Kansas Educator Employer and Alumni Surveys

Spring 2020 Survey Administration

Report for University of Kansas

Initial and Advanced Licensure Programs

Background

The Kansas Educator Alumni Survey aims to understand how Alumni from educator preparation programs of the seven Regents institutions in Kansas perceive their preparation to teach one year after their graduation.

The survey is organized into the following eleven subsections: foundations of teaching, planning, instruction, assessment, technology, diversity, motivation and engagement, professionalism and ethical behavior, reflective practice, reflections, and demographic information.

The Kansas Educator Alumni Survey was pre-tested in March 2013 with clinical instructors and faculty in the College of Education at Kansas State University. Twenty-eight instructors and faculty were invited to pilot test the survey. A total of 25 completed the pre-testing of the survey. During the pre-testing process, space to provide feedback was provided for every question within the survey. The feedback collected through this process was analyzed and used to make modifications to survey items and instructional language. Feedback comments aimed to increase the validity of the survey items by ensuring that survey items can be easily understood and are interpreted in a similar manner by all target respondents.

These surveys were developed to serve as standardized instruments that are reliable and valid, and may be used by the Kansas Colleges of Education to assess the performance of Kansas teacher education graduates.

Survey Population:
- **Alumni** - Fall 2018-Summer 2019 graduates who are teaching in the 2019-2020 school year.
- **Employer** - Principals of schools in which first year **Alumni** are employed.

Response rate:
- **KU Alumni** – 24% (24 out of 98)   **Overall Alumni** – 29% (266 out of 766)
  - **Initial** – 24% (22 out of 93)
  - **Advanced** – 40% (2 out of 5)
- **KU Employers** – 30% (28 out of 94)   **Overall Employer** – 35% (235 out of 678)

Results

Employers were asked how the preparation of first-year educators who graduated from the University of Kansas compared with the preparation of first-year educators who completed programs from other institutions. **79% of respondents (22 out of 28) said that KU graduates were as well prepared as or better prepared than other graduates. This is a drop of over 10% since the previous year.**

Table 1 Employer Rating of KU Graduates

Rating	Count	Pct.
Better Prepared	7	25%
As Well Prepared	15	54%
Not As Well Prepared	6	21%
No Comparison Available	0	0%

There are nine scales on each of the surveys. The table below shows the mean ratings of respondents from the two groups on each of the scales along with comparative effect size.

The table below shows the mean ratings of respondents from the two groups on each of the scales along with comparative effect size.

In 2019-20, **employers rated KU graduates lower than graduates of other institutions across 8 of the 9 scales**. However, KU alumni rated their level of preparedness in 7 out of 9 categories higher in comparison with their peers across the state. This low rating from employers is uncharacteristic and troubling requiring further consideration.

Table 2 Survey Area Means and Effect Size by Survey Groups

Survey Areas (5-point scale)	Employer (KU) Mean	Alumni (KU) Mean	Employer (All) Mean	Alumni (All) Mean	Employer KU vs All: Cohen's d	Alumni KU vs All: Cohen's d
Foundations	4.1	4.2	4.2	4.2	-0.20	-0.01
Planning	4.1	4.4	4.2	4.3	-0.20	0.15
Instruction	3.9	4.3	4.1	4.2	-0.22	0.16
Assessment	3.9	4.2	4.4	4.0	-0.21	**0.20**
Technology	4.2	4.2	4.3	4.2	-0.24	0.02
Diversity	4.2	4.4	4.2	4.3	0.11	**0.22**
Motivation & engagement	3.9	4.2	4.2	4.1	**-0.27**	**0.21**
Professionalism	4.4	4.3	4.5	4.4	-0.12	-0.14
Reflective practice	3.9	4.4	4.2	4.4	**-0.36**	0.05
No. Respondents	28	24	224	231		

