Kansas Educator Employer and Alumni Surveys

Spring 2021 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.

Over the years, the instruments have undergone minor changes and updated wording to better reflect current terms and practice. Most recent update occurred in 2020.

Survey Population:
- **Alumni** - Fall 2019-Summer 2020 graduates who are teaching in the 2020-2021 school year.
- **Employer** - Principals of schools in which first year **Alumni** are employed.

Response rate:
- **KU Alumni** – 29% (20 out of 70)   **Overall Alumni** – 30% (259 out of 858)
- **KU Employers** – 46% (31 out of 68)   **Overall Employer** – 42% (315 out of 745)

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. **93% of respondents (29 out of 31) said that KU graduates were as well prepared as or better prepared than other graduates. This rate is similar to rates reported in previous years. We take this to suggest that the low rating from 2020 (79%) was likely an aberration.**

Table 1 Employer Rating of KU Graduates

Rating	Count	Pct.
Better Prepared	10	32%
As Well Prepared	19	61%
Not As Well Prepared	2	6%
No Comparison Available	0	0%

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

In 2020-21, KU Alumni were rated comparably to Alumni across the state. However, there are two areas where there appears to be small, potentially meaningful differences.

- Employers reported <u>lower</u> satisfaction with KU Alumni technology preparation in comparison to All Alumni.
- KU Alumni reported <u>higher</u> satisfaction with their preparation to support diversity in the classroom in comparison to All Alumni.

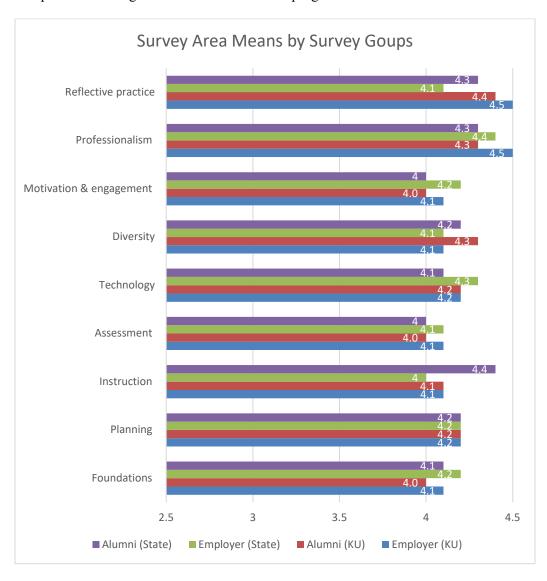*Table 2 Survey Area Means and Effect Size by Survey Groups*

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	4.0	4.2	4.1	-0.09	-0.12
Planning	4.2	4.2	4.2	4.2	-0.03	0.06
Instruction	4.1	4.1	4	4.4	0.05	-0.03
Assessment	4.1	4.0	4.1	4	-0.01	-0.03
Technology	4.2	4.2	4.3	4.1	-0.20*	0.04
Diversity	4.1	4.3	4.1	4.2	-0.03	0.23*
Motivation & engagement	4.1	4.0	4.2	4	-0.05	-0.05
Professionalism	4.5	4.3	4.4	4.3	0.08	-0.05
Reflective practice	4.1	4.4	4.1	4.3	-0.07	0.06
No. Respondents	31	20	315	259		

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

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	4.1	.68	3.7	.70
Planning	4.3	.64	3.9	.63
Instruction	4.1	.72	4.2	.79
Assessment	3.9	.62	3.8	.65
Technology	4.1	.56	4.2	.61
Diversity	4.3	.62	4.0	.55
Motivation	4.0	.79	3.4	.68
Professionalism	4.2	.50	4.3	.53
Reflection	4.4	.58	4.1	.61
No. Respondents*	18		5	

* 3 alumni reported receiving both initial and advanced program licenses.

