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 2022 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 2020-Summer 2021 graduates who are teaching in the 2021-2022 school year.
- **Employer** - Principals of schools in which first year **Alumni** are employed.

Response rate:
- **KU Alumni** – 18% (20 out of 110)   **Overall Alumni** – 21% (148 out of 803)
- **KU Employers** – 19% (21 out of 109)   **Overall Employer** – 19% (160 out of 709)

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. **91% of respondents (19 out of 21) 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.**

Table 1 Employer Rating of KU Graduates

Rating	Count	Pct.
Better Prepared	5	24%
As Well Prepared	14	67%
Not As Well Prepared	1	5%
No Comparison Available	1	5%

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 2021-22, on average, alumni rated themselves less prepared in classroom instruction, motivation and engagement as compared to their peers' self-rating. This uncertainty is reflected in the comments at the end of the survey. At the individual item level, it suggests that while new teachers practiced self-reflection, they were less confident about reaching out for help.

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	4.0	4.0	4.0	4.0	0.04	0.05
Planning	4.2	4.2	4.1	4.1	0.26	0.16
Instruction	3.7	3.7	3.9	4.0	-0.27	-0.39
Assessment	4.0	4.0	3.9	3.8	0.09	0.18
Technology	4.2	4.2	4.1	4.1	0.20	0.17
Diversity	4.0	4.0	4.0	4.1	0.04	-0.05
Motivation & engagement	3.9	3.9	4.1	3.7	-0.25	0.38
Professionalism	4.2	4.2	4.3	4.2	-0.35	-0.04
Reflective practice	4.0	4.0	4.0	4.3	-0.09	-0.38
No. Respondents	21	20	160	148		

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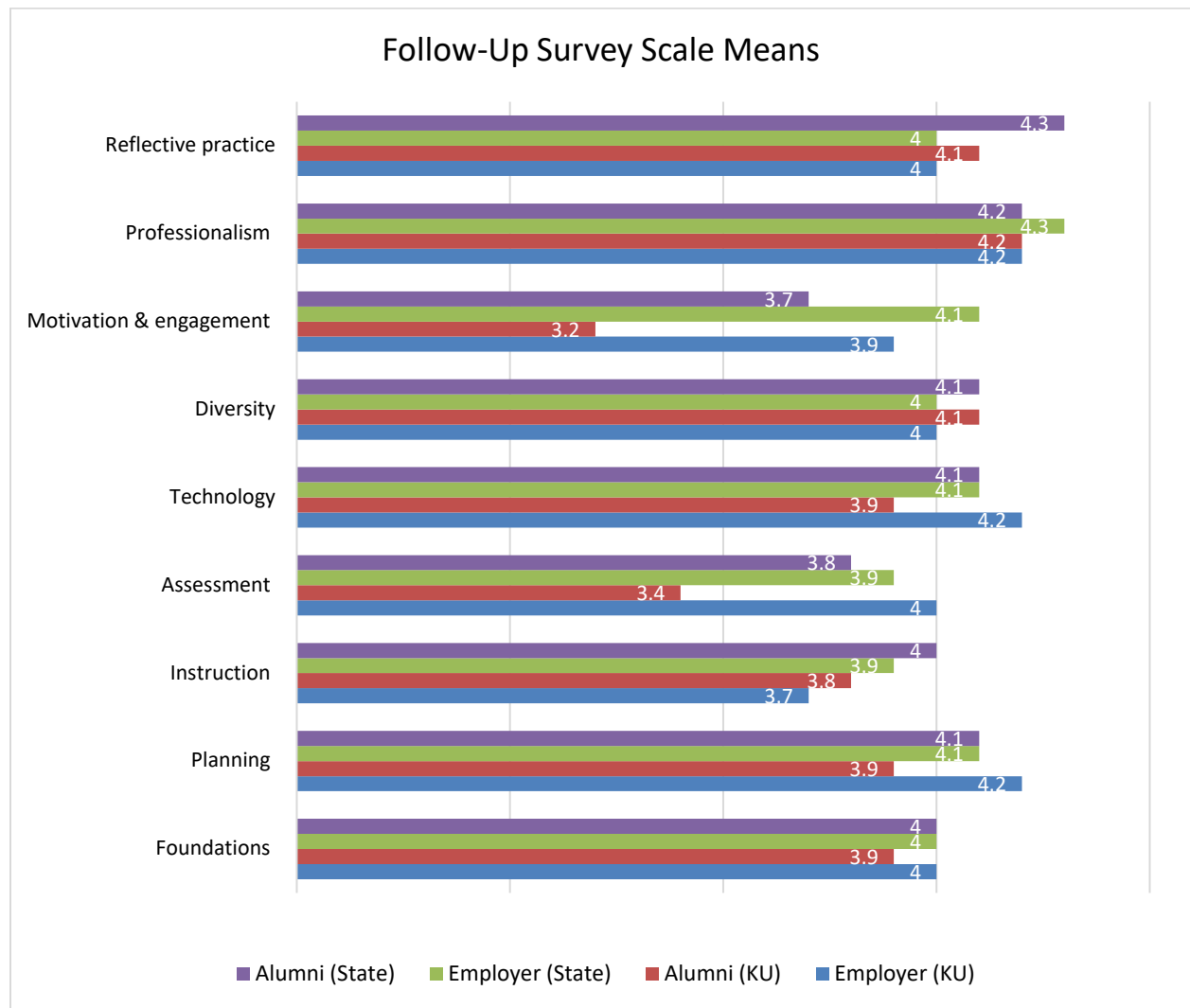
Tagged to Standards:
CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 3.5, 4.3, 4.4
InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