* Cohen's d suggested interpretation: .2 = small, .5 = moderate, .8 = large
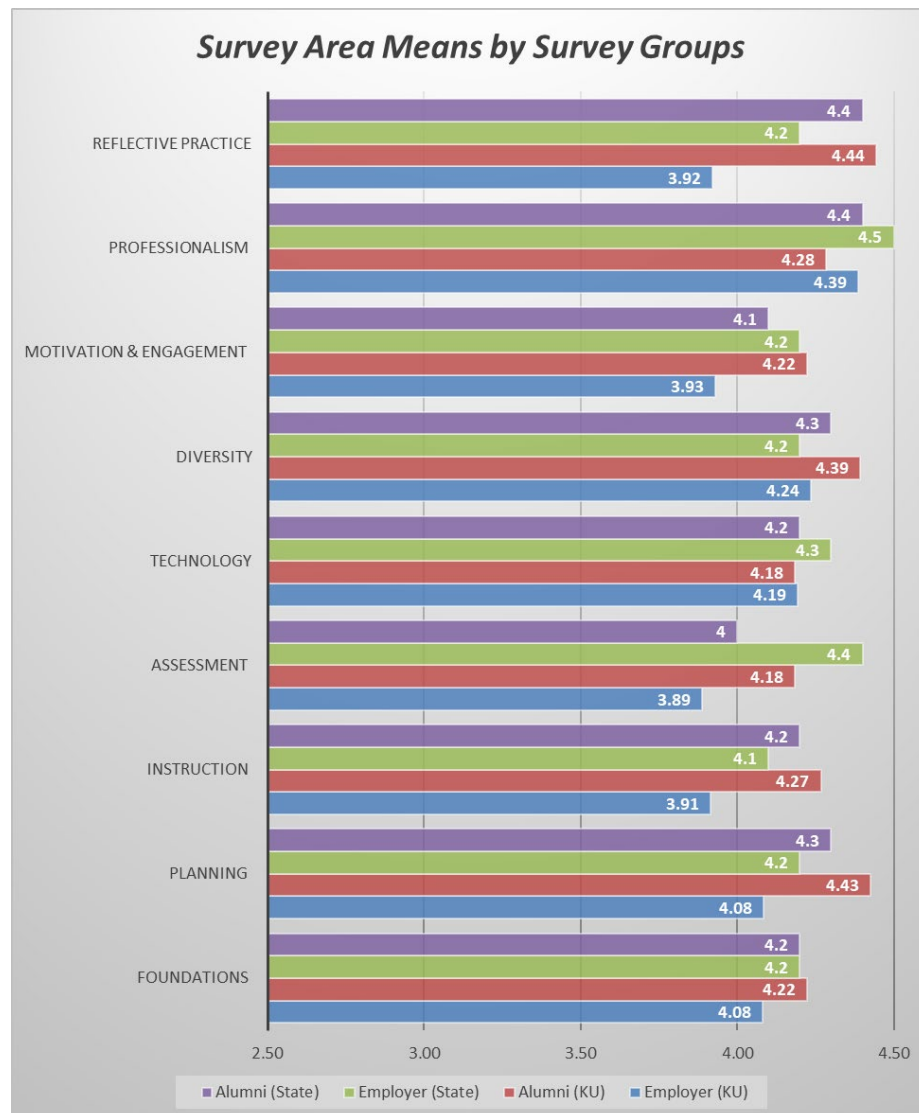
Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Table 3 Kansas Educator Alumni: Category Means on a 5 Point Scale by Licensure Program Type

Program Type	Initial Mean	Initial Std. Deviation	Advanced Mean	Advanced Std. Deviation
Foundation	4.2	0.9	4.7	0.5
Planning	4.4	0.5	4.8	0.3
Instruction	4.3	0.6	4.3	1.0
Assessment	4.1	0.7	4.8	0.3
Technology	4.1	0.6	4.9	0.1
Diversity	4.3	0.6	5.0	0.0
Motivation	4.2	0.5	4.8	0.4
Professionalism	4.2	0.6	5.0	0.0
Reflection	4.4	0.6	4.7	0.5
No. Respondents	22		2	

Survey Area Means by Survey Groups

REFLECTIVE PRACTICE
- Alumni (State): 4.4
- Employer (State): 4.2
- Alumni (KU): 4.44
- Employer (KU): 3.92

PROFESSIONALISM
- Alumni (State): 4.4
- Employer (State): 4.5
- Alumni (KU): 4.28
- Employer (KU): 4.39

MOTIVATION & ENGAGEMENT
- Alumni (State): 4.1
- Employer (State): 4.2
- Alumni (KU): 4.22
- Employer (KU): 3.93

DIVERSITY
- Alumni (State): 4.3
- Employer (State): 4.2
- Alumni (KU): 4.39
- Employer (KU): 4.24

TECHNOLOGY
- Alumni (State): 4.2
- Employer (State): 4.3
- Alumni (KU): 4.18
- Employer (KU): 4.19

ASSESSMENT
- Alumni (State): 4
- Employer (State): 4.4
- Alumni (KU): 4.18
- Employer (KU): 3.89

INSTRUCTION
- Alumni (State): 4.2
- Employer (State): 4.1
- Alumni (KU): 4.27
- Employer (KU): 3.91

PLANNING
- Alumni (State): 4.3
- Employer (State): 4.2
- Alumni (KU): 4.43
- Employer (KU): 4.08

FOUNDATIONS
- Alumni (State): 4.2
- Employer (State): 4.2
- Alumni (KU): 4.22
- Employer (KU): 4.08

Legend: Alumni (State), Employer (State), Alumni (KU), Employer (KU)

Item Level Responses

There are three tables below for each of the scales. The first table shows the percent of employers who selected a rating for each item in the scale. The second table contains the same information for alumni. In the third table, similar items from the two surveys are shown next to each other, followed by the mean difference (alumni mean – employer mean) and pooled standard deviation and effect size, if the mean difference was over **.09**. Some of the items in the third table are more closely worded than others, which should be kept in mind when interpreting.

Foundations

Employer Survey Items for Foundations	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Has clear and compelling vision of learning.	0.0%	10.7%	7.1%	42.9%	39.3%	4.1	1.0
Understands theories of human development	0.0%	10.7%	7.1%	46.4%	35.7%	4.1	0.9
Understands the foundations (historical, philosophical, social, and cultural) of the professional field	0.0%	14.3%	7.1%	53.6%	25.0%	3.9	1.0
Uses knowledge of school, family, cultural, and community factors that influence the quality of education for all students	3.6%	3.6%	3.6%	50.0%	39.3%	4.2	1.0
Demonstrates a strong knowledge of the subject(s) taught	3.6%	0.0%	14.3%	35.7%	46.4%	4.2	1.0
Integrates concepts from professional studies into own teaching environment	3.6%	3.6%	7.1%	46.4%	39.3%	4.1	1.0
Is well-versed in state and federal laws that directly impact schools	0.0%	7.1%	17.9%	46.4%	28.6%	4.0	0.9

