0	2	0	0	N=1	N=2
. ,		0%		0%		0%		100%		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1
	-	0%	-	0%	-	0%	-	50%	-	0%	2023	2023
4. use a variety of strategies to effectively		0		0		0		1		0	N=0	N=0
manage student behavior to create and maintain a classroom climate of fairness,	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
safety, respect, and support for all students.	0	0	0	0	1	0	0	2	0	0	N=1	N=2
(CAEP 1.1, InTASC 3, TGR 7, TIAI 23)	-	0%	-	0%	-	0%	-	100%	-	0%	2021	2021
		0		0		0		1		0	N=0	N=1
		001	Cont			5001		F 00 (001	2000	2022
5. demonstrate in-depth knowledge of content for the subjects taught. (CAEP 1.1,	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
InTASC 4, TGR 4, TIAI 14)	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
	0,0	0,0	3,0	570		0,0	3,0	_0070	0,0	0,0	-022	-022



	0	0	0	0	1	0	0	2	0	0	N=1	N=2
		0%	_	0%		0%	_	100%			2021	2021
	-	0	-	0	-	0	-	1	-		N=0	N=1
	-	0%	_	0%	_	50%	_	50%	_	0%	2023	2023
		0		0		1		1		0	N=0	N=2
 6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, 	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
InTASC 4, TGR 4, TIAI 3)	0	0	0	0	1	0	0	2	0	0	N=1	N=2
		0%		0%		0%		100%			2021	2021
	-	0	-	0	-	0	-	1	-		N=0	N=1
		0%		0%		50%		50%		0%	2023	2023
7. use higher-order questioning to engage	-	0	-	0	-	1	-	1	-	0	N=0	N=2
students in analytical, creative, and critical thinking, providing opportunities for	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
students to apply these skills in problem	0	0	0	0	1	0	0	2	0	0	N=1	N=2
solving and critical thinking activities. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17)		0%		0%		0%		100%		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1
		Instru	ictiona	l Prac	tices	I	1			I		
		0%		0%		50%		50%		0%	2023	2023
	-	0	-	0	-	1	-	1	-	0	N=0	N=2
8. select developmentally appropriate, performance-based objectives that connect	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
core content knowledge for lessons based	0	0	0	0	1	0	0	2	0	0	N=1	N=2
on State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)		0%		0%		0%		100%		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1
		0%		0%		50%		50%		0%	2023	2023
9. plan lessons based on rigorous standards	-	0	-	0	-	1	-	1	-	0	N=0	N=2
and best practices in the use of innovative and interesting methodologies, a variety of	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
relevant teaching materials and current	0	0	0	0	1	0	0	2	0	0	N=1	N=2
technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)		0%		0%		0%		100%		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1
		0%		0%		50%		50%		0%	2023	2023
10. use a variety of appropriate teaching strategies e.g., cooperative learning,	-	0	-	0	-	1	-	1	-	0	N=0	N=2
discovery learning, demonstration,	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
discussion, inquiry, interactive learning, simulation, etc. to enhance student learning	0	0	0	0	1	0	0	2	0	0	N=1	N=2
outcomes.		0%		0%		0%		100%		0%	2021	2021
(CAEP 1.1, InTASC 8, TGR 4, TIAI 15)	-	0	-	0	-	0	-	1	-	0	N=0	N=1
		0%		0%		50%		50%		0%	2023	2023
11. use available technology to design,	-	0	-	0	-	1	-	1	-	0	N=0	N=2
implement, and assess learning experiences	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