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	3.9	0.67	*	
Planning	3.9	0.66	*	
Instruction	3.8	0.73	*	
Assessment	3.4	1.07	*	
Technology	3.9	0.78	*	
Diversity	4.1	0.59	*	
Motivation	3.2	0.77	*	
Professionalism	4.2	0.66	*	
Reflection	4.1	0.78	*	
No. Respondents*	20		0	

Follow-Up Survey Scale Means

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 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%	0.0%	81.0%	19.0%	4.19	0.40
Understand theories of human development.	0.0%	4.8%*	9.5%	76.2%	9.5%	3.90	0.62
Understand the foundations (historical, philosophical, social, and cultural) of the professional field.	0.0%	0.0%	14.3%	66.7%	19.0%	4.05	0.59
Use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	0.0%	4.8%*	4.8%	76.2%	14.3%	4.00	0.63
Demonstrate a strong knowledge of the subject(s) taught.	0.0%	4.8%*	0.0%	61.9%	33.3%	4.24	0.70
Integrate concepts from professional studies into their own teaching environment.	0.0%	4.8%*	0.0%	85.7%	9.5%	4.00	0.55
Have entry level knowledge of state and federal laws that directly impact schools.	0.0%	4.8%*	14.3%	71.4%	9.5%	3.86	0.65

* Single 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

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.	0.0%	0.0%	10.0%	60.0%	30.0%	4.2	0.62
Understand how students learn and develop.	0.0%	15.0%	15.0%	35.0%	35.0%	3.9	1.07
Understand how to provide a variety of opportunities that support student learning and development.	5.0%*	10.0%	5.0%	55.0%	25.0%	3.9	1.09
Understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	5.0%*	10.0%	0.0%	50.0%	35.0%	4.0	1.12
Know the content of my professional field.	0.0%	15.0%	5.0%	50.0%	30.0%	4.0	1.00
Understand the state and federal laws that directly impact schools.	0.0%	25.0%	15.0%	35.0%	25.0%	3.6	1.14

* 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.	0.15	0.60	0.25
Demonstrate a strong knowledge of the subject(s) taught.	I was prepared to…know the content of my professional field.	-0.29	0.86	-0.33
Have entry level knowledge of state and federal laws that directly impact schools.	I was prepared to… understand the state and federal laws that directly impact schools.	-0.26	0.93	-0.28

