<p style="text-align:center">Kansas Educator Alumni and Employer Survey
Spring/Summer 2019 Survey Administration
Kansas State University</p>

Background

This report provides a summary of the spring/summer 2019 survey administration of the Kansas Educator Alumni and Employer Survey with comparison to previous survey administrations where appropriate. Surveys were first distributed in spring of 2013 and are administered each year.

Survey Administration for Regent Institutions

The Office of Educational Innovation and Evaluation (OEIE) contacted the seven regent institutions to secure commitment for participation in the statewide Alumni and Employer survey. Five institutions [Fort Hays State University (FHSU), Kansas State University (KSU), The University of Kansas (KU), Washburn University, and Wichita State University (WSU)] provided permission for OEIE to survey their Alumni and Employers as part of this initiative. Emporia State University (ESU) conducted their own survey administration (using the same survey instrument as used by OEIE) and provided OEIE their data to include in the statewide results. Starting in 2016, Pittsburg State University (PSU) administered their own surveys noting they obtained higher response rates when sending the survey directly. PSU edited some of the survey items; therefore, their responses could not be included in the 2016 - 2019 statewide results.

Summaries of the spring/summer 2019 survey administration for both the Alumni and Employer survey follow. The summaries are based on the five institutions for which OEIE distributed the surveys and data provided by ESU where applicable.

Contact Information for Alumni and Employers

The Kansas State Department of Education (KSDE) collects the contact information of the individuals with an education degree from one of the seven regent institutions who received a first-time teaching license from KSDE between June 1, 2017 and August 31, 2018, and were teaching in the state of Kansas during the 2018 - 2019 school year (referred to as Alumni). Also included in the data were the names and email addresses of Principals (referred to as Employers) who employed the Alumni during the 2018 - 2019 school year. These data did not capture individuals that were licensed or teaching in other states.

Each year OEIE contacts KSDE to determine when the contact information for Alumni and Employers are available. This information is only available once all districts have reported their personnel data; this typically occurs in April or May. See the following table for a summary of KSDE data release dates.

Year	Data Released from KSDE
2019	April 18
2018	April 11
2017	May 2
2016	April 14
2015	May 15
2014	May 29
2013	May 17

While not the optimal time for Alumni and Employers to be completing surveys, the initial survey request email was sent before the end of the school year.

In previous years, KSDE provided OEIE the contact information directly. Beginning 2017, the five institutions were required to obtain their own data from the KSDE IHE Portal and forward it on to OEIE for survey distribution. KSDE data sharing protocols make it difficult for the agency to share contact information, e.g., KSDE can provide "district" or "work" email, but not personal contacts. An issue with the KSDE data from previous years was the large number of Alumni and Employers without email addresses. For the past few years, all Alumni and Employers had contact information. One recurring issue regarding email address is that USD 259 provides the same email address for all Alumni hired by the district. USD 259 employs many WSU Alumni. WSU obtained the personal email addresses of those Alumni and included those email addresses in the data submitted to OEIE.

Survey Distribution

Several strategies were used to encourage Alumni and Employers to be aware of the survey and prompt them to complete the survey. Deans of Education sent notices to Alumni encouraging them to complete the survey. In addition, KSDE posted a notice on the KSDE Administrators listserv in spring 2019. The message requested Principals and Superintendents to complete the Employer survey and to encourage their first year educators to look for and complete the Alumni survey.

The Alumni and Employer surveys were distributed on April 29, 2019. Reminders generated by the survey system were distributed to non-responders on May 7, May 15, May 23, May 31, June 10, and June 14. To address concerns that emails may be going directly to junk email folders due the email generated by the survey system, OEIE distributed reminders via their email account on May 16 and June 5, 2019. This included the WSU alternate email addresses (WSU account and personal accounts).

When surveys were administered, a few bounce backs occurred (Alumni = 15; Employers = 3). In principle, over 98% of Alumni and 99% of Employers should have received the survey request. However, many school districts may have firewalls that block delivery without sending bounce back messages.

In the past few years OEIE opened the survey again in late July as a strategy to increase the response rate. OEIE relaunched the survey on July 24 to those Alumni and Employers who had not previously responded. Reminders were provided on July 30 and August 9 (survey system) and August 5 (OEIE email account). The table below shows the percent of survey responses received each year during this secondary administration (ESU not included in this analysis).

Year	Alumni	Employers
2019	12%	13%
2018	25%	19%
2017	16%	13%

OEIE charted the percentage of surveys completed during each of the data collection periods (see Figure 1). For both Alumni and Employers, the highest percentage of responders occurred at the initial launch and first reminder. The use of sending the reminder through OEIE rather than the survey system did not appear to influence responses. The Alumni and Employers response patterns are similar except in two instances. First, at the end of May very few Alumni responded, yet 9% of total Employer responses came

at the time. Second, there was a slightly higher percentage of Employer responses just prior to the August deadline.

Response Rates

Each year response rates are calculated. The response rates for the Alumni survey appear in Table 1 and the response rates for the Employer survey appear in Table 2.

Alumni

Alumni response rates across the institutions in 2019 ranged from 23% to 34% with an overall response rate across institutions of 29%. KU and Washburn showed increased response rates from 2018; however, not their highest response rate over the period. ESU, FHSU, and KSU showed declines in response rates from 2018. WSU remained the same as 2018 which was down from their highest response rate (37%) in 2017.

Employer

FHSU had the highest response rate (45%), although it was a decline from their 2018 response rate (53%). Similarly, WSU showed a decline from their highest response rate in 2018 (49%) to 39% in 2019. While ESU had the lowest response rate in 2019, this was an increase from their 2018 response rate. The University of Kansas had their highest response rate over the period (36%). Other institutions' response rates were within the range of response rates from previous years. The overall response rate across all institutions was 38%.

Completion Rates

OEIE calculates completion rates for Alumni and Employers (number completing survey/number opening the survey). These raw data are embedded in the survey system and are not included in the report; rather, percentages are included. Each year the completion rate declines which may be a sign of survey fatigue.

Alumni

The percentage of Alumni who start the survey and complete declines each year (2019: 63%; 2018: 64%; 2017: 66%; 2016: 72%; 2015: 71%).

Employer

Eight-one percent of the Employers who started the survey in 2019 also completed the survey. This is an increase from 2018 and is closer to previous year percentages (2018: 77%; 2017: 87%; 2016: 84%; 2015: 81%).

Findings

Only completed surveys were used in the analysis. The surveys distributed by OEIE require a response to each item, while the surveys distributed by ESU do not require a response to each item; therefore, some item totals vary. Each year a few institutions represent the majority of the survey responses. These institutions may vary each year.
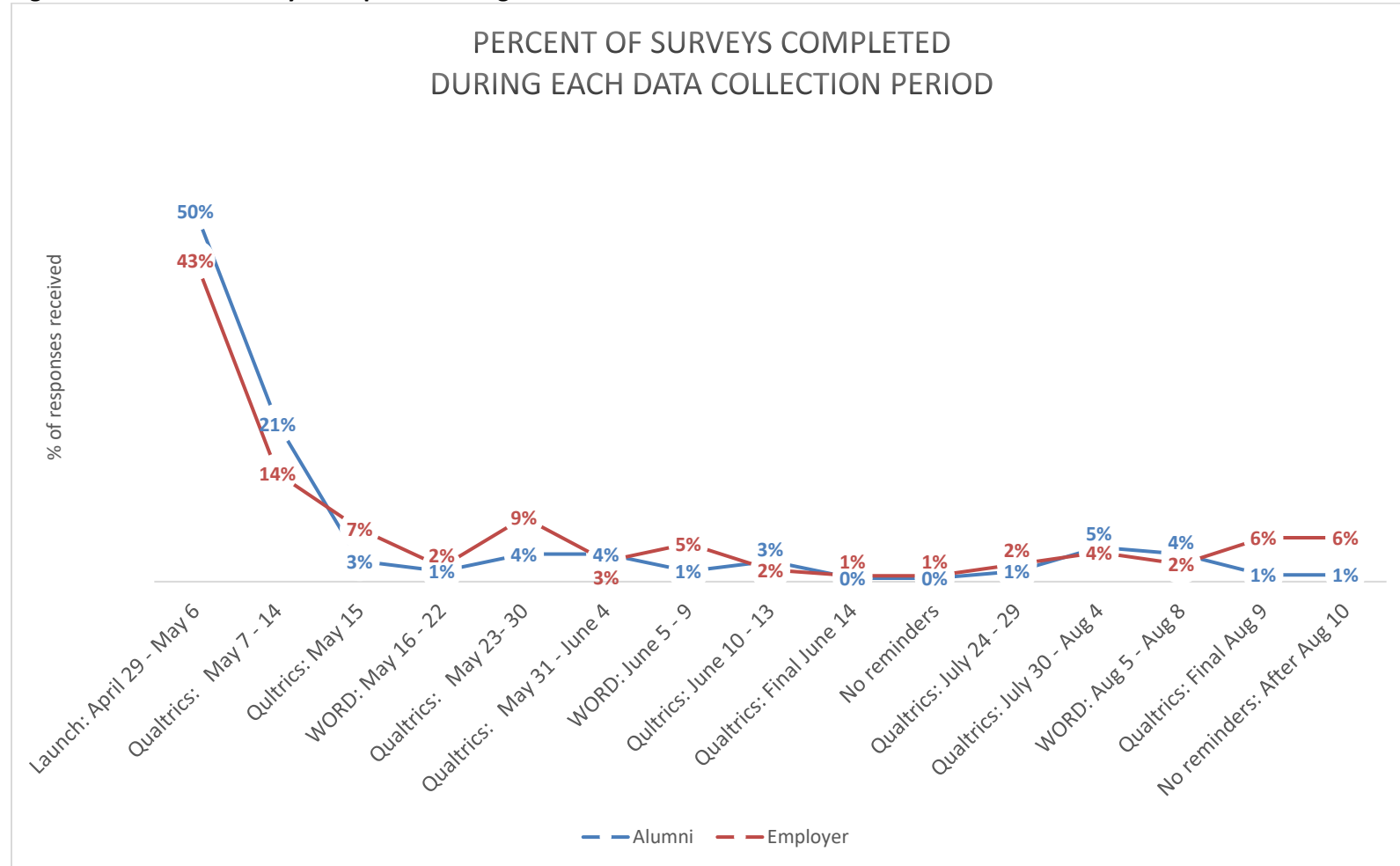
Alumni

