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 2019 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.

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% (266 out of 766)
  - **Initial** – 22% (28 out of 128)
  - **Advanced** – 50% (3 out of 6)
- **KU Employers** – 30% (28 out of 94)   **Overall Employer** – 35% (235 out of 678)

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 90 percent said that KU graduates were as well prepared as or better prepared than other graduates.

Rating	Count	Pct.
Better Prepared	13	41.9%
As Well Prepared	15	49.4%
Not As Well Prepared	3	9.7%
No Comparison Available	0	0.0%

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

There are nine scales on each of the surveys. Maximum ratting for each item is 5 points. The table below shows the mean ratings of respondents from the two groups on each of the scales along with comparative effect size.

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. While previous years showed KU graduates being rated higher than the state average across most categories, 2017-2018 data show **a small but noticeable downward shift in Employer perception of KU graduate preparation.** On the other hand, mean KU alumni perceptions have shifted up, in comparison with alumni across the state.

Survey Areas (5-point scale)	Category Means on a 5 Point Scale				Effect Size	
	Employer (KU)	Alumni (KU)	Employer (All)	Alumni (All)	Employer KU vs All: Cohen's d	Alumni KU vs All: Cohen's d
Foundations	4.17	4.19	4.04	4.06	0.27	0.23
Planning	4.19	4.20	4.20	4.23	-0.02	-0.04
Instruction	3.93	4.15	4.01	4.08	-0.13	0.11
Assessment	3.96	3.90	4.02	3.99	-0.10	-0.13
Technology	4.12	4.06	4.25	4.04	-0.25	0.02
Diversity	4.08	4.37	4.07	4.14	0.02	0.38
Motivation & engagement	4.27	4.01	4.16	3.90	0.21	0.13
Professionalism	4.41	4.28	4.42	4.22	-0.02	0.09
Reflective practice	4.19	4.29	4.13	4.30	0.11	-0.01
No. Respondents	31	24	295	270		

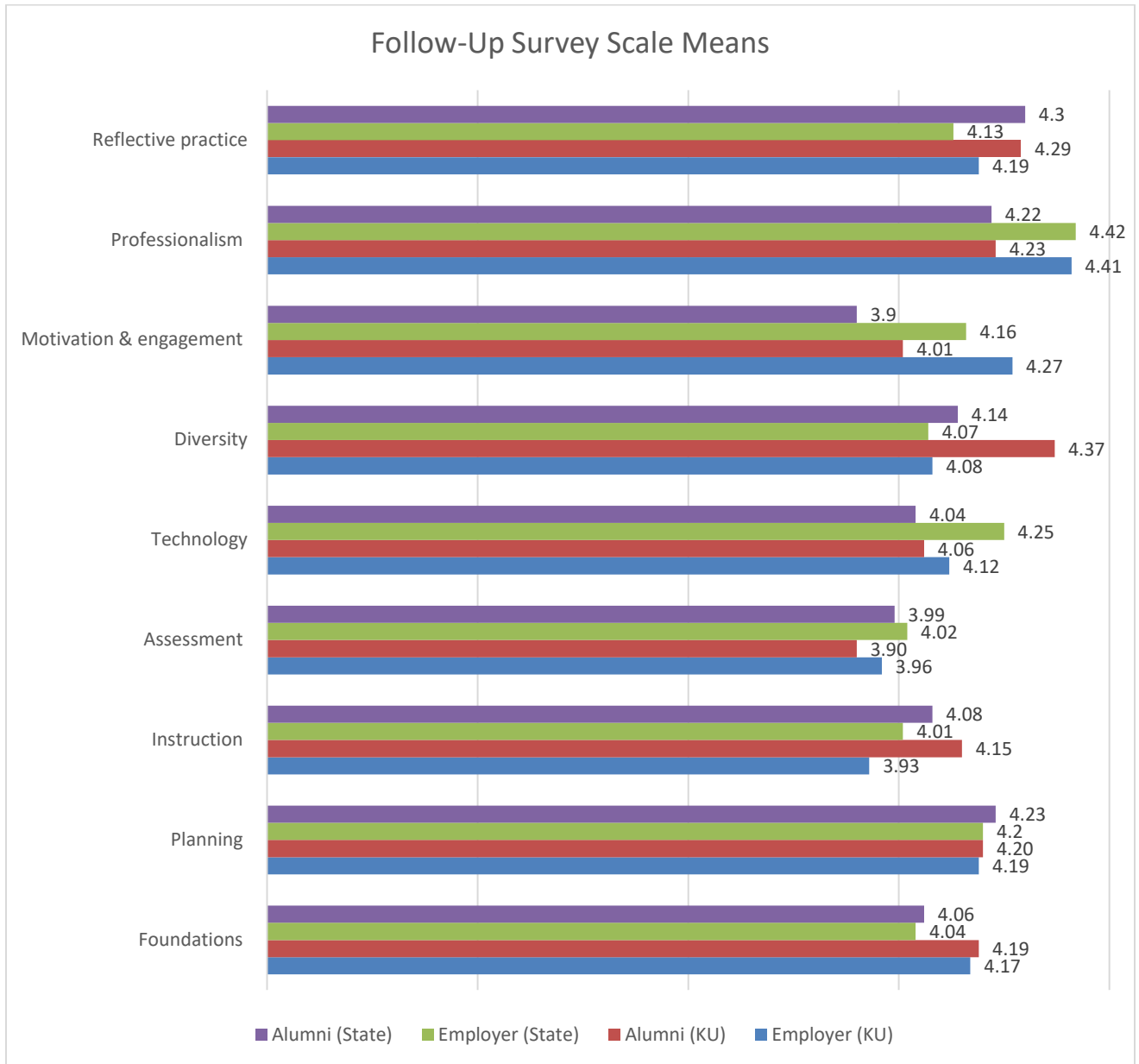* Cohen's d suggested interpretation: .2 = small, .5 = moderate, .8 = large