* 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%	9.5%	9.5%	71.4%	9.5%	4.19	0.51
Ensure that objectives and activities are aligned with district, state and/or national standards.	0.0%	4.8%*	19.0%	66.7%	9.5%	4.29	0.72
Collaborate with colleagues when planning instruction.	0.0%	4.8%*	14.3%	76.2%	4.8%	4.33	0.58
Plan thorough, well-organized lessons.	0.0%	4.8%*	33.3%	52.4%	9.5%	4.24	0.54
Use his or her understanding of student development for lesson planning.	0.0%	19.0%	19.0%	52.4%	9.5%	4.14	0.48
Create lesson plans that promote critical thinking with the students.	0.0%	9.5%	9.5%	71.4%	9.5%	4.10	0.54

* 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.	0.0%	20.0%	15.0%	45.0%	20.0%	3.65	1.04
Develop lesson plans that align with district, state standards and/or national standards.	0.0%	0.0%	15.0%	55.0%	30.0%	4.15	0.67
Collaborate with other professionals to improve the overall learning of all students.	0.0%	10.0%	5.0%	55.0%	30.0%	4.05	0.89
Implement lesson plans that build on the students' existing knowledge and skills.	0.0%	0.0%	25.0%	55.0%	20.0%	3.95	0.69
Create lesson plans that promote critical thinking with the students.	5.0%*	5.0%	25.0%	40.0%	25.0%	3.75	1.07

* 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: 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.	-0.54	0.82	-0.66
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.	-0.14	0.69	-0.20
Collaborate with colleagues when planning instruction.	I was prepared to…Collaborate with other professionals to improve the overall learning of all students.	-0.28	0.75	-0.38
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.	-0.19	0.59	-0.33
Create lesson plans that promote critical thinking with the students.	I was prepared to…Create lesson plans that promote critical thinking with the students.	-0.35	0.85	-0.41

* 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%	9.5%	9.5%	71.4%	9.5%	3.81	0.75
Include differentiated instructional activities for all learners.	0.0%	4.8%*	19.0%	66.7%	9.5%	3.81	0.68
Use a variety of resources to present information.	0.0%	4.8%*	14.3%	76.2%	4.8%	3.81	0.60
Use effective questioning skills and facilitates classroom discussion.	0.0%	4.8%*	33.3%	52.4%	9.5%	3.67	0.73
Integrate multiple content areas into interdisciplinary units of study.	0.0%	19.0%	19.0%	52.4%	9.5%	3.52	0.93

* 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.	0.0%	5.0%*	30.0%	45.0%	20.0%	3.80	0.83
Effectively use questioning skills to promote higher level thinking skills.	0.0%	20.0%	20.0%	40.0%	20.0%	3.60	1.05
Employ teaching skills that reflect current theory, research, and practice.	0.0%	5.0%*	35.0%	40.0%	20.0%	3.75	0.85
Provide student-centered instruction that is characterized by clarity, variety, and flexibility.	0.0%	10.0%	20.0%	45.0%	25.0%	3.85	0.93
Integrate multiple content areas into interdisciplinary units of study.	0.0%	15.0%	10.0%	55.0%	20.0%	3.80	0.95

* Single observation

Common Items: Instruction

Employer Survey Items for Instruction	Alumni Survey Items for Instruction	Difference between Means	Pooled St. Dev.	Effect Size
Integrate multiple content areas into interdisciplinary units of study.	I was prepared to…integrate multiple content areas into interdisciplinary units of study.	0.28	0.94	0.29

* 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%	4.8%	85.7%	9.5%	4.05	0.38
utilize assessment outcomes to develop instruction that meets the needs of all students.	0.0%	9.5%	0.0%	81.0%	9.5%	3.90	0.70
adhere to ethical and unbiased assessment practices.	0.0%	4.8%*	4.8%	76.2%	14.3%	4.00	0.63
make assessment criteria clear to students.	0.0%	4.8%*	14.3%	66.7%	14.3%	3.90	0.70
accurately interpret assessment results.	0.0%	4.8%*	0.0%	81.0%	14.3%	4.05	0.59
use best practice research and data when making decisions.	0.0%	9.5%	9.5%	66.7%	14.3%	3.86	0.79

