

**Kansas Educator Employer and Alumni Surveys  
Spring 2019 Survey Administration  
Report for University of Kansas**

**Background**

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

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

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

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

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

Survey Population:

- **Alumni** - Fall 2017-Summer 2018 graduates who are teaching in the 2018-2019 school year.
- **Employer** - Principals of schools in which first year **Alumni** are employed.

Response rate:

- **KU Alumni** – 23% (31 out of 134)      **Overall Alumni** – 29% (240 out of 840)
- **KU Employers** – 36% (44 out of 123)      **Overall Employer** – 38% (266 out of 701)

**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 advanced programs from other institutions. **Over 95 percent of respondent (34 out of 44) said that KU graduates were as well prepared as or better prepared than other graduates.**

Rating	Count	Pct.
Better Prepared	8	18.2%
As Well Prepared	34	77.3%
Not As Well Prepared	2	4.5%
No Comparison Available	0	0.0%

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

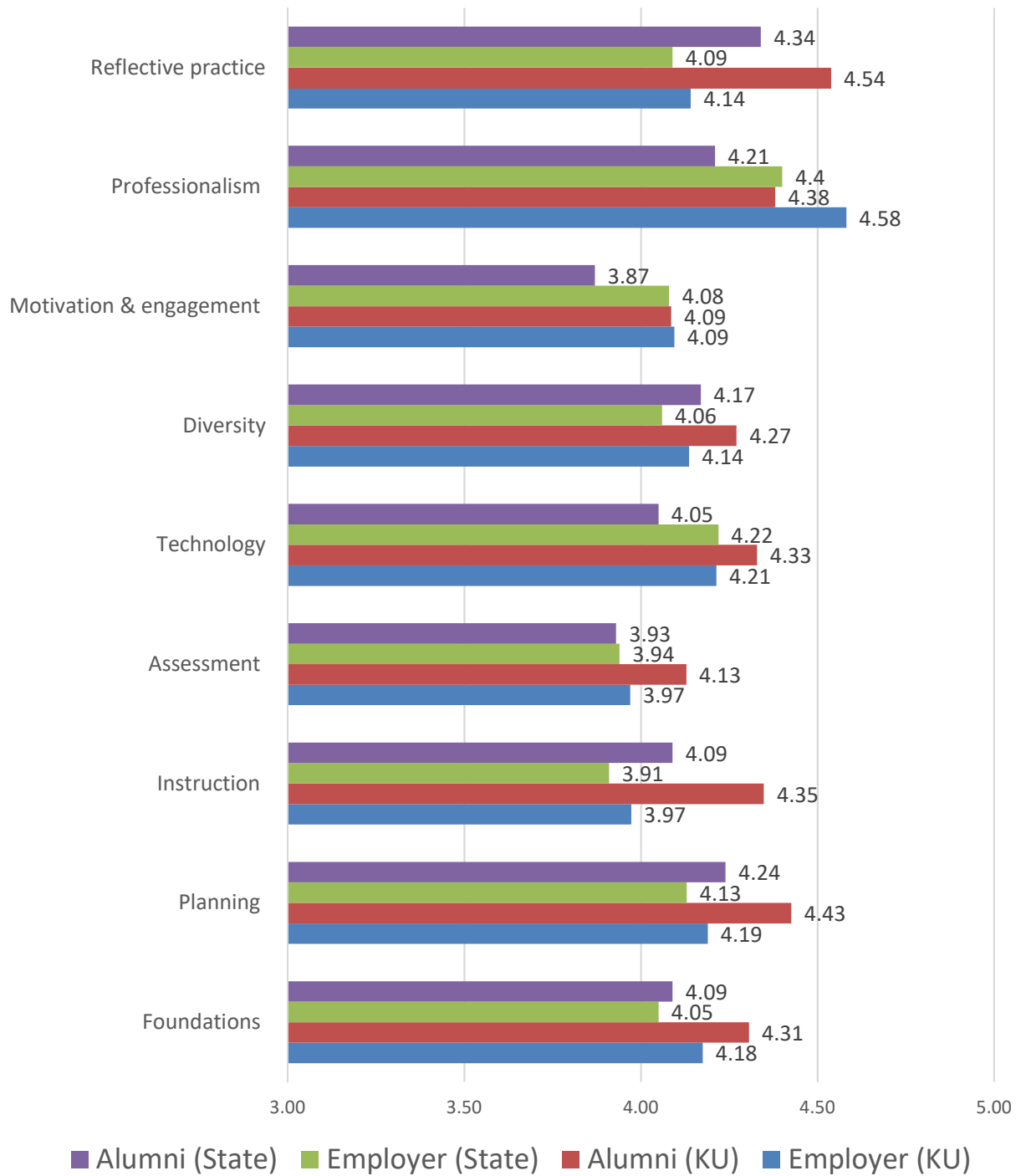
The table below shows the mean ratings of respondents from the two groups on each of the scales along with comparative effect size.

