Completer Satisfaction Survey Results

The state of Mississippi has a common survey for satisfaction of employers and completers. This was sent to all completers for the first time in 2016 statewide. The response rate was low for the first administration. In 2017, the state sent the survey to completers with teachers with one year of experience and to those with three years of experience, along with their employers. The response rate was better for the second year. The survey results below indicate the survey sent in the year 2019 for first (2018) and third (2016) year completers. Results were combined for 1st and 3rd year completers due to the low N. Measures are being taken to increase the response rate so that separate reports can be shared for 1st and 3rd year completers.

Completer Survey for Initial Programs 2016 & 2018 (combined)
N= Total of 51 (N=25 for 2016 and N=26 for 2018)

 Combined Survey Results for Teachers: N=51

The Learner and Learning				
My Educator Preparation Program prepared me to:	**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)	1 (1.96%)	0 (0%)	11 (21.57%)	39 (76.47%)
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)	2 (3.92%)	1 (1.96%)	11 (21.57%)	36 (70.59%)
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)	1 (1.96%)	1 (1.96%)	17 (33.33%)	31 (60.78%)
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)	2 (3.92%)	1 (1.96%)	15 (29.41%)	33 (64.71%)

Content				
My Educator Preparation Program prepared me to:	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**

	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)	1 (1.96%)	0 (0%)	15 (29.41%)	35 (68.63%)
integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	1 (1.96%)	1 (1.96%)	11 (21.57%)	38 (74.51%)
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 (1.96%)	1 (1.96%)	10 (19.61%)	39 (76.47%)

Instructional Practices				
My Educator Preparation Program prepared me to:	**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)	1 (1.96%)	1 (1.96%)	13 (25.49%)	36 (70.59%)
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)	1 (1.96%)	0 (0%)	11 (21.57%)	38 (74.51%)
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 (1.96%)	0 (0%)	10 (19.61%)	40 (78.43%)
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)	1 (1.96%)	3 (5.88%)	15 (29.41%)	32 (62.75%)
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 (1.96%)	0 (0%)	12 (23.53%)	38 (74.51%)
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 (1.96%)	0 (0%)	14 (27.45%)	36 (70.59%)
prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to	1 (1.96%)	1 (1.96%)	15 (29.41%)	34 (66.67%)

effectively evaluate learner progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)				
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)	1 (1.96%)	4 (7.84%)	15 (29.41%)	30 (58.82%)

Professional Responsibility				
My Educator Preparation Program prepared me to:	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)	1 (1.96%)	4 (7.84%)	15 (29.41%)	31 (60.78%)
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)	1 (1.96%)	2 (3.92%)	13 (25.49%)	35 (68.63%)
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)	1 (1.96%)	0 (0%)	7 (13.73%)	43 (84.31%)