



## **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.

### Data analysis of the 2022 survey results:

The employer who participated in the survey agreed that the Elementary Education program completer was prepared in four domains, The Learner and Learning, Content, Instructional Practice, and Professional Responsibility.

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

Of the 15 public and private higher education institutions in the state of Mississippi, fourteen submitted data to establish external benchmarks for a statewide EPP Impact Report. The participating EPPs are noted on the map below.



- Alcorn State University
- Belhaven University
- Blue Mountain Christian University
- Delta State University
- Jackson State University
- Mississippi College
- Mississippi State University
- Mississippi University for Women
- Mississippi Valley State University
- Teach Mississippi Institute
- Rust College
- The University of Mississippi
- The University of Southern Mississippi
- William Carey University

Fourteen institutions of higher learning that comprise the Mississippi Education Preparation Providers (EPP) requested that the Statewide Longitudinal Data System (SLDS) provide information required for national accreditation through CAEP. These 14 institutions are Alcorn State University, Belhaven University, Blue Mountain Christian University, Delta State University, Jackson State University, Mississippi College, Mississippi State University, Mississippi University for Women, Mississippi Valley State University, Teach Mississippi Institute (TMI), Rust College, The University of Mississippi, The University of Southern Mississippi, and William Carey University.

Each of the 14 institutions provided the SLDS Clearinghouse with supplemental data containing information on teacher education program completers, including certification track (traditional vs. alternate route), licensure exam results, Teacher Intern Assessment Instrument (TIAI) and Disposition scores, as well as admission information. The data were used in conjunction with de-identified data already in the SLDS Clearinghouse to produce reports to assist with CAEP annual reporting measures.

A cohort design was used where individuals graduating from each of the EPPs in a given academic year were followed over time to identify their subsequent performance outcomes. Reports containing the results were produced for each participating EPP as well as a statewide report which is contained in this Mississippi Impact Report Card. The statewide Educator Preparation Provider Collaborative Committee (EPPCC) designated a subcommittee to develop the format and methodology of the Mississippi Impact Report Card led by Dr. Mitzy Johnson and Mrs. Jenny Hartness from Mississippi State University, Dr. Ann Monroe from University of Mississippi, and Dr. Yanbing Tang and Mr. Leslie Charlton from the National Strategic Planning and Analysis Research Center (NSPARC).

## State of Mississippi Education Preparation Provider (EPP)



The Mississippi Impact Report Card for Teacher Education Programs (Initial Undergraduate and Alternate Route) was developed to comply with the Council for the Accreditation of Educator Preparation (CAEP) Standard 4 (Program Impact). Fourteen public and private higher education institutions submitted data to establish external benchmarks for Statewide EPP.

**Item 2. Indicators of Teaching Effectiveness -- Mississippi Valley State University**

Data not available from Mississippi Department of Education Professional Growth System (ELMS) for this reporting period. Institution EPPs reporting separately and not included in this IMPACT REPORT CARD.

**Item 3a. Satisfaction of Employers -- Traditional and Alternate Routes -- Mississippi Valley State University**

Survey Year	Survey Areas	Statewide EPP Total <sup>1</sup>						Institution EPP Total					
		Number of Respondents	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)	Number of Respondents	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
2020 Survey Results <sup>2</sup>	Section 1: The Learner and Learning	280	0.98	8.57	41.96	47.77	0.71	2	0.00	0.00	37.50	62.50	0.00
	Section 2: Content	280	0.95	5.83	48.10	44.40	0.71	2	0.00	0.00	33.33	66.67	0.00
	Section 3: Instructional Practices	280	0.76	5.45	47.72	44.64	1.43	2	0.00	6.25	43.75	50.00	0.00
	Section 4: Professional Responsibility	280	0.60	3.81	40.60	53.93	1.07	2	0.00	0.00	50.00	50.00	0.00
2021 Survey Results <sup>3</sup>	Section 1: The Learner and Learning	272	1.10	4.96	48.81	43.38	1.75	6	0.00	4.17	54.17	41.67	0.00
	Section 2: Content	272	0.49	4.53	50.49	42.03	2.45	6	0.00	16.67	50.00	33.33	0.00
	Section 3: Instructional Practices	272	0.41	4.83	50.64	42.10	2.02	6	0.00	2.08	68.75	29.17	0.00
	Section 4: Professional Responsibility	272	0.49	3.92	42.65	50.74	2.21	6	0.00	5.56	61.11	33.33	0.00
2022 Survey Results <sup>4</sup>	Section 1: The Learner and Learning	250	3.60	7.40	46.50	41.00	1.50	1	0.00	0.00	100.00	0.00	0.00
	Section 2: Content	250	1.60	8.27	49.47	39.07	1.60	1	0.00	0.00	100.00	0.00	0.00
	Section 3: Instructional Practices	250	1.65	6.35	52.55	37.15	2.30	1	0.00	0.00	100.00	0.00	0.00
	Section 4: Professional Responsibility	250	2.27	5.60	49.87	41.07	1.20	1	0.00	0.00	100.00	0.00	0.00

<sup>1</sup>Eleven EPPs participated in the survey.

<sup>2</sup>This consists of the 2018-2019 program completers and the 2016-2017 program completers.

<sup>3</sup>This consists of the 2019-2020 program completers and the 2017-2018 program completers.

<sup>4</sup>This consists of the 2020-2021 program completers and the 2018-2019 program completers.

# Graduate Survey Report

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

Mississippi Valley State University

**Principal Submissions:** 1

**Number by Gender:** => 15

**Number by Race:** => 15

**Are they Non-White Hispanic:** => 15

**Number of Principal submissions by Program:** Elementary Education and Teaching => 1

**Area(s) of Endorsement Submitted by Principals:** 120 Elementary Ed (K-6) => 1

**Masters Enrollment submitted by Principals:** No => 1

**Current Teaching Assignments by Principals:** Grades 4-6 => 1  
Science => 1  
Mathematics => 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	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
learning. (CAEP 1.1, InTASC 2, TGR 2, TIAI 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 1.1, InTASC 6, TGR 3, TIAI 8)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>

## 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 1.1, InTASC 4, TGR 4, TIAI 14)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>

### 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 1.1, InTASC 7, TGR 1, TIAI 1)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>

<i>The teacher was prepared to:</i>	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)					
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>

**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 1.1, InTASC 10, TGR 9, TIAI 25)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>
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)	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>