In 2018-19, **employers rated KU graduates as well prepared or better prepared than other graduates** on all nine scales. Additionally, KU alumni rated their level of preparedness in all categories higher in comparison with their peers across the state.

Survey Areas (5-point scale)	Category Means				Effect Size	
	Employer (KU)	Alumni (KU)	Employer (All)	Alumni (All)	Employer KU vs All: Cohen's <i>d</i>	Alumni KU vs All: Cohen's <i>d</i>
Foundations	4.18	4.31	4.05	4.09	0.23	0.38
Planning	4.19	4.43	4.13	4.24	0.09	0.32
Instruction	3.97	4.35	3.91	4.09	0.03	0.39
Assessment	3.97	4.13	3.94	3.93	0.04	0.26
Technology	4.21	4.33	4.22	4.05	-0.17	0.37
Diversity	4.14	4.27	4.06	4.17	0.04	0.14
Motivation & engagement	4.09	4.09	4.08	3.87	0.30	0.29
Professionalism	4.58	4.38	4.4	4.21	0.03	0.25
Reflective practice	4.14	4.54	4.09	4.34	0.18	0.28
No. Respondents	44	31	266	240		

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

### Follow-Up Survey Scale Means



### Item Level Responses

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

### Foundations

Employer Survey Items for Foundations	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Has clear and compelling vision of learning.	2.3%	2.3%	0.0%	61.4%	34.1%	4.23	0.77
Understands theories of human development	2.3%	2.3%	4.5%	61.4%	29.5%	4.14	0.80
Understands the foundations (historical, philosophical, social, and cultural) of the professional field	0.0%	2.3%	18.2%	56.8%	22.7%	4.00	0.72
Uses knowledge of school, family, cultural, and community factors that influence the quality of education for all students	0.0%	4.5%	4.5%	61.4%	29.5%	4.16	0.71
Demonstrates a strong knowledge of the subject(s) taught	0.0%	0.0%	6.8%	36.4%	56.8%	4.50	0.63
Integrates concepts from professional studies into own teaching environment	0.0%	2.3%	9.1%	50.0%	38.6%	4.25	0.72
Is well-versed in state and federal laws that directly impact schools	2.3%	0.0%	18.2%	59.1%	20.5%	3.95	0.78

<b>Alumni Survey Items for Foundations: I was prepared to--</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Understand the foundations (historical, philosophical, social, and cultural) of my professional field.	0.0%	6.5%	3.2%	45.2%	45.2%	4.29	0.82
Understand how students learn and develop.	0.0%	0.0%	0.0%	61.3%	38.7%	4.39	0.50
Understand how to provide a variety of opportunities that support student learning and development.	0.0%	0.0%	3.2%	51.6%	45.2%	4.42	0.56
Understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	0.0%	6.5%	9.7%	38.7%	45.2%	4.23	0.88
Know the content of my professional field.	0.0%	6.5%	3.2%	12.9%	77.4%	4.61	0.84
Understand the state and federal laws that directly impact schools.	3.2%	12.9%	6.5%	45.2%	32.3%	3.90	1.11

**Common Items: Foundations**

<b>Employer</b>	<b>Alumni</b>	<b>Difference between Means</b>	<b>Pooled St. Dev.</b>	<b>Effect Size</b>
<b>Survey Items for Foundations</b>	<b>Foundations: I was prepared to--</b>			
Understands theories of human development	Understand the foundations (historical, philosophical, social, and cultural) of my professional field.	0.25	.66	0.38
Understands the foundations (historical, philosophical, social, and cultural) of the professional field	Understand how students learn and develop.	0.29	.77	0.38
Demonstrates a strong knowledge of the subject(s) taught	Understand how to provide a variety of opportunities that support student learning and development.	0.11	.74	0.15

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

## Planning

<b>Employer Survey Items for Planning</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Selects clear lesson activities that build towards student learning objectives	0.0%	4.5%	2.3%	63.6%	29.5%	4.18	0.69
Ensures that objectives and activities are aligned with district, state and/or national standards	0.0%	4.5%	0.0%	52.3%	43.2%	4.34	0.71
Collaborates with colleagues when planning instruction	2.3%	4.5%	0.0%	40.9%	52.3%	4.36	0.89
Plans thorough, well-organized lessons	0.0%	2.3%	9.1%	50.0%	38.6%	4.25	0.72
Uses understanding of student development for lesson planning	2.3%	2.3%	13.6%	54.5%	27.3%	4.02	0.85
Creates lesson plans that promote critical thinking with the students	0.0%	6.8%	15.9%	50.0%	27.3%	3.98	0.85