Kansas Educator Alumni: Category Means on a 5 Point Scale by Licensure Program Type

Program Type	Initial		Advanced	
	Mean	Std. Deviation	Mean	Std. Deviation
Foundation	4.2	0.6	4.1	0.8
Planning	4.1	0.7	4.6	0.5
Instruction	4.2	0.6	4.0	1.0
Assessment	3.8	0.7	4.3	0.6
Technology	4.0	1.0	4.7	0.6
Diversity	4.4	0.5	4.7	0.6
Motivation	4.0	0.9	4.3	0.6
Professionalism	4.2	0.7	4.7	0.6
Reflection	4.2	0.8	4.7	0.6
No. Respondents	21		3	

Follow-Up Survey Scale Means

Scale	Alumni (State)	Employer (State)	Alumni (KU)	Employer (KU)
Reflective practice	4.3	4.13	4.29	4.19
Professionalism	4.22	4.42	4.23	4.41
Motivation & engagement	3.9	4.16	4.01	4.27
Diversity	4.14	4.07	4.37	4.08
Technology	4.04	4.25	4.06	4.12
Assessment	3.99	4.02	3.90	3.96
Instruction	4.08	4.01	4.15	3.93
Planning	4.23	4.2	4.20	4.19
Foundations	4.06	4.04	4.19	4.17

Legend: ■ Alumni (State) ■ Employer (State) ■ Alumni (KU) ■ Employer (KU)

3

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

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.

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.	0.0%	0.0%	0.0%	64.5%	35.5%	4.35	.486
Understands theories of human development	0.0%	3.2%	3.2%	58.1%	35.5%	4.26	.682
Understands the foundations (historical, philosophical, social, and cultural) of the professional field	0.0%	3.2%	16.1%	61.3%	19.4%	3.97	.706
Uses knowledge of school, family, cultural, and community factors that influence the quality of education for all students	0.0%	3.2%	6.5%	58.1%	32.3%	4.19	.703
Demonstrates a strong knowledge of the subject(s) taught	0.0%	3.2%	3.2%	45.2%	48.4%	4.39	.715
Integrates concepts from professional studies into own teaching environment	0.0%	6.5%	9.7%	45.2%	38.7%	4.16	.860
Is well-versed in state and federal laws that directly impact schools	0.0%	9.7%	19.4%	48.4%	22.6%	3.84	.898

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%	4.2%	62.5%	33.3%	4.29	.550
Understand how students learn and develop.	0.0%	4.2%	4.2%	45.8%	45.8%	4.33	.761
Understand how to provide a variety of opportunities that support student learning and development.	0.0%	8.3%	12.5%	41.7%	37.5%	4.08	.929
Understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	0.0%	4.2%	16.7%	37.5%	41.7%	4.17	.868
Know the content of my professional field.	0.0%	0.0%	20.8%	25.0%	54.2%	4.33	.816
Understand the state and federal laws that directly impact schools.	0.0%	12.5%	16.7%	37.5%	33.3%	3.92	1.018

