

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

Kansas Educator Employer and Alumni Surveys

Spring 2025 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 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 2023-Summer 2024 graduates who are teaching in the 2024-2025 school year.
- **Employer** - Principals of schools in which first year **Alumni** are employed.

Response rate:

- **KU Alumni** – 14% (12 out of 87)
- **KU Employers** – 43% (38 out of 88)
- **Overall Alumni** – 19% (130 out of 697)
- **Overall Employer** – 48% (292 out of 607)

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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

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. **95% of respondents (36 out of 38) said that KU graduates were as well prepared as or better prepared than other graduates.**

Table 1 Employer Rating of KU Graduates

Rating	Count	Pct.
Better Prepared	19	50%
As Well Prepared	17	45%
Not As Well Prepared	2	5%
No Comparison Available	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 2024-25, on average, alumni of KU as well as alumni of peer institutions rated themselves lower on Motivation and Engagement. Both employers and alumni mentioned Classroom Management as an ongoing area for program improvement.

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 <i>d</i>	Alumni KU vs All: Cohen's <i>d</i>
Foundations	4.3	4.3	4.2	4.1	0.48	0.28
Planning	4.3	4.3	4.2	4.2	0.23	0.23
Instruction	4.2	4.3	4.0	4.2	0.25	0.25
Assessment	4.3	4.0	4.1	4.0	0.27	0.27
Technology	4.3	4.0	4.2	4.1	0.17	0.17
Diversity	4.3	4.6	4.2	4.3	0.43	0.24
Motivation & engagement	4.3	3.9	4.2	3.9	0.12	0.12
Professionalism	4.5	4.4	4.5	4.2	0.22	0.03
Reflective practice	4.4	4.4	4.2	4.3	0.30	0.30
No. Respondents	38	12	292	130		

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

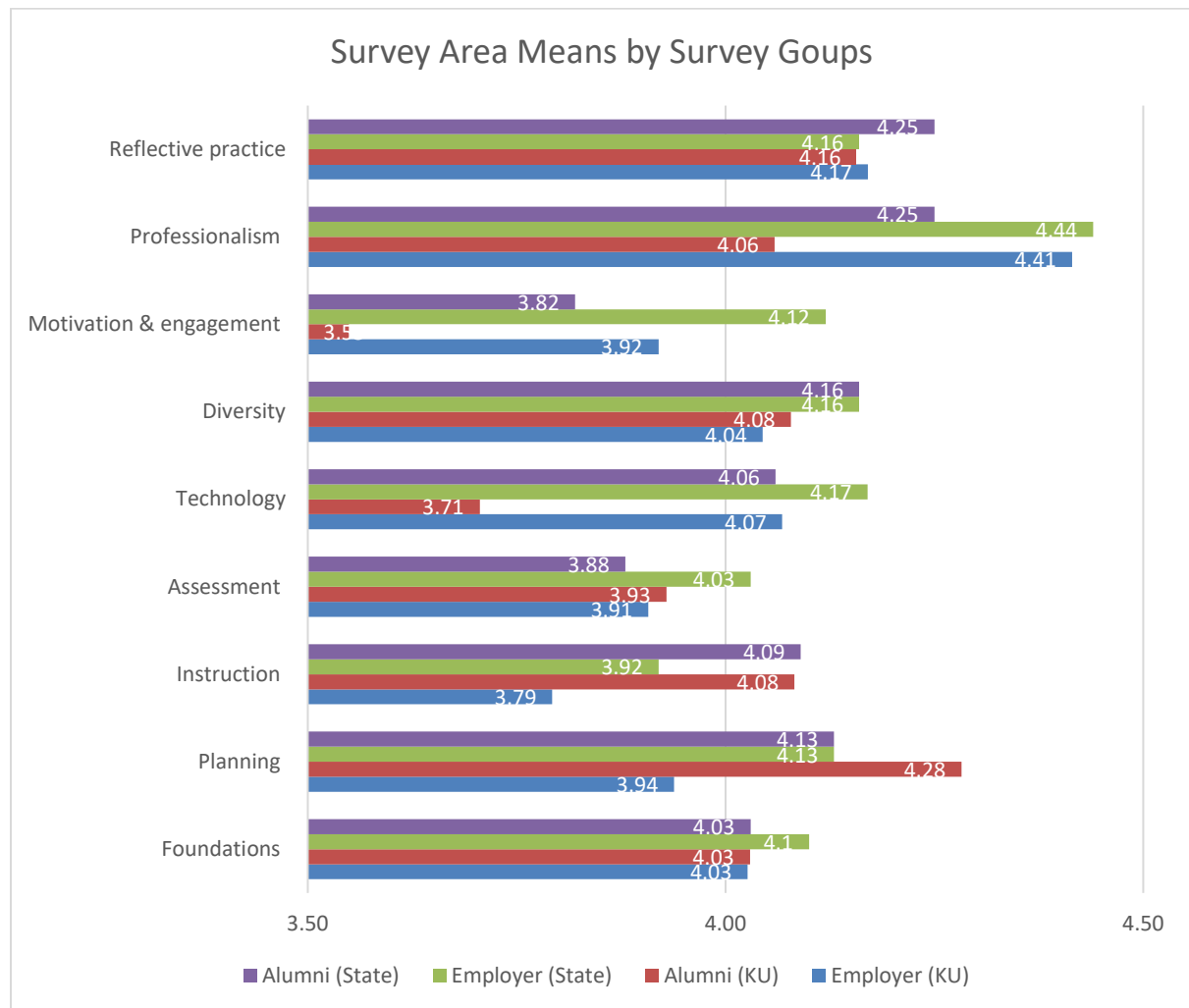
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InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

