

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 2023 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 2021-Summer 2022 graduates who are teaching in the 2022-2023 school year.
- **Employer** - Principals of schools in which first year **Alumni** are employed.

Response rate:

- **KU Alumni** – 16% (15 out of 91)
- **KU Employers** – 34% (26 out of 77)
- **Overall Alumni** – 21% (148 out of 694)
- **Overall Employer** – 37% (209 out of 566)

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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. **81% of respondents (21 out of 26) said that KU graduates were as well prepared as or better prepared than other graduates. This rate is inline with rates reported in previous years.**

Table 1 Employer Rating of KU Graduates

Rating	Count	Pct.
Better Prepared	8	30.8%
As Well Prepared	13	50.0%
Not As Well Prepared	3	11.5%
No Comparison Available	2	7.7%

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 2022-23, on average, alumni rated themselves less prepared in Assessment and Reflective Practice 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 <i>d</i>	Alumni KU vs All: Cohen's <i>d</i>
Foundations	4.0	4.2	4.1	4.1	0.16	-0.18
Planning	4.1	4.2	4.2	4.2	0.00	-0.23
Instruction	3.8	4.0	4.0	4.1	-0.14	-0.24
Assessment	3.9	3.9	4.1	4.0	-0.13	-0.36
Technology	4.2	4.0	4.2	4.2	-0.21	-0.08
Diversity	4.1	4.3	4.1	4.2	0.13	-0.03
Motivation & engagement	4.1	3.6	4.2	3.8	-0.22	-0.20
Professionalism	4.3	4.1	4.4	4.3	-0.28	-0.12
Reflective practice	4.0	4.2	4.2	4.3	-0.12	-0.35
No. Respondents	26	15	209	148		

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

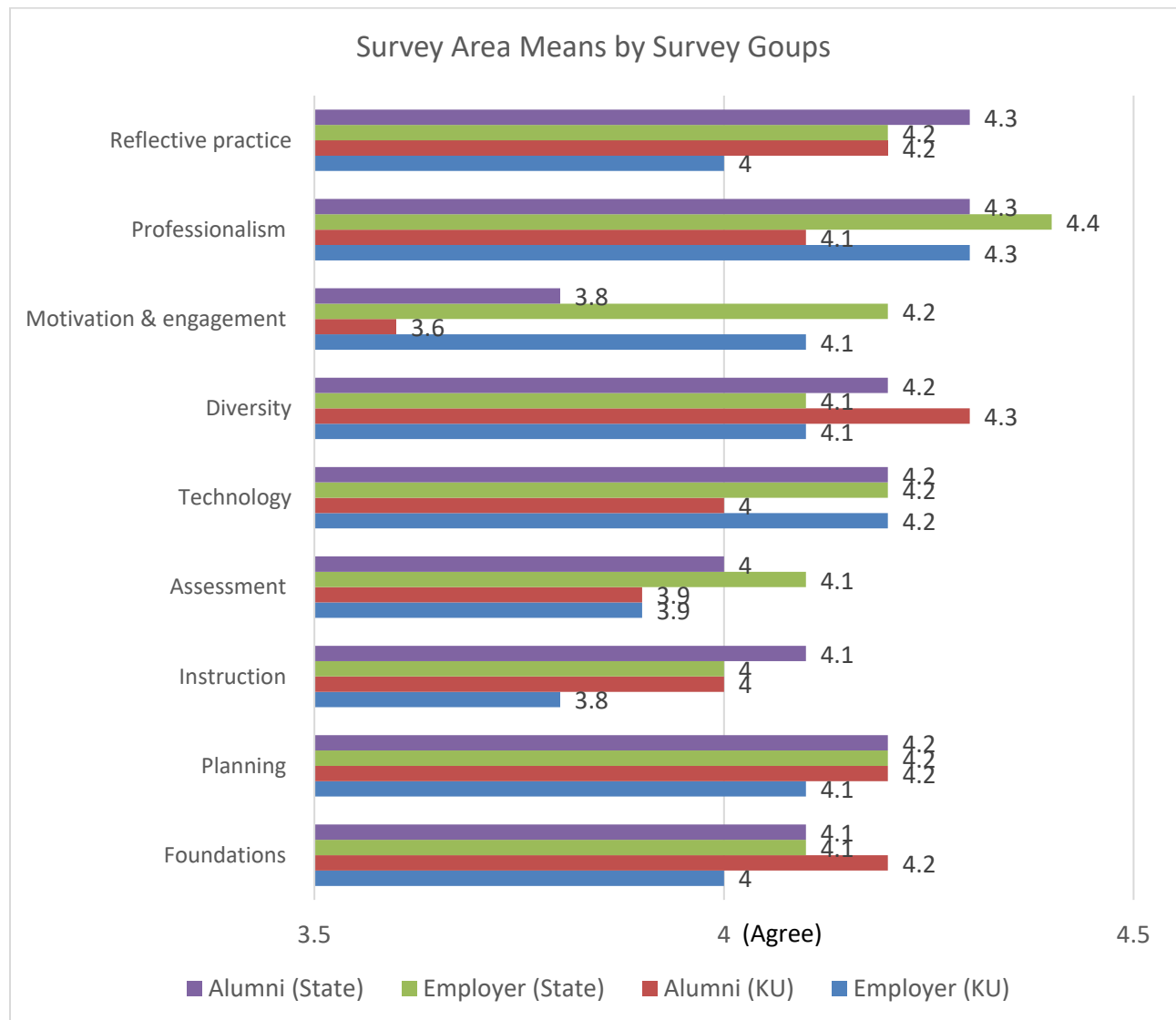
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InTASC Standards #1, 2, 3, 4, 5, 6, 7, 8