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: Foundations

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Survey Items for Foundations	**Foundations: I was prepared to--**			
Understands theories of human development	Understand how students learn and develop.	.08	.72	.10
Uses knowledge of school, family, cultural, and community factors that influence the quality of education for all students	Understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	-.03	.79	.03
Demonstrates a strong knowledge of the subject(s) taught	Know the content of my professional field.	-.05	.77	.07
Is well-versed in state and federal laws that directly impact schools	Understand the state and federal laws that directly impact schools.	.08	.96	.08

* 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 Survey Items for Planning	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Selects clear lesson activities that build towards student learning objectives	0.0%	3.2%	0.0%	61.3%	35.5%	4.29	.643
Ensures that objectives and activities are aligned with district, state and/or national standards	0.0%	3.2%	3.2%	54.8%	38.7%	4.29	.693
Collaborates with colleagues when planning instruction	0.0%	6.5%	3.2%	45.2%	45.2%	4.29	.824
Plans thorough, well-organized lessons	0.0%	9.7%	6.5%	51.6%	32.3%	4.06	.892
Uses understanding of student development for lesson planning	0.0%	3.2%	6.5%	54.8%	35.5%	4.23	.717
Creates lesson plans that promote critical thinking with the students	0.0%	6.5%	12.9%	58.1%	22.6%	3.97	.795

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%	8.3%	8.3%	45.8%	37.5%	4.13	.900
Develop lesson plans that align with district, state standards and/or national standards.	0.0%	8.3%	8.3%	45.8%	37.5%	4.13	.900
Collaborate with other professionals to improve the overall learning of all students.	0.0%	12.5%	4.2%	37.5%	45.8%	4.17	1.007
Implement lesson plans that build on the students' existing knowledge and skills.	0.0%	4.2%	0.0%	54.2%	41.7%	4.33	.702
Create lesson plans that promote critical thinking with the students.	0.0%	4.2%	4.2%	54.2%	37.5%	4.25	.737

Common Items: Planning

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Collaborates with colleagues when planning instruction	Collaborate with other professionals to improve the overall learning of all students.	-.17	.86	-.19
Plans thorough, well-organized lessons	Plan integrated and coherent instruction to meet the learning needs of all students.	.06	.90	.07

* 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 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	0.0%	3.2%	6.5%	67.7%	22.6%	4.10	.651
Includes differentiated instructional activities for all learners	3.2%	3.2%	12.9%	64.5%	16.1%	3.87	.846
Uses a variety of resources to present information	0.0%	3.2%	12.9%	54.8%	29.0%	4.10	.746
Uses effective questioning skills and facilitates classroom discussion	0.0%	12.9%	16.1%	51.6%	19.4%	3.77	.920
Integrates multiple content areas into interdisciplinary units of study	0.0%	9.7%	19.4%	51.6%	19.4%	3.81	.873

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%	0.0%	12.5%	50.0%	37.5%	4.25	.676
Effectively use questioning skills to promote higher level thinking skills.	0.0%	4.2%	20.8%	41.7%	33.3%	4.04	.859
Employ teaching skills that reflect current theory, research, and practice.	0.0%	8.3%	8.3%	54.2%	29.2%	4.04	.859
Provide student-centered instruction that is characterized by clarity, variety, and flexibility.	0.0%	4.2%	8.3%	45.8%	41.7%	4.25	.794
Integrate multiple content areas into interdisciplinary units of study.	0.0%	4.2%	8.3%	54.2%	33.3%	4.17	.761

Common Items: Instruction

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Integrates multiple content areas into interdisciplinary units of study	Integrate multiple content areas into interdisciplinary units of study.	.36	.82	.44

* 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 Survey Items for Assessment	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Evaluates student knowledge and performance by using multiple methods of assessment	0.0%	9.7%	9.7%	54.8%	25.8%	3.97	.875
Utilizes assessment outcomes to develop instruction that meets the needs of all students	0.0%	12.9%	16.1%	51.6%	19.4%	3.77	.920
Adheres to ethical and unbiased assessment practices	0.0%	6.5%	0.0%	61.3%	32.3%	4.19	.749
Makes assessment criteria clear to students	0.0%	9.7%	12.9%	54.8%	22.6%	3.90	.870
Accurately interprets assessment results	0.0%	6.5%	12.9%	54.8%	25.8%	4.00	.816
Uses best practice research and data when making decisions	0.0%	6.5%	16.1%	54.8%	22.6%	3.94	.814