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	4.3	.45	-	-
Planning	4.3	.57	-	-
Instruction	4.3	.56	-	-
Assessment	4.0	.92	-	-
Technology	4.0	.97	-	-
Diversity	4.6	.47	-	-
Motivation	3.9	.89	-	-
Professionalism	4.4	.61	-	-
Reflection	4.4	.69	-	-
No. Respondents*	12		0	-



1=Strongly Disagree 2=Disagree 3=Neither Agree nor Disagree 4=Agree 5=Strongly Agree

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

Item Level Responses

There are three tables below for each of the scales. The first table shows the percentage of employers who selected a rating for each item on 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.			5.3%	42.1%	52.6%	4.1	0.669
understand theories of human development.			7.9%	50.0%	42.1%	4.5	0.522
understand the foundations (historical, philosophical, social, and cultural) of the professional field.		2.6%*	7.9%	52.6%	36.8%	4.0	0.953
use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.			10.5%	44.7%	44.7%	4.5	0.674
demonstrate a strong knowledge of the subject(s) taught.		2.6%*	5.3%	31.6%	60.5%	4.5	0.522
integrate concepts from professional studies into their own teaching environment.		2.6%*	5.3%	44.7%	47.4%	4.3	0.622
have entry level knowledge of state and federal laws that directly impact schools.		7.9%	10.5%	47.4%	34.2%	4.1	0.669

* Single observation

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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

Foundations

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.			16.7%	58.3%	25.0%	4.3	0.978
understand how students learn and develop.				50.0%	50.0%	4.1	0.963
understand how to provide a variety of opportunities that support student learning and development.		8.3%*	16.7%	41.7%	33.3%	4.0	1.000
understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.			8.3%*	33.3%	58.3%	4.1	0.991
know the content of my professional field.				50.0%	50.0%	4.3	1.063
understand the state and federal laws that directly impact schools.			8.3%*	58.3%	33.3%	4.2	0.963

* Single observation

Common Items: Foundations

Employer Survey Items for Foundations:	Alumni Survey Items for Foundations:	Difference between Means	Pooled St. Dev.	Effect Size
Understand 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.	.3	.97	.3
Demonstrate a strong knowledge of the subject(s) taught.	I was prepared to...know the content of my professional field.	-.2	.84	-.6

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

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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.		5.3%	2.6%*	42.1%	50.0%	4.3	0.950
ensure that objectives and activities are aligned with district, state and/or national standards.			5.3%	26.3%	68.4%	4.5	0.830
collaborate with colleagues when planning instruction.			13.2%	28.9%	57.9%	4.3	0.909
plan thorough, well-organized lessons.		7.9%	7.9%	36.8%	47.4%	4.1	1.044
use his or her understanding of student development for lesson planning.		5.3%	5.3%	52.6%	36.8%	4.1	0.924
create lesson plans that promote critical thinking with the students.		10.5%	2.6%*	50.0%	36.8%	4.0	1.026