* 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.	15.0%	30.0%	5.0%*	40.0%	10.0%	3.00	1.34
engage in assessment activities to identify areas for student improvement.	5.0%*	15.0%	15.0%	50.0%	15.0%	3.55	1.10
use a variety of assessment tools.	5.0%*	15.0%	5.0%*	50.0%	25.0%	3.75	1.16
provide feedback to students, which allows them to improve their learning.	5.0%*	30.0%	15.0%	25.0%	25.0%	3.35	1.31
employ appropriate assessments in order to measure the learning and progress of all students.	5.0%*	25.0%	10.0%	40.0%	20.0%	3.45	1.23

* Single 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.	-0.60	0.91	-0.65
Utilize assessment outcomes to develop instruction that meets the needs of all students.	I was prepared to…use data for instructional decision making.	-0.90	1.07	-0.85

* 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%	0.0%	0.0%	66.7%	33.3%	4.33	0.48
Use technology effectively to engage communities and families.	0.0%	0.0%	9.5%	57.1%	33.3%	4.24	0.62
Use a variety of technology to differentiate instructions.	0.0%	9.5%	14.3%	47.6%	28.6%	3.95	0.92
Continually adapt to changes in technology.	0.0%	0.0%	9.5%	61.9%	28.6%	4.19	0.60
Integrate technology into their professional practice.	0.0%	0.0%	4.8%*	57.1%	38.1%	4.33	0.58
Use technology appropriately for assessment purposes.	0.0%	0.0%	4.8%*	66.7%	28.6%	4.24	0.54

* 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.	0.0%	10.0%	5.0%*	45.0%	40.0%	4.15	0.93
Use a variety of technologies to differentiate instruction.	0.0%	10.0%	25.0%	30.0%	35.0%	3.90	1.02
Use technology effectively to engage communities and families.	10.0%	10.0%	20.0%	40.0%	20.0%	3.50	1.24
Provide opportunities for my students to utilize technology.	0.0%	10.0%	0.0%	65.0%	25.0%	4.05	0.83
Use technology to enhance my overall professional practice.	0.0%	0.0%	20.0%	50.0%	30.0%	4.10	0.72

* Single observation

Common Items: Technology

Employer Survey Items for Technology	Alumni Survey Items for Technology	Difference between Means	Pooled St. Dev.	Effect Size
Make 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.	-0.18	0.74	-0.25
Use technology effectively to engage communities and families.	I was prepared to…use technology effectively to engage communities and families.	-0.74	0.98	-0.75
Integrate technology into their professional practice.	I was prepared to…use technology to enhance my overall professional practice.	-0.23	0.65	-0.36

* 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%	4.8%*	9.5%	61.9%	23.8%	4.05	0.74
establish an inclusive classroom environment of respect and rapport that provides a culture for learning.	0.0%	0.0%	4.8%*	76.2%	19.0%	4.14	0.48
implement non-biased techniques for meeting needs of diverse learners.	0.0%	0.0%	9.5%	66.7%	23.8%	4.14	0.57
adapt lessons to meet the diverse needs of all students.	0.0%	4.8%*	14.3%	61.9%	19.0%	3.95	0.74
respond appropriately to larger political, social, economic, and cultural issues through global awareness.	0.0%	4.8%*	19.0%	57.1%	19.0%	3.90	0.77

* 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.	0.0%	5.0%*	5.0%*	45.0%	45.0%	4.30	0.80
effectively work with individuals from diverse backgrounds.	0.0%	5.0%*	10.0%	65.0%	20.0%	4.00	0.73
understand the larger political, social, and economic context of education.	0.0%	20.0%	10.0%	40.0%	30.0%	3.80	1.11
implement culturally responsive instruction.	0.0%	5.0%*	10.0%	55.0%	30.0%	4.10	0.79
encourage students to see, question, and interpret ideas from diverse perspectives.	0.0%	5.0%*	25.0%	35.0%	35.0%	4.00	0.92
implement non-biased techniques for meeting the needs of diverse learners.	0.0%	0.0%	5.0%*	65.0%	30.0%	4.25	0.55