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%	13.0%	12.5%	50.0%	37.5%	3.75	1.113
Engage in assessment activities to identify areas for student improvement.	0.0%	4.2%	20.8%	41.7%	33.3%	3.75	.989
Use a variety of assessment tools.	0.0%	4.2%	12.5%	54.2%	29.2%	4.08	.776
Provide feedback to students, which allows them to improve their learning.	0.0%	8.3%	16.7%	54.2%	20.8%	3.88	.850
Employ appropriate assessment techniques in order to measure the learning of all students.	0.0%	4.2%	8.3%	66.7%	20.8%	4.04	.690

Common Items: Assessment

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Evaluates student knowledge and performance by using multiple methods of assessment	Use a variety of assessment tools.	.12	.83	.14
Utilizes assessment outcomes to develop instruction that meets the needs of all students	Use data for instructional decision making.	-0.02	1.02	-.02

* 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 Survey Items for Technology	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%	3.2%	16.1%	51.6%	29.0%	4.06	.772
Incorporates technology into communication activities	0.0%	3.2%	12.9%	48.4%	35.5%	4.16	.779
Continually adapt to changes in technology	0.0%	0.0%	16.1%	51.6%	32.3%	4.16	.688
Integrates technology into the professional practice	0.0%	0.0%	12.9%	48.4%	38.7%	4.26	.682
Uses technology appropriately for assessment purposes	0.0%	6.5%	16.1%	51.6%	25.8%	3.97	.836

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.	4.2%	0.0%	20.8%	25.0%	50.0%	4.17	1.049
Use a variety of media resources to present information.	4.2%	4.2%	8.3%	50.0%	33.3%	4.04	.999
Use technology effectively to enhance student learning.	4.2%	8.3%	12.5%	41.7%	33.3%	3.92	1.100
Provide opportunities for my students to utilize technology.	4.2%	4.2%	12.5%	37.5%	41.7%	4.08	1.060
Use technology to enhance my overall professional work.	4.2%	4.2%	8.3%	45.8%	37.5%	4.08	1.018

Common Items: Technology

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Makes use of appropriate technology in the classroom teaching environment	Make use of appropriate technology in the classroom.	0.10	0.92	0.11
Integrates technology into the professional practice	Use technology to enhance my overall professional work.	-0.17	0.87	-0.20

* 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 Survey Items for Diversity	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	0.0%	3.2%	9.7%	51.6%	35.5%	4.19	.749
Respects cultural differences by providing equitable learning opportunities for all students	0.0%	3.2%	0.0%	64.5%	32.3%	4.26	.631
Implements non-biased techniques for meeting needs of diverse learners	0.0%	3.2%	6.5%	67.7%	22.6%	4.10	.651
Adapts lessons to meet the diverse needs of all students	0.0%	6.5%	12.9%	58.1%	22.6%	3.97	.795
Responds appropriately to larger political, social, economic, and cultural issues through global awareness	0.0%	3.2%	19.4%	61.3%	16.1%	3.90	.700

Alumni Survey Items for Diversity: I was prepared to--	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%	0.0%	0.0%	41.7%	58.3%	4.58	.504
Effectively work with individuals from diverse backgrounds.	0.0%	4.2%	4.2%	41.7%	50.0%	4.38	.770
Understand the larger political, social, and economic context of education.	0.0%	0.0%	4.2%	41.7%	54.2%	4.50	.590
Implement instruction that accommodates diverse learning styles.	4.2%	0.0%	12.5%	37.5%	45.8%	4.21	.977
Encourage students to see, question, and interpret ideas from diverse perspectives.	0.0%	4.2%	4.2%	50.0%	41.7%	4.29	.751
Implement non-biased techniques for meeting the needs of diverse learners.	0.0%	4.2%	8.3%	45.8%	41.7%	4.25	.794

Common Items: Diversity

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Implements non-biased techniques for meeting needs of diverse learners	Implement non-biased techniques for meeting the needs of diverse learners.	0.15	0.73	0.21
Respects cultural differences by providing equitable learning opportunities for all students	Effectively work with individuals from diverse backgrounds.	0.12	0.70	0.17
Responds appropriately to larger political, social, economic, and cultural issues through global awareness	Understand the larger political, social, and economic context of education.	0.60	0.65	**0.92**