* Single 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.			8.3%*	58.3%	33.3%	4.3	0.622
develop lesson plans that align with district, state standards and/or national standards.		8.3%*		33.3%	58.3%	4.4	0.900
collaborate with other professionals to improve the overall learning of all students.			8.3%*	41.7%	50.0%	4.4	0.669
implement lesson plans that build on the students' existing knowledge and skills.			8.3%*	41.7%	50.0%	4.4	0.669
create lesson plans that promote critical thinking with the students.		8.3%*		58.3%	33.3%	4.2	0.835

* Single observation

Tagged to Standards:

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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	-0.10	0.87	-0.12
Collaborates with colleagues when planning instruction	I was prepared to...collaborate with other professionals to improve the overall learning of all students	0.10	0.80	0.13
Plans thorough, well-organized lessons	I was prepared to...plan integrated and coherent instruction to meet the learning needs of all students	0.20	0.86	0.23
Uses understanding of student development for lesson planning	I was prepared to...implement lesson plans that build on the students' existing knowledge and skills	0.30	0.81	0.37
Creates lesson plans that promote critical thinking with the students	I was prepared to...create lesson plans that promote critical thinking with the students	0.20	0.94	0.21

* 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.			10.5%	47.4%	42.1%	4.2	0.843
include differentiated instructional activities for all learners.		10.5%	10.5%	42.1%	36.8%	4.0	1.064
use a variety of resources to present information.		7.9%	5.3%	36.8%	50.0%	4.2	1.036
use effective questioning skills and facilitates classroom discussion.		7.9%	10.5%	39.5%	42.1%	4.0	1.038
integrate multiple content areas into interdisciplinary units of study.		7.9%	15.8%	42.1%	34.2%	3.9	1.024

* Single 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.		8.3%*		50.0%	41.7%	4.3	0.866
effectively use questioning skills to promote higher level thinking skills.				50.0%	50.0%	4.5	0.522
employ teaching skills that reflect current theory, research, and practice.			8.3%*	50.0%	41.7%	4.3	0.651
provide student-centered instruction that is characterized by clarity, variety, and flexibility.			16.7%	41.7%	41.7%	4.3	0.754
integrate multiple content areas into interdisciplinary units of study.			16.7%	58.3%	25.0%	4.1	0.669

* Single observation

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	I was prepared to...effectively use questioning skills to promote higher level thinking skills	0.10	0.85	0.12
Integrates multiple content areas into interdisciplinary units of study	I was prepared to...integrate multiple content areas into interdisciplinary units of study	0.20	0.86	0.23

* 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.			13.2%	36.8%	50.0%	4.3	0.891
utilize assessment outcomes to develop instruction that meets the needs of all students.		7.9%	13.2%	28.9%	50.0%	4.1	1.085
adhere to ethical and unbiased assessment practices.			7.9%	44.7%	47.4%	4.3	0.835
make assessment criteria clear to students.		2.6%*	21.1%	34.2%	42.1%	4.1	0.985
accurately interpret assessment results.			15.8%	47.4%	36.8%	4.1	0.863
use best practice research and data when making decisions.		2.6%*	15.8%	42.1%	39.5%	4.1	0.941

* Single 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.	8.3%*		8.3%*	41.7%	41.7%	4.1	1.165
engage in assessment activities to identify areas for student improvement.	8.3%*		8.3%*	33.3%	50.0%	4.2	1.193
use a variety of assessment tools.	8.3%*	8.3%*		50.0%	33.3%	3.9	1.240
provide feedback to students, which allows them to improve their learning.	8.3%*			66.7%	25.0%	4.0	1.044
employ appropriate assessments in order to measure the learning and progress of all students.		8.3%*	8.3%*	58.3%	25.0%	4.0	0.853

* Single observation

Common Items: Assessment

Employer Survey Items for Assessment	Alumni Survey Items for Assessment	Difference between Means	Pooled St. Dev.	Effect Size
Employs appropriate assessments in order to measure the leaning and progress of all students.	I was prepared to...employ appropriate assessments in order to measure the learning and progress of all students	0.24	0.81	0.29
Utilizes assessment outcomes to develop instruction that meets the needs of all students	I was prepared to...use data for instructional decision making	0.05	1.06	0.05