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Common Items: Foundations

Employer Survey Items for Foundations	Alumni Survey Items for Foundations:	Difference between Means	Pooled St. Dev.	Effect Size
Understands theories of human development	I was prepared to…understand how students learn and develop.	0.20	0.95	0.21
Understands the foundations (historical, philosophical, social, and cultural) of the professional field	I was prepared to…understand the foundations (historical, philosophical, social, and cultural) of my professional field.	0.40	1.00	0.40
Uses knowledge of school, family, cultural, and community factors that influence the quality of education for all students	I was prepared to…understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	0.10	1.10	0.09
Demonstrates a strong knowledge of the subject(s) taught	I was prepared to…know the content of my professional field.	0.10	1.00	0.10
Is well-versed in state and federal laws that directly impact schools	I was prepared to…understand the state and federal laws that directly impact schools.	-0.10	0.95	-0.11

* Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Planning

Employer Survey Items for Planning	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Selects clear lesson activities that build towards student learning objectives	3.6%	3.6%	10.7%	35.7%	46.4%	4.2	1.0
Ensures that objectives and activities are aligned with district, state and/or national standards	3.6%	7.1%	10.7%	46.4%	32.1%	4.0	1.0
Collaborates with colleagues when planning instruction	0.0%	0.0%	10.7%	50.0%	39.3%	4.3	0.7
Plans thorough, well-organized lessons	7.1%	3.6%	14.3%	28.6%	46.4%	4.0	1.2
Uses understanding of student development for lesson planning	7.1%	7.1%	7.1%	32.1%	46.4%	4.0	1.2
Creates lesson plans that promote critical thinking with the students	3.6%	10.7%	10.7%	32.1%	42.9%	4.0	1.2

Alumni Survey Items for Planning: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Plan integrated and coherent instruction to meet the learning needs of all students.	0.0%	4.2%	4.2%	62.5%	29.2%	4.2	0.7
Develop lesson plans that align with district, state standards and/or national standards.	0.0%	0.0%	0.0%	41.7%	58.3%	4.6	0.5
Collaborate with other professionals to improve the overall learning of all students.	0.0%	4.2%	4.2%	20.8%	70.8%	4.6	0.8
Implement lesson plans that build on the students' existing knowledge and skills.	0.0%	0.0%	8.3%	41.7%	50.0%	4.4	0.7
Create lesson plans that promote critical thinking with the students.	0.0%	0.0%	8.3%	45.8%	45.8%	4.4	0.6

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Common Items: Planning

Employer Survey Items for Planning	Alumni Survey Items for Planning	Difference between Means	Pooled St. Dev.	Effect Size
Ensures that objectives and activities are aligned with district, state and/or national standards	I was prepared to…Develop lesson plans that align with district, state standards and/or national standards.	0.60	0.79	**0.76**
Collaborates with colleagues when planning instruction	I was prepared to…Collaborate with other professionals to improve the overall learning of all students.	0.30	0.75	0.40
Plans thorough, well-organized lessons	I was prepared to…Plan integrated and coherent instruction to meet the learning needs of all students.	0.20	0.98	0.20
Uses understanding of student development for lesson planning	I was prepared to…Implement lesson plans that build on the students' existing knowledge and skills.	0.40	0.98	0.41
Creates lesson plans that promote critical thinking with the students	I was prepared to…Create lesson plans that promote critical thinking with the students.	0.40	0.95	0.42

* Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Instruction

Employer Survey Items for Instruction	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Uses a variety of teaching strategies to enhance student learning	0.0%	7.1%	10.7%	42.9%	39.3%	4.1	0.9
Includes differentiated instructional activities for all learners	0.0%	14.3%	14.3%	46.4%	25.0%	3.8	1.0
Uses a variety of resources to present information	0.0%	14.3%	7.1%	46.4%	32.1%	4.0	1.0
Uses effective questioning skills and facilitates classroom discussion	0.0%	10.7%	10.7%	46.4%	32.1%	4.0	0.9
Integrates multiple content areas into interdisciplinary units of study	3.6%	21.4%	3.6%	50.0%	21.4%	3.6	1.2

Alumni Survey Items for Instruction: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Use effective communication techniques in order to develop a positive learning environment.	0.0%	0.0%	4.2%	54.2%	41.7%	4.4	0.6
Effectively use questioning skills to promote higher level thinking skills.	0.0%	4.2%	4.2%	62.5%	29.2%	4.2	0.7
Employ teaching skills that reflect current theory, research, and practice.	0.0%	4.2%	8.3%	41.7%	45.8%	4.3	0.8
Provide student-centered instruction that is characterized by clarity, variety, and flexibility.	0.0%	0.0%	4.2%	54.2%	41.7%	4.4	0.6
Integrate multiple content areas into interdisciplinary units of study.	0.0%	8.3%	4.2%	54.2%	33.3%	4.1	0.9

Common Items: Instruction

Employer Survey Items for Instruction	Alumni Survey Items for Instruction	Difference between Means	Pooled St. Dev.	Effect Size
Uses effective questioning skills and facilitates classroom discussion	Effectively use questioning skills to promote higher level thinking skills.	0.20	0.81	0.25
Integrates multiple content areas into interdisciplinary units of study	Integrate multiple content areas into interdisciplinary units of study.	0.50	1.06	**0.47**

* Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

8

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Assessment

Employer Survey Items for Assessment	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Evaluates student knowledge and performance by using multiple methods of assessment	0.0%	10.7%	14.3%	42.9%	32.1%	4.0	1.0
Utilizes assessment outcomes to develop instruction that meets the needs of all students	3.6%	10.7%	14.3%	35.7%	35.7%	3.9	1.1
Adheres to ethical and unbiased assessment practices	3.6%	0.0%	14.3%	42.9%	39.3%	4.1	0.9
Makes assessment criteria clear to students	7.1%	10.7%	10.7%	53.6%	17.9%	3.6	1.1
Accurately interprets assessment results	3.6%	3.6%	17.9%	42.9%	32.1%	4.0	1.0
Uses best practice research and data when making decisions	7.1%	7.1%	17.9%	42.9%	25.0%	3.7	1.2

Alumni Survey Items for Assessment: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Use data for instructional decision making.	0.0%	8.3%	8.3%	58.3%	25.0%	4.0	0.8
Engage in assessment activities to identify areas for student improvement.	0.0%	0.0%	12.5%	41.7%	45.8%	4.3	0.7
Use a variety of assessment tools.	0.0%	8.3%	8.3%	37.5%	45.8%	4.2	0.9
Provide feedback to students, which allows them to improve their learning.	0.0%	0.0%	12.5%	50.0%	37.5%	4.3	0.7
Employ appropriate assessment techniques in order to measure the learning of all students.	0.0%	0.0%	16.7%	54.2%	29.2%	4.1	0.7

Common Items: Assessment

Employer Survey Items for Assessment	Alumni Survey Items for Assessment	Difference between Means	Pooled St. Dev.	Effect Size
Evaluates student knowledge and performance by using multiple methods of assessment	Use a variety of assessment tools.	0.22	0.84	0.26
Utilizes assessment outcomes to develop instruction that meets the needs of all students	Use data for instructional decision making.	0.10	0.96	0.10

* Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Technology

Employer Survey Items for Technology	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Makes use of appropriate technology in the classroom teaching environment	3.6%	0.0%	3.6%	64.3%	28.6%	4.1	0.8
Incorporates technology into communication activities	3.6%	3.6%	3.6%	60.7%	28.6%	4.1	0.9
Continually adapt to changes in technology	3.6%	0.0%	0.0%	53.6%	42.9%	4.3	0.8
Integrates technology into the professional practice	3.6%	0.0%	0.0%	57.1%	39.3%	4.3	0.8
Uses technology appropriately for assessment purposes	3.6%	3.6%	0.0%	60.7%	32.1%	4.1	0.9

Alumni Survey Items for Technology: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Make use of appropriate technology in the classroom.	0.0%	4.2%	4.2%	62.5%	29.2%	4.2	0.7
Use a variety of media resources to present information.	0.0%	4.2%	8.3%	58.3%	29.2%	4.1	0.7
Use technology effectively to enhance student learning.	0.0%	4.2%	12.5%	54.2%	29.2%	4.1	0.8
Provide opportunities for my students to utilize technology.	0.0%	0.0%	0.0%	70.8%	29.2%	4.3	0.5
Use technology to enhance my overall professional work.	0.0%	4.2%	0.0%	62.5%	33.3%	4.3	0.7

Common Items: Technology

Employer Survey Items for Technology	Alumni Survey Items for Technology	Difference between Means	Pooled St. Dev.	Effect Size
Makes use of appropriate technology in the classroom teaching environment	Make use of appropriate technology in the classroom.	0.10	0.75	0.13

    * Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Diversity

Employer Survey Items for Diversity	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Creates a learning community that is sensitive to the multiple experiences of diverse learners	0.0%	7.1%	7.1%	32.1%	53.6%	4.3	0.9
Respects cultural differences by providing equitable learning opportunities for all students	0.0%	10.7%	7.1%	28.6%	53.6%	4.3	1.0
Implements non-biased techniques for meeting needs of diverse learners	0.0%	7.1%	10.7%	28.6%	53.6%	4.3	0.9
Adapts lessons to meet the diverse needs of all students	3.6%	7.1%	10.7%	28.6%	50.0%	4.1	1.1
Responds appropriately to larger political, social, economic, and cultural issues through global awareness	0.0%	7.1%	10.7%	39.3%	42.9%	4.2	0.9

Alumni Survey Items for Diversity: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Establish a classroom environment of respect and rapport that provides a culture for learning.	0.0%	0.0%	0.0%	41.7%	58.3%	4.6	0.5
Effectively work with individuals from diverse backgrounds.	0.0%	4.2%	0.0%	45.8%	50.0%	4.4	0.7
Understand the larger political, social, and economic context of education.	0.0%	12.5%	4.2%	37.5%	45.8%	4.2	1.0
Implement instruction that accommodates diverse learning styles.	0.0%	0.0%	0.0%	50.0%	50.0%	4.5	0.5
Encourage students to see, question, and interpret ideas from diverse perspectives.	0.0%	8.3%	4.2%	37.5%	50.0%	4.3	0.9
Implement non-biased techniques for meeting the needs of diverse learners.	0.0%	0.0%	8.3%	41.7%	50.0%	4.4	0.7