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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: Diversity

Employer Survey Items for Diversity	Alumni Survey Items for Diversity	Difference between Means	Pooled St. Dev.	Effect Size
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.	0.16	0.66	0.24
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.	0.11	0.56	0.19
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.	-0.10	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

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%	4.8%*	0.0%	71.4%	23.8%	3.90	0.89
establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	0.0%	9.5%	61.9%	28.6%	4.05	0.80
set clear standards of conduct.	0.0%	4.8%*	9.5%	66.7%	19.0%	3.81	0.87
address student behavior in an appropriate, positive, and constructive manner.	0.0%	0.0%	9.5%	61.9%	28.6%	3.86	0.73
promote an orderly, safe classroom environment conducive to learning.	0.0%	0.0%	4.8%	66.7%	28.6%	4.00	0.71
prioritize tasks and manages time efficiently for effective student learning.	0.0%	4.8%*	0.0%	71.4%	23.8%	4.05	0.50

* 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.	30.0%	30.0%	15.0%	20.0%	5.0%	2.40	1.27
use a variety of motivational strategies to facilitate learning for all students.	20.0%	30.0%	15.0%	30.0%	5.0%	2.70	1.26
communicate with family and community members to make them partners in the educational process.	15.0%	40.0%	15.0%	25.0%	5.0%	2.65	1.18
collaborate with educational personnel to support student learning.	0.0%	25.0%	0.0%	65.0%	10.0%	3.60	0.99
establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	0.0%	15.0%	60.0%	25.0%	4.10	0.64
create an environment that encourages positive social interaction among students.	5.0%*	0.0%	15.0%	50.0%	30.0%	4.00	0.97

* 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
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.	-1.25	1.05	-1.20
Address student behavior in an appropriate, positive, and constructive manner.	I was prepared to…Create an environment that encourages positive social interaction among students.	0.44	0.77	0.58
Promote an orderly, safe classroom environment conducive to learning.	I was prepared to…Manage student behavior in the classroom.	-1.60	1.03	-1.55

* 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%	4.8%*	0.0%	71.4%	23.8%	4.14	0.65
Behave in a caring manner when interacting with others.	0.0%	0.0%	9.5%	61.9%	28.6%	4.19	0.60
Understand how to question authority in a respectful and constructive manner.	0.0%	4.8%*	9.5%	66.7%	19.0%	4.00	0.71
Display commitment to professionalism and ethical standards.	0.0%	0.0%	9.5%	61.9%	28.6%	4.19	0.60
The educators meet the ethical standards of the profession.	0.0%	0.0%	4.8%*	66.7%	28.6%	4.24	0.54

* 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.	0.0%	15.0%	25.0%	35.0%	25.0%	3.70	1.03
Understand the ethical practices in education.	0.0%	5.0%*	5.0%*	40.0%	50.0%	4.35	0.81
Meet the ethical standards of my profession.	0.0%	0.0%	10.0%	45.0%	45.0%	4.35	0.67
Understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.0%	0.0%	0.0%	50.0%	50.0%	4.50	0.51
Establish collegial relationships with all stakeholders (school personnel, parents, community, etc.) To support student learning.	5.0%*	5.0%*	5.0%*	45.0%	40.0%	4.10	1.07

* 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
Display commitment to professionalism and ethical standards.	I was prepared to…understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.31	0.56	0.55
The educators meet the ethical standards of the profession.	I was prepared to…meet the ethical standards of my profession.	0.11	0.61	0.18

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

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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

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%	4.8%*	19.0%	57.1%	19.0%	3.90	0.77
Provide feedback that allows students to reflect on their learning.	0.0%	0.0%	23.8%	61.9%	14.3%	3.90	0.62
Use reflections to adjust instruction.	0.0%	0.0%	14.3%	71.4%	14.3%	4.00	0.55
Engage in professional learning opportunities.	0.0%	0.0%	0.0%	81.0%	19.0%	4.19	0.40
Show evidence of reflection in professional practice (e.g., planning, delivering, and evaluating instruction).	0.0%	0.0%	14.3%	71.4%	14.3%	4.00	0.55