* 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.		2.6%*	2.6%*	50.0%	44.7%	4.3	0.860
use technology effectively to engage communities and families.		2.6%*		55.3%	42.1%	4.3	0.828
use a variety of technology to differentiate instructions.		2.6%*	13.2%	44.7%	39.5%	4.1	0.924
continually adapt to changes in technology.		2.6%*	13.2%	39.5%	44.7%	4.2	0.945
integrate technology into their professional practice.		2.6%*	7.9%	44.7%	44.7%	4.2	0.905
use technology appropriately for assessment purposes.		2.6%*	10.5%	44.7%	42.1%	4.2	0.916

* Single 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.	8.3%*		16.7%	33.3%	41.7%	4.0	1.206
use a variety of technologies to differentiate instruction.	8.3%*	16.7%	8.3%*	33.3%	33.3%	3.7	1.371
use technology effectively to engage communities and families.			25.0%	50.0%	25.0%	4.0	0.739
provide opportunities for my students to utilize technology.		16.7%	16.7%	25.0%	41.7%	3.9	1.165
use technology to enhance my overall professional practice.		8.3%*	16.7%	25.0%	50.0%	4.2	1.030

* Single observation

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 to enhance student learning	I was prepared to...make use of appropriate technology in the classroom to enhance student learning	-0.30	1.05	-0.29
Integrates technology into the professional practice	I was prepared to...use technology to enhance my overall professional practice	0.00	0.97	0.00

* 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.			5.3%	50.0%	44.7%	4.3	0.802
establish an inclusive classroom environment of respect and rapport that provides a culture for learning.				44.7%	55.3%	4.5	0.760
implement non-biased techniques for meeting needs of diverse learners.		2.6%*	2.6%	55.3%	39.5%	4.2	0.843
adapt lessons to meet the diverse needs of all students.		2.6%*	10.5%	50.0%	36.8%	4.1	0.894
respond appropriately to larger political, social, economic, and cultural issues through global awareness.			18.4%	50.0%	31.6%	4.0	0.854

* Single 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.				33.3%	66.7%	4.7	0.492
effectively work with individuals from diverse backgrounds.				41.7%	58.3%	4.6	0.515
understand the larger political, social, and economic context of education.			8.3%*	25.0%	66.7%	4.6	0.669
implement culturally responsive instruction.				33.3%	66.7%	4.7	0.492
encourage students to see, question, and interpret ideas from diverse perspectives.				41.7%	58.3%	4.6	0.515
implement non-biased techniques for meeting the needs of diverse learners.				25.0%	75.0%	4.8	0.452

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
Implements non-biased techniques for meeting needs of diverse learners	I was prepared to...implement non-biased techniques for meeting the needs of diverse learners	0.40	0.70	0.57
Establishes 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	0.51	0.63	0.80
Responds 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	0.60	0.77	0.78

* 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.		5.3%	2.6%*	52.6%	39.5%	4.2	0.916
establish a caring relationship with students developed through engagement and high expectations for all learners.		2.6%*	5.3%	42.1%	50.0%	4.3	0.815
set clear standards of conduct.		2.6%*	5.3%	44.7%	47.4%	4.3	0.809
address student behavior in an appropriate, positive, and constructive manner.		5.3%	5.3%	47.4%	42.1%	4.2	0.945
promote an orderly, safe classroom environment conducive to learning.		7.9%	7.9%	36.8%	47.4%	4.1	1.044
prioritize tasks and manage time efficiently for effective student learning.	2.6%*	5.3%	7.9%	42.1%	42.1%	4.1	1.089

* Single 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.	8.3%*	33.3%	8.3%*	33.3%	16.7%	3.2	1.337
use a variety of motivational strategies to facilitate learning for all students.	8.3%*	8.3%*	16.7%	41.7%	25.0%	3.7	1.231
communicate with family and community members to make them partners in the educational process.	8.3%*	16.7%		41.7%	33.3%	3.8	1.357
collaborate with educational personnel to support student learning.	8.3%*		8.3%*	50.0%	33.3%	4.0	1.128
establish a caring relationship with students developed through engagement and high expectations for all learners.				58.3%	41.7%	4.4	0.515
create an environment that encourages positive social interaction among students.				66.7%	33.3%	4.3	0.492

* Single 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: 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	I was prepared to...communicate with family and community members to make them partners in the educational process	-1.00	1.15	-0.87
Establishes 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	0.10	0.68	0.15
Addresses student behavior in an appropriate, positive, and constructive manner	I was prepared to...manage student behavior in the classroom	-1.00	1.16	-0.86

