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.

Review of Previous Year's Data and Updates
- (2021-2022 School Year) For the Special Education, Secondary Mathematics, Secondary Social Studies, and Master of Arts in Teaching (MAT) programs, 100% of completers agreed or strongly agreed with statement 11 on the survey, which addresses implementing technology. Additionally, for the Secondary Mathematics, Secondary Social Studies, and MAT programs, 100% of employers agreed or strongly agreed with statement 11.

Update: (2022-2023 School Year) For the Special Education, Secondary Mathematics and MAT programs, 100% of completers and employers agreed or strongly agreed with the statement 11 on the survey which addresses implementing technology.

Overall, our employer surveys indicate they are satisfied to strongly satisfied with our graduates.

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

Return Rates for Statewide Initial Program Employer Survey			
Survey Year	Number of Employers Emailed	Number of Employer Surveys Returned	Employer Response Rate
2023	284	46	16%
2022	253	51	20%
2021	292	50	17%

Statewide Initial Program Employer Survey												
1 Year and 3 Years Post Graduation												
Elementary Education												
Survey Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Survey Year	
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:												
The Learner and Learning												
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)	5.00% 1	10.00% 1	5.00% 1	0% 0	45.00% 9	20.00% 2	45.00% 9	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	0% 0	0% 0	20.00% 2	11.11% 1	60.00% 6	44.44% 4	20.00% 2	44.44% 4	0% 0	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	8.33% 2	0% 0	62.5% 15	36.84% 7	29.17% 7	63.16% 12	0% 0	0% 0	2021 N=24	2021 N=19
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)	5.00% 1	10.00% 1	10.00% 2	0.00% 0	40.00% 8	20.00% 2	45.00% 9	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	10.00% 1	0% 0	10.00% 1	11.11% 1	66.67% 6	44.44% 4	20.00% 2	44.44% 4	0% 0	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	16.67% 4	0% 0	58.33% 14	36.84% 7	25.00% 6	63.16% 12	0% 0	0% 0	2021 N=24	2021 N=19
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)	0% 0	10.00% 1	15.00% 3	0.00% 0	30.00% 6	20.00% 2	55.00% 11	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	10.00% 1	0% 0	10.00% 1	11.11% 1	50.00% 5	44.44% 4	20.00% 2	44.44% 4	10.00% 1	0% 0	2022 N=10	2022 N=9
	4.17% 1	0% 0	12.50% 3	0% 0	54.17% 13	31.58% 6	29.17% 7	68.42% 13	0% 0	0% 0	2021 N=24	2021 N=19
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.	0.00% 0	10.00% 1	15.00% 3	0.00% 0	45.00% 9	20.00% 2	40.00% 8	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	10.00% 1	0% 0	10.00% 1	11.11% 1	60.00% 6	44.44% 4	20.00% 2	44.44% 4	0% 0	0% 0	2022 N=10	2022 N=9
	4.17% 1	0% 0	8.33% 2	0% 0	54.17% 13	26.32% 5	33.33% 8	73.68% 14	0% 0	0% 0	2021 N=24	2021 N=19

