

Graduate Survey Report

Graduates of an Educator Preparation Program in Mississippi - (All Year)

University of Southern Mississippi

Principal Submissions:	65
Number of Principal submissions by Program:	Biology Licensure => 8 Dance Education => 1 Elementary Education => 37 Elementary Education/Special Education Dual => 1 History (Social Studies Licensure) => 3 Mathematics Licensure => 2 Music Education (Choral) => 2 Music Education (Instrumental) => 4 Physical Education => 1 Secondary Education (Alternative Route) => 1 Special Education => 5
Area(s) of Endorsement Submitted by Principals:	Unknown => 11 192 Social Studies => 14 174 Reading => 18 188 General Science => 8 165 Music Education Instrumental => 2 901 or 905 Math 7-8 => 2 120 Elementary Ed (K-6) => 17 221 Special Ed (Mild/Mod K-12) => 3 171 Psychology (7-12) => 1 181 Biology Education => 3 119 English => 11 221 Mild/Moderate Disability (K-12) => 3 144 Physical Education => 2 902 Language Arts 7-8 => 1 117 Elementary Education (4-6) and 152 Elementary Education (K-4) => 3 154 Mathematics => 4 903 Social Studies 7-8 => 2 166 Music Education Vocal => 2 121 Dance => 1 174 Reading (K-12) => 1 117 Elementary Education (4-6) => 1 440 Library/Media => 1
Masters Enrollment submitted by Principals:	Yes => 5 No => 59 Unknown => 1
Current Teaching Assignments by Principals:	Grades K-3 => 30 Language Arts/Spelling/Writing => 20 Pre-K => 1 Grades 4-6 => 17 Music => 6 Social Studies/History/Geography/ Government/Economics => 21 Science => 20 Reading/Remedial Reading/Literacy => 24 Mathematics => 27 Grades 10-12 => 9 Grades 7-9 => 15 Special Education => 8 English => 12 Grades K-12 => 2 Inclusion => 2 Compensatory Mathematics => 1 Arts => 2 Technology/Keyboarding/Programming => 1 Intervention Strategies => 2 Functional Academics => 1 Health => 3 Dance => 1 Physical Education => 1

Survey Results for Principals:

The Learner and Learning

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
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 (0%)	1 (1.54%)	1 (1.54%)	22 (33.85%)	41 (63.08%)
analyze multiple sources of growth data (e.g., pre/post assessments, surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP R1.1, InTASC 6, TGR 3, TIAI 8)	0 (0%)	1 (1.54%)	2 (3.08%)	28 (43.08%)	34 (52.31%)
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 (0%)	1 (1.54%)	1 (1.54%)	24 (36.92%)	39 (60%)
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 (0%)	1 (1.54%)	3 (4.62%)	24 (36.92%)	37 (56.92%)

Content

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.1, InTASC 4, TGR 4, TIAI 14)	0 (0%)	1 (1.54%)	2 (3.08%)	31 (47.69%)	31 (47.69%)
integrate core content knowledge from other subject areas in lessons. (CAEP R1.1, InTASC 4, TGR 4, TIAI 3)	2 (3.08%)	1 (1.54%)	3 (4.62%)	27 (41.54%)	32 (49.23%)
use higher-order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for students to apply these skills in problem solving and critical thinking activities. (CAEP R1.1, InTASC 5, TGR 4, TIAI 17)	0 (0%)	1 (1.54%)	5 (7.69%)	31 (47.69%)	28 (43.08%)

Instructional Practices

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP R1.1, InTASC 7, TGR 1, TIAI 1)	0 (0%)	1 (1.54%)	3 (4.62%)	26 (40%)	35 (53.85%)
plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching materials and current technology. (CAEP R1.1, InTASC 8, TGR 2, TIAI 4)	0 (0%)	1 (1.54%)	4 (6.15%)	25 (38.46%)	35 (53.85%)
use a variety of appropriate teaching strategies (e.g., cooperative learning,	0 (0%)	1 (1.54%)	4 (6.15%)	26 (40%)	34 (52.31%)

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
discovery learning, demonstration, discussion, inquiry, interactive learning, simulation, etc.) to enhance student learning outcomes. (CAEP R1.1, InTASC 8, TGR 4, TIAI 15)					
use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)	0 (0%)	1 (1.54%)	0 (0%)	31 (47.69%)	33 (50.77%)
elicit student input during lessons and allow sufficient wait time for students to expand and support their responses, making adjustments to lessons according to student input, cues, and individual/group responses. (CAEP R1.1, InTASC 8, TGR 4, TIAI 18)	0 (0%)	1 (1.54%)	3 (4.62%)	29 (44.62%)	32 (49.23%)
incorporate a variety of <u>informal and formal</u> assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs. (CAEP R1.1, InTASC 6, TGR 3, TIAI 5)	0 (0%)	1 (1.54%)	2 (3.08%)	30 (46.15%)	32 (49.23%)
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)	6 (9.23%)	1 (1.54%)	3 (4.62%)	24 (36.92%)	31 (47.69%)
provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP R1.1, InTASC 3, TGR 5, TIAI 13)	2 (3.08%)	1 (1.54%)	3 (4.62%)	23 (35.38%)	36 (55.38%)

Professional Responsibility

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
establish opportunities for communication with parents and/or guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.) to enhance resources, learning, and the learning environment. (CAEP R1.1, InTASC 10, TGR 9, TIAI 25)	0 (0%)	1 (1.54%)	2 (3.08%)	25 (38.46%)	37 (56.92%)
demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP R1.1, InTASC 9, TGR 8)	0 (0%)	1 (1.54%)	4 (6.15%)	24 (36.92%)	36 (55.38%)
recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP R1.1, InTASC 9, TGR 8)	0 (0%)	1 (1.54%)	0 (0%)	17 (26.15%)	47 (72.31%)