* 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.		2.6%*		42.1%	55.3%	4.4	0.855
behave in a caring manner when interacting with others.			2.6%*	39.5%	57.9%	4.5	0.795
understand how to question authority in a respectful and constructive manner.		5.3%	2.6%*	34.2%	57.9%	4.3	0.966
display commitment to professionalism and ethical standards.		2.6%*	2.6%*	31.6%	63.2%	4.5	0.891
The educators meet the ethical standards of the profession.		2.6%*	2.6%*	34.2%	60.5%	4.4	0.889

* Single observation

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.		8.3%*	8.3%*	41.7%	41.7%	4.2	0.937
understand the ethical practices in education.			8.3%*	41.7%	50.0%	4.4	0.669
meet the ethical standards of my profession.			8.3%*	41.7%	50.0%	4.4	0.669
understand how to behave in ways that reflect integrity, responsibility, and honesty.				58.3%	41.7%	4.4	0.515
establish collegial relationships with all stakeholders (school personnel, parents, community, etc.) to support student learning.				58.3%	41.7%	4.4	0.515

* Single 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
Meet the ethical standards of the profession	I was prepared to...meet the ethical standards of my profession	0.00	0.79	0.00
Behave in an ethical manner when interacting with others	I was prepared to...understand how to behave in ways that reflect integrity, responsibility, and honesty	0.00	0.71	0.00

* 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.		2.6%*	10.5%	36.8%	50.0%	4.2	0.943
provide feedback that allows students to reflect on their learning.		2.6%*	5.3%	55.3%	36.8%	4.2	0.777
use reflections to adjust instruction.		5.3%	2.6%*	44.7%	47.4%	4.2	0.943
engage in professional learning opportunities.			7.9%	34.2%	57.9%	4.4	0.855
show evidence of reflection in professional practice (e.g., planning, delivering, and evaluating instruction).		2.6%*	2.6%*	50.0%	44.7%	4.3	0.775

* Single 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.				41.7%	58.3%	4.6	0.515
locate resources available to help me improve my professional practice.		8.3%*	8.3%*	33.3%	50.0%	4.3	0.965
use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.		8.3%*		41.7%	50.0%	4.3	0.888

* Single 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.	0.40	0.76	0.53
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.	-0.10	0.87	-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

Employer Comments

The tables below lists 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 contain actual comments.

Strengths

Category	Comment
Content knowledge Professionalism	He has a strong understanding of content and is learning the "Emporia Way" in his first year here in Emporia. He uses his ability to form positive relationships and is a role model for our students. He is working on that well balanced approach between the art and science of the classroom.
Content knowledge	Content knowledge is exceptional.
State Standards	Knowledge of standards, ethical practices, and assessments.
Professionalism	The teacher with whom I work has a strong desire to learn more and seeks opportunities when possible. She understands when she needs to work to gain information and doesn't "pretend" to know so that she can keep the students' needs at the forefront of what she is seeking to understand.
Content knowledge	Strong understanding of content specific needs
Student Teaching	Having two student teaching experiences provides invaluable, diverse experiences for students.
Student Teaching	She was extremely well prepared for her first year of teaching. Having her student teach prior to hiring her was a win. She came with knowledge of teaching as she had been in the childcare setting for many years. I feel that the childcare setting prepared her well for the foundational child development knowledge. I also love that the pyramid model practices were a component of her teacher education program as we fully implement in our building and she did not have a learning curve.
State Standards	Students know the significance and use of state standards.
Lesson Plans	They know how to create lesson plan, using multiple representations
Professionalism	Willingness to learn and grow when collaborating with colleagues.
	I feel that due to the limited pool, educator preparation programs do a nice job helping students feel supported as they work through the program. They don't allow students to fail, which helps ensure there is still a pool of applicants for schools to hire from.
	Timely assignments, and helping keep teachers/teacher candidates accountable for their work.
Professionalism/IEP	He has been great at building relationships with students and staff. He is also wonderful with considering how to adapt lessons for students with IEP's or 504s.
Content knowledge	Content knowledge
Content knowledge	Strong understanding of her area of concentration. Focus on student development. Seeks feedback and continuous growth. Fun, engaging lessons.