Survey Area Means by Survey Goups

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, when 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: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Have a clear and compelling vision of learning.	0.0%	0.0%	6.5%	67.7%	25.8%	4.19	0.54
Understand theories of human development.	0.0%	3.2%*	16.1%	61.3%	19.4%	3.97	0.71
Understand the foundations (historical, philosophical, social, and cultural) of the professional field.	0.0%	3.2%*	16.1%	54.8%	25.8%	4.03	0.75
Use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	0.0%	3.2%*	16.1%	51.6%	29.0%	4.06	0.77
Demonstrate a strong knowledge of the subject(s) taught.	0.0%	0.0%	6.5%	45.2%	48.4%	4.42	0.62
Integrate concepts from professional studies into their own teaching environment.	0.0%	0.0%	9.7%	61.3%	29.0%	4.19	0.60
Have entry level knowledge of state and federal laws that directly impact schools.	3.2%*	0.0%	12.9%	64.5%	19.4%	3.97	0.80

* One observation

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 Survey Items for Foundations: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Understand the foundations (historical, philosophical, social, and cultural) of my professional field.	0.0%	5.0%*	10.0%	65.0%	20.0%	4.00	0.73
Understand how students learn and develop.	0.0%	10.0%	0.0%	65.0%	25.0%	4.05	0.83
Understand how to provide a variety of opportunities that support student learning and development.	0.0%	10.0%	0.0%	60.0%	30.0%	4.10	0.85
Understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	0.0%	10.0%	5.0%*	55.0%	30.0%	4.05	0.89
Know the content of my professional field.	5.0%*	5.0%*	10.0%	45.0%	35.0%	4.00	1.08
Understand the state and federal laws that directly impact schools.	5.0%*	0.0%	10.0%	65.0%	20.0%	3.95	0.89

* One observation

Common Items: Foundations

Employer Survey Items for Foundations:	Alumni Survey Items for Foundations:	Difference between Means	Pooled St. Dev.	Effect Size
Understand theories of human development.	I was prepared to…understand how students learn and develop.	0.08	0.77	0.11
Demonstrate a strong knowledge of the subject(s) taught.	I was prepared to…know the content of my professional field.	-0.42	0.88	-0.48

* 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: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Select clear lesson activities that build towards student learning objectives.	0.0%	0.0%	12.9%	61.3%	25.8%	4.13	0.62
Ensure that objectives and activities are aligned with district, state and/or national standards.	0.0%	0.0%	9.7%	58.1%	32.3%	4.23	0.62
Collaborate with colleagues when planning instruction.	0.0%	0.0%	6.5%	48.4%	45.2%	4.39	0.62
Plan thorough, well-organized lessons.	0.0%	0.0%	9.7%	51.6%	38.7%	4.29	0.64
Use his or her understanding of student development for lesson planning.	0.0%	3.2%*	9.7%	58.1%	29.0%	4.13	0.72
Create lesson plans that promote critical thinking with the students.	0.0%	3.2%*	22.6%	45.2%	29.0%	4.00	0.82

* One observation

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%	5.0%*	0.0%	65.0%	30.0%	4.20	0.70
Develop lesson plans that align with district, state standards and/or national standards.	0.0%	0.0%	0.0%	55.0%	45.0%	4.45	0.51
Collaborate with other professionals to improve the overall learning of all students.	0.0%	5.0%*	5.0%	50.0%	40.0%	4.25	0.79
Implement lesson plans that build on the students' existing knowledge and skills.	0.0%	5.0%*	10.0%	45.0%	40.0%	4.20	0.83
Create lesson plans that promote critical thinking with the students.	0.0%	5.0%*	15.0%	45.0%	35.0%	4.10	0.85

* One observation

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
Select clear lesson activities that build towards student learning objectives.	I was prepared to…Plan integrated and coherent instruction to meet the learning needs of all students.	0.07	0.66	0.11
Ensure 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.	0.22	0.57	0.40
Collaborate with colleagues when planning instruction.	I was prepared to…Collaborate with other professionals to improve the overall learning of all students.	-0.14	0.71	-0.19
Use his or her understanding of student development for lesson planning.	I was prepared to…Implement lesson plans that build on the students' existing knowledge and skills.	0.07	0.78	0.09
Create lesson plans that promote critical thinking with the students.	I was prepared to…Create lesson plans that promote critical thinking with the students.	0.10	0.83	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

Instruction

Employer Survey Items for Instruction: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Use a variety of teaching strategies to enhance student learning.	0.0%	0.0%	12.9%	54.8%	32.3%	4.19	0.65
Include differentiated instructional activities for all learners.	0.0%	6.5%	12.9%	54.8%	25.8%	4.00	0.82
Use a variety of resources to present information.	0.0%	0.0%	12.9%	58.1%	29.0%	4.16	0.64
Use effective questioning skills and facilitates classroom discussion.	0.0%	6.5%	12.9%	51.6%	29.0%	4.03	0.84
Integrate multiple content areas into interdisciplinary units of study.	0.0%	3.2%*	19.4%	54.8%	22.6%	3.97	0.75