to engage students, improve learning, and enrich professional practice.	0	0	0	0	1	0	0	2	0	0	N=1	N=2
(CAEP 1.5, InTASC 7, TGR 6, TIAI 6)		0%		0%		0%		100%		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1



		00/	1	00/		5.00/	1	500/		00/	2022	2022
12. elicit student input during lessons and	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
allow sufficient wait time for students to	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
expand and support their responses, making adjustments to lessons according to student	0	0	0	0	1	0	0	2	0	0	N=1	N=2
input, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)		0%		0%		0%		100%		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1
		0%		0%		50%		50%		0%	2023	2023
13. incorporate a variety of informal and	-	0	-	0	-	1	-	1	-	0	N=0	N=2
formal assessments ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
enrichment activities to differentiate learning experiences that accommodate	0	0	0	0	1	0	0	2	0	0	N=1	N=2
individual differences in developmental and/or educational needs. (CAEP 1.1, InTASC 6, TGR 3, TIAI 5)	-	0%	-	0%	-	0%	-	100%	-	0%	2021	2021
		0		0		0		1		0	N=0	N=1
	_	0%	_	0%	_	50%	_	50%	_	0%	2023	2023
14. prepare appropriate assessments e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists based on core		0		0		1		1		0	N=0	N=2
content knowledge to effectively evaluate	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
learner progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)	0	0	0	0	1	0	0	2	0	0	N=1	N=2
	-	0%	-	0%	-	0%	-	100%	-	0%	2021	2021
		0		0		0		1		0	N=0	N=1
	-	0%	-	0%	-	50%	-	50%	-	0%	2023	2023
15. provide an inclusion classroom setting		0	.	0	1000	1		1		0	N=0	N=2
that addresses the full spectrum of student needs severe learning disabilities to gifted.	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
(CAEP 1.1, InTASC 3, TGR 5, TIAI 13)	0	0 0%	0	0 0%	1	0 0%	0	2 100%	0	0 0%	N=1 2021	N=2 2021
	-	0%	-	0%	-	0%	-	100%	-	0%	N=0	N=1
		Professi	onal R		sihility	0		-		0	11-0	11-1
		0%		0%		50%		50%		0%	2023	2023
16. establish opportunities for communication with parents and/or	-	0	-	0	-	1	-	1	-	0	N=0	N=2
guardians, professional colleagues, and community members newsletters, positive	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
notes, extracurricular activities, professional development opportunities, conferences,	0	0	0	0	1	0	0	2	0	0	N=1	N=2
etc. to enhance resources, learning, and the learning environment. (CAEP 1.1, InTASC 10,		0%	_	0%		0%	_	100%		0%	2021	2021
earning environment. (CAEP 1.1, InTASC 10, GR 9, TIAI 25)	-	0	-	0	-	0	-	1	-	0	N=0	N=1
17. demonstrate a spirit of inquiry and	_	0%	_	0%	_	50%		50%	_	0%	2023	2023
appreciation for research that promotes continuous improvement in my abilities to		0		0		1		1		0	N=0	N=2
increase student learning outcomes. (CAEP 1.1, InTASC 9, TGR 8)	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
, , , , , , , , , , , , , , , , , , , ,	0	0	0	0	1	0	0	2	0	0	N=1	N=2



		0%		0%		0%		100%		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1
		0%	_	0%		50%	_	50%	_	0%	2023	2023
18. recognize the importance of the	-	0	-	0	-	1	-	1	-	0	N=0	N=2