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
Professionalism	I found the most recent group of teachers that I have hired to be well versed on the SEL side and the content side of teaching. They make good connects but I worry about them being able to balance life outside of school and school work.
Professionalism	Working through disagreements with fellow staff.
Classroom Management	More emphasis in standards lesson planning for PE teachers as well as classroom management.
Classroom Management	Management is always difficult, continue to help students grow in their toolbox.
Differentiated Instruction	She is continuing to seek more support when it comes to adapting for specific cognitive disabilities, such as students who have Down's Syndrome.
Classroom Management	More attention to classroom management and discipline approaches
Science of Reading	Moving forward, having the beginning teachers with the literacy seal would be very beneficial.
Classroom Management	Classroom expectations, structure, and management can always be taught more.
Instructional Strategies	More instruction on instructional strategies is always beneficial
Classroom Management	more preparation for the actual job: behavior management techniques, high quality instruction, standards alignment, communication, and so many other aspects of teaching. Many young teachers are like deer in headlights when the first sign of distress comes their way. We need to give them better learning experiences that clearly prepare them for the reality of the work. We need to help them understand that this job is hard, it is time consuming, and that only working their contractual hours will likely result in less than ideal outcomes for students.
Classroom Management	Culturally responsive teaching and classroom management
Classroom Management	Understanding of how to teach and manage students with disabilities or students who might not fit in a box.

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

List any significant professional milestones the new teachers in your building received this year (e.g., awards, recognitions, certificates, etc.)

- We qualified as a nominee to be a National Showcase School from Capturing Kids Hearts and one of our teachers was nominated as the District Secondary Teacher of the Year, and in 2025 we had the Horizon Winner from KSDE.
- Pillar of Leadership - Honor

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
Differentiated Instruction	Being able to teach all students in my classroom. Those with disabilities and those without as well as ELL students.
Technology Differentiated Instruction	Technology, instruction differentiation, getting a job
Program Instructors	The professors' guidance, knowledge, passion, and support they give us. The professionalism and the high standards are were key to their strength as well.
Student Teaching	Student teaching and being able to be inserted into a classroom.
Program Instructors	The greatest strength of my program was that I was surrounded by experts in the field, with various different backgrounds. This experience allowed me to see different cultures and explore different topics in education that I had not thought of. The people who trained me were very intelligent when it came to their field.
Diversity	The effort the program did on identifying our own bias and how they unintentionally impact our teaching, students and families we work with/for.
Emotional Literacy	I think a great strength was classes on literacy and our education on student emotions.
Professionalism	I definitely feel like I was prepared for a lot of different places for instruction. I think I was well prepared for the day to day in teaching.
Professionalism	Learning how to collaborate with others

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
Classroom Management	Teaching how to work with behavior. Example/steps to take. What this looks like in the classroom.
Classroom Management	Learning more about behaviors and how to work through them
Classroom Management	Learn and talk about various experiences you will experience in the classroom, such as behaviors and parents.
Student Teaching	One improvement I would do is to get the students into the classroom way earlier. I only stepped into the classroom for observations during my last year, where as elementary education majors started entering their junior year. I think this would help with overall comfort and confidence of the teacher in training.
Diversity	More professor's diversity (most of them women, all of them Caucasian, all of them with professional experience only in the US).
Classroom Management	I feel in the EEU program, we should have touched more on SPED, behavior, classroom management and progress monitoring and data. WAY less on lesson plans, WAY less on technology. Restructure Sean Smith's courses - they are redundant and not helpful.
Classroom Management	The long form planning, as well as showing the different classroom management that would be needed for especially my type of school district.
Technology	how to use technology during lessons for PreK. More practice diversifying curriculum lessons to meet all students where they are at.

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****Final Comments**

Please encourage your students to advocate for themselves, and listen to them. I feel I had numerous issues within my program that were overlooked and ignored. I feel I had an overwhelming amount of unneeded and unhelpful technology classes, too much on literacy, and not enough on SPED policies and data. We needed a classroom management course. I also think students need to feel comfortable with their professors and university supervisors. I had a professor once tell me that even though she thought I would be a great educator, she always disagreed with me. This was in front of the entire class. College students are still STUDENTS. They deserve love and respect...how can they learn to teach with respect, love and care when not shown that by their professors?

Milestones and Accolades

Joined the Advisory board for Foster Grandparents

Studied Abroad twice, France and Argentina, was co- president of the French club, Joined Kappa Delta Chi Sorority Inc.

Honors Roll