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	4.2	0.64	*	
Planning	4.2	0.81	*	
Instruction	4.0	0.72	*	
Assessment	3.9	0.80	*	
Technology	4.0	1.03	*	
Diversity	4.3	0.72	*	
Motivation	3.6	0.99	*	
Professionalism	4.1	0.78	*	
Reflection	4.2	0.92	*	
No. Respondents*	15		0	



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 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

* 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

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%	6.7%*	0.0%	53.3%	40.0%	4.27	0.80
Understand how students learn and develop.	0.0%	6.7%*	0.0%	60.0%	33.3%	4.20	0.77
Understand how to provide a variety of opportunities that support student learning and development.	0.0%	6.7%*	6.7%*	53.3%	33.3%	4.13	0.83
Understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	0.0%	0.0%	0.0%	60.0%	40.0%	4.40	0.51
Know the content of my professional field.	6.7%*	6.7%*	0.0%	40.0%	46.7%	4.13	1.19
Understand the state and federal laws that directly impact schools.	0.0%	6.7%*	20.0%	40.0%	33.3%	4.00	0.93

* 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

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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

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

* 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%	6.7%*	13.3%	46.7%	33.3%	4.07	0.88
Develop lesson plans that align with district, state standards and/or national standards.	0.0%	0.0%	6.7%	33.3%	60.0%	4.53	0.64
Collaborate with other professionals to improve the overall learning of all students.	0.0%	0.0%	6.7%	46.7%	46.7%	4.40	0.63
Implement lesson plans that build on the students' existing knowledge and skills.	6.7%*	13.3%	6.7%	40.0%	33.3%	3.80	1.26
Create lesson plans that promote critical thinking with the students.	0.0%	20.0%	0.0%	33.3%	46.7%	4.07	1.16

* 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

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%	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

* 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%	6.7%*	13.3%	53.3%	26.7%	4.00	0.85
Effectively use questioning skills to promote higher level thinking skills.	0.0%	13.3%	0.0%	66.7%	20.0%	3.93	0.88
Employ teaching skills that reflect current theory, research, and practice.	6.7%*	0.0%	20.0%	46.7%	26.7%	3.87	1.06
Provide student-centered instruction that is characterized by clarity, variety, and flexibility.	0.0%	6.7%*	6.7%	53.3%	33.3%	4.13	0.83
Integrate multiple content areas into interdisciplinary units of study.	0.0%	6.7%*	20.0%	40.0%	33.3%	4.00	0.93

* 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%	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

* 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.	0.0%	33.3%	0.0%	33.3%	33.3%	3.67	1.29
engage in assessment activities to identify areas for student improvement.	0.0%	0.0%	26.7%	33.3%	40.0%	4.13	0.83
use a variety of assessment tools.	0.0%	13.3%	20.0%	33.3%	33.3%	3.87	1.06
provide feedback to students, which allows them to improve their learning.	0.0%	20.0%	6.7%*	40.0%	33.3%	3.87	1.13
employ appropriate assessments in order to measure the learning and progress of all students.	0.0%	0.0%	13.3%	53.3%	33.3%	4.20	0.68

* 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...employ appropriate assessments in order to measure the learning and progress of all students.	-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%	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

* 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.	6.7%*	6.7%*	0.0%	46.7%	40.0%	4.07	1.16
Use a variety of technologies to differentiate instruction.	6.7%*	6.7%*	26.7%	20.0%	40.0%	3.80	1.26
Use technology effectively to engage communities and families.	0.0%	26.7%	6.7%*	26.7%	40.0%	3.80	1.26
Provide opportunities for my students to utilize technology.	0.0%	6.7%*	13.3%	40.0%	40.0%	4.13	0.92
Use technology to enhance my overall professional practice.	0.0%	6.7%*	6.7%*	46.7%	40.0%	4.20	0.86

* 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%	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