<b>Alumni Survey Items for Planning: I was prepared to--</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Plan integrated and coherent instruction to meet the learning needs of all students.	0.0%	6.5%	6.5%	45.2%	41.9%	4.23	0.84
Develop lesson plans that align with district, state standards and/or national standards.	0.0%	3.2%	3.2%	29.0%	64.5%	4.55	0.72
Collaborate with other professionals to improve the overall learning of all students.	0.0%	0.0%	0.0%	32.3%	67.7%	4.68	0.48
Implement lesson plans that build on the students' existing knowledge and skills.	0.0%	3.2%	6.5%	38.7%	51.6%	4.39	0.76
Create lesson plans that promote critical thinking with the students.	0.0%	3.2%	12.9%	35.5%	48.4%	4.29	0.82

### Common Items: Planning

<b>Employer</b>	<b>Alumni</b>	<b>Difference between Means</b>	<b>Pooled St. Dev.</b>	<b>Effect Size</b>
Ensures that objectives and activities are aligned with district, state and/or national standards	Develop lesson plans that align with district, state standards and/or national standards.	0.21	0.72	0.29
Collaborates with colleagues when planning instruction	Collaborate with other professionals to improve the overall learning of all students.	0.31	0.71	0.44
Uses understanding of student development for lesson planning	Implement lesson plans that build on the students' existing knowledge and skills.	0.36	0.81	0.45
Plans thorough, well-organized lessons	Plan integrated and coherent instruction to meet the learning needs of all students.	0.31	0.84	0.37

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

## Instruction

Employer Survey Items for Instruction	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Uses a variety of teaching strategies to enhance student learning	2.3%	2.3%	6.8%	56.8%	31.8%	4.14	0.82
Includes differentiated instructional activities for all learners	2.3%	4.5%	20.5%	43.2%	29.5%	3.93	0.95
Uses a variety of resources to present information	2.3%	2.3%	9.1%	45.5%	40.9%	4.20	0.88
Uses effective questioning skills and facilitates classroom discussion	0.0%	4.5%	20.5%	52.3%	22.7%	3.93	0.79
Integrates multiple content areas into interdisciplinary units of study	2.3%	15.9%	22.7%	31.8%	27.3%	3.66	1.12

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%	3.2%	6.5%	32.3%	58.1%	4.45	0.77
Effectively use questioning skills to promote higher level thinking skills.	0.0%	12.9%	0.0%	35.5%	51.6%	4.26	1.00
Employ teaching skills that reflect current theory, research, and practice.	0.0%	3.2%	6.5%	29.0%	61.3%	4.48	0.77
Provide student-centered instruction that is characterized by clarity, variety, and flexibility.	0.0%	3.2%	9.7%	35.5%	51.6%	4.35	0.80
Integrate multiple content areas into interdisciplinary units of study.	0.0%	9.7%	12.9%	25.8%	51.6%	4.19	1.01

### Common Items: Instruction

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Uses effective questioning skills and facilitates classroom discussion	Effectively use questioning skills to promote higher level thinking skills.	0.33	0.90	0.36
<b>Integrates multiple content areas into interdisciplinary units of study</b>	<b>Integrate multiple content areas into interdisciplinary units of study.</b>	<b>0.53</b>	<b>1.07</b>	<b>0.50</b>

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



## Assessment

<b>Employer Survey Items for Assessment</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Evaluates student knowledge and performance by using multiple methods of assessment	0.0%	4.5%	15.9%	56.8%	22.7%	3.98	0.76
Utilizes assessment outcomes to develop instruction that meets the needs of all students	2.3%	4.5%	20.5%	59.1%	13.6%	3.77	0.83
Adheres to ethical and unbiased assessment practices	0.0%	0.0%	4.5%	61.4%	34.1%	4.30	0.55
Makes assessment criteria clear to students	0.0%	2.3%	11.4%	70.5%	15.9%	4.00	0.61
Accurately interprets assessment results	0.0%	6.8%	11.4%	65.9%	15.9%	3.91	0.74
Uses best practice research and data when making decisions	2.3%	6.8%	13.6%	56.8%	20.5%	3.86	0.90

<b>Alumni Survey Items for Assessment: I was prepared to--</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Use data for instructional decision making.	3.2%	12.9%	12.9%	41.9%	29.0%	3.81	1.11
Engage in assessment activities to identify areas for student improvement.	3.2%	0.0%	6.5%	54.8%	35.5%	4.19	0.83
Use a variety of assessment tools.	0.0%	9.7%	3.2%	45.2%	41.9%	4.19	0.91
Provide feedback to students, which allows them to improve their learning.	0.0%	6.5%	3.2%	48.4%	41.9%	4.26	0.82
Employ appropriate assessment techniques in order to measure the learning of all students.	0.0%	6.5%	6.5%	48.4%	38.7%	4.19	0.83

### Common Items: Assessment

<b>Employer</b>	<b>Alumni</b>	<b>Difference between Means</b>	<b>Pooled St. Dev.</b>	<b>Effect Size</b>
Evaluates student knowledge and performance by using multiple methods of assessment	Use a variety of assessment tools.	0.22	0.84	0.26