* One observation

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%	5.0%*	5.0%	45.0%	45.0%	4.30	0.80
Effectively use questioning skills to promote higher level thinking skills.	0.0%	10.0%	15.0%	35.0%	40.0%	4.05	1.00
Employ teaching skills that reflect current theory, research, and practice.	0.0%	5.0%*	10.0%	60.0%	25.0%	4.05	0.76
Provide student-centered instruction that is characterized by clarity, variety, and flexibility.	0.0%	10.0%	0.0%	55.0%	35.0%	4.15	0.88
Integrate multiple content areas into interdisciplinary units of study.	0.0%	5.0%*	5.0%	70.0%	20.0%	4.05	0.69

* One observation

Common Items: Instruction

Employer Survey Items for Instruction	Alumni Survey Items for Instruction	Difference between Means	Pooled St. Dev.	Effect Size
Include differentiated instructional activities for all learners.	I was prepared to…provide student-centered instruction that is characterized by clarity, variety, and flexibility.	0.15	0.85	0.18
Use effective questioning skills and facilitates classroom discussion.	I was prepared to…effectively use questioning skills to promote higher level thinking skills.	0.02	0.92	0.02
Integrate multiple content areas into interdisciplinary units of study.	I was prepared to…integrate multiple content areas into interdisciplinary units of study.	0.08	0.72	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

Assessment

Employer Survey Items for Assessment: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
employ appropriate assessments in order to measure the learning and progress of all students.	0.0%	0.0%	6.5%	71.0%	22.6%	4.16	0.52
utilize assessment outcomes to develop instruction that meets the needs of all students.	0.0%	6.5%	3.2%*	71.0%	19.4%	4.03	0.71
adhere to ethical and unbiased assessment practices.	0.0%	0.0%	3.2%*	64.5%	32.3%	4.29	0.53
make assessment criteria clear to students.	0.0%	6.5%	6.5%	67.7%	19.4%	4.00	0.73
accurately interpret assessment results.	0.0%	0.0%	12.9%	74.2%	12.9%	4.00	0.52
use best practice research and data when making decisions.	0.0%	3.2%*	12.9%	67.7%	16.1%	3.97	0.66

* One observation

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%	10.0%	5.0%*	70.0%	15.0%	3.90	0.79
engage in assessment activities to identify areas for student improvement.	0.0%	10.0%	15.0%	60.0%	15.0%	3.80	0.83
use a variety of assessment tools.	5.0%*	5.0%*	10.0%	60.0%	20.0%	3.85	0.99
provide feedback to students, which allows them to improve their learning.	0.0%	5.0%*	5.0%*	60.0%	30.0%	4.15	0.75
employ appropriate assessments in order to measure the learning and progress of all students.	0.0%	5.0%*	5.0%*	65.0%	25.0%	4.10	0.72

* One observation

Common Items: Assessment

Employer Survey Items for Assessment	Alumni Survey Items for Assessment	Difference between Means	Pooled St. Dev.	Effect Size
Employ appropriate assessments in order to measure the learning and progress of all students.	I was prepared to…use a variety of assessment tools.	-0.06	0.63	-0.10
Utilize assessment outcomes to develop instruction that meets the needs of all students.	I was prepared to…use data for instructional decision making.	-0.13	0.75	-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

Technology

Employer Survey Items for Technology: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Make use of appropriate technology in the classroom to enhance student learning.	0.0%	3.2%*	6.5%	51.6%	38.7%	4.26	0.73
Use technology effectively to engage communities and families.	0.0%	3.2%*	16.1%	45.2%	35.5%	4.13	0.81
Use a variety of technology to differentiate instructions.	0.0%	3.2%*	16.1%	58.1%	22.6%	4.00	0.73
Continually adapt to changes in technology.	0.0%	3.2%*	6.5%	51.6%	38.7%	4.26	0.73
Integrate technology into their professional practice.	0.0%	0.0%	12.9%	48.4%	38.7%	4.26	0.68
Use technology appropriately for assessment purposes.	0.0%	0.0%	9.7%	64.5%	25.8%	4.16	0.58