* 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 Survey Items for Motivation and Engagement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Establishes collaborative, productive relationships with all stakeholders to support student learning	0.0%	9.7%	3.2%	64.5%	22.6%	4.00	.816
Establishes a caring relationship with students developed through engagement and high expectations for all learners	0.0%	3.2%	0.0%	51.6%	45.2%	4.39	.667
Sets clear standards of conduct	0.0%	3.2%	3.2%	54.8%	38.7%	4.29	.693
Addresses student behavior in an appropriate, positive, and constructive manner	0.0%	0.0%	6.5%	51.6%	41.9%	4.35	.608
Promotes an orderly, safe classroom environment conducive to learning	0.0%	0.0%	6.5%	51.6%	41.9%	4.35	.608
Prioritizes tasks and manages time efficiently for effective student learning	0.0%	0.0%	3.2%	67.7%	29.0%	4.26	.514

Alumni Survey Items for Motivation & Engagement: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Manage student behavior in the classroom.	0.0%	25.0%	12.5%	37.5%	25.0%	3.63	1.135
Use a variety of motivational strategies to facilitate learning for all students.	0.0%	12.5%	16.7%	41.7%	29.2%	3.88	.992
Communicate with family and community members to make them partners in the educational process.	8.3%	16.7%	0.0%	41.7%	33.3%	3.75	1.327
Collaborate with educational personnel to support student learning.	0.0%	12.5%	0.0%	37.5%	50.0%	4.25	.989
Establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	4.2%	4.2%	41.7%	50.0%	4.38	.770
Create an environment that encourages positive social interaction among students.	4.2%	4.2%	0.0%	54.2%	37.5%	4.17	.963

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.	-0.01	0.72	-0.02
Addresses student behavior in an appropriate, positive, and constructive manner	Manage student behavior in the classroom.	-0.73	0.91	**-0.80**

* 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 Survey Items for Professionalism and Ethical Behavior	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Behaves in an ethical manner when interacting with others	0.0%	3.2%	0.0%	45.2%	51.6%	4.45	.675
Behaves in a caring manner when interacting with others	0.0%	0.0%	3.2%	54.8%	41.9%	4.39	.558
Understands how to question authority in a respectful and constructive manner	0.0%	0.0%	3.2%	51.6%	45.2%	4.42	.564
Displays commitment to professionalism and ethical standards	0.0%	0.0%	0.0%	58.1%	41.9%	4.42	.502
Meets the ethical standards of the profession	0.0%	0.0%	0.0%	61.3%	38.7%	4.39	.495

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.	4.2%	8.3%	4.2%	50.0%	33.3%	4.00	1.063
Understand the ethical practices in education.	0.0%	4.2%	0.0%	54.2%	41.7%	4.33	.702
Meet the ethical standards of my profession.	0.0%	0.0%	4.2%	50.0%	45.8%	4.42	.584
Understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.0%	0.0%	8.3%	41.7%	50.0%	4.42	.654
Establish collegial relationships with all stakeholders to support student learning.	0.0%	8.3%	8.3%	33.3%	50.0%	4.25	.944

Common Items: Professionalism and Ethical Behavior

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Meets the ethical standards of the profession	Meet the ethical standards of my profession.	0.03	0.54	0.05

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

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

Employer Survey Items for Reflective Practice	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Uses feedback to modify leadership practices	0.0%	0.0%	7.1%	57.1%	35.7%	4.29	.600
Provides feedback that allows students to reflect on their learning	0.0%	3.6%	10.7%	57.1%	28.6%	4.11	.737
Uses reflections to adjust instruction	0.0%	3.6%	3.6%	50.0%	42.9%	4.32	.723
Engages in professional learning opportunities	0.0%	0.0%	3.6%	53.6%	42.9%	4.39	.567
Shows evidence of reflection in prof. practice (e.g., planning, delivering, evaluating)	0.0%	0.0%	3.6%	50.0%	46.4%	4.43	.573

Alumni Survey Items for Reflective Practice: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Employ self-reflection to improve my teaching practice.	0.0%	0.0%	11.1%	44.4%	44.4%	4.33	.679
Locate resources available to help me improve my professional practice.	3.7%	7.4%	18.5%	37.0%	33.3%	3.89	1.086
Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	0.0%	7.4%	14.8%	40.7%	37.0%	4.07	.917

Common Items: Reflective Practice

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Uses reflections to adjust instruction	Employ self-reflection to improve my teaching practice.	0.41	0.65	0.64
Engages in professional learning opportunities	Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	-0.10	0.72	-0.13

* 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

<div align="center">

Employer Comments

</div>

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 ability to work with diverse learners were the most frequently mentioned strengths. The most frequently mentioned areas in need of improvement included lesson planning, classroom management, and working in a collaborative environment**.