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

## Technology

<b>Employer Survey Items for Technology</b>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Makes use of appropriate technology in the classroom teaching environment	0.0%	2.3%	6.8%	52.3%	38.6%	4.27	0.69
Incorporates technology into communication activities	0.0%	4.5%	11.4%	52.3%	31.8%	4.11	0.78
Continually adapt to changes in technology	0.0%	2.3%	6.8%	61.4%	29.5%	4.18	0.66
Integrates technology into the professional practice	0.0%	0.0%	4.5%	59.1%	36.4%	4.32	0.56
Uses technology appropriately for assessment purposes	0.0%	0.0%	11.4%	59.1%	29.5%	4.18	0.62

<b>Alumni Survey Items for Technology: I was prepared to--</b>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Make use of appropriate technology in the classroom.	0.0%	0.0%	9.7%	41.9%	48.4%	4.39	0.67
Use a variety of media resources to present information.	0.0%	0.0%	9.7%	38.7%	51.6%	4.42	0.67
Use technology effectively to enhance student learning.	0.0%	3.2%	3.2%	61.3%	32.3%	4.23	0.67
Provide opportunities for my students to utilize technology.	0.0%	3.2%	6.5%	51.6%	38.7%	4.26	0.73
Use technology to enhance my overall professional work.	0.0%	0.0%	12.9%	38.7%	48.4%	4.35	0.71

### Common Items: Technology

<b>Employer</b>	<b>Alumni</b>	<b>Difference between Means</b>	<b>Pooled St. Dev.</b>	<b>Effect Size</b>
Makes use of appropriate technology in the classroom teaching environment	Make use of appropriate technology in the classroom.	0.11	0.68	0.17
Integrates technology into the professional practice	Use technology to enhance my overall professional work.	-0.09	0.62	-0.15

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

## Diversity

<b>Employer Survey Items for Diversity</b>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Creates a learning community that is sensitive to the multiple experiences of diverse learners	2.3%	0.0%	9.1%	56.8%	31.8%	4.16	0.78
Respects cultural differences by providing equitable learning opportunities for all students	0.0%	0.0%	9.1%	52.3%	38.6%	4.30	0.63
Implements non-biased techniques for meeting needs of diverse learners	0.0%	0.0%	11.4%	52.3%	36.4%	4.25	0.65
Adapts lessons to meet the diverse needs of all students	2.3%	2.3%	20.5%	40.9%	34.1%	4.02	0.93
Responds appropriately to larger political, social, economic, and cultural issues through global awareness	0.0%	4.5%	20.5%	50.0%	25.0%	3.95	0.81

<b>Alumni Survey Items for Diversity: I was prepared to--</b>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Establish a classroom environment of respect and rapport that provides a culture for learning.	0.0%	3.2%	6.5%	25.8%	64.5%	4.52	0.77
Effectively work with individuals from diverse backgrounds.	0.0%	9.7%	3.2%	35.5%	51.6%	4.29	0.94
Understand the larger political, social, and economic context of education.	0.0%	9.7%	12.9%	32.3%	45.2%	4.13	0.99
Implement instruction that accommodates diverse learning styles.	0.0%	9.7%	12.9%	32.3%	45.2%	4.13	0.99
Encourage students to see, question, and interpret ideas from diverse perspectives.	0.0%	0.0%	12.9%	45.2%	41.9%	4.29	0.69
Implement non-biased techniques for meeting the needs of diverse learners.	3.2%	3.2%	3.2%	51.6%	38.7%	4.19	0.91

### Common Items: Diversity

<b>Employer</b>	<b>Alumni</b>	<b>Difference between Means</b>	<b>Pooled St. Dev.</b>	<b>Effect Size</b>
Creates a learning community that is sensitive to the multiple experiences of diverse learners	Establish a classroom environment of respect and rapport that provides a culture for learning.	0.36	0.77	0.46
Adapts lessons to meet the diverse needs of all students	Implement instruction that accommodates diverse learning styles.	0.11	0.96	0.11
Responds appropriately to larger political, social, economic, and cultural issues through global awareness	Understand the larger political, social, and economic context of education.	0.17	0.90	0.19

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

## Motivation and Engagement

<b>Employer Survey Items for Motivation and Engagement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Establishes collaborative, productive relationships with all stakeholders to support student learning	0.0%	13.6%	4.5%	45.5%	36.4%	4.05	0.99
Establishes a caring relationship with students developed through engagement and high expectations for all learners	2.3%	4.5%	9.1%	36.4%	47.7%	4.23	0.96
Sets clear standards of conduct	2.3%	6.8%	11.4%	45.5%	34.1%	4.02	0.98
Addresses student behavior in an appropriate, positive, and constructive manner	2.3%	4.5%	15.9%	43.2%	34.1%	4.02	0.95
Promotes an orderly, safe classroom environment conducive to learning	2.3%	4.5%	11.4%	43.2%	38.6%	4.11	0.95
Prioritizes tasks and manages time efficiently for effective student learning	2.3%	2.3%	9.1%	52.3%	34.1%	4.14	0.85