* One observation

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 to enhance student learning.	0.0%	0.0%	5.0%	60.0%	35.0%	4.30	0.57
Use a variety of technologies to differentiate instruction.	0.0%	5.0%*	5.0%	60.0%	30.0%	4.15	0.75
Use technology effectively to engage communities and families.	0.0%	10.0%	10.0%	60.0%	20.0%	3.90	0.85
Provide opportunities for my students to utilize technology.	0.0%	0.0%	10.0%	60.0%	30.0%	4.20	0.62
Use technology to enhance my overall professional practice.	0.0%	0.0%	10.0%	60.0%	30.0%	4.20	0.62

* One observation

Common Items: Technology

Employer Survey Items for Technology	Alumni Survey Items for Technology	Difference between Means	Pooled St. Dev.	Effect Size
Use technology effectively to engage communities and families.	I was prepared to…use technology effectively to engage communities and families.	-0.23	0.83	-0.28
Use a variety of technology to differentiate instructions.	I was prepared to…use a variety of technologies to differentiate instruction.	0.15	0.74	0.20
Integrate technology into their professional practice.	I was prepared to…use technology to enhance my overall professional practice.	-0.06	0.65	-0.09

* 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: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
create a learning community that implements culturally responsive instruction.	0.0%	6.5%	6.5%	61.3%	25.8%	4.06	0.77
establish an inclusive classroom environment of respect and rapport that provides a culture for learning.	0.0%	6.5%	3.2%*	58.1%	32.3%	4.16	0.78
implement non-biased techniques for meeting needs of diverse learners.	0.0%	3.2%*	6.5%	61.3%	29.0%	4.16	0.69
adapt lessons to meet the diverse needs of all students.	0.0%	6.5%	3.2%*	64.5%	25.8%	4.10	0.75
respond appropriately to larger political, social, economic, and cultural issues through global awareness.	0.0%	6.5%	12.9%	58.1%	22.6%	3.97	0.80

* One observation

Alumni Survey Items for Diversity: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
establish an inclusive classroom environment of respect and rapport that provides a culture for learning.	0.0%	0.0%	10.0%	30.0%	60.0%	4.50	0.69
effectively work with individuals from diverse backgrounds.	0.0%	0.0%	10.0%	35.0%	55.0%	4.45	0.69
understand the larger political, social, and economic context of education.	0.0%	0.0%	15.0%	45.0%	40.0%	4.25	0.72
implement culturally responsive instruction.	0.0%	0.0%	15.0%	45.0%	40.0%	4.25	0.72
encourage students to see, question, and interpret ideas from diverse perspectives.	0.0%	0.0%	10.0%	50.0%	40.0%	4.30	0.66
implement non-biased techniques for meeting the needs of diverse learners.	0.0%	0.0%	15.0%	40.0%	45.0%	4.30	0.73

Common Items: Diversity

Employer Survey Items for Diversity	Alumni Survey Items for Diversity	Difference between Means	Pooled St. Dev.	Effect Size
Create a learning community that implements culturally responsive instruction.	I was prepared to…implement culturally responsive instruction.	0.19	0.74	0.25
Establish an inclusive classroom environment of respect and rapport that provides a culture for learning.	I was prepared to…establish an inclusive classroom environment of respect and rapport that provides a culture for learning.	0.34	0.73	0.46
Implement non-biased techniques for meeting needs of diverse learners.	I was prepared to…implement non-biased techniques for meeting the needs of diverse learners.	0.14	0.71	0.20
Adapt lessons to meet the diverse needs of all students.	I was prepared to…effectively work with individuals from diverse backgrounds.	0.35	0.72	0.49
Respond appropriately to larger political, social, economic, and cultural issues through global awareness.	I was prepared to…understand the larger political, social, and economic context of education.	0.28	0.76	0.37

* 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: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
establish collaborative, productive relationships with all stakeholders (e.g., families, school personnel, and community members) to support student learning.	0.0%	3.2%*	9.7%	61.3%	25.8%	4.10	0.70
establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	0.0%	6.5%	64.5%	29.0%	4.23	0.56
set clear standards of conduct.	0.0%	3.2%*	6.5%	64.5%	25.8%	4.13	0.67
address student behavior in an appropriate, positive, and constructive manner.	0.0%	3.2%*	6.5%	61.3%	29.0%	4.16	0.69
promote an orderly, safe classroom environment conducive to learning.	0.0%	3.2%*	6.5%	61.3%	29.0%	4.16	0.69
prioritize tasks and manages time efficiently for effective student learning.	0.0%	6.5%	9.7%	61.3%	22.6%	4.00	0.77

