



Statewide Initial Program Employers' Survey 1 Year and 3 Years Post Graduation Elementary Education										
Survey Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Survey Year	
Years Post Graduation	1	3	1	3	1	3	1	3	1	3
The Teacher was prepared to:										
<i>The Learner and Learning</i>										
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. (CAEP 1.1, InTASC 2, TGR 2, TIAI 2)					N=2 50%	N=3 60%	N=2 50%	N=2 40%	2020	2020
									2019	2019
									2018	2018
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)					N=3 75%	N=4 80%	N=1 25%	N=1 20%	2020	2020
									2019	2019
									2018	2018
3. 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)					N=4 100%	N=4 80%		N=1 20%	2020	2020
									2019	2019
									2018	2018
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. (CAEP 1.1, InTASC 3, TGR 7, TIAI 23)					N=4 100%	N=2 40%		N=3 60%	2020	2020
									2019	2019
									2018	2018
5. demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)						N=4 80%	N=4 100%	N=1 20%	2020	2020
									2019	2019
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)				N=1 20%	N=2 50%	N=3 60%	N=2 50%	N=1 20%	2020	2020
									2019	2019
									2018	2018
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. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17)					N=3 75%	N=3 60%	N=1 25%	N=2 40%	2020	2020
									2019	2019
									2018	2018



Survey Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Survey Year	
	1	3	1	3	1	3	1	3	1	3
The Teacher was prepared to:										
<i>Content Contd.</i>										
8. 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)			N=1 25%		N=2 50%	N=4 80%	N=1 25%	N=1 20%	2020	2020
									2019	2019
									2018	2018
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)					N=3 75 %	N=5 100%	N=1 25%		2020	2020
									2019	2019
									2018	2018
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. (CAEP 1.1, InTASC 8, TGR 4, TIAI 15)					N=4 100%	N=4 80%		N=1 20%	2020	2020
									2019	2019
									2018	2018
11. 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)					N=2 50%	N=3 60%	N=2 50%	N=2 40%	2020	2020
									2019	2019
									2018	2018
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. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)					N=2 50%	N=3 60%	N=2 50%	N=2 40%	2020	2020
									2019	2019
									2018	2018
13. incorporate a variety of informal and formal 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)					N=2 50 %	N=4 80%	N=2 50%	N=1 20%	2020	2020
									2019	2019
									2018	2018
14. 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)					N=2 50 %	N=3 60%	N=2 50%	N=2 40%	2020	2020
									2019	2019
									2018	2018
15. 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)					N=4 100%	N=5 100%			2020	2020
									2019	2019
									2018	2018
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. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)					N=4 100%	N=3 60%		N=2 40%	2020	2020
									2019	2019
									2018	2018

Survey Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Survey Year	
Years Post Graduation	1	3	1	3	1	3	1	3	1	3
The Teacher was Prepared to:										
<i>Content Contd.</i>										
17. 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)					N=2 50%	N=3 60%	N=2 50%	N=2 40%	2020	2020
									2019	2019
									2018	2018
18. 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)					N=3 75%	N=4 80%	N=1 25 %	N=1 20%	2020	2020
									2019	2019
									2018	2018