* 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.	0.0%	5.0%*	10.0%	45.0%	40.0%	4.20	0.83
Locate resources available to help me improve my professional practice.	0.0%	5.0%*	20.0%	45.0%	30.0%	4.00	0.86
Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.0%	0.0%	30.0%	40.0%	30.0%	4.00	0.79

* 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.	0.20	0.71	0.28
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.	-0.19	0.63	-0.30

* 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 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
Social Emotional	well prepare for psych role
Content	content knowledge; collaborative
Planning	Planning and preparation.
Reflective	Confident providers who still understand how much more there is to learn after program completion.
Effective	***** is a talented musician and works with students to put on outstanding concerts.
Lesson Planning	Lesson planning / design.
Teaching	Knowledge of new and innovative strategies.
Professional	Our KU Grads have a strong work ethic, they have wonderful relationships with students and they are learners.
Foundations	I have two KU Grads and one is highly professional and one was very immature. I think overall, they both have been given the tools to perform but only one understood the professionalism needed.
Planning	Teacher planning, use of technology in the classroom, and Social and Emotional competency in working with a diverse student population
Planning	They have a strong understanding of DAP
Content	Educators are strong on academics.
Professional	Very knowledgeable and personable with staff, teamplayer. Struggled with behavior challenges that accompany working in a Title I school
Culturally Responsive	The strongest aspect is being culturally responsive.
Content	Content knowledge and instructional practices.

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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

Need to Improve

Category	Comment
Classroom Management	Classroom management is the biggest challenge.
Flexibility?	Prepare future educators for Pandemic and post pandemic practices in the classroom.
Reading	Science of Reading information.
Parent communication?	I think prepping for early intervention/birth-three careers is very difficult to do because of the nature of how we provide services and coach the parents. The adult interaction and learning piece is important in early intervention but not for a classroom ECSE.
Teaching Experience	Higher expectations of students completing the practicum and student teacher work. The student teacher experience should meet all guidelines that would be expected of a district employee. I also think a richer experience in preparation for student teaching will be possible without COVID.
Community	****** doesn't have a grasp of the impact the community and BOE can have on her music program. She wants to stay in the walls of her classroom and do what she wants rather than work with the community.
Classroom Management	Classroom management. Practice parent phone calls, working through scenarios, dealing with students.
Reading	Understand the importance of reading and dyslexia
Classroom Management	Management- They need real world practice with this with scenarios. They need to study engagement strategies and forget about the lecture.
Classroom Management	Students may need to be more reflective in their practice and behavior/classroom management strategies.
Social Emotional	Help educators understand the effects of trauma and how to effectively respond to students that are acting out of their trauma.
Diversity of teaching experience	Provide opportunities for student teachers to all have a portion of student teaching in a Title I setting.
Classroom Management	More emphasis on classroom management.
Assessment	Creating assessments and utilizing grading practices that truly measure achievement levels.
Professionalism	***** came to her first year of teaching prepared, but of course needing a great deal of support. Many items were checked in this survey as neither agree/disagree due to the tremendous amount of mentoring required. The mentoring was effective only because ***** is a strong person and has a sincere desire to do her best. However, ***** is leaving the profession. Much of this may be due to personal issues. Some of this is due to a naive entry (somewhat due to COVID limitations for hands on experiences). Some of this is due to being overwhelmed by the responsibilities of the role.

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?

- When planning consider individuals, not cohorts.
- Spend more time on the Science of Reading.
- I think the program is great!
- Actual experience writing, implementing, monitoring an IEP and leading an IEP meeting.
- More time in classrooms, possibly even substituting to gain insight on how to manage behaviors. And, more focus on students as individuals in a non-political manner. Young teachers don't want/need to get into political conversations with parents.
- Social Emotional needs of students
- SEL
- Learning to scaffold in their planning. When students have academic gaps, teachers need to know how to teach the standard while providing support to those individuals that have the gaps. There was a lot whole group teaching and not enough individualization for tier II or III students.
- Recruitment into the field is my biggest concern. Developing partnerships with districts to grow students and lead them on a teacher prep path would be great.
- Keep teaching effective teaching strategies that utilize technology.
- Discuss how flexible you must be. Walk through scenarios of students being out; them being absent due to illness, etc... how will they proceed in spite of this to get students to meet their goals
- More emphasis on classroom management.