* One observation

Alumni Survey Items for Motivation & 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%	20.0%	15.0%	45.0%	20.0%	3.65	1.04
use a variety of motivational strategies to facilitate learning for all students.	0.0%	15.0%	10.0%	50.0%	25.0%	3.85	0.99
communicate with family and community members to make them partners in the educational process.	0.0%	20.0%	25.0%	35.0%	20.0%	3.55	1.05
collaborate with educational personnel to support student learning.	0.0%	5.0%*	15.0%	45.0%	35.0%	4.10	0.85
establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	0.0%	10.0%	45.0%	45.0%	4.35	0.67
create an environment that encourages positive social interaction among students.	0.0%	5.0%*	5.0%*	45.0%	45.0%	4.30	0.80

* One observation

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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
Establish collaborative, productive relationships with all stakeholders (e.g., families, school personnel, and community members) to support student learning.	I was prepared to…Communicate with family and community members to make them partners in the educational process.	-0.55	0.89	-0.61
Establish a caring relationship with students developed through engagement and high expectations for all learners.	I was prepared to…Establish a caring relationship with students developed through engagement and high expectations for all learners.	0.12	0.62	0.20
Address student behavior in an appropriate, positive, and constructive manner.	I was prepared to…Create an environment that encourages positive social interaction among students.	0.14	0.75	0.19
Promote an orderly, safe classroom environment conducive to learning.	I was prepared to…Manage student behavior in the classroom.	-0.51	0.88	-0.58

* 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: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Behave in an ethical manner when interacting with others.	0.0%	0.0%	0.0%	48.4%	51.6%	4.52	0.51
Behave in a caring manner when interacting with others.	0.0%	0.0%	0.0%	51.6%	48.4%	4.48	0.51
Understand how to question authority in a respectful and constructive manner.	0.0%	0.0%	6.5%	51.6%	41.9%	4.35	0.61
Display commitment to professionalism and ethical standards.	0.0%	0.0%	0.0%	51.6%	48.4%	4.48	0.51
The educators meet the ethical standards of the profession.	0.0%	0.0%	0.0%	51.6%	48.4%	4.48	0.51

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%	5.0%*	10.0%	60.0%	25.0%	4.05	0.76
Understand the ethical practices in education.	0.0%	5.0%*	0.0%	65.0%	30.0%	4.20	0.70
Meet the ethical standards of my profession.	0.0%	0.0%	0.0%	60.0%	40.0%	4.40	0.50
Understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.0%	0.0%	0.0%	55.0%	45.0%	4.45	0.51
Establish collegial relationships with all stakeholders (school personnel, parents, community, etc.) To support student learning.	0.0%	5.0%*	5.0%*	50.0%	40.0%	4.25	0.79

* One observation

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
The educators behave in an ethical manner when interacting with others.	I was prepared to…establish collegial relationships with all stakeholders (school personnel, parents, community, etc.) To support student learning.	-0.27	0.66	-0.40
The educators meet the ethical standards of the profession.	I was prepared to…meet the ethical standards of my profession.	-0.08	0.51	-0.17

* 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: The educators--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Use feedback to modify leadership practices.	0.0%	3.2%*	6.5%	64.5%	25.8%	4.13	0.67
Provide feedback that allows students to reflect on their learning.	0.0%	9.7%	6.5%	64.5%	19.4%	3.94	0.81
Use reflections to adjust instruction.	0.0%	6.5%	3.2%	61.3%	29.0%	4.13	0.76
Engage in professional learning opportunities.	0.0%	3.2%*	12.9%	48.4%	35.5%	4.16	0.78
Show evidence of reflection in professional practice (e.g., planning, delivering, and evaluating instruction).	0.0%	0.0%	9.7%	64.5%	25.8%	4.16	0.58

* One observation

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%	5.0%*	55.0%	40.0%	4.35	0.59
Locate resources available to help me improve my professional practice.	0.0%	0.0%	5.0%*	60.0%	35.0%	4.30	0.57
Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.0%	0.0%	5.0%*	50.0%	45.0%	4.40	0.60

* One observation

Common Items: Reflective Practice

Employer Items for Reflective Practice	Alumni Items for Reflective Practice	Difference between Means	Pooled St. Dev.	Effect Size
Use reflections to adjust instruction.	I was prepared to…employ self-reflection to improve my teaching practice.	0.22	0.68	0.32
Engage in professional learning opportunities.	I was prepared to…use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.24	0.69	0.34
Show evidence of reflection in professional practice (e.g., planning, delivering, and evaluating instruction).	I was prepared to…locate resources available to help me improve my professional practice.	0.14	0.58	0.24

* 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.