Mississippi ducator Code of Ethical Conduct,	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022
professional dispositions, and my influence as an adult role model for students. (CAEP	0	0	0	0	1	0	0	2	0	0	N=1	N=2
1.1, InTASC 9, TGR 8)		0%		0%		0%		100%		0%	2021	2021
	-	0	-	0	-	0	-	1	-	0	N=0	N=1



	Sta	tewide Initia	l Pro	gram E	mplo	oyer Surve	y					
		1 Year and 3	Year	rs Post	Grac	luation						
		Spe	ecial	Educat	ion							
Survey Questions	Strong	gly Disagree	Dis	agree		Agree	Str	ongly Agree	No	t Applicable	Surve	y Year
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:		<u> </u>	1	1	I	<u> </u>	<u> </u>	I				
		The Lea	arner	and Le	earni	ng						
1. use knowledge of student backgrounds, interests, experiences, and prior knowledge	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=0
e.g., multicultural perspectives, pretests,		0%		0%		50.00%		50.00%		0%	2022	2022
interest inventories, surveys, and KWLs to make instruction relevant and meaningful to diverse learners and positively impact K-12	-	0	-	0	-	1	-	1	-	0	N=0	N=2
student learning. (CAEP 1.1, InTASC 2, TGR 2, TIAI 2)	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
2. analyze multiple sources of growth data	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=0
.g., pre/post assessments, surveys, nventories, remediation and enrichment ctivities to provide differentiated learning xperiences to accommodate evelopmental and individual needs of iverse learners and positively impact K-12 tudent learning. CAEP 1.1, InTASC 6, TGR 3, TIAI 8)		0%		0%		50.00%		50.00%		0%	2022	2022
	-	0	-	0	-	1	-	1	-	0	N=0	N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
3. monitor and adjust the classroom	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=0
environment to enhance social		0%		0%		50.00%		50.00%		0%	2022	2022
relationships, individual motivation, and student learning outcomes.	-	0	-	0	-	1	-	1	-	0	N=0	N=2
(CAEP 1.1, InTASC 3, TGR 5, TIAI 20)											2021	2021
	-	-	-	-	-	-	-	-	-	-	N=0	N=0
4. use a variety of strategies to effectively	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=0
manage student behavior to create and		0%		0%		50.00%		50.00%		0%	2022	2022
maintain a classroom climate of fairness, safety, respect, and support for all students.	-	0	-	0	-	1	-	1	-	0	N=0	N=2
(CAEP 1.1, InTASC 3, TGR 7, TIAI 23)	_	_	_	-	_	_	_	_	-	_	2021	2021
											N=0	N=0
			Со	ntent								
	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
5. demonstrate in-depth knowledge of content for the subjects taught. (CAEP 1.1,	_	0%		0%		50.00%		50.00%	_	0%	2022	2022
InTASC 4, TGR 4, TIAI 14)	-	0		0	_	1	-	1	-	0	N=0	N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0



				-							1	1
	-	-	_	-	_	-	_	-	-	-	2023	2023
											N=0	N=1
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1,	-	0%	-	0%	-	50.00%	-	50.00%	-	0%	2022	2022
InTASC 4, TGR 4, TIAI 3)		0		0		1		1		0	N=0	N=2
	_	_	_	_	_	_	_	_	-	_	2021	2021
	-	_			_	-	_		_	_	N=0	N=0
											2023	2023
7. use higher-order questioning to engage	-	-	-	-	-	-	-	-	-	-	N=0	N=1
students in analytical, creative, and critical thinking, providing opportunities for		0%		0%		50.00%		50.00%		0%	2022	2022