<b>Alumni Survey Items for Motivation &amp; Engagement: I was prepared to--</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Manage student behavior in the classroom.	12.9%	12.9%	9.7%	45.2%	19.4%	3.45	1.31
Use a variety of motivational strategies to facilitate learning for all students.	0.0%	16.1%	12.9%	48.4%	22.6%	3.77	0.99
Communicate with family and community members to make them partners in the educational process.	6.5%	9.7%	12.9%	29.0%	41.9%	3.90	1.25
Collaborate with educational personnel to support student learning.	3.2%	9.7%	0.0%	41.9%	45.2%	4.16	1.07
Establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	0.0%	0.0%	32.3%	67.7%	4.68	0.48
Create an environment that encourages positive social interaction among students.	0.0%	0.0%	0.0%	45.2%	54.8%	4.55	0.51

### Common Items: Motivation and Engagement

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Establishes collaborative, productive relationships with all stakeholders to support student learning	Communicate with family and community members to make them partners in the educational process.	-0.14	1.13	-0.13
<b>Establishes a caring relationship with students developed through engagement and high expectations for all learners</b>	<b>Establish a caring relationship with students developed through engagement and high expectations for all learners.</b>	0.45	0.76	<b>0.59</b>
<b>Addresses student behavior in an appropriate, positive, and constructive manner</b>	<b>Manage student behavior in the classroom.</b>	-0.57	1.15	<b>-0.50</b>

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

### Professionalism and Ethical Behavior

<b>Employer Survey Items for Professionalism and Ethical Behavior</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Behaves in an ethical manner when interacting with others	0.0%	0.0%	0.0%	40.9%	59.1%	4.59	0.50
Behaves in a caring manner when interacting with others	0.0%	2.3%	2.3%	25.0%	70.5%	4.64	0.65
Understands how to question authority in a respectful and constructive manner	0.0%	2.3%	2.3%	36.4%	59.1%	4.52	0.66
Displays commitment to professionalism and ethical standards	0.0%	0.0%	4.5%	36.4%	59.1%	4.55	0.59
Meets the ethical standards of the profession	0.0%	0.0%	0.0%	38.6%	61.4%	4.61	0.49

<b>Alumni Survey Items for Professionalism &amp; Ethical Behavior: I was prepared to--</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Understand the legal practices in education.	3.2%	12.9%	6.5%	41.9%	35.5%	3.94	1.12
Understand the ethical practices in education.	0.0%	3.2%	6.5%	38.7%	51.6%	4.39	0.76
Meet the ethical standards of my profession.	0.0%	3.2%	0.0%	38.7%	58.1%	4.52	0.68
Understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.0%	0.0%	3.2%	25.8%	71.0%	4.68	0.54
Establish collegial relationships with all stakeholders to support student learning.	0.0%	6.5%	0.0%	41.9%	51.6%	4.39	0.80

### Common Items: Professionalism and Ethical Behavior

<b>Employer</b>	<b>Alumni</b>	<b>Difference between Means</b>	<b>Pooled St. Dev.</b>	<b>Effect Size</b>
Meets the ethical standards of the profession	Meet the ethical standards of my profession.	-0.10	0.59	-0.16

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

## Reflective Practice

<b>Employer Survey Items for Reflective Practice</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Uses feedback to modify leadership practices	2.3%	2.3%	6.8%	56.8%	31.8%	4.14	0.82
Provides feedback that allows students to reflect on their learning	2.3%	0.0%	6.8%	70.5%	20.5%	4.07	0.70
Uses reflections to adjust instruction	2.3%	2.3%	15.9%	56.8%	22.7%	3.95	0.83
Engages in professional learning opportunities	0.0%	2.3%	4.5%	54.5%	38.6%	4.30	0.67
Shows evidence of reflection in prof. practice (e.g., planning, delivering, evaluating)	2.3%	0.0%	9.1%	47.7%	40.9%	4.25	0.81

<b>Alumni Survey Items for Reflective Practice: I was prepared to--</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>St.Dev.</b>
Employ self-reflection to improve my teaching practice.	3.2%	0.0%	3.2%	19.4%	74.2%	4.61	0.84
Locate resources available to help me improve my professional practice.	0.0%	6.5%	3.2%	35.5%	54.8%	4.39	0.84
Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.0%	3.2%	3.2%	22.6%	71.0%	4.61	0.72

### Common Items: Reflective Practice

<b>Employer</b>	<b>Alumni</b>	<b>Difference between Means</b>	<b>Pooled St. Dev.</b>	<b>Effect Size</b>
<b>Uses reflections to adjust instruction</b>	<b>Employ self-reflection to improve my teaching practice.</b>	<b>0.66</b>	<b>0.84</b>	<b>0.78</b>
Engages in professional learning opportunities	Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.32	0.69	0.46