Strengths

Category	Comment
Classroom Management	Teaching educators how to build a strong, positive classroom community
Content Knowledge	Content knowledge
Content Knowledge	Knowledge of content
Content Knowledge	Mr. B. has a solid knowledge of the subject areas that he teaches.
Content Knowledge	We have been very pleased with the content knowledge brought to the position and the collaborative spirit to be a part of an educational team.
Diversity	Inclusive practices
Instructional Technology	use of instructional technology
Instructional Technology	Strong understanding of technology and how to best use that in the classroom.
Lesson Prep	lesson preparation
Overall	I found Ms. L. during the October Career Fair and was so excited to bring her onto our team. She has done such a great job as a first year teacher!
Overall	I have had one KU hire in the past three years so it is difficult to establish if the preparation program or is it just the individual teacher. With that being said, we are very happy with this hire.
PDS Program	Ms. S. was in the KU PDS program. I think her experience in this program made her more prepared that student teachers from other programs.
Professionalism	Educator cares about students and is always positive.
Professionalism	Educator is willing to learn & always professional.
Professionalism	Ms. C. focuses on the standard and teaching it to the expected level and higher. She plans well and she works well with peers. She has adapted her instructional techniques and will continue to learn and grow in this area.
Professionalism	Our novice teacher displayed confidence with her classroom.
Relevancy	Educator has creative ideas that incorporate real-world themes into lessons.
Student Centered	Student centered in all instructional planning and implementation
Student Centered	The educator is really prepared for devising lessons, making adjustments, and forming positive relationships with the students.
Versatility	He is very versatile with the ability to teach the same concepts different ways.

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

Need to Improve

Category	Comment
Actional Feedback	Providing specific, actionable feedback.
Classroom Experience	More experience in a variety of contexts
Classroom Experience	We would love to have more student teachers in our building (State Street) so there isn't much of a learning curve in the event that we hire them.
Classroom Management	Hands on experience with classroom preparation and behavior management. Students are prepared to teach but working with students to manage behavior can always be improved through more exposure.
Classroom Management	Stronger classroom management strategies & skill in setting expectations/routines up front & following through.
Classroom Management	We usually work pretty closely with our new hires in the area of classroom management. We have found the work of Larry Thompson and Responsibility Centered Discipline to be one of the most effective tools/training that we can provide a new teacher.
Community	Utilizing community resources/outreach.
Differentiated Instruction	Our novice teacher struggled with using the district resources and differentiating instruction for students.
Differentiated Instruction	Culturally relevant & differentiated/personalized instruction.
Diversity	Continue focus on diversity and best practices
Instructional Technology	Technology use in PE.
Parent Communication	Mr. Burrows does a good job of interacting with parents but if it is not a concept taught to student teachers I would suggest it should.
Professionalism	Employee well-being; mental health; prioritizing and organizing tasks a busy school day and year; strategically planning ahead
Student Engagement	Instructional techniques and engagement.
Teaching to Standards	Continued work on teaching standards, not resources.

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?

Category	Comment
Being flexible	Continue to prepare teachers for anything. If we have learned anything from this pandemic it is that things can change and being flexible yet prepared it key.
Culturally diverse teaching	Culturally diverse teaching with students and colleagues. It plays a large role in what we are doing.
Self care	Focus on well-being; balance; how to integrate all of life and be an effective educator
Social/emotional well-being	Techniques and strategies that help embed and integrate social/emotional well-being concepts within daily teacher practice would be a valuable skill to have walking into the classroom.
Technology	More work on technology that the district is having us do (i.e. PearDeck, SeeSaw)
UDL	Teachers need stronger training in teaching students to read and in differentiation and UDL.