(CAEP 1.1, InTASC 3, TGR 7, TIAI 23)												
Content												
5. demonstrate in-depth knowledge of content for the subjects taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	0% 0	10.00% 1	10.00% 2	0% 0	45.00% 9	20.00% 2	45.00% 9	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	0% 0	0% 0	0% 0	11.11% 1	70.00% 7	44.44% 4	20.00% 2	44.44% 4	10.00% 1	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	4.17% 1	0% 0	54.17% 13	36.84% 7	41.67% 10	63.16% 12	0% 0	0% 0	2021 N=24	2021 N=19
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	0% 0	10.00% 1	10.00% 2	0% 0	45.00% 9	30.00% 3	45.00% 9	60.00% 6	0% 0	0% 0	2023 N=20	2023 N=10
	0% 0	0% 0	10.00% 1	11.11% 1	70.00% 7	44.44% 4	20.00% 2	44.44% 4	0% 0	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	4.17% 1	0% 0	66.67% 16	42.11% 8	25.00% 6	57.89% 11	4.17% 1	0% 0	2021 N=24	2021 N=19
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)	0% 0	10.00% 1	15.00% 3	0% 0	40.00% 8	30.00% 3	45.00% 9	60.00% 6	0% 0	0% 0	2023 N=20	2023 N=10
	0% 0	0% 0	20.00% 2	11.11% 1	50.00% 5	44.44% 4	20.00% 2	44.44% 4	10.00% 1	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	20.83% 5	0% 0	54.17% 13	42.11% 8	25.00% 6	57.89% 11	0% 0	0% 0	2021 N=24	2021 N=19
Instructional Practices												
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)	0% 0	10.00% 1	15.00% 3	0% 0	35.00% 7	20.00% 2	50.00% 10	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	0% 0	0% 0	0% 0	11.11% 1	70.00% 7	44.44% 4	20.00% 2	44.44% 4	10.00% 1	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	8.33% 2	0% 0	50.00% 12	36.84% 7	41.67% 10	63.16% 12	0% 0	0% 0	2021 N=24	2021 N=19
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	10.00% 1	15.00% 3	0% 0	40.00% 8	20.00% 2	45.00% 9	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	10.00% 1	0% 0	10.00% 1	11.11% 1	60.00% 6	44.44% 4	20.00% 2	44.44% 4	0% 0	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	12.50% 3	0% 0	54.17% 13	42.11% 8	33.33% 8	57.89% 11	0% 0	0% 0	2021 N=24	2021 N=19
10. use a variety of appropriate teaching strategies e.g., cooperative learning,	0% 0	10.00% 1	15.00% 3	0% 0	45.00% 9	20.00% 2	40.00% 8	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	0%	0%	0%	11.11%	80.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022

Item												
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	0	1	8	4	2	4	0	0	N=10	N=9
	0%	0%	16.67%	0%	45.83%	21.05%	37.50%	78.95%	0%	0%	2021	2021
	0	0	4	0	11	4	9	15	0	0	N=24	N=19
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)	0%	10.00%	15.00%	0%	45.00%	20.00%	40.00%	70.00%	0%	0%	2023	2023
	0	1	3	0	9	2	8	7	0	0	N=20	N=10
	0%	0%	0%	11.11%	80.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
	0	0	0	1	8	4	2	4	0	0	N=10	N=9
	0%	0%	4.17%	0%	45.83%	31.58%	50.00%	68.42%	0%	0%	2021	2021
	0	0	1	0	11	6	12	13	0	0	N=24	N=19
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)	0%	10.00%	10.00%	0%	50.00%	20.00%	40.00%	70.00%	0%	0%	2023	2023
	0	1	2	0	10	2	8	7	0	0	N=20	N=10
	0%	0%	10.00%	11.11%	70.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
	0	0	1	1	7	4	2	4	0	0	N=10	N=9
	0%	0%	16.67%	0%	50.00%	42.11%	33.33%	57.89%	0%	0%	2021	2021
	0	0	4	0	12	8	8	11	0	0	N=24	N=19
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)	0%	10.00%	15.00%	0%	40.00%	20.00%	45.00%	70.00%	0%	0%	2023	2023
	0	1	3	0	8	2	9	7	0	0	N=20	N=10
	10.00%	0%	0%	11.11%	60.00%	44.44%	30.00%	44.44%	0%	0%	2022	2022
	1	0	0	1	6	4	3	4	0	0	N=10	N=9
	0%	0%	16.67%	0%	54.17%	36.84%	36.84%	63.16%	0%	0%	2021	2021
	0	0	4	0	13	7	7	12	0	0	N=24	N=19
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)	0%	10.00%	15.00%	0%	55.00%	20.00%	30.00%	70.00%	0%	0%	2023	2023
	0	1	3	0	11	2	6	7	0	0	N=20	N=10
	0%	0%	10.00%	11.11%	70.00%	44.44%	20.00%	44.44%	0%	0%	2022	2022
	0	0	1	1	7	4	2	4	0	0	N=10	N=9
	0%	0%	4.17%	0%	54.17%	36.84%	41.67%	63.16%	0%	0%	2021	2021
	0	0	1	0	13	7	10	12	0	0	N=24	N=19
15. provide an inclusion classroom setting that	15.00%	10.00%	10.00%	0%	45.00%	30.00%	40.00%	60.00%	0%	0%	2023	2023
	1	1	2	0	9	3	8	6	0	0	N=20	N=10