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
Planning	The greatest strength was the strength we spent on lesson planning. During my educator preparation program we spent many classes on building lesson plans and creating environments that are beneficial to students.
	Objective truths about education — history, standards, best practice, the law, ethics, etc.
	My content knowledge/subject knowledge is superior to many of my peers. I also have a much more structured process for writing lesson plans that directly align with standards than peers, but I struggle more to thread concepts through multiple lessons.
Student Teaching	The reason why I feel my first year of teaching is so successful is because of my 11 week teaching placement. I learned everything from my co-teacher and she gave me everything I needed to know before beginning my own career.
	I think the cultural and diversity in education classes at KU were the biggest strength of the program.
	Prepared me for working in PLCs. I worked closely with my cohort for the last 2.5 years of college and that did prepare me for collaborating with my coworkers.
	Experience was good. Covid affected it but overall it was good.
	I felt very prepared to teach the content
Student Teaching	Student teaching
	From my educator preparation program at KU, I would say the greatest strength was creating lesson plans based off state and national standards, that fit the criteria necessary. As well as the overall development of children to help navigate their learning skills and what best fits their abilities.
	Learning how to make and use lesson plans
	Foster classroom community
Student Teaching	The student teaching was the most beneficial, sadly most other courses were not transferable to the classroom.
Faculty/supervisors	I think that the greatest strength are the teachers that you have. I was passionate, because they were passionate.
developmentally appropriate teachings	I believe that a huge strength in the University of Kansas's education program is the amount of experience that everyone in the department had and a child first mentality when it came to educating. Our professors instilled in us the

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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

	importance of developmentally appropriate teachings and how critical these first years are.
Student Teaching	I had a great student teacher experience. I also had more experience with ELLs than my peers who did not go to KU.

Need to Improve

Category	Comment
Classroom management/parent communication	One improvement would be implementing courses on discipline, class management, and parent communication.
Time in the Classroom	Get us into classrooms SOONER. As soon as possible. Waiting until 4th year to begin applying what we have learned is so difficult. Education is a busy major with almost no wiggle room, and if anyone finds that teaching is not the career for them they do not find out until their final year, after it's too late to reasonably switch. Learning about teaching is only so effective until you can observe and practice, and after three years of building up to it student teaching is incredibly overwhelming and nerve-wracking. Education is such an intense field and it feels like we get thrown in with the sharks at the very last minute. I felt deeply unprepared to enter my first job because we spend so little time in classrooms or learning about realistic classroom management. Get us into schools sooner.
Social Emotional Learning	My educator program did not discuss behavior management/classroom routines/motivational programs for the elementary level AT ALL. I am now teaching in a title I school with lots of extreme behaviors (biting, kicking, throwing things, ect.) and many students from intense trauma backgrounds. These students absolutely MUST have clearly established routines and predictability in their learning environment to feel safe, secure, and ready to learn. My district has done some PD on working with students from traumatic backgrounds, but they assumed I would already be well-versed in what types of routines are necessary for a music classroom and how to employ/adjust motivational programs in my classroom. I definitely was not, beyond "if they are playing they aren't talking" and "keep them busy to minimize behaviors" I didn't really get any discussion of behavioral management. At the very least, the program needs to include a discussion of establishing classroom routines and how to adjust when students don't succeed with the attempted routine.... it would make a really good project to have students think about and write up what their routine for various elements (lining up, going to the bathroom, getting out/putting away instruments, ect.) would be. I needed that info on day one and I didn't really have it until second semester.
Content`	As a music educator, the school of music needs to provide more general music classes or require more than 1.
Classroom management/ de-escalation	I would have more classes about classroom management and how to deescalate behaviors.