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

## Employer Comments

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

### Strengths

Communication	Communication skills
Content	Content and instructional strategies.
Content	Content knowledge and preparation
Content	Our new teachers are coming in with strong content knowledge.
Content	Reflection on practice and content knowledge.
Content	She know the material and subject well.
Content	Strong content-area preparation (instrumental music).
Diversity	Understanding how to handle diversity in the classroom.
Planning	Effective planning and understanding standards
Planning	The educator came well prepared to design lessons, integrate technology and build curriculum.
Planning	The educator is strong in lesson planning as a team. She is a quick learner who truly cares about her students.
Planning	Very conscientious. Plans a variety of activities for his music classroom.
Professional Disposition	Both teachers came with a passion for "whole child" learning, inclusion, and developmentally appropriate practices.
Professional Disposition	Caitlin is so confident, but appropriately so. She does not look like any first year teacher I have ever seen, but more like a seasoned veteran teacher. She is calm and knows when and how to ask for insight or guidance in a situation.
Professional Disposition	Educators are well prepared for the academic planning for teaching in the classroom.
Professional Disposition	Graduates possess a confidence in their preparation and ability to transition into the profession.
Professional Disposition	Candidate was very articulate when interviewing and it is apparent that he has a love of music. He has developed strong relationships with his students, which is essential.
Professional Disposition	New teachers are prepared for the classroom from the first day forward.
Professional Disposition	Our band instructor is phenomenal. I'm sure that the training he has received at KU has been part of his success in our district, but much of his success is contributed to his passion for teaching instrumental music and life experiences.
Professional Disposition	Our new teacher responds well to constructive feedback and maintains a high level of professionalism.
Professional Disposition	Student came in with good attitude and skills.
Professional Disposition	Teacher builds positive relationships with students and staff. He is willing to learn in his first year.
Professional Disposition	Well prepared and very coachable.



**Need to Improve**

Assessment	Autumn has not been able to interpret data at the level I would like. She knows what it is saying, but I'd like her to be more responsive to it.
Assessment	New teachers need more preparation in the area of assessment.
Assessment	Questioning skills, assessment preparation and PBL.
Classroom Management	Absolutely no idea about classroom management!!!!!!
Classroom Management	Classroom management and individual student management.
Classroom Management	Classroom management needs work.
Classroom Management	Classroom management.
Classroom Management	More emphasis on classroom management.
Classroom Management	More practical application (strategies) less theory.
Content	Continue to learn her standards and curriculum.
Diverse learners	More experience working with diverse learners.
Diverse learners	More information is needed of how to plan for culturally responsive teaching.
Diverse Learners	More training in social emotional learning.
Diverse Learners	Our new teacher was not prepared to meet the needs of students with significant behavioral and social emotional challenges.
Diverse Learners	Preparing teachers how to be responsive to students experiencing trauma in order to manage the classroom more effectively.
Diverse Learners	Provide opportunities to have different people speak to the classes on challenging behaviors and behavior strategies, building tasks boxes. Student teaching doesn't always provide those situations.
Planning	During their first years as special education teachers, both candidates struggled a bit with managing lesson plan data, IEP data, assessment/evaluation expectations etc. Though much of this is just part of getting one's feet under them as a first year teacher.
Planning	Make sure that students are being the Buck Institute-- Project-based learning model.
Professional Disposition	Ensure students are very self-aware of how they handle stress and the emotional side of the profession along with strategies that they have and will continue to implement for self-care.

## 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

Collaboration	I think working collaboratively and teaching my discipline are the areas in which I received the most useful understandings and experiences in my educator prep program. Nearly all classes I took allowed me to work on these areas.
Collaboration	Meeting and discussing the problems present in our classroom. Having other colleagues who are in the same position as myself to gain and give ideas. Seasoned teachers to ask questions and get answers.
Collaboration	Using us, the students, to work together to learn new information.
Content	Becoming an expert in my field along with educational strategies.
Content	I feel like I came out of my program very knowledgeable on content-area strategies and instructional techniques. I felt comfortable discussing different approaches with colleagues even when I had no firsthand experience with them. I also felt very comfortable knowing and navigating state standards (how to interpret, apply, etc.).
Content	My solid background in mathematics.
Content	The amount of time spent becoming an expert in the content area of music.
Content	The content-related pedagogy classes were helpful in preparing us for the career. And the courses in reading and writing in all content areas.
Content	The greatest strength of my educator preparation program was teaching us the content knowledge as well as knowing exactly what to teach the students at each grade level.
Diverse Learners	I am able to create thorough lessons plans that incorporate content applicable for all learning styles.
Diverse Learners	I think my educational philosophy and multicultural education classes were extremely helpful in preparing me to work in a low income, diverse school. They helped me to expand my world view as well as my own biases.
Diverse Learners	I think that the greatest strength of my educator preparation program was all of the time devoted to diversity and inclusion. This helped to begin shape my teacher identity while being respectful to all students.
Diverse Learners	My education program was great at teaching us how to put student needs first. We were taught to make sure that they are met so that learning can happen. They taught us that a relationship with each child is important and really effects students' success in the classroom.
Diverse Learners	My educator preparation program focused a great deal on learner's with diverse backgrounds, which I felt very helpful, specifically because I am now teaching in one of the most diverse counties in the country.
Diverse Learners	The amount of diversity teaching and content teaching
Diverse Learners	The music education program prepares teachers to teach diverse learners with high standards of excellence and expectations.