Approximately 40% of the Alumni completing the 2019 survey represent KSU Alumni. WSU Alumni represent 17% of responders, while 12% -13% were from ESU, FHSU, and KU. Over the past few years,

KSU Alumni represent the majority of responders, with the remaining institutions representing smaller, similarly-sized participation rates for the year.

Employer

In 2019, employers of KSU teachers comprised 34% of the respondents with 18% representing employers of FHSU graduates. Employers of KU and WSU graduates each represented about 16% of respondents. This is similar to previous years (2016 – 2018), where employers of Alumni primarily were represented by KSU and FHSU, representing more than half of the employers completing the survey.

Figure 1: Percent of Surveys Completed During Each Data Collection Period

PERCENT OF SURVEYS COMPLETED
DURING EACH DATA COLLECTION PERIOD

% of responses received

- 50%
- 43%
- 21%
- 14%
- 7%
- 3%
- 2%
- 1%
- 4%
- 9%
- 4%
- 3%
- 5%
- 1%
- 3%
- 2%
- 1%
- 0%
- 1%
- 0%
- 2%
- 1%
- 5%
- 4%
- 4%
- 2%
- 6%
- 1%
- 6%
- 1%

X-axis labels:
Launch: April 29 - May 6
Qualtrics: May 7 - 14
Qultrics: May 15
WORD: May 16 - 22
Qualtrics: May 23- 30
Qualtrics: May 31 - June 4
WORD: June 5 - 9
Qultrics: June 10 - 13
Qualtrics: Final June 14
No reminders
Qualtrics: July 24 - 29
Qualtrics: July 30 - Aug 4
WORD: Aug 5 - Aug 8
Qualtrics: Final Aug 9
No reminders: After Aug 10

Legend: ― ― Alumni   ― ― Employer

Qualtrics: Represents reminders sent directly from the system
WORD: Represents reminders sent from the OEIE email system (showing OEIE as the sender)

Kansas Educator Alumni and Employer Survey – Spring/Summer 2019
Office of Educational Innovation and Evaluation

Table 1: Alumni Potential Survey Recipients and Response Rates

Institution	Surveys Distributed to Known Email Addresses	Survey Bounce-backs	Total Potential Alumni Survey Recipients	Number of Completed Surveys	2019 Response Rate (%)	2018 Response Rate (%)	2017 Response Rate (%)	2016 Response Rate (%)	2015 Response Rate (%)	2014 Response Rate (%)	2013 Response Rate (%)
Emporia State University	126	0	126	33	26%	35%	28%	26%	25%	26%	**39%**
Fort Hays State University	108	3	105	29	28%	33%	26%	**37%**	22%	16%	25%
Kansas State University	288	8	280	96	34%	**38%**	29%	36%	30%	22%	32%
Pittsburg State University				Did not participate					29%	28%	36%
University of Kansas	136	2	134	31	23%	21%	26%	28%	24%	19%	**30%**
Washburn University	32	0	32	11	34%	17%	26%	24%	20%	**38%**	32%
Wichita State University	165	2	163	40	25%	25%	**37%**	25%	30%	14%	30%
Total	**855**	**15**	**840**	**240**	**29%**	**31%**	**29%**	**30%**	**26%**	**20%**	**32%**

Table 2: Employer Potential Survey Recipients and Response Rates

Institution	Surveys Distributed to Known Email Addresses	Survey Bounce-backs	Total Potential Alumni Survey Recipients	Number of Completed Surveys	2019 Response Rate (%)	2018 Response Rate (%)	2017 Response Rate (%)	2016 Response Rate (%)	2015 Response Rate (%)	2014 Response Rate (%)	2013 Response Rate (%)
Emporia State University	110	0	110	31	28%	23%	30%	25%	22%	**33%**	27%
Fort Hays State University	106	0	106	48	45%	**53%**	48%	46%	49%	44%	43%
Kansas State University	222	1	221	90	41%	44%	**46%**	44%	41%	36%	26%
Pittsburg State University			Did not participate						42%	26%	34%
University of Kansas	124	1	123	44	**36%**	30%	28%	26%	32%	24%	26%
Washburn University	33	1	32	11	34%	31%	47%	**50%**	33%	24%	26%
Wichita State University	109	0	109	42	39%	**49%**	38%	36%	33%	25%	27%
Total	**704**	**3**	**701**	**266**	**38%**	**39%**	**40%**	**38%**	**37%**	**31%**	**29%**

APPENDICES

APPENDIX 1

Kansas Educator Alumni
Survey Summary

	Summary of Ratings [1] Statewide Results Kansas Educator Alumni Survey - Spring 2013 – 2019						
	Kansas Public Universities						
Category	**2013 (n=162)**	**2014 (n=145)**	**2015 (n=400)**	**2016 (n=226)**	**2017 (n=238)**	**2018 (n=270)**	**2019 (n=240)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Foundation Composite	4.25[2] (0.52)	4.14 (0.53)	4.15[5] (0.58)	4.09[8] (0.55)	4.19[11] (0.55)	4.06 (0.53)	4.09[17] (0.61)
Planning Composite	4.30 (0.62)	4.25 (0.65)	4.28[6] (0.64)	4.26 (0.56)	4.31[11] (0.64)	4.23[14] (0.64)	4.24[18] (0.69)
Instruction Composite	4.25[3] (0.60)	4.11 (0.65)	4.21[6] (0.63)	4.17[9] (0.56)	4.15[12] (0.65)	4.08[15] (0.64)	4.09[18] (0.68)
Assessment Composite	4.11[4] (0.68)	4.03 (0.72)	4.03[7] (0.73)	4.02 (0.70)	4.01 (0.78)	3.99[15] (0.72)	3.93 (0.80)
Technology Composite	4.09[2] (0.88)	3.90 (0.84)	3.94[6] (0.92)	4.02[9] (0.78)	4.06 (0.90)	4.04[14] (0.82)	4.05[18] (0.91)
Diversity Composite	4.30 (0.59)	4.23 (0.66)	4.22[7] (0.69)	4.19 (0.66)	4.23[11] (0.90)	4.14[16] (0.64)	4.17[17] (0.74)
Motive and Engage Composite	4.12[3] (0.67)	4.03 (0.67)	4.04 (0.69)	4.00[10] (0.71)	3.98[11] (0.72)	3.90[17] (0.76)	3.87[18] (0.78)
Professional Ethics Composite	4.40[2] (0.51)	4.32 (0.62)	4.24 (0.63)	4.21 (0.64)	4.29[13] (0.63)	4.22[15] (0.61)	4.21 (0.68)
Reflective Practice Composite	4.50[4] (0.54)	4.41 (0.59)	4.42 (0.60)	4.31[9] (0.65)	4.36[11] (0.64)	4.30[14] (0.64)	4.34[18] (0.66)

1Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

[2]n=160   [6]n=399   [10]n=224   [15]n=268
[3]n=159   [7]n=398   [11]n=237   [16]n=265
[4]n=161   [8]n=223   [13]n=236   [17]n=238
[5]n=396   [9]n=225   [14]n=269   [18]n=239

Composite Value Scores were created for each case (an individual response) and not the mean of means. Composite Value Scores were calculated by summing all items within a given category. For instance, the Foundations Composite value was created by summing the six individual items within the category. *Note*, in instances of missing data (e.g., not all questions were answered), a Composite Value was not obtained for that individual case. Additionally, when all items were not answered by a respondent, the n-value for an individual item or Composite Value Score may differ from the total number responding, indicated in the table note. Mean and standard deviation values were calculated for the Composite Value Score within each year.