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Common Items: Diversity

Employer Survey Items for Diversity	Alumni Survey Items for Diversity	Difference between Means	Pooled St. Dev.	Effect Size
Creates a learning community that is sensitive to the multiple experiences of diverse learners	Establish a classroom environment of respect and rapport that provides a culture for learning.	0.30	0.73	0.41
Implements non-biased techniques for meeting needs of diverse learners	Implement non-biased techniques for meeting the needs of diverse learners.	0.10	0.81	0.12
Adapts lessons to meet the diverse needs of all students	Implement instruction that accommodates diverse learning styles.	0.40	0.85	**0.47**
Respects cultural differences by providing equitable learning opportunities for all students	Effectively work with individuals from diverse backgrounds.	0.10	0.86	0.12

* Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Motivation and Engagement

Employer Survey Items for Motivation and Engagement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Establishes collaborative, productive relationships with all stakeholders to support student learning	0.0%	10.7%	10.7%	46.4%	32.1%	4.0	0.9
Establishes a caring relationship with students developed through engagement and high expectations for all learners	3.6%	7.1%	14.3%	25.0%	50.0%	4.1	1.1
Sets clear standards of conduct	10.7%	10.7%	7.1%	35.7%	35.7%	3.8	1.4
Addresses student behavior in an appropriate, positive, and constructive manner	3.6%	14.3%	3.6%	35.7%	42.9%	4.0	1.2
Promotes an orderly, safe classroom environment conducive to learning	10.7%	10.7%	7.1%	35.7%	35.7%	3.8	1.4
Prioritizes tasks and manages time efficiently for effective student learning	7.1%	3.6%	14.3%	35.7%	39.3%	4.0	1.2

Alumni Survey Items for Motivation and Engagement: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Manage student behavior in the classroom.	0.0%	12.5%	20.8%	41.7%	25.0%	3.8	1.0
Use a variety of motivational strategies to facilitate learning for all students.	0.0%	0.0%	0.0%	75.0%	25.0%	4.3	0.4
Communicate with family and community members to make them partners in the educational process.	0.0%	16.7%	8.3%	54.2%	20.8%	3.8	1.0
Collaborate with educational personnel to support student learning.	0.0%	4.2%	4.2%	66.7%	25.0%	4.1	0.7
Establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	0.0%	0.0%	29.2%	70.8%	4.7	0.5
Create an environment that encourages positive social interaction among students.	0.0%	0.0%	0.0%	33.3%	66.7%	4.7	0.5

13

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Common Items: Motivation and Engagement

Employer Items for Motivation and Engagement	Alumni Items for Motivation and Engagement	Difference between Means	Pooled St. Dev.	Effect Size
Establishes collaborative, productive relationships with all stakeholders to support student learning	Communicate with family and community members to make them partners in the educational process.	-0.20	0.95	-0.21
Establishes a caring relationship with students developed through engagement and high expectations for all learners	Establish a caring relationship with students developed through engagement and high expectations for all learners.	0.60	0.85	**0.70**
Addresses student behavior in an appropriate, positive, and constructive manner	Manage student behavior in the classroom.	-0.20	1.10	-0.18

* Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Professionalism and Ethical Behavior

Employer Survey Items for Professionalism and Ethical Behavior	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Behaves in an ethical manner when interacting with others	0.0%	3.6%	10.7%	32.1%	53.6%	4.4	0.8
Behaves in a caring manner when interacting with others	0.0%	7.1%	0.0%	39.3%	53.6%	4.4	0.8
Understands how to question authority in a respectful and constructive manner	0.0%	3.6%	7.1%	35.7%	53.6%	4.4	0.8
Displays commitment to professionalism and ethical standards	3.6%	0.0%	3.6%	39.3%	53.6%	4.4	0.9
Meets the ethical standards of the profession	3.6%	0.0%	3.6%	39.3%	53.6%	4.4	0.9

Alumni Survey Items for Professionalism & Ethical Behavior: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Understand the legal practices in education.	0.0%	8.3%	12.5%	37.5%	41.7%	4.1	0.9
Understand the ethical practices in education.	0.0%	4.2%	12.5%	37.5%	45.8%	4.3	0.8
Meet the ethical standards of my profession.	0.0%	4.2%	8.3%	37.5%	50.0%	4.3	0.8
Understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.0%	4.2%	0.0%	37.5%	58.3%	4.5	0.7
Establish collegial relationships with all stakeholders to support student learning.	0.0%	0.0%	8.3%	62.5%	29.2%	4.2	0.6

Common Items: Professionalism and Ethical Behavior

Employer Items for Professionalism and Ethical Behavior	Alumni Items for Professionalism and Ethical Behavior	Difference between Means	Pooled St. Dev.	Effect Size
Meets the ethical standards of the profession	Meet the ethical standards of my profession.	-0.10	0.85	-0.12
Behaves in an ethical manner when interacting with others	Understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.10	0.75	0.13

* Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Reflective Practice

Employer Survey Items for Reflective Practice	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Uses feedback to modify leadership practices	7.1%	3.6%	7.1%	57.1%	25.0%	3.9	1.1
Provides feedback that allows students to reflect on their learning	7.1%	0.0%	17.9%	42.9%	32.1%	3.9	1.1
Uses reflections to adjust instruction	7.1%	3.6%	10.7%	50.0%	28.6%	3.9	1.1
Engages in professional learning opportunities	3.6%	3.6%	7.1%	57.1%	28.6%	4.0	0.9
Shows evidence of reflection in prof. practice (e.g., planning, delivering, evaluating)	7.1%	3.6%	10.7%	53.6%	25.0%	3.9	1.1