Diverse Learners	The classes I took dealing with SPED, SPED law, and differentiating for all learners were extremely valuable. The instructors were incredibly knowledgeable and passionate about their subject.
Diverse Learners	There were many classes devoted to specific subgroups of students (TESOL class, Multicultural Education class, SPED class, etc.). Having a concentrated exposure to students belonging to each of these major subgroups was helpful.
Faculty	The greatest strength was that it was a small program. So, I was able to really communicate with the professors and colleagues.
Methods	My educator program at KU taught me to take knowledge learned and apply it in the classroom.
Methods	The UkanTeach program has provided me with a variety of ways to engage students and develop meaningful lessons. I feel that this is my greatest strength.
Methods	There was one specific instructor whose wisdom and insight were invaluable in preparing me as an educator. In particular, Dr. O'Brien taught me how to think more critically, as well as how to design lessons that encourage students to do the same.
Planning	I think I learned a great deal about how to write an effective lesson plan, thinking through the steps needed, and concentrating on the National and State Art Standards for student learning.
Practicum	Drop-in lessons, direct observations, and individual coaching.
Practicum	I really enjoyed how we were given a lot of different opportunities to be inside the classroom. I think you learn a lot from actually seeing and doing, so being in the classroom a lot was very beneficial.
Practicum	My professors and the mentoring from teaching professionals.
Practicum	That I was able to experience different grade levels during my practicum experiences.
Practicum	a full year of hands-on teaching experience during final year of program
Practicum	The greatest strength of my education preparation program was being able to visit different school to see a variety of teaching styles. During this I was also able to focus on a struggle I was having in my own classroom and see how these teachers were able to manage it in their classrooms.
Practicum	The greatest strength would have to be the observations that are required for teachers going into their field. Any opportunities in the program where preparing teachers can teach a small lesson under direction of the professor is beneficial to developing teachers and when these situations can be organized they should be capitalized on.
Professional Contacts	My program created a vast network of educators that form a solid support system once out in the field practicing.

**Need to Improve**

Assessment	One improvement I would make is toward data collection. Meaningful and accurate data collection seems to be the most difficult part of being a new teacher for a lot of reasons- When do i take data? What measurement do i use? How do i use it? In the program, we briefly and very vaguely discussed different data collection strategies, but I believe there needs to be more in depth, hands-on training for data collection.
Classroom Management	A few more classes about classroom management. But cellphones are tough anyway.
Classroom Management	More classroom management talk!
Classroom Management/ social-emotional/behavioral	I would like to talk more about challenging student behavior. I don't feel that we talked too much about different strategies for dealing with behaviors.
Classroom Management/ social-emotional/behavioral	More preparation on handling specific behaviors of children.
Classroom Management/ social-emotional/behavioral	More time spent on how to manage the day to day interpersonal interactions and more time spent on specifically addressing common behavioral issues. More time observing excellent instruction in the field.
Classroom Management/ social-emotional/behavioral	Prepare future teachers for inner-city family life. I thought I was going to quit my first year teaching. My school had two shootings around that led us to lock-ins. I had no idea how to approach that. Also, behavioral issues are huge in the city as I taught for low-income families. I was not prepared to deal with all the behaviors and social needs of those students. Preschoolers were putting each other in choke-holds, punching each other, destroying furniture, throwing chairs at one another and even punched my eye.
Classroom Management/ social-emotional/behavioral	Provide more research based strategies for classroom management, specifically related to students who show negative behaviors consistently (more than 1 student/class, multiple students)
Classroom Management/ social-emotional/behavioral	Providing more information how schools implement discipline policies. Also, more information on how technology is being used or not being used in the realm of student discipline. This is tough to convey to college students who lack sufficient teaching experience.
Classroom Management/ social-emotional/behavioral	The behavior management classes were lacking, and I never felt like I received any education on how to manage and motivate today's young adults at the secondary level. Most classes focused on elementary behavior, or accommodations and modifications for students on IEP's and 504's, but never addressed students and challenges outside of these categories. Additionally, the student teaching experiences I had offered little insight into these areas, as most teachers were also struggling or could not relinquish that part of their classroom.
Communication	I would say more emphasis on how to communicate with families effectively.
Communication	It was very stressful and time-consuming at times, and communication was not always the best.
Diverse Learners	Help with adapting lessons plan for Special Ed students in art. Practice specific alterations we could do in ceramics, sculpture, photography or drawing if we had students with special needs in those classes. I also had very low English language learners that I had trouble being able to bring up to speed in the classroom. It would have helped to role play how to adapt my lectures for them.