	Number of items	Kansas Public Universities						
Summary of Cronbach's Alpha **Statewide Results** **Kansas Educator Alumni Survey - Spring 2013 – 2019**								
Category		**2013 (n=162)**	**2014 (n=145)**	**2015 (n=400)**	**2016 (n=226)**	**2017 (n=238)**	**2018 (n=270)**	**2019 (n=240)**
Foundation	6	.80	.79	.81	.79	.83	.75	.80
Planning	5	.84	.87	.89	.86	.88	.87	.87
Instruction	5	.83	.86	.85	.83	.85	.84	.85
Assessment	5	.88	.89	.89	.87	.91	.88	.89
Technology	5	.94	.94	.95	.95	.96	.94	.96
Diversity	6	.87	.90	.91	.90	.90	.88	.91
Motivate and Engage	6	.84	.85	.85	.87	.86	.86	.87
Professional Ethics	5	.77	.84	.85	.88	.87	.87	.89
Reflective Practice	3	.67	.72	.73	.75	.82	.80	.83

Foundations of Teaching

	Summary of Ratings[1] Foundations of Teaching Kansas Educator Alumni Survey - Spring 2013 - 2019													
	Kansas State University							Kansas Public Universities						
	2013 (n=43)	2014 (n=35)	2015 (n=102)	2016 (n=56)	2017 (n=63)	2018 (n=97)	2019 (n=96)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Foundation 1. I was prepared to understand the foundations (historical, philosophical, social, and cultural) of my professional field.	4.36[2] (0.62)	4.17 (0.66)	4.26 (0.73)	4.16 (0.71)	4.17 (0.71)	4.19 (0.60)	4.15 (0.65)	4.35[3] (0.63)	4.19 (0.60)	4.28[4] (0.67)	4.23 (0.56)	4.20 (0.69)	4.20 (0.61)	4.16 (0.72)
Foundation 2. I was prepared to understand how students learn and develop.	4.31[2] (0.52)	4.11 (0.68)	4.25 (0.75)	4.21 (0.62)	4.35 (0.60)	4.13 (0.70)	4.21 (0.71)	4.39[3] (0.56)	4.23 (0.62)	4.28 (0.70)	4.23 (0.66)	4.34 (0.63)	4.18 (0.70)	4.21[12] (0.73)
Foundation 3. I was prepared to understand how to provide a variety of opportunities that support student learning and development.	4.29[2] (0.71)	4.00 (0.84)	4.10 (0.84)	4.04 (0.83)	4.29 (0.66)	4.00 (0.80)	4.13 (0.87)	4.39[3] (0.65)	4.18 (0.75)	4.20 (0.78)	4.09[5] (0.80)	4.29 (0.74)	4.09 (0.77)	4.13 (0.86)
Foundation 4. I was prepared to understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	4.19[2] (0.80)	4.29 (0.57)	4.15 (0.78)	4.11 (0.82)	4.10 (0.78)	4.12 (0.79)	4.20 (0.75)	4.22[3] (0.81)	4.15 (0.76)	4.11[6] (0.85)	4.12 (0.77)	4.14 (0.76)	4.08 (0.82)	4.10 (0.88)
Foundation 5. I was prepared to know the content of my professional field.	4.38[2] (0.66)	4.17 (1.01)	4.21 (0.98)	4.18 (0.92)	4.33 (0.78)	4.22 (0.89)	4.15 (0.85)	4.47[3] (0.65)	4.32 (0.81)	4.40[4] (0.78)	4.29[7] (0.81)	4.39 (0.71)	4.24 (0.83)	4.25 (0.88)
Foundation 6. I was prepared to understand the state and federal laws that directly impact schools.	3.62[2] (1.03)	3.51 (1.09)	3.47 (1.11)	3.54 (1.04)	3.62 (1.02)	3.35 (0.99)	3.65 (1.04)	3.69[8] (1.01)	3.75 (0.99)	3.66 (1.07)	3.54 (1.04)	3.78[11] (0.95)	3.59 (0.99)	3.68 (1.04)
Foundation Composite (2019 Cronbach Alpha: 0.75, 0.80)	4.19[2] (0.52)	4.04 (0.64)	4.07 (0.64)	4.04 (0.61)	4.14 (0.55)	4.00 (0.52)	4.08 (0.55)	4.25[8] (0.52)	4.14 (0.53)	4.15[9] (0.58)	4.09[10] (0.55)	4.19[11] (0.55)	4.06 (0.53)	4.09[12] (0.61)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=42   [5]n=225   [8]n=160   [11]n=237

[3]n=161   [6]n=399   [9]n=396   [12]n=238

[4]n=398   [7]n=224   [10]n=223

Summary of Ratings [1]
Preparation for Planning
Kansas Educator Alumni Survey - Spring 2013 – 2019

	Kansas State University							Kansas Public Universities						
	2013 (n=43)	2014 (n=35)	2015 (n=102)	2016 (n=56)	2017 (n=63)	2018 (n=97)	2019 (n=96)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Planning 1. I was prepared to plan integrated and coherent instruction to meet the learning needs of all students.	4.30 (0.74)	4.11 (0.68)	4.15 (0.80)	4.16 (0.78)	4.27 (0.79)	4.11 (0.79)	4.15 (0.83)	4.28 (0.72)	4.19 (0.80)	4.16[2] (0.79)	4.20 (0.69)	4.21[3] (0.87)	4.09 (0.82)	4.10 (0.89)
Planning 2. I was prepared to develop lesson plans that align with district, state standards and/or national standards.	4.51 (0.59)	4.31 (0.72)	4.44 (0.67)	4.27 (0.75)	4.37 (0.87)	4.32 (0.73)	4.35 (0.73)	4.38 (0.81)	4.28 (0.83)	4.38 (0.76)	4.38 (0.64)	4.43[3] (0.78)	4.33 (0.79)	4.36 (0.85)
Planning 3. I was prepared to collaborate with other professionals to improve the overall learning of all students.	4.47 (0.59)	4.34 (0.64)	4.41 (0.72)	4.23 (0.76)	4.41 (0.69)	4.45 (0.63)	4.35 (0.70)	4.31 (0.82)	4.31 (0.80)	4.33 (0.81)	4.26 (0.78)	4.35[3] (0.79)	4.33 (0.78)	4.38 (0.75)
Planning 4. I was prepared to implement lesson plans that build on the students' existing knowledge and skills.	4.37 (0.79)	4.23 (0.81)	4.34 (0.86)	4.20 (0.80)	4.37 (0.63)	4.28 (0.72)	4.37 (0.72)	4.34 (0.76)	4.30 (0.73)	4.30 (0.76)	4.27 (0.64)	4.33[3] (0.70)	4.25 (0.79)	4.26[5] (0.82)
Planning 5. I was prepared to create lesson plans that promote critical thinking with the students.	4.23 (0.90)	4.09 (0.85)	4.26 (0.84)	4.11 (0.85)	4.27 (0.75)	4.11 (0.80)	4.21 (0.81)	4.21 (0.85)	4.14 (0.83)	4.23[2] (0.81)	4.19 (0.73)	4.24[3] (0.78)	4.16[4] (0.77)	4.10 (0.91)
Planning Composite (2019 Cronbach Alpha: 0.88, 0.87)	4.38 (0.54)	4.22 (0.57)	4.32 (0.61)	4.19 (0.66)	4.34 (0.61)	4.26 (0.57)	4.28 (0.62)	4.30 (0.62)	4.25 (0.65)	4.28[2] (0.64)	4.26 (0.56)	4.31[3] (0.64)	4.23[4] (0.64)	4.24[5] (0.69)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=399