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Time in the Classroom	More classroom experience. Before senior year.
Classroom management	How to do small groups. We were not taught this at all.
Time in the Classroom	Getting into a classroom sooner
Time in the Classroom	Longer student teaching, less time learning instruments more time learning how to educate (music education)
Logistics/classroom management/parent communication	I would say focus a little more on the aspects that aren't typically "taught" in an education setting. For example, maybe provide a course or unit in an education program course that goes over "real world teaching" topics such as handling parents, how to manage grading and preparation for lessons, supply orders, building a program at a school, etc etc that isn't really taught at the University.
De-escalation	More talk about behavioral challenges and what to do when all else fails
De-escalation/social emotional	More hands-on experience more behavior management experience more training with how to handle children suffering from trauma.
	Listen to student teaching placements. Despite having interviews with the placing office, I was not heard and did not receive a placement that aligned with the grade that I taught last year.
	Our ELL class was taught by a TA (who did a wonderful job) but I would have liked to have someone who is more knowledgeable on such an important topic.
Communication	Politically, it was extremely biased. It never taught us how to respectfully have relationship with parents who are conservative and may believe different from what KU encouraged. It didn't teach us parent communication at all.

Final Comments

- Help us with the subjective, unpredictable, variable areas of classroom teaching. Theory and history and books can only get us so far. We never learned what to do if a student is violent, if a parent is uncooperative, if a student is failing and refusing to participate, if our administrators don't support us. We did not learn how to manage the day-to-day. I learned how to write unrealistic lessons plans that are planned to the minute when that is never how a classroom will run. We never learned how to develop our own classroom expectations. We had to ask for ALL of that. Build it in.
- In general I felt very prepared for the content of my lessons, but less prepared with the skills I needed to make the lesson even a relevant concern. I am at a school with particularly intense behaviors and a high incidence of poverty/trauma, but more and more schools are seeing extreme behaviors from students as a result of the pandemic and the interruption to routine it caused for children. I fully recognize that you cannot learn all behavior management through school, you have to learn some of it on the job. However, I needed at least a framework for thinking about how to respond to/manage behavior, the same way I had a framework for thinking about how to adjust instruction when the students don't succeed the first time. Also, we all know educators speak in acronyms, so an overview of what some of the behavior-related acronyms mean (BIST, PBIS, Trauma Smart, ect.) would be really helpful. Districts assume you know what these programs are when you walk in the door.
- A lot of classes I took felt like a waste of time because they didn't have any actual classroom applicability.

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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

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

- Pay student teachers!
- Get pre-service teachers into schools ASAP.
- Especially at the elementary level, students have experienced a lot of instability in their early years and it has severely impacted their social/self-regulation skills. Even for kids who don't already come from unstable home lives, the instability in the world around them has led to a generally disorganized concept of the world they live in and where they fit. A discussion about how to create predictability in the classroom, and how to respond in emergency situations (extreme student behaviors that cause classroom evacuation... which has happened A LOT this year for me and several of my Alumni peers) is necessary for success.
- Spend less time making 10 page lesson plans and spend more time on working with classroom management and how to create curricular units.
- I would've loved to actually be taught how to handle student behaviors and learn different behavior intervention tactics. Classroom management as well.
- More experience, teachers need to see real life teaching. Behavior students shouldn't be shocking when we get our own classroom.
- "More classroom management skills/ practice. That was the hardest thing to manage as a first year teacher
- knowing the technology aspect of things, and being prepared for anything in case another pandemic was to occur.. think about all the possibilities that can happen!
- Continue virtual cuz it may happen again.
- Help them understand how to utilize different curriculum.
- I graduated in 2020 and I did not get to experience a lot of the pandemic but I believe that always giving more grace to our students will help them succeed in these extremely stressful times.
- Students need more experience with classroom management and parent communication. I also received barely any primary classroom experience. It stunk that my student teaching placements were in third and fifth grade. I barely had experience with younger students besides an extremely short practicum my sophomore year.