students to apply these skills in problem	-	0	-	0	-	1	-	1	-	0	N=0	N=2
solving and critical thinking activities. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17)											2021	2021
(CAEP 1.1, IIIIASC 5, TGR 4, HAI 17)	-	-	-	-	-	-	-	-	-	-	N=0	N=0
		Instru	uctior	nal Prac	ctices	;						
											2023	2023
	-	-	-	-	-	-	-	-	-	-	N=0	N=1
8. select developmentally appropriate, performance-based objectives that connect		0%		0%		50.00%		50.00%		0%	2022	2022
core content knowledge for lessons based	-		-		-		-		-		-	
on State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)		0		0		1		1		0	N=0	N=2
	-	-	-	-	-	-	-	-	-	-	2021	2021
											N=0	N=0
	-	-	-	-	-	-	-	-	-	-	2023	2023
9. plan lessons based on rigorous standards and best practices in the use of innovative											N=0	N=1
and interesting methodologies, a variety of	-	0%	-	0%	-	50.00%	-	50.00%	-	0%	2022	2022
relevant teaching materials and current technology.		0		0		1		1		0	N=0	N=2
(CAEP 1.1, INTASC 8, TGR 2, TIAI 4)	-	_	-	-	-	_	-	_	-	-	2021	2021
											N=0	N=0
10. use a variety of appropriate teaching											2023	2023
strategies e.g., cooperative learning,	-	-	_	-	-	-	-	-	-	-	N=0	N=1
discovery learning, demonstration,		0%		0%		50.00%		50.00%		0%	2022	2022
discussion, inquiry, interactive learning, simulation, etc. to enhance student learning	-	0	-	0	-	1	-	1	-	0	N=0	N=2
outcomes.											2021	2021
(CAEP 1.1, InTASC 8, TGR 4, TIAI 15)	-	-	-	-	-	-	-	-	-	-	N=0	N=0
											2023	2023
11 use available technology to design	-	-	-	-	-	-	-	-	-	-	N=0	N=1
11. use available technology to design, implement, and assess learning experiences		00/		00/		E0 000/		50.00%		00/		
to engage students, improve learning, and	-	0%	-	0%	-	50.00%	-		-	0%	2022	2022
enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)		0		0		1		1		0	N=0	N=2
	-	-	-	-	-	-	-	-	-	-	2021	2021
											N=0	N=0
12. elicit student input during lessons and allow sufficient wait time for students to	-	-	-	-	-	-	-	-	-	-	2023	2023
expand and support their responses, making											N=0	N=1
adjustments to lessons according to student	-	0%	-	0%	-	50.00%	-	50.00%	-	0%	2022	2022



input, cues, and individual/group responses.		0		0		1		1		0	N=0	N=2
(CAEP 1.1, InTASC 8, TGR 4, TIAI 18)											2021	2021
	-	-	-	-	-	-	-	-	-	-	N=0	N=0
											2023	2023
13. incorporate a variety of informal and	-	-	-	-	-	-	-	-	-	-	N=0	N=1
formal assessments ex. – pre/post assessments, quizzes, unit tests, checklists,		0%		0%		0%		50.00%		50.00%	2022	2022
rating scales, rubrics, remediation and enrichment activities to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs.	-	0	-	0	-	0	-	1	-	1	N=0	N=2
(CAEP 1.1, InTASC 6, TGR 3, TIAI 5)			_						_		2021	2021
	-	-	-	-	-	-	-	-	-	-	N=0	N=0
	_	_	_	-		-		_	_	-	2023	2023
14. prepare appropriate assessments e.g., pre/post assessments, quizzes, unit tests,											N=0	N=1
rubrics, and/or checklists based on core		0%	_	0%	-	0%	-	50.00%	_	50.00%	2022	2022
content knowledge to effectively evaluate learner progress. (CAEP 1.2, InTASC 6, TGR		0		0		0		1		1	N=0	N=2
3, TIAI 7)	-	-	-	-	-	-	-	-	-	-	2021	2021
											N=0	N=0
	-	-	-	-	-	-	-	-	-	-	2023	2023
15. provide an inclusion classroom setting											N=0	N=1