[3]n=237

[4]n=269

[5]n=239

Preparation to Provide Appropriate Instruction

Summary of Ratings [1] Preparation to Provide Appropriate Instruction Kansas Educator Alumni Survey - Spring 2013 - 2019														
	Kansas State University							**Kansas Public Universities**						
	2013 **(n=43)**	**2014** **(n=35)**	**2015** **(n=102)**	**2016** **(n=56)**	**2017** **(n=63)**	**2018** **(n=97)**	**2019** **(n=96)**	**2013** **(n=162)**	**2014** **(n=145)**	**2015** **(n=400)**	**2016** **(n=226)**	**2017** **(n=238)**	**2018** **(n=270)**	**2019** **(n=240)**
	Mean **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**
Instruction 1. I was prepared to use effective communication techniques in order to develop a positive learning environment.	4.34[2] (0.57)	4.06 (0.68)	4.31 (0.73)	4.30 (0.63)	4.33 (0.65)	4.12 (0.77)	4.31 (0.81)	4.36[3] (0.68)	4.20 (0.79)	4.35[4] (0.69)	4.33 (0.60)	4.34 (0.65)	4.19 (0.77)	4.25 (0.82)
Instruction 2. I was prepared to effectively use questioning skills to promote higher level thinking skills.	4.22[2] (0.65)	3.97 (0.92)	4.25 (0.75)	4.13 (0.83)	4.13 (0.92)	4.07 (0.71)	4.20 (0.68)	4.19[3] (0.76)	4.03 (0.86)	4.20 (0.79)	4.14[5] (0.78)	4.08[7] (0.92)	4.09 (0.77)	4.03 (0.88)
Instruction 3. I was prepared to employ teaching skills that reflect current theory, research, and practice.	4.20[2] (0.81)	3.91 (0.78)	4.14 (0.77)	4.20 (0.72)	4.22 (0.66)	3.90 (0.86)	4.09 (0.79)	4.19[3] (0.77)	4.06 (0.81)	4.18 (0.78)	4.15 (0.68)	4.13[7] (0.82)	4.00 (0.85)	4.07 (0.87)
Instruction 4. I was prepared to provide student-centered instruction that is characterized by clarity, variety, and flexibility.	4.32[2] (0.76)	4.17 (0.62)	4.31 (0.76)	4.16 (0.80)	4.16 (0.90)	4.00 (0.79)	4.09 (0.77)	4.26[3] (0.81)	4.17 (0.75)	4.21 (0.79)	4.18[5] (0.71)	4.17[7] (0.80)	4.09[8] (0.81)	4.09 (0.81)
Instruction 5. I was prepared to integrate multiple content areas into interdisciplinary units of study.	4.22[2] (0.82)	4.00 (0.69)	4.09 (0.98)	4.04 (0.91)	4.10 (1.00)	3.98 (0.91)	4.09 (0.77)	4.26[6] (0.84)	4.09 (0.82)	4.11 (0.91)	4.08 (0.85)	4.08 (0.91)	4.02 (0.91)	4.01[10] (0.91)
Instruction Composite **(2019 Cronbach Alpha: 0.84, 0.85)**	4.26[2] (0.54)	4.02 (0.58)	4.22 (0.66)	4.16 (0.65)	4.19 (0.64)	4.01 (0.59)	4.16 (0.59)	4.25[6] (0.60)	4.11 (0.65)	4.21[4] (0.63)	4.17[5] (0.56)	4.15[9] (0.65)	4.08[8] (0.64)	4.09[10] (0.68)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=41   [5]n=225   [8]n=268

[3]n=160   [6]n=159   [9]n=235

[4]n=399   [7]n=237   [10]n=239

	Kansas State University							Kansas Public Universities						
Summary of Ratings [1] **Preparation to Incorporate Assessment** **Kansas Educator Alumni Survey - Spring 2013 - 2019**														
	2013 **(n=43)**	**2014** **(n=35)**	**2015** **(n=102)**	**2016** **(n=56)**	**2017** **(n=63)**	**2018** **(n=97)**	**2019** **(n=96)**	**2013** **(n=162)**	**2014** **(n=145)**	**2015** **(n=400)**	**2016** **(n=226)**	**2017** **(n=238)**	**2018** **(n=270)**	**2019** **(n=240)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Assessment 1. I was prepared to use data for instructional decision making.	4.02[2] (0.92)	3.66 (1.03)	3.84 (1.03)	3.71 (1.06)	3.86 (0.95)	3.71 (1.08)	3.63 (1.12)	4.00[3] (0.88)	3.88 (0.98)	3.92[4] (0.97)	3.90 (0.92)	3.86 (1.03)	3.83 (1.02)	3.71 (1.09)
Assessment 2. I was prepared to engage in assessment activities to identify areas for student improvement.	4.19 (0.85)	3.91 (0.82)	4.04 (0.86)	4.00 (0.97)	3.97 (0.86)	3.99 (0.81)	4.03 (0.81)	4.16 (0.76)	4.01 (0.84)	4.09[4] (0.78)	4.01 (0.83)	3.96 (0.94)	4.03 (0.85)	3.96 (0.92)
Assessment 3. I was prepared to use a variety of assessment tools.	4.16 (0.92)	4.09 (0.78)	4.04 (1.04)	3.93 (1.01)	4.13 (0.89)	4.01 (0.82)	4.09 (0.89)	4.13 (0.92)	4.05 (0.87)	4.02[4] (0.91)	4.03 (0.85)	4.06 (0.90)	4.05 (0.84)	3.99 (0.95)
Assessment 4. I was prepared to provide feedback to students, which allows them to improve their learning.	3.98 (0.86)	4.06 (0.68)	4.09 (0.86)	4.00 (0.97)	4.25 (0.80)	3.97 (0.82)	4.07 (0.84)	4.11 (0.81)	4.15 (0.75)	4.08 (0.84)	4.12 (0.75)	4.11 (0.83)	4.01 (0.87)	4.07 (0.86)
Assessment 5. I was prepared to employ appropriate assessment techniques in order to measure the learning of all students.	4.12 (0.88)	4.03 (0.71)	4.00 (1.00)	3.93 (0.99)	4.13 (0.83)	3.85 (0.88)	3.94 (0.91)	4.15 (0.75)	4.06 (0.83)	4.03 (0.86)	4.05 (0.84)	4.05 (0.83)	4.03[5] (0.82)	3.91 (0.94)
Assessment Composite **(2019 Cronbach Alpha: 0.89, 0.89)**	4.09[2] (0.73)	3.95 (0.68)	4.00 (0.81)	3.91 (0.92)	4.07 (0.72)	3.91 (0.71)	3.95 (0.77)	4.11[3] (0.68)	4.03 (0.72)	4.03[6] (0.73)	4.02 (0.70)	4.01 (0.78)	3.99[5] (0.72)	3.93 (0.80)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=42

[3]n=161

[4]n=399

[5]n=268

[6]n=398

	Summary of Ratings [1] Preparation to Incorporate Technology Kansas Educator Alumni Survey - Spring 2013 – 2019													
	Kansas State University							**Kansas Public Universities**						
	2013 (n=43)	**2014 (n=35)**	**2015 (n=102)**	**2016 (n=56)**	**2017 (n=63)**	**2018 (n=97)**	**2019 (n=96)**	**2013 (n=162)**	**2014 (n=145)**	**2015 (n=400)**	**2016 (n=226)**	**2017 (n=238)**	**2018 (n=270)**	**2019 (n=240)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Technology 1. I was prepared to make use of appropriate technology in the classroom.	4.14[2] (1.12)	3.60 (1.03)	3.94 (1.11)	4.02 (0.77)	4.19 (0.90)	4.06 (0.90)	4.12 (0.96)	4.12[3] (1.01)	3.92 (0.92)	3.96 (1.03)	4.06[4] (0.85)	4.07 (0.99)	4.04 (0.95)	4.07 (1.00)
Technology 2. I was prepared to use a variety of media resources to present information.	4.19[2] (0.92)	3.74 (1.01)	3.94 (1.00)	3.91 (0.88)	4.22 (0.85)	3.94 (0.90)	4.12 (0.90)	4.08[5] (0.94)	3.88 (0.97)	3.95[6] (0.96)	4.04 (0.84)	4.05 (0.95)	3.99 (0.94)	4.05[8] (1.00)
Technology 3. I was prepared to use technology effectively to enhance student learning.	4.14[2] (1.05)	3.80 (0.96)	3.89 (1.09)	3.84 (0.89)	4.11 (1.00)	4.02 (0.87)	4.01 (0.97)	4.04[3] (0.98)	3.92 (0.92)	3.91 (1.03)	4.03 (0.82)	4.03 (1.03)	4.01 (0.94)	3.96 (1.03)
Technology 4. I was prepared to provide opportunities for my students to utilize technology.	4.00[2] (1.08)	3.71 (0.93)	3.81 (1.06)	3.75 (1.07)	4.14 (0.91)	4.05 (0.81)	4.07 (0.93)	3.98[3] (1.05)	3.83 (0.97)	3.86[6] (1.06)	3.96[4] (0.95)	4.03 (0.99)	4.03[7] (0.90)	4.02 (1.00)
Technology 5. I was prepared to use technology to enhance my overall professional work.	4.31[2] (0.84)	3.83 (0.92)	4.08 (0.98)	3.93 (0.89)	4.24 (0.89)	4.13 (0.76)	4.15 (0.86)	4.20[3] (0.90)	3.98 (0.88)	4.04 (0.98)	4.05 (0.84)	4.11 (0.96)	4.13 (0.84)	4.14 (0.90)
Technology Composite (2019 Cronbach Alpha: 0.95, 0.96)	4.16[2] (0.93)	3.74 (0.90)	3.93 (0.96)	3.89 (0.83)	4.18 (0.83)	4.04 (0.73)	4.09 (0.84)	4.09[5] (0.88)	3.90 (0.84)	3.94[6] (0.92)	4.02[4] (0.78)	4.06 (0.90)	4.04[7] (0.82)	4.05[8] (0.91)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=42   [6]n=399