Alumni Survey Items for Reflective Practice: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Employ self-reflection to improve my teaching practice.	0.0%	0.0%	0.0%	45.8%	54.2%	4.5	0.5
Locate resources available to help me improve my professional practice.	0.0%	4.2%	4.2%	41.7%	50.0%	4.4	0.8
Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.0%	4.2%	0.0%	45.8%	50.0%	4.4	0.7

Common Items: Reflective Practice

Employer Items for Reflective Practice	Alumni Items for Reflective Practice	Difference between Means	Pooled St. Dev.	Effect Size
Uses reflections to adjust instruction	Employ self-reflection to improve my teaching practice.	0.60	0.85	**0.70**
Engages in professional learning opportunities	Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.40	0.81	0.50

* Cohen's *d* suggested interpretation: .2 = small, .5 = moderate, .8 = large

Employer Comments

The tables below summarize the comments made by employers when requested to briefly summarize the strengths and areas of needed improvement of novice teachers who graduated from the University of Kansas. The tables are followed by the actual comments. **Content knowledge and professional disposition were the most frequently mentioned strengths. The most frequently mentioned areas in need of improvement included classroom management in general, social-emotional/behavioral challenges in particular and meeting the needs of diverse learners.**

<u>**Strengths**</u>

Communication	The professors communicate clearly
Content	Special Education preparation has been very successful - providing baseline content for specialization is critical.
Content	Content- our new teacher was well prepared to teach each part of content.
Diversity	Diversity
Fundamentals	Knowledge of child development Treating all children with respect and dignity
Lesson Planning	The ability to use data to create lessons that are relevant to the student.
Lesson Planning	Planning well developed lessons based upon standards.
Lesson Planning	Lesson design and integration with district curriculum is strong in the KU educator prep program. The teachers are able to adapt their instruction based on district standards and have a clear idea of where they want to go.
Lesson Planning	Lesson planning seems to be strong; as well as how to motivate students.
Lesson Planning	Students arrive with a solid understanding of the priority standards.
Professionalism	The ability to make positive strong relationships with all stakeholders.
Professionalism	Willingness to try new things and to take chances
Professionalism	XXXXX is always prepared. I look forward to watching her grow and be more comfortable moving around the classroom and doing a variety of things with her students.
Professionalism	She was well prepared for early intervention work which is not always the case with staff leaving other educational programs.
Professionalism	The teachers come with a knowledge of instructional strategies, strategies for differentiation, a knowledge of resources, and a knowledge of content.
Technology	They are also excellent at using technology to enhance their instruction.

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

<u>**Need to Improve**</u>

Assessment	Assessment
Classroom management	More work and improvement with classroom management and accommodating special education students within the classroom.
Classroom Management	Teaching the graduate students: How to give direction to paraprofessionals How to be in charge How to manage severely disruptive behavior, such as being able to tell a child, "No." or that their behaviors are unacceptable, rather than just letting the children run amuck and stating that that is just who they are.
Classroom Management	Reinforcing the first few weeks and the extreme importance of setting high standards and expectations of behavior, attention, taking care of the classroom, etc. will serve all teachers well.
Classroom Management	Organization on what is expected from students
Classroom Management	Teachers could use more instruction in effective classroom management. This is a typical area of struggle for any new teacher.
Communication	Students could use more opportunities to discuss how to build relationships with families and dealing with difficult parent situations.
Communication	Communication with stakeholders - opportunities to embed family-friendly technology options.
Communication	Teachers lack knowledge of working with students and families from diverse backgrounds.
Content Knowledge	continue to strengthen the student's content knowledge
Content Knowledge	Would like to see universities move towards teaching the actual science of reading, especially with what we know is happening in the state of Kansas with the Dyslexia task force.
Data Interpretation	How to look at data like MAP scores and utilize the data to drive what's happening in the classroom.
Engagement	I suggest that you work more on engaging students in lessons. All of our KU grades have been more apt to do sit and get.
Time in Classroom	More time in the classroom at the start of a school year. The ability to set the tone for a school year is so important.
Time in Classroom	More observations of preservice teachers. Not everyone should get a license.

18

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

As we move forward past this health pandemic, do you have suggestion for our teacher preparation programs?

Classroom Management	Prepare teachers about flipped classroom strategies
Communication	Talking with parents.
Engagement	Incorporating an online learning/student engagement component would be very applicable. Teacher (veteran and new) understand the various platforms available for online learning/virtual learning, however they flounder at how to keep students engaged when they are not in the room with them.
Engagement	Preparing teachers to use real world activities for student learning.
Engagement	Work on what engaging learning looks like remotely.
Engagement	Also, teachers need to practice how to best engage learners using tools like WebEx, Zoom, etc... I think education as we know it is about to change in significant ways
IEPs	Practical application. Writing IEPs all the way through.
Lesson Planning	Comprehensive lesson plans that are brief enough to be useful.
Professionalism	Our teachers all did a beautiful job of adjusting during unprecedented times and figuring out how to teach online with so many factors. We stayed in touch and had to be flexible and offer a tremendous amount of grace.
Technology	Technology Technology Technology - whether our instruction is face-to-face or virtual, we will be relying on technology for purposeful instruction!
Technology	Be sure students are aware of on-line learning platforms and how to use them when instructing students.
Technology	The pandemic has increased the use of technology in instructional delivery and teachers should be more aware of its use and engagement strategies for technological usage.
Technology	I think personalized learning and the use of learning management systems (like Canvass) will become increasingly important as we move forward. All teachers are going to need to know how to track student learning on an individual basis.
Technology Professional Development	Young teachers are better equipped than seasoned staff as they are more tech savvy.

