

## **Graduate Survey Report for 3 years out completers MAT 2016 Completers**

**Purpose:** The purpose of the Graduate Survey in Mississippi is to evaluate the satisfaction level of the employers of Mississippi State University College of Education's (COE) initial teacher education completers in the workforce as well as the preparedness (knowledge, skills, and dispositions) of these completers' assigned responsibilities in working with P-12 students. This survey serves as a component of the Teacher Education Department overall plan to assess institutional effectiveness and compliance for the Council for the Accreditation of Educator Preparation (CAEP) Standard 4 (4.3-Satisfaction of Employers). The Data was collected from MAT candidates who were admitted during the Fall and Spring of 2017-18.

**Methodology:** In 2016, a statewide web survey "Graduate Survey" was developed by the Mississippi Association of Colleges for Teacher Education (MACTE) members. MACTE is a statewide organization and its members include the departments and schools of Mississippi's regionally accredited colleges and universities engaged in the preparation of professional school personnel. As a consortium of teacher education schools, MACTE is vitally interested in the support and enhancement of all aspects of education in Mississippi. Its members work cooperatively within the organization, as well as with the Mississippi Department of Education and other statewide education groups.

Dr. Richard Mohn, Associate Professor of Educational Research at the University of Southern Mississippi, provided reliability and validity evidence of the survey. Cronbach's alpha was used to measure the reliability and provide evidence that the items were related to each other. Cronbach's alpha values above .70 are considered to show adequate internal consistency. Within this survey, Cronbach's alpha for each factor, showed all alphas above .86, indicating high reliability. A confirmatory factor analysis (CFA) was conducted to assess validity. CFA uses fit statistics to determine how good the match is between the proposed model and actual data. The three fit statistics used were the CFI, TLI, and RMSEA. For the CFI and TLI, values above .90 are considered adequate and above .95 good. For the RMSEA, values below .05 are considered good, below .08 adequate, and above .10 not adequate. For the principals, the CFI was .96, the TLI was .94, and the RMSEA was .082 (90% CI, .075 - .089). CFA also produces factor loadings, which are in essence the correlation of the item to its factor. Loadings above .60 are considered strong. For the principals, all showed at or above .80 indicating very strong loading. The chi-square difference test was used where the chi-square value of the alternative model is compared to the proposed model. The four factor model fit significantly better than the one factor model.

**Survey Results for Teachers:**

- Teacher Submissions: 2
- Number of Teacher submissions by Program:  
Elementary Education and Teaching => 2
- Area(s) of Endorsements Submitted by Teachers:  
117 Elementary Education (4-6) => 1  
192 Social Studies => 1  
181 Biology Education => 1  
119 English => 1
- Masters Enrollment submitted by Teachers:  
No => 2
- Current Teaching Assignments by Teachers:  
Grades 7-9 => 1  
Science => 2  
Grades K-3 => 1  
Mathematics => 1  
Health => 1

<b>The teacher was prepared to be able to:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. 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.	<b>0(0%)</b>	<b>0(0%)</b>	<b>0(0%)</b>	<b>2(100%)</b>
2. Analyze multiple sources of growth data (e.g., pre/post assessments, Surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>

accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning.				
3. Monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes.	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>
4. 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.	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>
5. Demonstrate in-depth knowledge of content for the subject(s) taught.	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>
6. Integrate core content knowledge from other subject areas in lessons.	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>
7. 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.	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>
8. Select developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on State and national Standards.	<b>0(0%)</b>	<b>0(0%)</b>	<b>0(0%)</b>	<b>2(100%)</b>
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.	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>
10. 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.	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>
11. 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>2(100%)</b>

professional practices.				
12. 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.	<b>0(0%)</b>	<b>0(0%)</b>	<b>1(50%)</b>	<b>1(50%)</b>
13. Incorporate a variety of informal and formal assessments (ex.-pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs.	<b>0(0%)</b>	<b>0(0%)</b>	<b>0(0%)</b>	<b>2(100%)</b>
14. Prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit test, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.	<b>0(0%)</b>	<b>0(0%)</b>	<b>0(0%)</b>	<b>2(100%)</b>
15. Provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted).	<b>0(0%)</b>	<b>0(0%)</b>	<b>0(0%)</b>	<b>2(100%)</b>
16. 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.	<b>0(0%)</b>	<b>1(50%)</b>	<b>0(0%)</b>	<b>1(50%)</b>
17. Demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes.	<b>0(0%)</b>	<b>0(0%)</b>	<b>0(0%)</b>	<b>2(100%)</b>
18. Recognize the importance of the Mississippi Educator Code of Ethical conduct, professional	<b>0(0%)</b>	<b>0(0%)</b>	<b>0(0%)</b>	<b>2(100%)</b>

dispositions, and my influence as an adult role model for students.				
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**Findings and Interpretation:**

Overall Survey Results: The survey had 18 statements grouped in four different topics:

The Survey items are aligned with the INTASC standards-

- 1) The Learner and Learning - Statements 1-4
- 2) Content - Statements 5-7
- 3) Instructional Practices - Statements 8-15
- 4) Professional Responsibility - Statements 16-18 each statement had the response set of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4).

The Graduate survey was sent to Mississippi Valley State University 2016 completers. The data from the 18 item survey revealed that the two (2) candidates agreed or strongly agreed on almost all items of the survey. Although the EPP has less than 10 responses making data mean and standard deviation difficult to assume, item six (16), “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.” was identified by a candidate as disagree. The EPP will insure that content integration is firmly incorporated in its methods courses for all content areas. 8 out of 18 items (.44%) was “strongly agree” by both candidates. The items that both candidates strongly agreed on were items: 1,3,4,5,10,12,17 and 18. The EPP will use items from the survey as a check point to make sure items listed are thoroughly being addressed in methods courses.