[3]n=161   [7]n=269

[4]n=225   [8]n=239

[5]n=160

Preparation for Diversity

	Summary of Ratings [1] Preparation for Diversity Kansas Educator Alumni Survey - Spring 2013 - 2019													
	Kansas State University							Kansas Public Universities						
	2013 (n=43)	2014 (n=35)	2015 (n=102)	2016 (n=56)	2017 (n=63)	2018 (n=97)	2019 (n=96)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=269)	2019 (n=240)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Diversity 1. I was prepared to establish a classroom environment of respect and rapport that provides a culture for learning.	4.49 (0.67)	4.37 (0.60)	4.41 (0.69)	4.34 (0.79)	4.37 (0.87)	4.23 (0.84)	4.36 (0.81)	4.49 (0.71)	4.43 (0.69)	4.37 (0.74)	4.36 (0.76)	4.38 (0.75)	4.31[2] (0.74)	4.36 (0.80)
Diversity 2. I was prepared to effectively work with individuals from diverse backgrounds.	4.40 (0.76)	4.20 (0.63)	4.33 (0.72)	4.00 (0.93)	4.29 (0.81)	4.24 (0.77)	4.31 (0.86)	4.38 (0.76)	4.26 (0.80)	4.28 (0.84)	4.22 (0.82)	4.24 (0.82)	4.23 (0.81)	4.24[8] (0.92)
Diversity 3. I was prepared to understand the larger political, social, and economic context of education.	4.14 (0.89)	4.14 (0.69)	4.11 (0.92)	3.96 (0.91)	4.06 (1.01)	3.92 (0.94)	4.11 (0.91)	4.14 (0.88)	4.16 (0.87)	4.08 (0.97)	4.13 (0.80)	4.11[3] (0.91)	4.03 (0.88)	4.08 (0.97)
Diversity 4. I was prepared to implement instruction that accommodates diverse learning styles.	4.42 (0.59)	4.06 (0.84)	4.16 (0.83)	4.02 (0.86)	4.19 (0.78)	3.99 (0.87)	4.15 (0.83)	4.30 (0.71)	4.21 (0.84)	4.22[4] (0.81)	4.17 (0.80)	4.24 (0.78)	4.02 (0.85)	4.08 (0.90)
Diversity 5. I was prepared to encourage students to see, question, and interpret ideas from diverse perspectives.	4.09 (0.97)	4.14 (0.77)	4.11 (0.91)	4.00 (0.97)	4.19 (0.91)	4.10 (0.73)	4.15 (0.85)	4.20 (0.80)	4.14 (0.86)	4.17[4] (0.85)	4.08 (0.87)	4.18 (0.83)	4.10[5] (0.76)	4.09[8] (0.89)
Diversity 6. I was prepared to implement non-biased techniques for meeting the needs of diverse learners.	4.28 (0.80)	4.14 (0.73)	4.20 (0.78)	4.00 (0.95)	4.22 (0.83)	4.12 (0.78)	4.26 (0.78)	4.27 (0.71)	4.20 (0.75)	4.20 (0.82)	4.19 (0.77)	4.23 (0.76)	4.16[5] (0.78)	4.21[8] (0.85)
Diversity Composite (2019 Cronbach Alpha: 0.91, 0.91)	4.30 (0.61)	4.18 (0.57)	4.22 (0.66)	4.05 (0.78)	4.22 (0.73)	4.10 (0.64)	4.22 (0.69)	4.30 (0.59)	4.23 (0.66)	4.22[6] (0.69)	4.19 (0.66)	4.23[3] (0.90)	4.14[7] (0.64)	4.17[9] (0.74)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=267   [4]n=399   [6]n=398   [8]n=239

[3]n=237   [5]n=268   [7]n=265   [9]n=238

Preparation to Motivate and Engage Students

	Summary of Ratings [1] Preparation to Motivate and Engage Students Kansas Educator Alumni Survey - Spring 2013 - 2019													
	Kansas State University							**Kansas Public Universities**						
	2013 **(n=43)**	**2014** **(n=35)**	**2015** **(n=102)**	**2016** **(n=56)**	**2017** **(n=63)**	**2018** **(n=97)**	**2019** **(n=96)**	**2013** **(n=162)**	**2014** **(n=145)**	**2015** **(n=400)**	**2016** **(n=226)**	**2017** **(n=238)**	**2018** **(n=270)**	**2019** **(n=240)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Motivate & Engage 1. I was prepared to manage student behavior in the classroom.	3.60[2] (1.15)	3.51 (1.12)	3.60 (1.15)	3.43 (1.28)	3.33 (1.22)	3.22 (1.27)	3.34 (1.22)	3.78[3] (1.17)	3.69 (1.14)	3.71 (1.11)	3.56 (1.16)	3.53[4] (1.17)	3.48[5] (1.22)	3.35 (1.23)
Motivate & Engage 2. I was prepared to use a variety of motivational strategies to facilitate learning for all students.	3.84 (1.09)	3.83 (0.86)	3.79 (1.02)	3.73 (1.10)	3.76 (0.91)	3.58 (1.10)	3.59 (1.10)	3.99[6] (1.02)	3.95 (0.89)	3.88 (0.97)	3.85 (0.94)	3.80 (0.98)	3.73 (1.04)	3.62 (1.04)
Motivate & Engage 3. I was prepared to communicate with family and community members to make them partners in the educational process.	3.81 (0.96)	3.46 (1.04)	3.54 (1.11)	3.75 (1.07)	3.57 (1.10)	3.42 (1.14)	3.57 (1.15)	3.86[6] (1.02)	3.62 (1.07)	3.68 (1.08)	3.74[7] (1.04)	3.58 (1.08)	3.53 (1.14)	3.53 (1.17)
Motivate & Engage 4. I was prepared to collaborate with educational personnel to support student learning.	4.19[2] (0.71)	4.11 (0.68)	4.26 (0.61)	4.16 (0.80)	4.14 (0.86)	4.08 (0.77)	4.04 (0.89)	4.23[3] (0.78)	4.06 (0.85)	4.18 (0.80)	4.17[7] (0.82)	4.13 (0.87)	4.05[8] (0.88)	4.02[13] (0.94)
Motivate & Engage 5. I was prepared to establish a caring relationship with students developed through engagement and high expectations for all learners.	4.37 (0.62)	4.54 (0.51)	4.44 (0.62)	4.38 (0.62)	4.35 (0.79)	4.28 (0.75)	4.38 (0.76)	4.46[6] (0.64)	4.48 (0.59)	4.42 (0.67)	4.38 (0.69)	4.47 (0.67)	4.35[5] (0.71)	4.37 (0.75)
Motivate & Engage 6. I was prepared to create an environment that encourages positive social interaction among students.	4.35 (0.72)	4.37 (0.49)	4.40 (0.79)	4.23 (0.79)	4.29 (0.81)	4.13 (0.90)	4.29 (0.81)	4.45[6] (0.65)	4.39 (0.66)	4.35 (0.77)	4.27 (0.71)	4.36 (0.75)	4.24 (0.84)	4.28 (0.78)
Motivate & Engage Composite (2019 Cronbach Alpha: 0.86, 0.87)	4.01[9] (0.63)	3.97 (0.59)	4.01 (0.67)	3.95 (0.79)	3.91 (0.76)	3.79 (0.77)	3.87 (0.77)	4.12[10] (0.67)	4.03 (0.67)	4.04 (0.69)	4.00[11] (0.71)	3.98[4] (0.72)	3.90[12] (0.76)	3.87[13] (0.78)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=42 [4]n=237 [6]n=161 [8]n=268 [10]n=159 [12]n=266

[3]n=160 [5]n=269 [7]n=225 [9]n=41 [11]n=224 [13]n=239

Preparation for Professional Ethics

	Kansas State University							Kansas Public Universities						
Summary of Ratings [1] **Preparation for Professional Ethics** **Kansas Educator Alumni Survey - Spring 2013 - 2019**														
	2013 (n=43)	**2014 (n=35)**	**2015 (n=102)**	**2016 (n=56)**	**2017 (n=63)**	**2018 (n=97)**	**2019 (n=96)**	**2013 (n=162)**	**2014 (n=145)**	**2015 (n=400)**	**2016 (n=226)**	**2017 (n=238)**	**2018 (n=270)**	**2019 (n=240)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Ethics 1. I was prepared to understand the legal practices in education.	3.91 (0.92)	3.97 (1.10)	3.53 (1.10)	3.68 (1.06)	3.78 (1.04)	3.68 (1.04)	3.83 (0.93)	4.00 (0.98)	3.92 (1.02)	3.75 (1.06)	3.77 (1.00)	3.91 (0.95)	3.83[2] (1.00)	3.78 (1.03)
Ethics 2. I was prepared to understand the ethical practices in education.	4.42 (0.54)	4.29 (0.89)	4.19 (0.82)	4.16 (0.80)	4.33 (0.74)	4.18 (0.75)	4.26 (0.73)	4.40 (0.64)	4.34 (0.77)	4.24 (0.78)	4.20 (0.77)	4.30[3] (0.74)	4.24[2] (0.70)	4.20 (0.83)
Ethics 3. I was prepared to meet the ethical standards of my profession.	4.47 (0.55)	4.43 (0.74)	4.35 (0.75)	4.25 (0.67)	4.41 (0.73)	4.30 (0.69)	4.38 (0.62)	4.48[4] (0.60)	4.43 (0.64)	4.39 (0.68)	4.31 (0.70)	4.41[3] (0.67)	4.36[2] (0.62)	4.35 (0.71)
Ethics 4. I was prepared to understand how to behave in ways that reflect integrity, responsibility, and honesty.	4.58 (0.50)	4.66 (0.48)	4.51 (0.63)	4.43 (0.63)	4.49 (0.69)	4.45 (0.60)	4.46 (0.56)	4.67[4] (0.48)	4.57 (0.59)	4.54 (0.60)	4.47 (0.60)	4.54 (0.62)	4.47[2] (0.59)	4.48 (0.68)
Ethics 5. I was prepared to establish collegial relationships with all stakeholders (school personnel, parents, community, etc.) to support student learning.	4.26 (0.76)	4.52 (0.56)	4.28 (0.79)	4.20 (0.75)	4.19 (0.84)	4.22 (0.75)	4.32 (0.76)	4.40 (0.73)	4.32 (0.86)	4.28 (0.80)	4.27 (0.76)	4.27 (0.83)	4.23 (0.78)	4.24 (0.82)
Ethics Composite (2019 Cronbach Alpha: 0.88, 0.89)	4.33 (0.47)	4.38 (0.61)	4.17 (0.64)	4.14 (0.65)	4.24 (0.70)	4.16 (0.64)	4.25 (0.60)	4.40[5] (0.51)	4.32 (0.62)	4.24 (0.63)	4.21 (0.64)	4.29[6] (0.63)	4.22[7] (0.61)	4.21 (0.68)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=269 [6]n=236
[3]n=237 [7]n=268
[4]n=161
[5]n=160