that addresses the full spectrum of student	-	0%	-	0%	-	50.00%	-	50.00%	-	0%	2022	2022
needs severe learning disabilities to gifted. (CAEP 1.1, InTASC 3, TGR 5, TIAI 13)		0		0		1		1		0	N=0	N=2
	-	-	-	-	-	-	-	-	-	-	2021	2021
											N=0	N=0
	1	Profess	ional	Respo	nsibil	ity			I	[
16. establish opportunities for communication with parents and/or guardians, professional colleagues, and	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
community members newsletters, positive		0%		0%		50.00%		50.00%		0%	2022	2022
notes, extracurricular activities, professional development opportunities, conferences,	-	0	-	0	-	1	-	1	-	0	N=0	N=2
etc. to enhance resources, learning, and the											2021	2021
learning environment. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)	-	-	-	-	-	-	-	-	-	-	N=0	N=0
											2023	2023
17. demonstrate a spirit of inquiry and	-	-	-	-	-	-	-	-	-	-	N=0	N=1
appreciation for research that promotes		0%		0%		50.00%		50.00%		0%	2022	2022
continuous improvement in my abilities to increase student learning outcomes. (CAEP	-	0	-	0	-	1	-	1	-	0	N=0	N=2
1.1, InTASC 9, TGR 8)											2021	2021
	-	-	-	-	-	-	-	-	-	-	N=0	N=0
18. recognize the importance of the											2023	2023
Mississippi ducator Code of Ethical Conduct,	-	-	-	-	-	-	-	-	-	-	N=0	N=1
professional dispositions, and my influence as an adult role model for students. (CAEP		0%		0%		0%		100%		0%	2022	2022
1.1, InTASC 9, TGR 8)	-	0	-	0	-	0	-	2	-	0	N=0	N=2



										2021	2021
-	-	-	-	-	-	-	-	-	-	N=0	N=0



	Stat	ewide Initial	Prog	ram Er	nplo	yer Survey	,					
	-	1 Year and 3	Year	s Post (Grad	uation						
		Master	of Ar	ts in Te	achi	ng						
Survey Questions	Strong	gly Disagree	Dis	agree		Agree	Str	ongly Agree	Not A	Applicable	Surve	y Year
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:												
		The Lea	rner	and Le	arnin	g						
1. use knowledge of student backgrounds,		0%	_	0%		0%		100%		0%	2023	2023
interests, experiences, and prior knowledge e.g., multicultural perspectives, pretests,	_	0		0		0		2		0	N=0	N=2
interest inventories, surveys, and KWLs to	_	0%	_	0%	_	100%	_	0%		0%	2022	2022
make instruction relevant and meaningful to diverse learners and positively impact K-12		0		0		1		0		0	N=0	N=1
student learning.	-	0%	-	0%	_	20.00%	_	80.00%		0%	2021	2021
(CAEP 1.1, InTASC 2, TGR 2, TIAI 2)		0		0		1		4		0	N=0	N=5
2. analyze multiple sources of growth data		0%	_	0%		0%		100%		0%	2023	2023
e.g., pre/post assessments, surveys, inventories, remediation and enrichment		0		0		0		2		0	N=0	N=2
activities to provide differentiated learning	_	0%	_	0%	_	100%	_	0%		0%	2022	2022
experiences to accommodate developmental and individual needs of diverse learners and		0		0		1		0		0	N=0	N=1
positively impact K-12 student learning.		0%	-	0%	_	40.00%		60.00%		0%	2021	2021
(CAEP 1.1, InTASC 6, TGR 3, TIAI 8)	_	0		0	_	2		3		0	N=0	N=5
		0%	-	0%		0%		100%		0%	2023	2023
3. monitor and adjust the classroom		0		0	_	0		2		0	N=0	N=2
environment to enhance social relationships,		0%		0%		100%		0%		0%	2022	2022
individual motivation, and student learning outcomes.	-	0	-	0	-	1	-	0	-	0	N=0	N=1
(CAEP 1.1, InTASC 3, TGR 5, TIAI 20)		0%				20.00%		80.00%		0%	2021	2021