Diverse Learners	I believe my institution has already fixed the issue, but at the time I was a student, our multicultural education class was poorly organized, the instructor was combative and unprofessional, and overall ineffective in teaching me how to create a diverse and welcoming classroom and help me inform my instruction. Thankfully, I was able to learn these things through my student teaching experience but I know other pre-service teachers were not placed in a diverse area and so missed out on that learning experience completely.
Diverse Learners	I do not feel like I was prepared to maximize the learning of ELL students. Although I recall discussions in several classes, I do not feel like I had a toolbox of practical approaches specific to my content area. Discussing specific strategies - and practicing implementing them - would have been hugely beneficial. My practicum and student teaching experiences did not require any specific modifications regarding language.
Diverse Learners	I would teach more explicit phonics skills to teach. That is an area I do not feel prepared in and it is an area of high need in my school.
Lesson Planning	Focus on individual lesson development for students in both large and small groupings.
Practicum	An improvement that I would make to my educator program is getting into the classroom earlier. I felt like I hadn't started to really make connections with other teachers in schools until late in my education program. I think that it would be beneficial to start observations earlier and start having more meaningful roles in earlier practicum.
Practicum	Better student teaching observers/mentors.
Practicum	I am a special education teacher and my mentor was a regular education teacher who didn't write IEP's. I really struggled to write an IEP without errors my first year. It would have been helpful to have a mentor who know how to write an IEP.
Practicum	I would like to be in schools, with students, sooner and more often.
Practicum	If I could make one improvement to my educator preparation program, it would be giving us more experience working with students and understanding what students at each age level are able to accomplish.
Practicum	Secondary teachers need to be in the classroom earlier than Fall semester of senior year. While opportunities existed to interact with learners in non-school settings, the school setting is specific enough to warrant earlier introduction to it.
Practicum	The teachers selected as mentors for student teaching should be highly vetted and some system that tracks poor experiences with particular teachers. The teacher I worked with talked down on the teacher prep system and loosely followed the guidelines outline by the student teaching syllabus. She would talk bad about her previous student teachers and never once mentioned one she liked. I would get great evaluations from my university supervisor, but horrible evaluations from her. Most criticism was about things that take time and experiences to fix and were not constructive for the timeframe of student teaching. She had also told others she did not want a student teacher that semester but got talked into it. That did not help make the environment friendly for a growing educator. It was a horrible experience. Luckily I was able get a job at a great school within a week of graduating, but my cooperating teacher would not respond to me about providing a reference letter.
Relevance	Less focus on theory and history and more focus on ongoing educational trends and research.
Relevance	The application portion is not practical in the real world. While it is important to consider the nuances of a detailed lesson plan a few times, there is something to

	be said for creating a lesson plan on the fly when an administrator throws a wrench in your day. I don't feel like that is practiced enough.
Technology	Knowledge of diverse technology uses, not just Apple based. The use of Google Classroom, Promethean Boards, etc.
Technology	One improvement to my preparation program would be to go over how I could implement the technology programs I was given in my lessons. I was given a list of programs I could use, however there were programs I did not know how to use properly/effectively.
Technology	The educational technology class. It was terrible. The teacher was amazed at the existence of Skype and we worked with Excel. Two programs that are very outdated. I thought I would learn a lot more because there are so many new programs that involve all kinds of technology, but unfortunately I did not learn anything from that class.

### **Final Comments**

I felt like I was given a lot of different resources and chances to think about what kind of teacher I wanted to be. I think this prepared me to start this year.
I found that visiting a school and getting hands-on experience was some of the most useful time spent in my teacher preparation. I believe that in building experience, in conjunction with feedback and teaching strategies provided me with a solid foundation for being an educator.
I have stopped and reflected during my teaching, on numerous occasions, at how surprisingly well prepared I am as a teacher because of what I learned at KU School of Education. It is a through and well developed program! I am very thankful for this level of education!
I really enjoyed my educator preparation and look forward to the program continuing to grow and strengthen.
I thought we had a lot of very helpful practice teaching within the program before we ever got to do student teaching in the field. It seemed to be focused a lot on the primary grades, so I would have liked more practice in demonstrating High School level coursework.
I wish there were more classes centered on the grades I actually wanted to teach. Also more classes that taught me how to teach not classes that taught me what the students were supposed to learn.
I would also like to see a focus on how to better differentiate in the classroom. The importance of differentiation was underlined throughout the program, but I didn't necessarily feel like I was prepared to actually do it. I also think it would be useful to have a class on student behavior in response to classroom management.
My educator prep program was a great personal growth experience, but often lacked insight into the 21st century and realistic issues that face Kansas schools daily.
The focus on diverse learners was helpful, though I do think it lacked how to provide enrichment activities for those students who are understanding the content fully and needing extension beyond the needs of the other students. We spent a lot of time addressing how to ensure every student was getting what they need to be successful, but very little time discussing how to engage and continue to challenge those learners that are excelling already. There was almost no information shared about laws that regulate schools and any information about how school funding is calculated/who to contact to support school funding in our legislature/who makes those decisions, etc.
The on-line offering was convenient and made it possible to complete.