Reflective Practice

	Kansas State University							Kansas Public Universities						
Summary of Ratings [1] **Reflective Practice** **Kansas Educator Alumni Survey - Spring 2013 - 2018**														
	2013 **(n=43)**	**2014** **(n=35)**	**2015** **(n=102)**	**2016** **(n=56)**	**2017** **(n=63)**	**2018** **(n=97)**	**2019** **(n=96)**	**2013** **(n=162)**	**2014** **(n=145)**	**2015** **(n=400)**	**2016** **(n=226)**	**2017** **(n=238)**	**2018** **(n=270)**	**2019** **(n=240)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Reflect 1. I was prepared to employ self-reflection to improve my teaching practice.	4.70 (0.46)	4.43 (0.65)	4.56 (0.61)	4.24 (0.77)	4.46 (0.67)	4.42 (0.57)	4.43 (0.63)	4.61 (0.56)	4.54 (0.62)	4.57 (0.59)	4.42[2] (0.65)	4.49 (0.61)	4.46 (0.61)	4.50 (0.64)
Reflect 2. I was prepared to locate resources available to help me improve my professional practice.	4.49 (0.63)	4.29 (0.75)	4.25 (0.84)	4.11 (0.89)	4.17 (0.93)	4.11 (0.85)	4.08 (0.86)	4.37[3] (0.74)	4.34 (0.74)	4.29 (0.80)	4.18 (0.85)	4.23[4] (0.87)	4.13[5] (0.92)	4.15 (0.89)
Reflect 3. I was prepared to use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	4.63 (0.49)	4.37 (0.65)	4.38 (0.75)	4.18 (0.86)	4.35 (0.79)	4.31 (0.70)	4.31 (0.73)	4.52 (0.64)	4.37 (0.73)	4.42 (0.68)	4.34 (0.71)	4.38 (0.72)	4.31 (0.72)	4.36[6] (0.75)
Reflect Composite (2019 Cronbach Alpha: 0.79, 0.83)	4.60 (0.48)	4.36 (0.53)	4.40 (0.65)	4.18 (0.74)	4.33 (0.67)	4.28 (0.59)	4.27 (0.63)	4.50[3] (0.54)	4.41 (0.59)	4.42 (0.60)	4.31[2] (0.65)	4.36[4] (0.64)	4.30[5] (0.64)	4.34[6] (0.66)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=225

[3]n=161

[4]n=237

[5]n=269

[6]n=239

Kansas Educator <u>Alumni</u> Survey
Spring 2019 Survey Administration

Demographic Data Kansas Educator Alumni Survey - Spring 2019 Endorsement				
	Kansas State University		**Kansas Public Universities**	
Endorsement Type	*n*	**Percent**	*n*	**Percent**
Early Childhood Deaf or Hard-of-Hearing	--	--	--	--
Early Childhood Unified	2	2.1	12	5.0
Early Childhood School Psychologist	--	--	--	--
Early Childhood Visually Impaired	--	--	--	--
K-6 Adaptive	1	1.0	3	1.3
K-6 Elementary	53	55.2	118	49.2
K-6 English for Speakers of Other Languages	6	6.3	18	7.5
K-6 Functional	--	--	1	0.4
K-6 Gifted	--	--	1	0.4
G5-8 Adaptive	--	--	--	--
G5-8 English Language Arts	1	1.0	3	1.3
G5-8 English for Speakers of Other Languages	--	--	--	--
G5-8 Functional	--	--	--	--
G5-8 Gifted	--	--	--	--
G5-8 History Comprehensive	--	--	2	0.8
G5-8 Mathematics	2	2.1	8	3.3
G5-8 Science	2	2.1	9	3.8
G6-12 Adaptive	--	--	2	0.8
G6-12 Agriculture	1	1.0	2	0.8
G6-12 Biology	1	1.0	3	1.3
G6-12 Business	2	2.1	3	1.3
G6-12 Chemistry	2	2.1	3	1.3
G6-12 Communication Technology	--	--	--	--
G6-12 Earth and Space Science	1	1.0	3	1.3
G6-12 English Language Arts	10	10.4	19	7.9
G6-12 English for Speakers of Other Languages	1	1.0	2	0.8
G6-12 Family & Consumer Science	3	3.1	4	1.7
G6-12 Functional	--	--	--	--
G6-12 Gifted	--	--	--	--
G6-12 History and Government	8	8.3	17	7.1
G6-12 Journalism	--	--	1	0.4
G6-12 Mathematics	2	2.1	11	4.6
G6-12 Physics	1	1.0	2	0.8
G6-12 Power, Energy, Transportation Technology	--	--	--	--
G6-12 Production Technology	--	--	--	--
G6-12 Psychology	--	--	--	--
G6-12 Speech/Theatre	1	1.0	2	0.8
G6-12 Technology Education	--	--	--	--

Demographic Data Kansas Educator Alumni Survey - Spring 2019 Endorsement				
	Kansas State University		Kansas Public Universities	
Endorsement Type	*n*	**Percent**	*n*	**Percent**
PreK-12 Adaptive	--	--	1	0.4
PreK-12 Art	3	3.1	6	2.5
PreK-12 Building Leadership	--	--	--	--
PreK-12 Deaf or Hard-of-Hearing	--	--	--	--
PreK-12 District Leadership	--	--	--	--
PreK-12 English for Speakers of Other Languages	2	2.1	2	0.8
PreK-12 Foreign Language	1	1.0	4	1.7
PreK-12 Functional	--	--	--	--
PreK-12 Gifted	--	--	--	--
PreK-12 Health	--	--	--	--
PreK-12 Instrumental Music	2	2.1	5	2.1
PreK-12 Library Media Specialist	--	--	--	--
PreK-12 Music	2	2.1	5	2.1
PreK-12 Physical Education	--	--	1	0.4
PreK-12 Program Leadership	--	--	--	--
PreK-12 Reading Specialist	--	--	--	--
PreK-12 School Counselor	--	--	--	--
PreK-12 School Psychologist	--	--	--	--
PreK-12 Teacher Leader	--	--	--	--
PreK-12 Visually Impaired	--	--	--	--
PreK-12 Vocal Music	1	1.0	5	2.1
Total Respondents	**96**	**100.0**	**240**	**100.0**

Demographic Data Kansas Educator Alumni Survey - Spring 2019 Please indicate the type of license you currently hold.				
	Kansas State University		Kansas Public Universities	
License Type	n	Percent	n	Percent*
Accomplished License	--	--	1	0.4
Initial License	88	91.7	203	86.4
One year non-renewable License	1	1.0	1	0.4
Professional License	6	6.3	20	8.5
Provisional License	1	1.0	10	4.3
Total	**96**	**100.0**	**235**	**100.0**

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 In what year did you graduate from your educator preparation program?				
	Kansas State University		Kansas Public Universities	
Date	n	Percent	n	Percent*
Prior to 2015	1	1.0	7	3.1
2015	--	--	14	6.3
2016	--	--	6	2.7
2017	36	37.5	81	36.3
2018	59	61.5	115	51.6
Total	**96**	**100.0**	**223**	**100.0**

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 For how many years have you been teaching at your current school?				
	Kansas State University		Kansas Public Universities	
Number of Years	n	Percent	n	Percent*
Less than 1 year	60	62.5	124	52.8
1 to 2 years	34	35.4	104	44.3
More than 2 years	2	2.0	7	3.0
Total	**96**	**100.0**	**235**	**100.0**

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 In what grade level do you currently spend the majority of your teaching time?				
	Kansas State University		Kansas Public Universities	
Grade Level	*n*	**Percent**	*n*	**Percent***
Pre-K	4	4.2	12	5.2
Kindergarten	9	9.4	17	7.3
1st Grade	12	12.5	19	8.2
2nd Grade	3	3.1	11	4.7
3rd Grade	10	10.4	25	10.7
4th Grade	6	6.3	23	9.9
5th Grade	11	11.5	26	11.2
6th Grade	10	10.4	22	9.4
7th Grade	6	6.3	14	6.0
8th Grade	3	3.1	15	6.4
9th Grade	9	9.4	22	9.4
10th Grade	6	6.3	13	5.6
11th Grade	5	5.2	12	5.2
12th Grade	2	2.1	2	0.9
Total	**96**	**100.0**	**233**	**100.0**