Strengths

- Content: Content knowledge.
- Content: I am impressed by the level of competency our KU grads have shown regarding their subject matter.
- Content: I believe the breadth of content in the Unified program provides opportunity for well-rounded teachers who understand typical child development as well as intervention strategies.
- Lesson Plans: Knowing how to write lessons plans.
- Lesson Plans: SPL teacher was very well prepared and professional for a brand new teacher. Creative and individualized lessons.
- Pedagogy: instructional pedagogy
- Pedagogy: Knowing best practices for instruction whether it be reading or math.
- Student Teaching: Experience in a variety of classrooms through practicums and student teaching.
- Supporting Diverse Learners: Culturally responsive behavior /Interacting with parents
- Supporting Diverse Learners: Our new teacher is very conscious and aware of how the whole family is a part of the school community. She is also very confident for a first year teacher. This tells me she was well prepared to accept the challenge of her own classroom in a positive realm.
- Supporting Diverse Learners: Passion for serving students.
- Supporting Diverse Learners: Preparedness to teach diverse learners
- Supporting Diverse Learners: Strong understanding of child development and the how children demonstrate stress/trauma in the educational environment.
- Technology: Technology use in the classroom
- Technology: This student came in with knowledge of the standards and technology.

Need to Improve

- Assessment: Assessment development and practices.
- Assessment: Training on standardized screeners/tests.
- Assessment: Utilization of assessment data
- Classroom Management: Classroom management is always an issue, but I am not sure that anything more can be done at the collegiate level. Experience is simply the best teacher.
- Classroom Management: Classroom management- setting up expectations, routines/procedures/transitions, building relationships, working with students from trauma, etc.
- Classroom Management: Positive behavior supports and screeners

14

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

- Content: Elementary phonics instruction and concept of attaining mastery at all levels
- Developing Professional Relationships: Cooperative learning strategies and interactions with colleagues
- Developing Professional Relationships: Provide more concept of the functions of PLCs and protocols for looking at data analysis and especially any tools you can provide to working in a collaborative environment
- Developing Professional Relationships: They really lack knowledge on how to resolve conflict with peers and even disagreements with parents. Which is reality today.
- Experience: Experiences with children.. the more the better!
- Experience: More real world experience is needed.
- Experience: Too many Unified students are graduating with very limited practical experience with special education assessment, intervention, and procedures.
- Lesson Planning: Having experiences to designing tasks boxes - have a resource guide of possible things to include in a box
- Lesson Planning: It's important for incoming teachers to know what guided reading is but more specifically how to plan for the different levels.
- Lesson Planning: Understanding how to use dramatic play in centers and how to make centers more than play time
- Pedagogy: Please continue encouraging the blended learning style of presenting material.
- Pedagogy: She could work on different engagement strategies there is too much teacher talk.
- Supporting Diverse Learners: Help them prepare for diversity in their classrooms.
- Supporting Diverse Learners: More exposure to writing IEPS and understanding the amount of time and what goes in an IEP
- Supporting Diverse Learners: Trauma Informed 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 and building professional relationships were mentioned most frequently as program strengths. The most frequently mentioned areas in need of improvement included lesson planning, classroom management, and interpreting assessment data.**