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Alumni Comments

The tables below summarize the comments made by alumni when requested to briefly summarize the strengths and areas of needed improvement of the educator preparation program at the University of Kansas. The tables are followed by the actual comments. **Teaching experiences, content, and preparation to work with diverse learners were mentioned most frequently as program strengths. The most frequently mentioned areas in need of improvement included classroom management in general, social-emotional/behavioral challenges in particular.**

<u>**Strengths**</u>

Class size	Class sizes were small, so the professor to student ratio was very low. This worked to our advantage any time we needed advice or help.
Classroom Management	My classroom management skills
Content	I had a great degree of theoretical background knowledge that I was able to apply into the classroom setting.
Content	It thoroughly covered topics that I used as a special educator.
Content	I believe the greatest strength in the program was our content and pedagogical preparation.
Diversity and Inclusion	The greatest strength of my undergrad program was definitely the diversity and inclusion courses.
Diversity and Inclusion	I attended the University of Kansas and I believe the greatest strength of the program was ingraining in me the consideration and planning for supporting ALL learners through differentiation. They did an amazing job teaching how to support students with special needs and how to support and celebrate diversity in the classroom.
Diversity and Inclusion	I think the greatest strength would be that I learned how to establish an anti-racist classroom so all my students would feel comfortable. Thus, they would like they could learn. I am still learning, myself, and I have much growing to do, but I owe it to my kids to be the educator they need.
Lesson Planning	Learning how to implement project-based learning. I also loved how we were challenged to be critical thinkers as students so we could learn how to do so as teachers.
Partnership	I feel like my program prepared me to be successful in the classroom. There was an emphasis on building a community.
Partnership with Professionals	I think the greatest strength of my program was the variety of opportunities to be in the classroom and to learn from other educators. I think that my most beneficial experiences were talking with and learning from other teachers at a variety of grade levels. I also think that my courses on SPED instruction and those laws were very beneficial.
Professionalism	Providing students with resources for constant improvement and the skill set to be a reflective teacher. The program emphasized the importance of always being self-reflective with the intent to improve your craft as a teacher.
Teaching Experience	The greatest strength was the real life application we were able to experience by spending a vast majority of our time in the classroom setting working with students.
Teaching Experience	Student teaching and being in the classroom

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Teaching Experience	I had the chance to participate a variety of practicum experiences in many different grade levels.
Teaching Experience	The greatest strength of my educator preparation program was the inquiry blocks that we had which included social studies, science, math and literature. I learned the most through these classes because they were hands on and provided us with opportunities to use in our student teaching experiences.
Teaching Experience	All of the field experience we got between having to observe children to practicum to student teaching. I also loved how knowledgeable and helpful all of the UEC professors were.
Teaching Experience	I think that having two student teaching experiences in different grade levels was one of the greatest strengths. I felt like it really allowed me to get an idea of what grade level I wanted to teach, as well as gave me nearly a year of having an experienced teacher in the classroom with me able to guide me when I encountered issues.
Teaching Experience	My student teaching placement and my mentor teacher. you learn WAY more by doing than sitting in a classroom listening or imagining
Teaching Experience	The hands on experiences that KU allowed each student to have. Without it, we would not be as prepared to be hands on with our own classrooms.

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

<u>Need to Improve</u>

Behavior Management	I wish that we had a class solely focused on behavior management. It would have been helpful to have teachers come in and share experiences and strategies. Some of my professors had not been classroom teachers or had been out of the classroom for awhile, and a behavior class with teachers who are actively teaching as "guest lecturers" would be very beneficial.
Behavior Management	We don't really have a set class for behavior management or any class that spends an extended period of time talking about that. Nor do we have a class that talks about how to work with/utilize the special education teachers in the buildings. Those are both extremely important and may go hand-in-hand. I believe that having a class or even having half of a semester dedicated to different behavior management techniques and how to work with the other professionals in your school to meet the needs of your students would be incredibly beneficial.
Behavior Management; classroom management	We need a class on classroom management and how to figure out the root cause of children's miss behavior. I only got true classroom management teaching from my music class with Ms. Potter and from student teaching. I wish we watched videos on how people react to certain behaviors and brain stormed as a class how to best address it.
Classroom Management	A greater focus on practical classroom management strategies and instruction on how to support students with dyslexia using multi-sensory methods.
Classroom Management; Communication	Focusing a bit more on classroom management and techniques to promote community building in the classroom.
Classroom Observation	I would include more opportunities to observe and teach a real class, and would have student teaching be a year-long requirement instead of a single semester.
Communication; Behavior Management	It would be beneficial to learn more about how to communicate with parents based on students behavior. It would also be nice to know more about how to effectively manage a classroom with 25+ students. I also think learning about Zones of Regulation would be beneficial.
Diversity and Inclusion	I did not feel we had adequate training on meeting the needs of diverse learners in the general education setting. Specifically students of color, students with low SES, and students identified with special needs.
Diversity and Inclusion	I would say that we need to focus on History a lot more than we do. There are many things that we leave behind due to time restraints and the stressors that teachers deal with, daily. We need to know about the history of the United States, and not the white-washed version.
IEP	More practical information on IEPs.
Legal	The amount of legal/professionalism courses in the final stages of student teaching. I would have rather had those early on, as my student teaching experience was very time consuming and I felt rushed through these courses.
Legal	Learn more about the legal side and laws that deal with education
Legal	I felt when I was at KU I didn't know the legal aspect, I still don't and am currently learning more about it.