Question												
addresses the full spectrum of student needs severe learning disabilities to gifted. (CAEP 1.1, InTASC 3, TGR 5, TIAI 13)	10.00% 1	0% 0	10.00% 1	11.11% 1	40.00% 4	44.44% 4	20.00% 2	44.44% 4	20.00% 2	0% 0	2022 N=10	2022 N=9
	4.17% 1	0% 0	29.17% 7	5.26% 1	25.00% 6	42.11% 8	37.50% 9	52.63% 10	4.17% 1	0% 0	2021 N=24	2021 N=19
Professional Responsibility												
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)	10.00% 2	10.00% 1	0% 0	0% 0	40.00% 8	30.00% 3	50.00% 10	60.00% 6	0% 0	0% 0	2023 N=20	2023 N=10
	10.00% 1	0% 0	10.00% 1	11.11% 1	50.00% 5	44.44% 4	20.00% 2	44.44% 4	10.00% 1	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	8.33% 2	5.26% 1	54.17% 13	26.32% 5	37.50% 9	68.42% 13	0% 0	0% 0	2021 N=24	2021 N=19
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)	10.00% 2	10.00% 1	5.00% 1	0% 0	30.00% 6	30.00% 3	55.00% 11	60.00% 6	0% 0	0% 0	2023 N=20	2023 N=10
	0% 0	0% 0	10.00% 1	11.11% 1	60.00% 6	44.44% 4	20.00% 2	44.44% 4	10.00% 1	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	8.33% 2	0% 0	45.83% 11	31.58% 6	41.67% 10	63.16% 12	4.17% 1	5.26% 1	2021 N=24	2021 N=19
18. recognize the importance of the Mississippi ducator 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	10.00% 1	5.00% 1	0% 0	35.00% 7	20.00% 2	60.00% 12	70.00% 7	0% 0	0% 0	2023 N=20	2023 N=10
	10.00% 1	0% 0	0% 0	11.11% 1	50.00% 5	44.44% 4	30.00% 3	44.44% 4	10.00% 1	0% 0	2022 N=10	2022 N=9
	0% 0	0% 0	8.33% 2	0% 0	41.67% 10	21.05% 4	50.00% 12	78.95% 15	0% 0	0% 0	2021 N=24	2021 N=19

Statewide Initial Program Employer Survey											
1 Year and 3 Years Post Graduation											
Secondary English Education											
Survey Questions		Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Survey Year	
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:											
The Learner and Learning											
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)	0%	0%	0%	0%	25.00%	50.00%	75.00%	50.00%	0%	0%	2023	2023
	0	0	0	0	1	1	3	1	0	0	N=4	N=2
	0%	0%	0%	0%	55.56%	16.67%	44.44%	83.33%	0%	0%	2022	2022
	0	0	0	0	5	1	4	5	0	0	N=9	N=6
	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
	0	0	0	0	0	1	1	1	0	0	N=1	N=2
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)	0%	0%	0%	0%	25.00%	0%	75.00%	100%	0%	0%	2023	2023
	0	0	0	0	1	0	3	2	0	0	N=4	N=2
	11.11%	0.00%	22.22%	0.00%	22.22%	0.00%	44.44%	100%	0%	0	2022	2022
	1	0	2	0	2	0	4	6	0	0	N=9	N=6
	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	2021	2021
	0	0	0	0	0	2	1	0	0	0	N=1	N=2
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)	25.00%	0%	0%	0%	25.00%	50.00%	50.00%	50.00%	0%	0%	2023	2023
	1	0	0	0	1	1	2	1	0	0	N=4	N=2
	22.22%	0%	0%	0.00%	33.33%	0%	44.44%	100%	0%	0	2022	2022
	2	0	0	0	3	0	4	6	0	0	N=9	N=6
	0%	0%	0%	0%	100%	50.00%	0%	50.00%	0%	0	2021	2021
	0	0	0	0	1	1	0	1	0	0	N=1	N=2
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.	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2023	2023
	0	0	0	0	0	1	4	1	0	0	N=4	N=2
	22.22%	0%	0%	0%	33.33%	33.33%	44.44%	66.67%	0%	0	2022	2022
	2	0	0	0	3	2	4	4	0	0	N=9	N=6
	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0	2021	2021
	0	0	0	0	0	1	1	1	0	0	N=1	N=2

Indicator												
(CAEP 1.1, InTASC 3, TGR 7, TIAI 23)												
Content												
5. demonstrate in-depth knowledge of content for the subjects taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	0% (0)	0% (0)	0% (0)	0% (0)	50.00% (2)	50.00% (1)	50.00% (2)	50.00% (1)	0% (0)	0% (0)	2023 N=4	2023 N=2
	0% (0)	0% (0)	11.11% (1)	0% (0)	22.22% (2)	0% (0)	66.67% (6)	100% (6)	0 (0)	0 (0)	2022 N=9	2022 N=6
	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	100% (1)	0% (0)	0% (0)	0% (0)	2021 N=1	2021 N=2
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	0% (0)	0% (0)	0% (0)	0% (0)	75.00% (3)	100% (2)	25.00% (1)	0% (0)	0% (0)	0% (0)	2023 N=4	2023 N=2
	0% (0)	0% (0)	22.22% (2)	0% (0)	22.22% (2)	16.67% (1)	55.56% (5)	83.33% (5)	0% (0)	0 (0)	2022 N=9	2022 N=6
	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	50.00% (1)	0% (0)	50.00% (1)	0% (0)	0 (0)	2021 N=1	2021 N=2
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)	0% (0)	0% (0)	0% (0)	0% (0)	50.00% (2)	50.00% (1)	50.00% (2)	50.00% (1)	0% (0)	0% (0)	2023 N=4	2023 N=2
	11.11% (1)	0% (0)	11.11% (1)	0% (0)	22.22% (2)	16.67% (1)	55.56% (5)	83.33% (5)	0% (0)	0% (0)	2022 N=9	2022 N=6
	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	2021 N=1	2021 N=2
Instructional Practices												
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)	0% (0)	0% (0)	0% (0)	0% (0)	75.00% (3)	50.00% (1)	25.00% (1)	50.00% (1)	0% (0)	0% (0)	2023 N=4	2023 N=2
	11.11% (1)	0% (0)	0% (0)	0% (0)	33.33% (3)	16.67% (1)	55.56% (5)	83.33% (5)	0% (0)	0% (0)	2022 N=9	2022 N=6
	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	50.00% (1)	0% (0)	50.00% (1)	0% (0)	0% (0)	2021 N=1	2021 N=2
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)	0% (0)	0% (0)	0% (0)	50.00% (2)	50.00% (1)	50.00% (2)	50.00% (1)	0% (0)	0% (0)	2023 N=4	2023 N=2
	0% (0)	0% (0)	0% (0)	0% (0)	44.44% (4)	0% (0)	55.56% (5)	100% (6)	0% (0)	0% (0)	2022 N=9	2022 N=6
	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	100% (1)	0% (0)	0% (0)	0% (0)	2021 N=1	2021 N=2
10. use a variety of appropriate teaching	0% (0)	0% (0)	0% (0)	0% (0)	75.00% (3)	50.00% (1)	25.00% (1)	50.00% (1)	0% (0)	0% (0)	2023 N=4	2023 N=2

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	0% 0	22.22% 2	0% 0	33.33% 3	16.67% 1	44.44% 4	83.33% 5	0% 0	0% 0	2022 N=9	2022 N=6
	0% 0	0% 0	0% 0	0% 0	0% 0	50.00% 1	100% 1	50.00% 1	0% 0	0% 0	2021 N=1	2021 N=2
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)	0% 0	0% 0	0% 0	0% 0	25.00% 1	50.00% 1	75.00% 3	50.00% 1	0% 0	0% 0	2023 N=4	2023 N=2
	0% 0	0% 0	0% 0	0% 0	33.33% 3	0% 0	66.67% 6	100% 6	0% 0	0 0	2022 N=9	2022 N=6
	0% 0	0% 0	0% 0	0% 0	0% 0	0% 0	100% 1	100% 2	0% 0	0% 0	2021 N=1	2021 N=2
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)	0% 0	0% 0	0% 0	0% 0	75.00% 3	50.00% 1	25.00% 1	50.00% 1	0% 0	0% 0	2023 N=4	2023 N=2
	11.11% 1	0% 0	11.11% 1	0.0% 0	44.44% 4	16.67% 1	33.33% 3	83.33% 5	0% 0	0% 0	2022 N=9	2022 N=6
	0% 0	0% 0	0% 0	0% 0	100% 1	50.00% 1	0% 0	50.00% 1	0% 0	0% 0	2021 N=1	2021 N=2
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)	0% 0	0% 0	0% 0	0% 0	25.00% 1	50.00% 1	75.00% 3	50.00% 1	0% 0	0% 0	2023 N=4	2023 N=2
	0% 0	0% 0	33.33% 3	0% 0	22.22% 2	16.67% 1	44.44% 4	83.33% 5	0% 0	0% 0	2022 N=9	2022 N=6
	0% 0	0% 0	0% 0	0% 0	100% 1	50.00% 1	0% 0	50.00% 1	0% 0	0% 0	2021 N=1	2021 N=2
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)	0% 0	0% 0	0% 0	0% 0	25.00% 1	50.00% 1	75.00% 3	50.00% 1	0% 0	0% 0	2023 N=4	2023 N=2
	0% 0	0% 0	0% 0	0% 0	44.44% 4	0% 0	33.33% 3	83.33% 5	22.22% 2	16.67% 1	2022 N=9	2022 N=6
	0% 0	0% 0	0% 0	0% 0	100% 1	100% 2	0% 0	0% 0	0% 0	0% 0	2021 N=1	2021 N=2
	0%	0%	0%	0%	25.00%	100%	75.00%	0%	0%	0%	2023	2023

Item	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Year	N
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)	0	0	0	0	1	2	3	0	0	0	N=4	N=2
	11.11%	0%	22.22%	0%	22.22%	33.33%	33.33%	50.00%	11.11%	16.67%	2022	2022
	1	0	2	0	2	2	3	3	1	1	N=9	N=6
	0%	0%	0%	0%	100%	50.00%	0%	50.00%	0%	0%	2021	2021
	0	0	0	0	1	1	0	1	0	0	N=1	N=2

Professional Responsibility												
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)	0%	0%	0%	0%	75.00%	50.00%	25.00%	50.00%	0%	0%	2023	2023
	0	0	0	0	3	1	1	1	0	0	N=4	N=2
	22.22%	0%	11.11%	16.67%	11.11%	0%	55.56%	83.33%	0%	0%	2022	2022
	2	0	1	1	1	0	5	5	0	0	N=9	N=6
	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
	0	0	0	0	0	1	1	1	0	0	N=1	N=2
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)	0%	0%	0%	0%	25.00%	50.00%	75.00%	50.00%	0%	0%	2023	2023
	0	0	0	0	1	1	3	1	0	0	N=4	N=2
	11.11%	0%	0%	16.67%	55.56%	0%	33.33%	83.33%	0%	0%	2022	2022
	1	0	0	1	5	0	3	5	0	0	N=9	N=6
	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
	0	0	0	0	0	1	1	1	0	0	N=1	N=2
18. recognize the importance of the Mississippi ducator 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%	0%	0%	50.00%	50.00%	50.00%	50.00%	0%	0%	2023	2023
	0	0	0	0	2	1	2	1	0	0	N=4	N=2
	0%	0%	11.11%	16.67%	33.33%	0%	55.56%	83.33%	0%	0%	2022	2022
	0	0	1	1	3	0	5	5	0	0	N=9	N=6
	0%	0%	0%	0%	0%	50.00%	100%	50.00%	0%	0%	2021	2021
	0	0	0	0	0	1	1	1	0	0	N=1	N=2

Statewide Initial Program Employer Survey

1 Year and 3 Years Post Graduation

Secondary Mathematics Education

Survey Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Survey Year	
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:												
The Learner and Learning												
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)	0% 0	0% 0	0% 0	0% 0	66.67% 2	33.33% 1	33.33% 1	66.67% 2	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20.00% 1	0% 0	40.00% 2	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	- 	0% 0	- 	50.00% 2	- 	25.00% 1	- 	25.00% 1	- 	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	66.67% 2	66.67% 2	33.33% 1	33.33% 1	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20.00% 1	0% 0	40.00% 2	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	- 	0% 0	- 	0% 0	- 	75.00% 3	- 	25.00% 1	- 	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	100% 3	33% 1	0% 0	67% 2	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	20.00% 1	0% 0	20.00% 1	0% 0	20.00% 1	100% 1	40.00% 2	0% 0	 0	2022 N=1	2022 N=5
	- 	0% 0	- 	0% 0	- 	75.00% 3	- 	25.00% 1	- 	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	66.67% 2	33.33% 1	33.33% 1	66.67% 2	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	20.00% 1	0% 0	20.00% 1	0% 0	20.00% 1	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	- 	0% 0	- 	50.00% 2	- 	25.00% 1	- 	25.00% 1	- 	0% 0	2021 N=0	2021 N=4
Content												
5. demonstrate in-depth knowledge of content for the	0% 0	0% 0	0% 0	0% 0	66.67% 2	66.67% 2	33.33% 1	33.33% 1	0% 0	0% 0	2023 N=3	2023 N=3

Criterion	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Year	Year
subjects taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	0% 0	0% 0	0% 0	0% 0	0% 0	40.00% 2	100% 1	60.00% 3	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	0% 0	-	25.00% 1	-	75.00% 3	-	0% 0	2021 N=0	2021 N=4
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	0% 0	0% 0	0% 0	0% 0	66.67% 2	66.67% 2	33.33% 1	33.33% 1	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20.00% 1	0% 0	40.00% 2	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	50.00% 2	-	25.00% 1	-	25.00% 1	-	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	100% 3	100% 3	0% 0	0% 0	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20.00% 1	0% 0	40.00% 2	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	0% 0	-	75.00% 3	-	25.00% 1	-	0% 0	2021 N=0	2021 N=4

Instructional Practices

Criterion	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Year	Year
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)	0% 0	0% 0	0% 0	0% 0	66.67% 2	100% 3	33.33% 1	0.00% 0	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20.00% 2	0% 0	40.00% 2	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	0% 0	-	75% 3	-	25% 1	-	0% 0	2021 N=0	2021 N=4
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	0% 0	0% 0	0% 0	66.67% 2	66.67% 2	33.33% 1	33.33% 1	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	20.00% 1	0% 0	0% 0	0% 0	20.00% 1	100% 1	60.00% 3	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	0% 0	-	75.00% 3	-	25.00% 1	-	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	100.00% 3	66.67% 2	0% 0	33.33% 1	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	0% 0	0% 0	60.00% 3	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	0% 0	-	75.00% 3	-	25.00% 1	-	0% 0	2021 N=0	2021 N=4
11. use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice.	0% 0	0% 0	0% 0	0% 0	66.67% 2	100.00% 3	33.33% 1	0% 0	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	0% 0	0% 0	40.00% 2	100% 1	60.00% 3	0% 0	0% 0	2022 N=1	2022 N=5