Strengths

- Content Knowledge: My content knowledge.
- Content: The breadth of knowledge I received.
- Developing Professional Relationships: Greatest strength is knowing how a Professional Learning Community works and what it should look like.
- Developing Professional Relationships: It gave us a lot of time to actually teach our peers with a professor being able to jump in when necessary.
- Developing Professional Relationships: The cadre system! Loved the relationships it built.
- Developing Professional Relationships: The support during the program and the community they foster.
- Developing Professional Relationships: We had set time with the mentor teachers
- Developing Professional Relationships: Working on collaborating with others to strengthen lesson plans to meet all students' needs but also challenge students to reach higher levels of Bloom.
- Managing Expectations: Looking at standards and really seeing what students were supposed to learn. Also, I felt my educator preparation program prepared me to communicate with a lot of people and work with other people's ideas.
- Pedagogy: My preparation on how to deliver content and in a variety of effective and meaningful ways.
- Pedagogy: preparation for teaching prek
- Pedagogy: The time spent on teaching theory and relevant studies in the field.
- Relevance: The courses directly related to the field - I was provided with practical ideas and strategies for the classroom
- Student Teaching: Lesson Planning: Planning and preparing interesting and relevant lessons
- Student Teaching: My practicums were extremely helpful.
- Student Teaching: Opportunities to put techniques into practice. We had many opportunities for observations, practicums, and student teaching. This was the most beneficial way to learn.
- Student Teaching: Practicum/Student Teaching opportunities.
- Student Teaching: The greatest strength of my educator preparation program was that we were in local elementary classrooms very early on in our program and we had a significant amount of time in classrooms throughout our program.

16

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

- Student Teaching: The greatest strength of my educator preparation program was the real world experiences that I had.
- Student Teaching: The many opportunities to get out into the community and go into schools and work with children.
- Student Teaching: The time spent in the classroom observing and teaching.
- Student Teaching: We had practicum experiences nearly every semester, starting freshman year.
- Supporting Diverse Learners: I felt the program emphasized partnering with families
- Supporting Diverse Learners: I was in KU's PDS program and I think that was a great way to help introduce me to students of all backgrounds and levels of need. I also think that student teaching 2 semesters in 2 very different environments was incredibly beneficial.
- Supporting Diverse Learners: The focus on impact of culture on students' education

Need to Improve
- One meeting a month not two. That very hard for teachers who also have to schedule IEP meetings.
- Building professional relationships: I would have liked to communicate with more people who were currently in the practice. I feel like a lot of theory/hypothetical situations are thrown your way, but I could have learned a lot from more practical, real-life situations.
- Classroom Management: Additional training in classroom behavior management strategies
- Classroom Management: Better instruction on how to handle behavior issues.
- Classroom Management: Having a better classroom management class that focuses more on identifying what is the underlying cause of behavior and how to help combat the behavior from the root.
- Classroom Management: I would have liked to learn the skills I need day to day in teaching such as: writing effective IEPs, lesson planning, classroom and management.
- Classroom Management: Increase the number of classes on classroom management (there was only 1) AND schedule it/them to be taken in the junior year instead of the senior year.
- Communication: Looking at standards in groups and talking to parents in a professional setting.
- Data Interpretation: more instruction on taking and interpreting data, para management
- Interpreting Data: I think that my educator preparation program needs to have a greater focus on standardized testing and reading/interpreting these tests.
- Lesson Planning: I would like more lessons and strategies for front-loading information.
- Relevance: Instead of general classes about education have someone teach how it applies more directly to our subject.
- Relevance: More hands on learning.
- Relevance: More real world assignments/more practicum opportunities. I felt like I was just writing papers and doing busy work in my education program.
- Student Teaching: Better student teaching placements; more supportive mentors and more freedom to develop a personal teaching style.
- Student Teaching: More practicum and field work time.
- Student Teaching: There was not enough observation time.

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

- Supporting Diverse Leaners: Prepare for ALL types of learners from various districts through role play, practice, etc
- Supporting Diverse Learners: More classes on how to write IEPs.
- Supporting Diverse Learners: More emphasis on special education, more on IEPs, and more on collecting and using data.
- Supporting Diverse Learners: More information regarding educational laws.
- Supporting Diverse Learners: More instruction on the legal aspects
- Technology: Greater focus on how to use technology effectively, especially in a 1:1 setting. Children take advantage of their technology in the classroom and use it in inappropriate ways.

Final Comments

- I personally student taught in 3rd and 4th grade, with 3rd being considered my primary grade level student teaching. I personally view the two to both be more upper elementary, and would have loved to have had a lower grade to have more experience in that area.
- Just make sure you are keeping up with the times-**project based learning and Kagan** are two things I didn't learn a ton about and are very big currently in my district and surrounding districts.
- Please continue to focus on **cultural competency and diverse learners**. Diverse classrooms are a reality, and will be increasingly common in the years to come, and teachers need to be prepared to work with a wide variety of students.
- There should be a group for SPED Teachers.
- They need to get rid of history of science course and replace it with something else.