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Motivation and Engagement	Finding lessons and activities that educate AND engage students in their learning
Professionalism	One improvement would be taking into the consideration the many roles teachers are required to be on a given day and have to effectively handle the stress and time commitment teaching requires, especially in the first few years.
STEM Education	More STEM education specific classes.
Supporting the Standards	I would like to have had more discussions around aligning lessons to standards. This was an area I felt a weakness in during the year, and one that I felt could have been better addressed in my preparatory classes.
Technology	Adding a class on distance learning would be an improvement to the program.

Final Comments

- Encourage students or programs to create portfolios that last throughout their entire teacher prep program. It would be so helpful to collect resources and see what I learned and how I've grown.
- I was surprised at how many seasoned teachers are jaded or unwilling to adjust to the current climate. It's a bit disheartening.
- Understand there is no perfect school district, grade, class, student. I am in a Title 1 school and my first class consisted of 14 ESL students, 3 hearing impaired students, and 5 IEPs and I think I had the most fun and learned so much from this group of students that I would change for anything. HAVE FUN!!
- More exposure to the classroom experience is the biggest thing I would change. Being in an actual classroom helped prepare me more than anything.
- Besides what i mentioned before, I feel the KU UEC program really prepared me to be a passionate and dynamic teacher. I love how much we learned about diversity and I love I was able to choose what kind of school setting I wanted for student teaching, as I figured through that experience what I chose was my interest area and I was able to get employed through that too.
- Many of the faculty in my program were a very positive aide in my preparation for becoming an educator.
- I was a part of the PDS program at KU, and I feel like that experience prepared me more for what being a teacher in my own classroom was going to be like than anything else!

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

As we move forward past this health pandemic, do you have suggestions for our teacher preparation programs?

Assessment	Also have some class integrate assessments more and brain storm how to asses to a standard. For example give a Kansas standard, give materials we have to teach to that standard and then figure out how to best assess students after the learning occurred. I struggled with this my first year as in my school we had to come up with common assessments for ELA every week based on the standard we were working on. We had to learn how to not asses the book but asses the standard, which required students reading their own passage and then demonstrating if they could do that skill/standard. Also we should have to come up with multiple standards based on one standard that meets the need of a diverse group of students. Such as ELL's, SPED, below grade level readers etc.
Blended learning	Prepare and dedicate more lessons or classes that incorporate blended learning practices. It wasn't until I was in the field that I really had a good glimpse of how many online resources are available to teachers.
Blended learning	Moving forward it will be more important to have training on teaching in a variety of settings - in person, online, blended, etc.
Class Management	I also think that a class focusing on behavior would be helpful.
Classroom management	The classroom management class should be moved to junior year of the program because it was stressful to have during our first semester of student teaching. It also should be taught by someone who has classroom management.
Classroom management	Have a classroom management class spring of Junior year or fall of senior year when we are student teaching.
Experience	Practicum should still be an essential piece to the program as well as a full semester of student teaching.
Grit	Stay flexible and positive. I'm ready to work with my kiddos either way.
Grit	Don't be discouraged. Understand that not everything is going to go perfectly all the time and THAT IS OK! Learn from your mistakes and move on (Do not dwell).
Legal	Add more legal classes
Real Life Examples	Provide as many real life application experiences throughout the entire course of the teacher preparation programs.
Relationships	support the connection and relationships that are so important, even through a screen.
Relationships	Focus on relationship building - content comes SECOND behind students' mental health.
Relationships	Teach accurate history and establish a good relationship with the parents, like you would the kiddos.
Relationships	classroom studies to go into parent communication with lower SES areas.
social and emotional learning	Focus on social and emotional learning. Students are going to need it now more than ever, so teaching students how to be conscientious of that will benefit them greatly moving forward.
Socio-emotional	It will also be vital that teachers are prepared to work with students who have experienced trauma- many as a result of the pandemic.

24

Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

Student Teaching	being in person for student teaching is so important to prepare for the challenges of the first years of teaching. i don't know how this is always feasible but it's so important
Technology	More meaningful applications of using technology for instruction
Technology	More focus on using technology in the classroom.
Technology	I think the best support would be to teach students the best ways to use online platforms and provide many different resources of apps/websites/creating video lessons, etc,
Technology	I think that continuing to equip teachers to be flexible and adaptable is key. I think that educational technology courses should be more up to date with current technologies that are in area districts.
Technology	How to information on on-line learning
Technology	I would include more use of technology integration and individual student learning into our preparation. Especially in the field of music education, which relies so heavily on in-person large group instruction, it is sometimes difficult to apply many of the strategies we learned and practiced to the remote learning models. Many schools were also moving to online lesson delivery platforms before the pandemic, such as schoology, google classroom, and blackboard. More preparation in creating online lessons (especially within music education for large ensembles) would be very useful.