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

University of Southern Mississippi

Principal Submissions: 41

Number by Gender:
Female => 46
Male => 9

Number by Race:
Black or African American => 9
White => 46

Are they Non-White Hispanic:
No => 53
Yes => 2

Number of Principal submissions by Program:
Biology Licensure => 5
Elementary Education => 21
Elementary Education/Special Education Dual => 2
English Licensure => 1
Foreign Language Licensure (Spanish) => 1
History (Social Studies Licensure) => 2
Music Education (Instrumental) => 2
Physical Education => 1
Physical Education/Sport Coaching Dual => 1
Secondary Education (Alternative Route) => 2
Special Education => 3

Area(s) of Endorsement Submitted by Principals:
174 Reading => 9
117 Elementary Education (4-6) => 2
188 General Science => 4
185 Chemistry => 1
182 Physical Science => 1
181 Biology Education => 2
144 Physical Education => 3
192 Social Studies => 9
Unknown => 9
120 Elementary Ed (K-6) => 17
221 Special Ed (Mild/Mod K-12) => 2
221 Mild/Moderate Disability (K-12) => 1
165 Music Education Instrumental => 1
224 Mild/Moderate Disability (7-12) => 1
140 Spanish => 1
119 English => 3
117 Elementary Education (4-6) and 152 Elementary Education (K-4) => 1
901 or 905 Math 7-8 => 1
on => 1

Masters Enrollment submitted by Principals:

Yes => 4
No => 35
Unknown => 2

Current Teaching Assignments by Principals:

Grades 4-6 => 10
Language Arts/Spelling/Writing => 11
Grades 7-9 => 10
Science => 10
Physical Education => 4
Grades K-3 => 23
Special Education => 8
Pre-K => 2
Music => 2
Mathematics => 17
English => 8
Reading/Remedial Reading/Literacy => 17
Social Studies/History/Geography/
Government/Economics => 8
Inclusion => 1
Grades 10-12 => 1
Foreign Language/ESL => 1
Cyber Foundation => 1
Technology/Keyboarding/Programming => 1

Survey Results for Principals:

The Learner and Learning

The teacher was prepared to:	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 1.1, InTASC 2, TGR 2, TIAI 2)	0 (0%)	2 (4.88%)	2 (4.88%)	16 (39.02%)	21 (51.22%)
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	0 (0%)	2 (4.88%)	1 (2.44%)	17 (41.46%)	21 (51.22%)

The teacher was prepared to:	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)					
monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP 1.1, InTASC 3, TGR 5, TIAI 20)	0 (0%)	2 (4.88%)	3 (7.32%)	18 (43.9%)	18 (43.9%)
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)	0 (0%)	2 (4.88%)	2 (4.88%)	15 (36.59%)	22 (53.66%)

Content

The teacher was prepared to:	Not Applicable	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)	0 (0%)	2 (4.88%)	1 (2.44%)	22 (53.66%)	16 (39.02%)
integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	0 (0%)	2 (4.88%)	1 (2.44%)	23 (56.1%)	15 (36.59%)
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 (0%)	2 (4.88%)	2 (4.88%)	22 (53.66%)	15 (36.59%)

Instructional Practices

The teacher was prepared to:	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 1.1, InTASC 7, TGR 1, TIAI 1)	0 (0%)	2 (4.88%)	1 (2.44%)	20 (48.78%)	18 (43.9%)
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 1.1, InTASC 8, TGR 2, TIAI 4)	0 (0%)	2 (4.88%)	1 (2.44%)	24 (58.54%)	14 (34.15%)
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)	0 (0%)	2 (4.88%)	1 (2.44%)	23 (56.1%)	15 (36.59%)
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%)	2 (4.88%)	1 (2.44%)	19 (46.34%)	19 (46.34%)
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)	0 (0%)	2 (4.88%)	1 (2.44%)	20 (48.78%)	18 (43.9%)

The teacher was prepared to:	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
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)	0 (0%)	2 (4.88%)	1 (2.44%)	22 (53.66%)	16 (39.02%)
prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)	0 (0%)	2 (4.88%)	2 (4.88%)	20 (48.78%)	17 (41.46%)
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)	0 (0%)	2 (4.88%)	3 (7.32%)	19 (46.34%)	17 (41.46%)

Professional Responsibility

The teacher was prepared to:	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	0 (0%)	2 (4.88%)	2 (4.88%)	16 (39.02%)	21 (51.22%)

The teacher was prepared to:	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
environment. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)					
demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP 1.1, InTASC 9, TGR 8)	0 (0%)	2 (4.88%)	2 (4.88%)	18 (43.9%)	19 (46.34%)
recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP 1.1, InTASC 9, TGR 8)	0 (0%)	2 (4.88%)	2 (4.88%)	15 (36.59%)	22 (53.66%)

The teacher was prepared to:	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree