

Timestamp	What best describes your current position?	What type of school do you currently work at?	When did you/your school last hire a completer from the identified institution?	Overall, how well-prepared do you think this program's completers are as teachers?	use knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g. multicultural
11/18/2021 13:53:09 P	Principal	Public High School	2017	Well prepared	Agree
10/28/2021 8:40:12	Principal	Private School	none	prepared	Agree
8/31/2023 17:54:51	Principal	elementary	2 years ago	She was well prepared	Strongly Agree

Response rate: 3/12=25%

All respondents provided agree or above responses to the questions, indicating a high level of impact.

8/13/2022 22:10:33 PM	Principal	Public 7-12	2022	Very	Agree
8/20/2022 12:47:23	Building Administrator	Public 7-12	None	Well prepared	Strongly Agree
8/13/2022 10:23:19	Teacher	Private School	Not involved	better with faith	Agree
8/18/2022 13:43:11	Building Administrator	K-12	Aug-20	Well prepared	Strongly Agree
8/22/2022 8:22:51	Elementary Principal	Elementary	None	prepared	Strongly Agree
8/12/2022 17:21:14	Principal	School (K-8)	None	Exceptional	Strongly Agree

Response rate: 6/14=42%

In general the responses indicated that the tabor graduates had positive impact in their buildings and class. Two "Disagrees" were noted for "e-guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development the learning environment. (CAEP R1.4, InTASC 10)" and prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, ru effectively evaluate learner progress. (CAEP R1.3, InTASC 6)

Action: The EPP continues to provide opportunities for teacher candidates to be involved in Tabor publications (especially ELA secondary ed s ED414 Classroom Assessment course with more case study-type stimulus.

8/10/2023 13:10:33	Principal	K-8 public	2022	very	Strongly Agree
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8/11/2023 16:47:19	Elementary Principal	Private School	Aug. 2023	Tabor that I have	Strongly Agree
8/18/2023 11:51:09	Principal	Public High School	Fall 2022	Very well	Agree
8/18/2023 13:43:11	Principal		Spring 2023	Medium	Agree
8/31/2023 17:54:51	principal	elementary	2 years ago	prepared and more	Strongly Agree
9/1/2023 17:21:14	Building Administrator	8	Jan. of 2020	Well prepared	Agree
9/6/2023 8:57:23	Teacher	School	Last year	prepared for teaching	Strongly Agree
9/6/2023 10:23:09	Elyria Christian School	k-12	Not sure	Very prepared	Strongly Agree
9/8/2023 14:32:44	Teacher	School (K-8)	2019	great initiative and	Strongly Agree
9/9/2023 18:56:44	Peer Mentor	Elementary schools	2021	exceptional as a	Agree
9/9/2023 19:16:54	teacher	elementary pre k - 5	unsure	well prepared.	Strongly Agree

Response rate: 11/14=78%

The responses indicate mostly positive impact of the teachers. Except for the one building administrator who disagreed that the teacher was at social relationships, individual motivation, and student learning outcomes. (CAEP R1.1, InTASC 3)", there was one respondent who provided feedback and the teacher candidate was a teacher that as a student (WL) had some issues, which the EPP has tried to mitigate and not allow to see. The candidate was allowed to continue student teaching.

Action: The EPP continues to monitor teacher candidate through disposition tracking, frequent in-person advising and mentoring, as well as bring personnel to work together to ensure teacher candidate success.

analyze multiple sources of growth data (e.g., pre/post assessments, surveys, inventories)	monitor and adjust the classroom environment to enhance social relationships	use a variety of strategies to effectively manage student behavior to create and maintain a classroom	demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP R1.2, InTASC 4)	integrate core content knowledge from other subject areas in lessons. (CAEP R1.2, InTASC 4)	use higher-order questioning to engage students in analytical, creative, and critical thinking providing
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Strongly Agree	Agree	Agree	Agree	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree
Agree	Agree	Strongly Agree	Agree	Agree	Strongly Agree

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Agree	Agree	Agree	Agree	Strongly Agree	Agree
Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree

establish opportunities for communication with parents and/or opportunities, conferences, etc.) to enhance resources, learning, and rubrics, and/or checklists) based on core content knowledge to

students. As well as add more practice assessment pieces into the

Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
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Strongly Agree	Strongly Agree	Agree	Agree	Agree	Agree
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Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree

able to "monitor and adjust the classroom environment to enhance more than one "disagree" response to 4 items. The EPP has looked at student teach but unfortunately due to Administrative decisions, the

ing in the support of Tabor Student Success and Student Life

select developmentally appropriate, performance-based objectives that connect	plan lessons based on rigorous standards and best practices in the use of innovative and	use a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning	use available technology to design, implement, and assess learning experiences to	elicit student input during lessons and allow sufficient wait time for students to expand and support	incorporate a variety of informal and formal assessments (ex. – pre/post assessments, quizzes
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Agree	Agree	Agree	Strongly Agree	Strongly Agree	Agree
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Agree	Disagree	Disagree	Agree	Agree	Disagree
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree

prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or	provide an inclusion classroom setting that addresses the full spectrum of student needs (severe	establish opportunities for communication with parents and/or guardians, professional	demonstrate a spirit of inquiry and appreciation for research that promotes	recognize the importance of the Mississippi Educator Code of Ethical Conduct	To what degree would you recommend that your school/organization hire graduates
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Agree	Agree	Agree	Agree	Agree	Strongly Agree
Agree	Agree	Agree	Agree	Agree	Agree
Agree	Strongly Agree	Agree	Agree	Strongly agree	Strongly Agree

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Disagree	Agree	Agree	Agree	Agree	Strongly Agree

Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly agree	Strongly Agree
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Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly agree	Strongly Agree
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Agree	Agree	Agree	Agree	Agree	Strongly Agree
Agree	Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree
Disagree	Agree	Agree	Strongly Agree	Agree	Agree
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly agree	Strongly Agree

What areas have you seen an impact of the teacher on your students?

Please state evidence/anecdotes/data that demonstrates the teacher's impact on your students

Academic, Behavior
Academic
Academic

students who have concerts and sports
The students love her.

Academic, Behavior
Haven't seen this
Academic, Behavior
Academic
Academic
Academic, Behavior

wonderful with the up, to get experience.
teaching and finds learners and tries her students. He tries to
Great to work with

Academic, Behavior

for our district last

Academic, Behavior	come from Tabor has
Academic, Behavior	teaching/learning
Haven't seen this	the teacher having an
Academic	our intervention team
Relationships	around him at
Academic, Behavior	relationship with her
Academic, Behavior	being intentional,
Relationships	adapted to teacher, as
Academic	first year teachers in
Academic, Behavior	respected by her