* 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%	0.0%	0.0%	46.7%	53.3%	4.53	0.52
effectively work with individuals from diverse backgrounds.	6.7%*	0.0%	13.3%	26.7%	53.3%	4.20	1.15
understand the larger political, social, and economic context of education.	0.0%	6.7%*	13.3%	33.3%	46.7%	4.20	0.94
implement culturally responsive instruction.	0.0%	0.0%	0.0%	46.7%	53.3%	4.53	0.52
encourage students to see, question, and interpret ideas from diverse perspectives.	0.0%	6.7%*	0.0%	46.7%	46.7%	4.33	0.82
implement non-biased techniques for meeting the needs of diverse learners.	6.7%*	0.0%	0.0%	46.7%	46.7%	4.27	1.03

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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

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%	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

* 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.	26.7%	0.0%	13.3%	46.7%	13.3%	3.20	1.47
use a variety of motivational strategies to facilitate learning for all students.	6.7%*	13.3%	13.3%	33.3%	33.3%	3.73	1.28
communicate with family and community members to make them partners in the educational process.	13.3%	26.7%	13.3%	40.0%	6.7%	3.00	1.25
collaborate with educational personnel to support student learning.	13.3%	6.7%*	13.3%	46.7%	20.0%	3.53	1.30
establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	6.7%*	6.7%*	46.7%	40.0%	4.20	0.86
create an environment that encourages positive social interaction among students.	0.0%	0.0%	20.0%	46.7%	33.3%	4.13	0.74

* 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%	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

* 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%	0.0%	13.3%	66.7%	20.0%	4.07	0.59
Understand the ethical practices in education.	0.0%	6.7%*	20.0%	40.0%	33.3%	4.00	0.93
Meet the ethical standards of my profession.	0.0%	6.7%*	13.3%	40.0%	40.0%	4.13	0.92
Understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.0%	6.7%*	13.3%	33.3%	46.7%	4.20	0.94
Establish collegial relationships with all stakeholders (school personnel, parents, community, etc.) To support student learning.	0.0%	13.3%	13.3%	46.7%	26.7%	3.87	0.99

* 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

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

* 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.	6.7%*	0.0%	6.7%*	40.0%	46.7%	4.20	1.08
Locate resources available to help me improve my professional practice.	0.0%	6.7%*	13.3%	33.3%	46.7%	4.20	0.94
Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.0%	6.7%*	6.7%*	46.7%	40.0%	4.20	0.86

* 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 contain actual comments.

Strengths

Category	Comment
Collaboration	Relationship building
Collaboration	KU graduates are collaborative and have been positive contributors to their teams and our school community.
Collaboration	collaboration!!! Love that both value team time!
Professional	We have found that all teachers hired from KU are very prepared and ready for the classroom.
Professional	Professionalism
Professional	My teachers from KU seem well trained - more than from some other local universities.
Professional	Content knowledge, Lesson planning and use of assessments for planning
Professional	awareness of importance of their job 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

Need to Improve

Category	Comment
Lesson Planning	Teaching students how to create through lessons plans is not ideal.
Classroom Management	Pre-teachers needs more hands on experience and classroom management skill sets.
Program Solving	Teachers would benefit from real world problem solving. Teachers need to know that when you are new, it is ok to not have all the answers and that is how we can learn. Acting like you know things when you do not is not productive for anyone.
Classroom Management/ Reading support	One was in a building during her student teaching that made her sub so much that she felt like she wasn't prepared as much as her peers. She struggled with management of students who struggled to stay focused. More courses should be required on how to provide accommodations for students with iep's and 504s. Should be more courses for the science of reading including LETRS training!
IEPs	Not just a KU concern, but graduates do not appear to have a clear understanding of multi-tiered systems of support IE: What happens (what is the teacher's role, what is the student's role, what determines placement and movement within the tiered system) in Tier 1, what happens in Tier 2, and Tier 3.
Reading support	Little knowledge in strong instructional practices, MTSS, and using data to make decisions. Children's literature classes are a joke to still be having at KU, the focus needs to be on structured literacy and evidence based strategies need to be used for good results.
Classroom management	classroom management, how to support IEP's and 504's and parent communication
Classroom Management	Classroom management strategies
IEPs	Students from the Unified program require a great amount of coaching and support, which in many ways is reasonable. But they have had very little or any training in writing IEPs or in Special Education law or processes. Students also arrive with a very laid back response to basics of professionalism. For example, how to dress for work, engagement with colleagues, compliance with procedures such as asking for time off. This survey mentioned two students who are new teachers. Had the survey given one of the teachers at a time, my responses would have been different, as they each have a different approach to receiving coaching, implementing new strategies and acting as a colleague in a school. The group of students we have seen who are graduating this year from EC/ECSE and Speech Language Department have tremendous room for growth.

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.)