		0	-	0		1	-	4		0	N=0	N=5
		0%		0%		0%		100%		0%	2023	2023
	-	0	-	0	-	0	-	2	-	0	N=0	N=2
 use a variety of strategies to effectively manage student behavior to create and 		0%		0%		100%		0%		0%	2022	2022
maintain a classroom climate of fairness,	-	0	-	0	-	1	-	0	-	0	N=0	N=1
safety, respect, and support for all students. (CAEP 1.1, InTASC 3, TGR 7, TIAI 23)		0%		0%		20.00%		80.00%		0%	2021	2021
	-	0	-	0	-	1	-	4	-	0	N=0	N=5
			Con	tent		-		-		Ű,		
		0%		0%		0%		100%		0%	2023	2023
	-	0%	-	0%	-	0%	-	2	-	0%	2023 N=0	2025 N=2
5. demonstrate in-depth knowledge of		0%		0%								2022
content for the subjects taught. (CAEP 1.1,	-		-	0%	-	0%		100%	-	0%	2022 N=0	
InTASC 4, TGR 4, TIAI 14)		0		-		0		1		0		N=1
	-	0%	-	0%	-	20.00%	-	80.00%	-	0%	2021	2021
		0		0		1		4		0	N=0	N=5
	-	0%	-	0%	-	0%	-	100%	-	0%	2023	2023
		0		0		0		2		0	N=0	N=2



	1	0%		0%		100%		0%		0%	2022	2022
6. integrate core content knowledge from	-	0%	-	0%	-	100%	-	0%	-	0%	N=0	2022 N=1
other subject areas in lessons. (CAEP 1.1,		0%		0%		40.00%		60.00%		0%	2021	2021
InTASC 4, TGR 4, TIAI 3)	-	0	-	0/0		-0.0070	-	3	-	0	N=0	N=5
		0%		0%		0%		100%		0%	2023	2023
7. use higher-order questioning to engage	-	0	-	0	-	0	-	2	-	0	N=0	N=2
students in analytical, creative, and critical		0%		0%		100%		0%		0%	2022	2022
thinking, providing opportunities for students to apply these skills in problem	-	0	-	0/0	-	10070	-	0	-	0	N=0	N=1
solving and critical thinking activities.		0%		0%		20.00%		80.00%		0%	2021	2021
(CAEP 1.1, InTASC 5, TGR 4, TIAI 17)	-	0	-	0	-	1	-	4	-	0	N=0	N=5
			ction	al Pract	tices	-		•				11 3
		0%		0%		0%		100%		0%	2023	2023
9. salast davelonmentally appropriate	-	0	-	0	-	0	-	2	-	0	N=0	N=2
8. select developmentally appropriate, performance-based objectives that connect		0%		0%		100%		0%		0%	2022	2022
core content knowledge for lessons based on	-	0	-	0	-	1	-	0	-	0	N=0	N=1
State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)		0%		0%		20.00%		80.00%		0%	2021	2021
	-	0	-	0	-	1	-	4	-	0	N=0	N=5
		0%		0%		- 0%		100%		0%	2023	2023
9. plan lessons based on rigorous standards	-	0	-	0	-	0	-	2	-	0	N=0	N=2
and best practices in the use of innovative		0%		0%		100%		0%		0%	2022	2022
and interesting methodologies, a variety of relevant teaching materials and current	-	0	-	0	-	1	-	0	-	0	N=0	N=1
technology.		0%		0%		20.00%		80.00%		0%	2021	2021
(CAEP 1.1, InTASC 8, TGR 2, TIAI 4)	-	0	-	0	-	1	-	4	-	0	N=0	N=5
		0%		0%		0%		100%		0%	2023	2023
10. use a variety of appropriate teaching strategies e.g., cooperative learning,	-	0	-	0	-	0	-	2	-	0	N=0	N=2
discovery learning, demonstration,		0%		0%		100%		0%		0%	2022	2022
discussion, inquiry, interactive learning, simulation, etc. to enhance student learning	-	0	-	0	-	1	-	0	-	0	N=0	N=1
outcomes.		0%		0%		20.00%		80.00%		0%	2021	2021
(CAEP 1.1, InTASC 8, TGR 4, TIAI 15)	-	0	-	0	-	1	-	4	-	0	N=0	N=5
		0%		0%		0%		100%		0%	2023	2023
11. use available technology to design,	-	0	-	0	-	0	-	2	-	0	N=0	N=2
implement, and assess learning experiences		0%		0%		100%		0%		0%	2022	2022
to engage students, improve learning, and enrich professional practice.	-	0	-	0	-	1	-	0	-	0	N=0	N=1
(CAEP 1.5, InTASC 7, TGR 6, TIAI 6)		0%		0%		20.00%		80.00%		0%	2021	2021
