

Graduate Survey Report

University of Southern Mississippi

Teacher Submissions: 140

Number of Teacher submissions by Program:

- Biology Licensure => 7
- Dance Education => 1
- Education of the Deaf => 1
- Elementary Education => 75
- Elementary Education/Special Education Dual => 5
- English Licensure => 8
- Foreign Language Licensure (Spanish) => 2
- History (Social Studies Licensure) => 5
- Mathematics Licensure => 5
- Music Education (Choral) => 9
- Music Education (Instrumental) => 5
- Physical Education => 3
- Physical Education/Sport Coaching Dual => 2
- Secondary Education (Alternative Route) => 1
- Special Education => 11

Area(s) of Endorsements Submitted by Teachers:

- 174 Reading => 49
- 119 English => 21
- 901 or 905 Math 7-8 => 10
- 192 Social Studies => 45
- 181 Biology Education => 5
- 154 Mathematics => 12
- 166 Music Education Vocal => 4
- No Endorsements => 29
- 188 General Science => 14
- 143 Health Education => 2
- 120 Elementary Ed (K-6) => 17
- 140 Spanish => 3
- 207 Gifted => 2
- 223 Mild/Moderate Disability (K-8) => 2
- 196 Speech Communications => 1
- 117 Elementary Education (4-6) and 152 Elementary Education (K-4) => 6
- 405 411 952 955 956 981 982 984 987 => 1
- 193 Economics => 1
- 111 Computer Applications => 1
- 105 Business => 1
- Reading => 1
- 182 Physical Science => 1
- 902 Language Arts 7-8 => 4
- 102 Art Education => 1
- 144 Physical Education => 2
- 221 Mild/Moderate Disability (K-12) => 4

185 Chemistry => 1
904 or 908 Science 7-8 => 3
117 Elementary Education (4-6) => 4
165 Music Education Instrumental => 2
on => 1
903 Social Studies 7-8 => 4
Psychology => 1
134 German => 1
221 Special Ed (Mild/Mod K-12) => 1
152 Elementary Education (K-4) => 2

Masters Enrollment => 1
submitted by Teachers:
Yes => 18
No => 121

Current Teaching
Assignments by
Teachers:
Grades 7-9 => 34
English => 38
Grades 10-12 => 22
Mathematics => 48
Grades K-3 => 60
Social Studies/History/Geography/
Government/Economics => 46
Science => 37
Reading/Remedial Reading/Literacy => 39
Language Arts/Spelling/Writing => 40
Music => 14
Grades 4-6 => 35
Health => 9
Inclusion => 10
Intervention Strategies => 3
Compensatory Reading => 1
Compensatory Mathematics => 1
Special Education => 10
Physical Education => 3
Technology/Keyboarding/Programming => 3
Arts => 9
Grades K-12 => 16
religion => 1
Learning Strategies => 2
Foreign Language/ESL => 3
Pre-K => 8
none => 1
on => 1
Developmentally Delayed => 1
Kindergarten => 1
Prek => 1
Functional Academics => 1
Preschool => 1

Survey Results for Teachers:

The Learner and Learning

<i>My Educator Preparation Program prepared me to:</i>	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 1.1, InTASC 2, TGR 2, TIAI 2)	4 (2.86%)	4 (2.86%)	64 (45.71%)	68 (48.57%)
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 1.1, InTASC 6, TGR 3, TIAI 8)	5 (3.57%)	13 (9.29%)	57 (40.71%)	64 (45.71%)
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)	5 (3.57%)	13 (9.29%)	54 (38.57%)	67 (47.86%)
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 1.1, InTASC 3, TGR 7, TIAI 23)	5 (3.57%)	16 (11.43%)	57 (40.71%)	62 (44.29%)

Content

<i>My Educator Preparation Program prepared me to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	2 (1.43%)	4 (2.86%)	59 (42.14%)	74 (52.86%)
integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	1 (0.71%)	9 (6.43%)	62 (44.29%)	67 (47.86%)
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)	1 (0.71%)	8 (5.71%)	58 (41.43%)	72 (51.43%)

Instructional Practices

<i>My Educator Preparation Program prepared me to:</i>	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 1.1, InTASC 7, TGR 1, TIAI 1)	3 (2.14%)	6 (4.29%)	62 (44.29%)	69 (49.29%)
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 1.1, InTASC 8, TGR 2, TIAI 4)	4 (2.86%)	7 (5%)	59 (42.14%)	70 (50%)
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)	1 (0.71%)	6 (4.29%)	53 (37.86%)	79 (56.43%)
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)	5 (3.57%)	14 (10%)	54 (38.57%)	67 (47.86%)
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 1.1, InTASC 8, TGR 4, TIAI 18)	1 (0.71%)	7 (5%)	66 (47.14%)	66 (47.14%)
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 1.1, InTASC 6, TGR 3, TIAI 5)	1 (0.71%)	5 (3.57%)	63 (45%)	71 (50.71%)
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)	4 (2.86%)	14 (10%)	56 (40%)	66 (47.14%)

<i>My Educator Preparation Program prepared me to:</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 3, TGR 5, TIAI 13)	10 (7.14%)	22 (15.71%)	58 (41.43%)	49 (35%)

Professional Responsibility

<i>My Educator Preparation Program prepared me to:</i>	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 1.1, InTASC 10, TGR 9, TIAI 25)	8 (5.71%)	21 (15%)	60 (42.86%)	51 (36.43%)
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)	5 (3.57%)	8 (5.71%)	65 (46.43%)	62 (44.29%)
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)	4 (2.86%)	1 (0.71%)	50 (35.71%)	84 (60%)