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 Is the current school in which you teach a Title 1 school?				
	Kansas State University		Kansas Public Universities	
Response	*n*	**Percent**	*n*	**Percent***
Yes	55	57.3	143	60.9
No	30	31.3	70	29.8
Unknown	11	11.5	22	9.4
Total	**96**	**100.0**	**235**	**100.0**

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 What is your highest degree that you most recently obtained?				
	Kansas State University		Kansas Public Universities	
Degree	*n*	Percent	*n*	Percent*
Bachelor's Degree	81	84.4	206	87.7
Master's Degree	15	15.6	29	12.3
Doctoral Degree	--	--	--	--
Total	96	100.0	235	100.0

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 From what institution did you obtain your educator preparation degree?				
	Kansas State University		Kansas Public Universities	
Institution	*n*	Percent	*n*	Percent*
Emporia State University	--	--	33	13.8
Fort Hays State University	--	--	29	12.1
Kansas State University	96	100.0	96	40.0
Pittsburg State University	--	--	--	
University of Kansas	--	--	31	12.9
Washburn University	--	--	11	4.6
Wichita State University	--	--	40	16.7
Total	96	100.0	240	100.0

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 Respondent Gender				
	Kansas State University		Kansas Public Universities	
Gender	*n*	Percent	*n*	Percent*
Female	81	84.4	205	87.2
Male	15	15.6	29	12.3
Prefer not to respond	--	--	1	0.4
Total	96	100.0	235	100.0

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 Respondent Ethnicity				
	Kansas State University		Kansas Public Universities	
Ethnicity	*n*	Percent	*n*	Percent*
Hispanic or Latino	5	5.2	11	4.7
Not Hispanic or Latino	90	93.8	215	91.5
Prefer not to respond	1	1.0	9	3.8
Total	**96**	**100.0**	**235**	**100.0**

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Demographic Data Kansas Educator Alumni Survey - Spring 2019 Respondent Race				
	Kansas State University		Kansas Public Universities	
Race	*n*	Percent	*n*	Percent*
American Indian or Alaska Native	--	--	1	0.4
Asian	1	1.0	1	0.4
Black or African American	--	--	6	2.6
Native Hawaiian or Other Pacific Islander	--	--	--	--
White	92	95.8	211	89.8
Multi-Racial	2	2.1	6	2.6
Prefer not to respond	1	1.0	10	4.3
Total	**96**	**100.0**	**235**	**100.0**

*Respondents were not required to respond to each question. Therefore, percent value displayed is based upon the total number of individuals that responded to a specific question.

Verbatim responses are included. Names have been redacted.

What do you consider as the greatest strength of your educator preparation program?
Kansas State University responses (n=88)

- As an elective teacher, it can be hard to find use in classes that seem to naturally relate more to core teachers. That being said, there was one class in particular that seemed to be beneficial no matter what subject area you taught. I am speaking about the Core Lab class where we were required to learn about lesson building and then practice teaching mini lessons to our peers. That hands-on experience was one of the most valuable pieces of my educator preparation program. I was allowed to watch other people teach lessons and learn from their successes and mistakes. Looking back, I realize that I use certain resources now that I learned from that lab.
- Being a caring and understanding teacher with the different needs of students.
- Being able to get in a classroom often.
- Being able to go out into the schools.
- Being able to integrate teaching styles and different ways of developing my teaching pedagogical discipline.
- Being placed in schools nearly every semester to be put in situations that we would actually encounter.
- Classroom experience with cooperating teachers that enabled me to put into practice what I was learning in the classroom. There is no substitute for practical experience.
- Collaboration.
- Considering how to integrate different modalities into my lessons to try to meet the needs of my students.
- Content and pedagogical knowledge and practice.
- Content expertise had helped me through many of the tough situations.
- Different classroom management.
- Diversity among all aspects of the teaching profession.
- [Faculty member], my peers.
- Flexibility and content.
- General theories and practices as well as ethics and daily practices.
- Given a variety of resources.
- Have opportunities to still learn about teaching practices and strategies.
- Having amazing classmates that I grew really close too. They are some of my closest friends. I couldn't haven't done it without them. Having classes semester after semester with them was so helpful and beneficial. Don't change the way you do scheduling. Definitely student teaching (and the practicums)!!! It was so helpful to get out in the field and do what you have learned. The more time, the better!!Having to go out to the local schools and learn from current teachers.
- How much time we spent in an actual classroom. Many ideas and strategies I use come from those experiences.

- I am very well prepared to create my own lessons from scratch. It hasn't ever been able to be used truly, but in the event I am in a school with no curriculum, or freer ideas about curriculum, I am incredibly well prepared to create lessons based on standards from scratch.
- I feel that I learned several things about culture and communication in the classrooms. I also learned a lot about planning lessons.
- I feel that I was prepared to work well with others. I also feel that I was prepared to create a positive environment in my classroom.
- I felt extremely prepared to build relationships with all students in my classroom and to meet their needs. The classes and experiences I had during my time at K-State were very successful in helping me prepare for this part of teaching.
- I felt that all the classes clearly established the expectations for assignments, quizzes, tests and papers.
- I felt very prepared to diversify my instruction to meet the needs of different students.
- I got a very good idea of how to create standards based lesson plans.
- I really liked the reading strategies we learned.
- I think my program gave me a very well-rounded approach to teacher preparation and also gave me the tools and confidence necessary to ask questions and seek help as a first year teacher! This was evident in the way my colleagues and administration described me as going above and beyond the expectations of a first year teacher. I majored in elementary education and then taught 6th grade in a middle school setting my first year, which was a steep learning curve. But looking back I was well-prepared to take on the challenge!
- I think one of the greatest strengths of the educator preparation program is learning to build relationships with peers. Since the classes are the way they are, it helps to build relationships with those we are always around. The professors also do a great job of connecting with the students while still keeping it a professional relationship. It's great to have these examples when transferring them to the professional workplace.
- I think the greatest strength is the amount of time we spend on psychology and understanding how learning happens.
- I think the greatest strength of the educator program that I attended was the depth that they went into with different subjects. Not only was the content area of my program amazing but so was the teaching of pedagogy.
- I think the greatest strength was practicing making lesson plans and giving us resources to help us along the way. As stressful as colloquium was for Social Studies (along with any other content specific or gen ed class we had that involved lesson planning) it helped a lot. I did struggle with deciding how I wanted to teach something during students teaching, but overall I thought I was still able to make good lesson plans. And that is something that did help a lot, was having resources that I'd either found while practicing making lessons plans or being given resources that could help. It has made one aspect of teaching a lot easier.
- I took a class about teaching diverse learners. This class introduced me to different cultures and backgrounds students may come from and how to create an inclusive learning environment for all students.

- I was prepared to write detailed, standards-aligned lesson plans.
- Integration of different content areas and diverse learning in the music classroom. I learned how to make lessons different from one another and to engage students through relevance and fun activities.
- It only took a year to complete.
- It was fast and accurate. I went through the MAT program at K-State and they were spot on with everything in a condensed but concise time frame.
- Learning about classroom management. Without good management your students will not be able to learn or be taught.
- Learning how to lesson plan. [Professor] was fantastic.
- Lesson planning and walking through every possible thing that students might struggle with, and also thinking of questions that would promote higher levels of thinking.
- Lesson planning, core teaching skills, understanding how students learn and develop.
- Lesson planning, creativity in preparing lessons for diverse learners.
- My college teachers truly wanted to grow those strong relationships with me. Therefore, I saw how that made a huge difference for me. So I knew first-hand how relationships were key to success.
- My greatest strength is my ability to establish strong relationships with not only my students by my co-workers as well!
- My program gave us lots of opportunities to get into local classrooms and get real experience teaching before we completed our student teaching semester.
- One of the best classes I took at K-State was the math methods course. Out of every class, this is the one that I walked out of feeling prepared to be the best math educator I could be. Additionally, I felt I had a deep knowledge of tools to continue to help me develop as a math educator as I entered the field.
- One of the greatest strengths was being placed in the classroom as early as my first semester and almost every semester following. Great experience. But honestly it's hard to choose just one. I feel much more prepared for my career than most young professionals I know. Thank you KSU COE!
- One strength of the education program is the amount of time spent out in classrooms.
- Our professors and their positive relationships with us.
- Our professors modeled instructional techniques in their classes for us to use and apply in our own classrooms.
- Preparing students with how to teach content.
- Process skill integration.
- Putting students in the classrooms early in the program. Hands on and actually seeing the classroom environment from early in the program really benefitted me. I got to see a variety of different teachers, grades, schools, and subjects.
- Relationship building with students.
- Resources and individuals are still willing and able to help through collaboration, and available to answer questions.