(CAEP 1.5, InTASC 7, TGR 6, TIAI 6)	-	0% 0	-	0% 0	-	75.00% 3	-	25.00% 1	-	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	100% 3	100% 3	0% 0	0% 0	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20.00% 1	0% 0	40.00% 2	100%	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	50.00% 2	-	25.00% 1	-	25.00% 1	-	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	66.67% 2	100.00% 3	33.33% 1	0% 0	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20.00% 1	0% 0	20.00% 1	100% 1	60.00% 3	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	0% 0	-	25.00% 1	-	75.00% 3	-	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	66.67% 2	100.00% 3	33.33% 1	0% 0	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20% 1	0% 0	40% 2	100% 1	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	0% 0	-	25.00% 1	-	75.00% 3	-	0% 0	2021 N=0	2021 N=4
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)	0% 0	0% 0	0% 0	0% 0	66.67% 2	100.00% 3	33.33% 1	0% 0	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	40.00% 2	100% 1	20.00% 1	0% 0	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	50.00% 2	-	25.00% 1	-	25.00% 1	-	0% 0	2021 N=0	2021 N=4
Professional Responsibility												
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)	0% 0	0% 0	0% 0	0% 0	100.00% 3	66.67% 2	0% 0	33.33% 1	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	0% 0	0% 0	60% 3	100% 1	40% 2	0% 0	0% 0	2022 N=1	2022 N=5
	-	0% 0	-	0% 0	-	75.00% 3	-	25.00% 1	-	0% 0	2021 N=0	2021 N=4

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)	0% 0	0% 0	0% 0	0% 0	66.67% 2	66.67% 2	33.33% 1	33.33% 1	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	20.00% 1	100% 1	40.00% 2	0% 0	40.00% 2	0% 0	0% 0	2022 N=1	2022 N=5
	- 	0% 0	- 	0% 0	- 	25.00% 1	- 	25.00% 1	- 	50.00% 2	2021 N=0	2021 N=4
18. recognize the importance of the Mississippi ducator 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	0% 0	0% 0	0% 0	66.67% 2	66.67% 2	33.33% 1	33.33% 1	0% 0	0% 0	2023 N=3	2023 N=3
	0% 0	0% 0	0% 0	0% 0	0% 0	40.00% 2	100% 1	60.00% 3	0% 0	0% 0	2022 N=1	2022 N=5
	- 	0% 0	- 	0% 0	- 	25.00% 1	- 	75.00% 3	- 	0% 0	2021 N=0	2021 N=4

Statewide Initial Program Employer Survey

1 Year and 3 Years Post Graduation

Secondary Science Education

Survey Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Survey Year	
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:												
The Learner and Learning												
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)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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)	-	0% 0	-	0% 0	-	0% 0	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100 1	-	0% 0	2021 N=0	2021 N=1
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)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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)	-	0% 0	-	0% 0	-	0% 0	-	50% 1	-	0% 0	2023 N=0	2023 N=0
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
Content												
5. demonstrate in-depth knowledge of content for the subjects taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	2022	2022

0	0	0	0	1	0	0	2	0	0	N=1	N=2
-	0% 0	-	0% 0	-	0% 0	-	100% 1	-		2021 N=0	2021 N=1
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)											
-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
-	0% 0	-	0% 0	-	0% 0	-	100% 1	-		2021 N=0	2021 N=1
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)											
-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
Instructional Practices											
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)											
-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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)											
-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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)											
-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1

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)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
Professional Responsibility												
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)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
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)	-	0% 0	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2

	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1
18. recognize the importance of the Mississippi ducator 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	-	0% 0	-	50% 1	-	50% 1	-	0% 0	2023 N=0	2023 N=2
	0% 0	0% 0	0% 0	0% 0	100% 1	0% 0	0% 0	100% 2	0% 0	0% 0	2022 N=1	2022 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2021 N=0	2021 N=1