- One will be nominated for the highest district award possible for new teachers! She is amazing. The other one is not returning (Early Childhood Unified).
- She has been active on PTO and Site Council! She has volunteered to serve on the executive board and was voted into office for each committee! She is killing it with managing a team of paras and running a very difficult program (Low Incidence Disability).

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
Culturally Responsive / Professionalism	One of the greatest strengths of my educator preparation program was preparing me to be a culturally responsive teacher. I am very aware of my students backgrounds and how their lives outside of school greatly impact their success in school. I was well prepared to be professional when working with other school staff.
Lesson Plans	My greatest strength as an educator is creating lesson plans. I did not learn this in the classroom at school. I learned how to create engaging lessons with my cooperative teacher during my student teaching experience.
Meet the diverse needs of students	Learning the best ways to teach a diverse group of students was the greatest strength in my opinion.
Meet the diverse needs of students	I felt very prepared to plan lessons with a variety of learning objectives, learning activities, instructional methods, and technology components.
Practical experience	I appreciated having two substantial student teaching experiences.
Culturally responsive	How to tap in to prior knowledge and acknowledge the differences in all students, such as their home life and how that comes in to play.
Current Practices	Data-driven and current practice. Effectively contextualized current trends in the field at large for music education specifically.
Meet the diverse needs of students	Creating a foundation of rules and expectations with my class and creating relationships with each individual student.
Meet the diverse needs of students	Content area knowledge (art/teaching of art) and developing understanding for people of different SEL backgrounds
Classroom management	You all are keen on deeply digging into some aspects which we thought we had already known how to handle it, but it turned out like we did not know exactly what we should do to deal with it. Another thing is that the techniques which were mentioned were the ones that we think we could use them easily, but we all failed whatever we tried. However, you all showed me how to do it.

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

Category	Comment
Classroom Management	There is a severe lack of teaching about current classroom management, particularly post-covid. This is a critical part of teaching and is not relevantly taught about nearly enough.
Classroom Management	Student management
Meet the diverse needs of students	One improvement would be to prepare us for what students are like today. The students I have been teaching do not know how to control their anger and are very disrespectful. I've had to kick 60 students out of my class due to their disrespect towards their classmates and towards me. I've had to deal with sexual harassment issues, overdoses, fights etc. Nothing in the program prepared me for what I would be stepping into as a teacher.
Science of Reading	One improvement I would make to my educator preparation program is to dive deeper into the science of reading and how to teach phonemic and phonological awareness to students more in depth. This is something that every school I have been at over the last two years have really been focused on and I feel I could have benefited from having more practice with in college. I also think that more of a focus on classroom management could be a better focus. I had really strong mentors that taught me a lot during student teaching, but I know this isn't always the case. Having that background knowledge before even student teaching could set a lot of students up for success.
Classroom Management	More classroom management styles and ideas.
Instruction	Many classes were incoherent and disorganized, despite seeming organized on paper. Sometimes it felt like my educators were trying to teach middle schoolers still, which didn't translate well to college students.
IEPs	Learning more about IEPs
Meet the diverse needs of students	How to deal with behaviors and how to make realistic lesson plans rather than extremely detailed extensive ones that are unrealistic to execute.
Grade specific experience	Greater balance between secondary and elementary music education.
Science of Reading	During my first year of teaching this year, I was a first grade teacher. I was suddenly thrown into the phonics curriculum, something I felt very unfamiliar with. We learned about the science of reading and structured literacy during my educator preparation program; however, I graduated without an understanding of how to actually teach students to read. I knew the "why" behind teaching phonics, but I had no idea how to actually teach it. Educator preparation programs should outline a typical phonics scope and sequence, demonstrate and model actual phonics lessons, and teach students the phonics rules. This would have been a huge help to me and my students if I had this background before teaching this year.
Classroom Management	Might be more focus on Classroom Management skills.

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

- KU did a fantastic job highlighting the importance of SEL and culturally responsive/sustaining teaching. I am so thankful for that!
- I would recommend that student teachers visit different schools and districts to see exactly how students act. I would also recommend that the foreign language program at KU be improved. The lessons I created compared to what I actually teach are completely different. I wasn't able to use anything of the lessons I created at KU. Additionally, I would have benefitted from learning more about the laws of the classroom because I had too many students with IEP and 504 plans without a para in my class. It was difficult to navigate and fight for myself and a first-year teacher.
- I was well-prepared to be an antiracist educator and facilitate conversations with students that promote DEI concepts, but as a person of color, I was not well-prepared for the racism I would experience as an adult, often from students. I am still figuring out what resources I have available to me in this regard, such as professional communities of other educators of colors. I am still figuring out how to advocate for myself in this regard, as well as staying emotionally and mentally healthy in a school environment. I wish my program had included more about professional communities, advocacy, and wellness-- both to help ourselves and our colleagues.