	-	0	-	0	-	1	-	4	-	0	N=0	N=5
12. elicit student input during lessons and		0%		0%		0%		100%		0%	2023	2023
allow sufficient wait time for students to	-	0	-	0	-	0	-	2	-	0	N=0	N=2
expand and support their responses, making adjustments to lessons according to student		0%		0%		100%		0%		0%	2022	2022
input, cues, and individual/group responses.	-	0	-	0	-	1	-	0	-	0	N=0	N=1
(CAEP 1.1, InTASC 8, TGR 4, TIAI 18)		0%		0%		20.00%	_	80.00%	_	0%	2021	2021



		0		0		1		4		0	N=0	N=5
13. incorporate a variety of informal and		0%		0%		0%		100%		0%	2023	2023
formal assessments ex. – pre/post	-	0	-	0	-	0	-	2	-	0	N=0	N=2
assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and		0%		0%		100%		0%		0%	2022	2022
enrichment activities to differentiate	-	0	-	0	-	1	-	0	-	0	N=0	N=1
learning experiences that accommodate individual differences in developmental		_										
and/or educational needs.	-	0%	-	0%	-	20.00%	-	80.00%	-	0%	2021	2021
(CAEP 1.1, InTASC 6, TGR 3, TIAI 5)		0		0		1		4		0	N=0	N=5
	_	0%	_	0%	_	0%	_	100%	_	0%	2023	2023
14. prepare appropriate assessments e.g.,		0		0		0		2		0	N=0	N=2
pre/post assessments, quizzes, unit tests, rubrics, and/or checklists based on core		0%		0%		100%		0%		0%	2022	2022
content knowledge to effectively evaluate	-	0	-	0	-	1	-	0	-	0	N=0	N=1
learner progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)		0%		0%		20.00%		80.00%		0%	2021	2021
	-	0	-	0	-	1	-	4	-	0	N=0	N=5
		0%		0%		0%		100%		0%	2023	2023
	-	0	-	0	-	0	-	2	-	0	N=0	N=2
15. provide an inclusion classroom setting		0%		0%		100%		0%		0%	2022	2022
that addresses the full spectrum of student needs severe learning disabilities to gifted.	-		-		-		-		-			
(CAEP 1.1, InTASC 3, TGR 5, TIAI 13)		0		0		1		0		0	N=0	N=1
	-	0%	-	0%	-	40.00%	-	60.00%	-	0%	2021	2021
		0		0		2		3		0	N=0	N=5
	T	Professio	onal	Respon	sibili	ty	r.				T	
16. establish opportunities for		0%		0%		0%		100%		0%	2023	2023
communication with parents and/or guardians, professional colleagues, and	-	0	-	0	-	0	-	2	-	0	N=0	N=2
community members newsletters, positive		0%		0%		100%		0%		0%	2022	2022
notes, extracurricular activities, professional development opportunities, conferences,	-	0	-	0	-	1	-	0	-	0	N=0	N=1
etc. to enhance resources, learning, and the		0%		0%		20.00%		80.00%		0%	2021	2021
learning environment. (CAEP 1.1, InTASC 10,	-	0	-	0	-	1	-	4	-	0	N=0	N=5
TGR 9, TIAI 25)		_		_						-	-	
	-	0%	-	0%	-	0%	-	100%	-	0%	2023	2023
17. demonstrate a spirit of inquiry and		0		0		0		2		0	N=0	N=2
appreciation for research that promotes continuous improvement in my abilities to	-	0%	-	0%	-	100%	-	0%	-	0%	2022	2022
increase student learning outcomes. (CAEP		0		0		1		0		0	N=0	N=1
1.1, InTASC 9, TGR 8)		0%		0%		20.00%		80.00%		0%	2021	2021
	-	0		0	-	1		4	_	0	N=0	N=5
		0%		0%		0%		100%		0%	2023	2023
18. recognize the importance of the	-	0	-	0	-	0	-	2	-	0	N=0	N=2
Mississippi ducator Code of Ethical Conduct,		0%		0%		100%		0%		0%	2022	2022
professional dispositions, and my influence	-	0	-	0	-	1	-	0	-	0	N=0	N=1
as an adult role model for students. (CAEP 1.1, InTASC 9, TGR 8)		0%		0%		20.00%		80.00%		0%	2021	2021
, , , , , , , , , , , , , , , , , , , ,	-	0%	-	0%	-	20.00%	-	80.00% 4	-	0%	2021 N=0	N=5