Statewide Initial Program Employer Survey

1 Year and 3 Years Post Graduation

Special Education

Survey Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Survey Year	
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:												
The Learner and Learning												
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)	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=0
	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
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)	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=0
	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
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)	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=0
	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
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)	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=0
	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
Content												
5. demonstrate in-depth knowledge of content for the subjects taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0

	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
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)	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
Instructional Practices												
	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
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)	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
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	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
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)	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
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)	-	0% 0	-	0% 0	-	50.00% 1	-	50.00% 1	-	0% 0	2022 N=0	2022 N=2
	-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0
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	-	-	-	-	-	-	-	-	-	-	2023 N=0	2023 N=1
	-	0%	-	0%	-	50.00%	-	50.00%	-	0%	2022	2022

	Col 1	Col 2	Col 3	Col 4	Col 5	Group A	Group B
input, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)	0	0	1	1	0	N=0	N=2
	-	-	-	-	-	2021 / N=0	2021 / N=0
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)	-	-	-	-	-	2023 / N=0	2023 / N=1
	0% / 0	0% / 0	0% / 0	50.00% / 1	50.00% / 1	2022 / N=0	2022 / N=2
	-	-	-	-	-	2021 / N=0	2021 / N=0
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)	-	-	-	-	-	2023 / N=0	2023 / N=1
	0% / 0	0% / 0	0% / 0	50.00% / 1	50.00% / 1	2022 / N=0	2022 / N=2
	-	-	-	-	-	2021 / N=0	2021 / N=0
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)	-	-	-	-	-	2023 / N=0	2023 / N=1
	0% / 0	0% / 0	50.00% / 1	50.00% / 1	0% / 0	2022 / N=0	2022 / N=2
	-	-	-	-	-	2021 / N=0	2021 / N=0
Professional Responsibility							
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)	-	-	-	-	-	2023 / N=0	2023 / N=1
	0% / 0	0% / 0	50.00% / 1	50.00% / 1	0% / 0	2022 / N=0	2022 / N=2
	-	-	-	-	-	2021 / N=0	2021 / N=0
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)	-	-	-	-	-	2023 / N=0	2023 / N=1
	0% / 0	0% / 0	50.00% / 1	50.00% / 1	0% / 0	2022 / N=0	2022 / N=2
	-	-	-	-	-	2021 / N=0	2021 / N=0
18. recognize the importance of the Mississippi ducator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP 1.1, InTASC 9, TGR 8)	-	-	-	-	-	2023 / N=0	2023 / N=1
	0% / 0	0% / 0	0% / 0	100% / 2	0% / 0	2022 / N=0	2022 / N=2

		-	-	-	-	-	-	-	-	-	-	2021 N=0	2021 N=0

Statewide Initial Program Employer Survey 1 Year and 3 Years Post Graduation Master of Arts in Teaching											
Survey Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Not Applicable		Survey Year	
Years Post Graduation	1	3	1	3	1	3	1	3	1	3	1	3
The teacher was prepared to:												
The Learner and Learning												
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	40.00% 2	-	60.00% 3	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
		0% 0	-	0		20.00% 1	-	80.00% 4		0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
Content												
5. demonstrate in-depth knowledge of content for the subjects taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	0% 0	-	100% 1	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2

Criterion											Year	Year
6. integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	40.00% 2	-	60.00% 3	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5

Instructional Practices

Criterion											Year	Year
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
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	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0%	-	0%	-	20.00%	-	80.00%	-	0%	2021	2021

		0		0		1		4		0	N=0	N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	40.00% 2	-	60.00% 3	-	0% 0	2021 N=0	2021 N=5

Professional Responsibility

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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
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)	-	0% 0	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5
18. recognize the importance of the Mississippi ducator 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	-	0% 0	-	0% 0	-	100% 2	-	0% 0	2023 N=0	2023 N=2
	-	0% 0	-	0% 0	-	100% 1	-	0% 0	-	0% 0	2022 N=0	2022 N=1
	-	0% 0	-	0% 0	-	20.00% 1	-	80.00% 4	-	0% 0	2021 N=0	2021 N=5