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.**

Strengths

Category	Comment
Classroom Experience	Classroom experience (practicum and student teaching).
Classroom Experience	The greatest strength of my educator preparation program was the amount of experience I received. While I was working toward my bachelor's in elementary education, I was also working toward an endorsement in special education. Not only getting to student teach in a general education classroom but also in a special education environment provided me with the experience and knowledge in both settings.
Classroom Experience	The greatest strength was the diversity, special education, and other factors such as field work that benefits me as an educator now.
Classroom Management	The greatest strength from my education program was manage a classroom while building strong relationships with students.
Classroom Practice	Flexibility and lesson design
Faculty	Amazing teachers and knowledge that I gained from them.
Faculty	We had a creative teacher (who taught us in multiple classes) who cared about us and always was challenging us to think of new ways to inspire kids and make them excited about learning. As always, it's the teachers that make the program.
Mentorship	Having a building mentor has been so beneficial for me during my first year of teaching. It has been especially beneficial that my mentor was also my teammate. It helped me feel comfortable going to her with any questions.
Overall	My educator preparation program was thorough and taught by highly qualified professors. My student teaching experience helped me to feel prepared for my first year of teaching.

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

Need to Improve

Category	Comment
Assessment	I would want to work more on assessing different students and how to take the results and apply them directly to my teaching based off of what I learned from assessment.
Classroom Management	Management skills
Differentiated Instruction	I am a current special education teacher and have a special education endorsement; because of my endorsement, I felt prepared to teach students with disabilities. However, I think students going into general education need to be better prepared to teach and include students with a wide variety of learning needs.
Mentorship Scheduling Flexibility	One improvement I would make is to have the instructional coach come on an as-needed basis. There were weeks where I would have benefitted more from my plan time. She was immensely helpful, but once a week visits were sometimes too much.
More Practical Experience	Having more time inside of the classroom the first two years.
More Practical Experience	More hands-on experience!!!! Not just student teaching for one semester. The jobs and tasks are so much more than what I experienced, my student teaching experience was not an accurate reflection of what teaching on the job would be like. There should be MANY more opportunities for teachers to learn hands-on. Theory & discussion just isn't enough to truly develop the craft of teaching.
More Practical Experience	While in college I would have benefited from more field work and more time in classrooms to practice before graduating.
More Practical Experience	Honestly, KU was pretty terrible. The whole teaching program needs to be rebuilt. They spend entirely too much time on theory, and not near enough on practice. They are more concerned about being/staying published then they are about teaching. The only reason I felt prepared enough to do anything remotely close to my job, is because I reached out to several other people that could help me with the actual job. I chose KU based on reputation, but will never recommend it to anybody.
More Practical Experience	I think educational theory is taught well. Practices are discussed, but for it to stick and have meaning, there should be more physical applications, rather than just discussion.
Program is too long	Cutting out unimportant classes/hours need to graduate. My program required far more hours to graduate than the same programs at other colleges. Why? Cut out the bull.
Writing lesson plans	My junior year we spent the entire semester working on 1 lesson plan, I wish we would have spent less time on that 1 lesson plan, and practiced writing multiple.
?	The program needs to listen Lauri Hermann-Ginsberg. She's the only one with enough sense to know what needs to be taught to actually function in this profession.

Final Comments

- KU really needs to be reassessed.
- I think that the education preparation program for secondary education needs more classroom experience, and the opportunity to do fieldwork before senior year.

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?

- Give them the behind the scenes stuff - like KEEP2 and licensure related things. Sure it's not glamorous, but it is a part of the job.
- How to be trained in an online format as well as in building.
- I think it would be helpful to continue teaching students about a wide variety of technologies that can support teaching and learning.
- I would hope that teacher programs start looking into different ways to connect with students even though they could not be learning in-person.
- I would suggest that teachers not only student teach in general education but also in another field, i.e. SPED, ESL, etc. because it will provide additional experience when they have students within their classroom with different needs.
- Just to emphasize the importance of a teacher to adapt. You can't control everything, and if you are not willing to be flexible and roll with the punches, maybe choose a different field!
- Much more hands-on experience and teaching organizational strategies. I nearly quit, thinking it was such a tough job -- from grading, contacts home to parents, instructional techniques & practices -- the list goes on. I was completely overwhelmed and felt completely unprepared. I was not prepared, I didn't know all of what tasks I had, and how to do them well. I only had to create 4 lesson plans in a whole semester in college. That is SO wildly inaccurate -- at my current teaching job, it's at least 1-2 lesson plans a week for the different classes I have. I wish so badly that I had more hands-on training with more than just 2 teachers. Mentorship should happen in college to properly prepare teachers for the field and give an accurate look at what the job entails. There might be better teacher retention that way.
- Really focus on managing tough behaviors and focus on classroom management. It is the hardest part of teaching for sure! Field Experience is the best preparation.