- Some of the greatest strengths of my educator preparation program was the education I received regarding different learning styles, technology integration, relationship building and cultural awareness.
- Student Teaching. [2]
- The amount of collaboration between students and the modeling of exceptional classroom communities in [professor's] classes (foundations). The amount of time we spent in classrooms is also a big strength.
- The COE helped me understand the importance of building relationships, creating a positive classroom environment, and looking at the whole child. They focused on what is best for students, rather than what is best for me, which I believe is vital to creating strong educators.
- The diversity of the teachers you have teaching in the program. I like how you integrate technology into all aspects of the classroom.
- The educator preparation program that I completed was very thorough in teaching me the ways to pan an effective, standards-aligned lesson that caters to the diverse needs of my students.
- The greatest strength in my opinion was student teaching. I truly feel like that's where I learned the most in the program.
- The greatest strength is that the educator preparation program was full of educators who actually cared about educating students.
- The greatest strength of my educator preparation program was learning how to create engaging lessons that fit the standards of the grade level.
- The greatest strength of my educator preparation program would be my content knowledge and resources. I was well taught my content and can use that in my classroom as well as knowing about resources and different media to get students involved and engaged such as books, videos, movement, games, etc.
- The greatest strength of the educator preparation program is the opportunity to be in the classroom all throughout the program.
- The greatest strength was learning how to create valuable lessons. I learned how to make meaningful lessons that align with standards. I believe it helps me to modify the curriculum I teach to ensure that it is what is best for the students.
- The greatest takeaway from my educator preparation program would probably be the emphasis on the evolution of teaching craft. I was frequently told by my professors that teachers can and should develop their craft continuously, so I never feel finished. I am always seeking ways to improve myself and my craft by seeking out advice from other teachers, looking online, and using tech tools I learned about at K-State. I can't say that one particular class gave me the most benefit upon entering the profession; everything I learned came together. I have noticed the difference between K-State grads and grads from other educator preparation programs--we have the strongest desire to evolve, adapt, and grow.
- The importance of relationships and cultural awareness/responsiveness.
- The opportunities to plan and create interdisciplinary lessons.
- The philosophies behind teaching were mentioned and analyzed quite often during my educator preparation.

- The planning portion and the knowledge of education.
- The practical experience - my professional student teaching semester was the most helpful to being a full-time classroom teacher. The block 1 and block 2 experiences were also very useful in guiding my teaching during my first year.
- The preparation and exposure in the classroom.
- The sense of community throughout all classes. You really get to know fellow teachers.
- The amount of contact time we see with students prior to graduation (field experiences).
- The strength of my program was teaching us how to create thorough lesson plans.
- The unity of all of the mentees and mentors is really great. Everyone is willing to help, not just your mentor.
- The variety of technological tools was a strength, as was the Language Arts course and textbook.
- They emphasized the history and culture of education.
- They gave a variety of ways to reach a student, and provided multiple ways for us to access learning through technology, but the technology they used with us wasn't easily relatable in an elementary classroom.
- They get us multiple field experiences and require us to write several reflections.
- They taught us about all areas of teaching to the best of their ability (we learned as much as possible without actually being a teacher).
- Understanding core values, student engagement, and relationships.
- We focused a lot on how to create a new and fresh lesson, the details of that and how to differentiate. We learned a lot about diversity and the importance of inclusion. We learned to assess ourselves as teachers, really utilize a mentor and being an active grower and learner.
- Working with different schools in the community.

If you could make one improvement to your educator preparation program, what would it be?
Kansas State University responses (n=86)
- Addition of a class including techniques to teaching bad behavior children and keeping them safe while they choose to act out.
- Better knowledge of beginning/end of year routines, focus on standards for non-core classes.
- Classroom management.
- Classroom management techniques.
- Classroom management. I was not prepared nearly enough to step into a secondary job as a first-year female teacher with several boys and a few girls who were causing classroom disturbances at least once a week. Especially since during my student teaching semester, the students I had were basically angels and rarely, if ever, did anything deserving to go to the office or even earn a detention from the teacher. I think I would have benefitted a lot from having a class just geared towards classroom management, even if it was only once a week, just to learn different approaches to situations and when it's appropriate to give a detention versus an office referral. Also to handle not only behavior issues but how to best enforce rules. Because while we touched on these here and there, I don't think it was nearly enough and it's something I have struggled with. Because I didn't want to kick kids out of my room and lose that instruction time, but it would

get to the point where they either weren't listening to begin with or they were impeding others learning.

- Focus on planning more. I was given very few opportunities to practice or witness planning.
- Focusing so much more on classroom management and community involvement.
- Having a class on how to handle behavior issues. During class the teacher would having a bunch of scenarios and walking us through what to say and do then have us practice. They was challenging this year. I never knew if I was doing it correctly or the best way. When should students get on a behavior plan/how to create one. Having classroom management class more than a 1 credit hour.
- Higher order of questions.
- How to create better assessments with deeper rigor.
- How to manage a classroom.
- How to teach/work with paraprofessionals!!!!!!!!!!!!!!!!!
- How to use curriculum in the classroom. We always had to make our own lessons from scratch which is NOT what I do every day. I use my curriculum given and then I supplement. This should be the focus of our schooling not scratch lessons. One reason is because I just don't have the time for that, and a second reason is because my school requires and expects me to use the curriculum that has been purchased and given to me.
- I believe that my education program could have used more directly applicable training about community relations, student behavior management, and assessment-driven curriculum.
- I didn't really know how to look at an IEP or 504 to gain understanding of a student's accommodations.
- I think classroom management should be discussed more.
- I think there needs to be a much larger component about how to deal with different student behaviors. Classroom management seems to be the biggest challenge for most first year teachers, yet it was hardly covered in the program.
- I think there should be more emphasis on how to communicate specific things to parents and families. For example what is or is not appropriate to discuss, what things parents expect of teachers, how to handle issues between two students with both of their families, etc.
- I think we should be out in the schools way more than we are. In one of the blocks, we didn't get into the school until mid-September and left in November. At twice a week, that was not enough time AT ALL. My mom is an educator in Wichita, and WSU has their students in the classroom way more often than we do. After talking with them, they seemed way more prepared than I felt. Within the classroom observations, it was relayed to me from all of my mentor teachers that they didn't always have clear expectations give to them. Expectations would differ based on who our supervisor was through KSU. A blanket set of rules and requirements should be sent out to them. The technology course required was HORRENDOUS. I cannot explain how useless the course was. I have been told that it has changed, but not as much as it needs to be. I felt the course was geared towards secondary educators, and not primary. If that is how it is going to stay, it needs to be split into different courses. Our course should have been ""These are tools that are found in some classrooms, this is how you can use them to benefit your students and here is how you use them.""

I had never TOUCHED a SmartBoard until student teaching, and had no idea how to use it and make it work for my kids. The course should touch on how to use iPads for testing, some useful apps that will help my students, rather than ""make a video"" which is what the course I experienced was.

- I was in the online program and I feel communication with staff was difficult. It wasn't easy to get a hold of some them.
- I wish I would have been better taught how to utilize paraprofessionals or how to implement intervention techniques so that students aren't falling behind.
- I wish I would have learned how to assess and read data from the assessments given. I wish I would have learned how to intrinsically motivate students to go above the bare minimum and strive for excellence. I feel like the KSU edu dept was mediocre and that's the teachers we are sending out. It shouldn't all be trial by fire learning in the profession.
- I wish there were more strategies for behavior and more about dealing with students affected by trauma.
- I would have really liked more instruction and preparation specific to special education, especially how to effectively communicate expectations with paras and how to utilize an IEP accurately. That was the toughest part of my 1st year was feeling like I failed my students with IEPs!
- I would like to see more preparation for specific lessons. In other words, I knew what the standards were and I knew what content was supposed to be taught, but I was given very little advice on how to teach those things that are specific to my content are. Social Studies is so vague in the standards anyway that I was not really well-prepared in that manner.
- I would make student teaching a whole year instead of just one semester. I student taught in the spring, so I did not get to see how a classroom was set up.
- I would put less of a focus on an actual lesson plan template and more of a focus on actually creating lesson plans. Once teachers begin their teaching, they no longer have to follow a specific template for lesson planning. It is more important that teachers are prepared to make lesson plans in a way that works for them, rather than following a specific template.
- If I could change only one thing in the educator preparation program, it would be to separate the lab-based educators from the lecture based educators. There are many challenges about teaching a lab based class (like art, music, PE, science, etc.) that lecture-based educators do not understand. Even in my current job, many of my colleagues don't understand the difficulties I face. Students who are preparing to accept a job where there is naturally less structure, need to be better prepared. My student teaching experience was almost flawless. I never once had to deal with a serious behavior problem during class. However, when I started running my classroom I began to face things I never dreamed would happen. Ex: busting sexual harassment circles in my classroom, preventing students from stabbing/punching each other, students breaking my classroom materials, students breaking other student's materials, and students walking out of class or disappearing when they have been sent to the hall. I know that most classroom management needs to be learned firsthand but I also believe that lab-based classes give a lot more opportunity for misbehavior than their counterparts.

- If I could make one improvement to the educator preparation program, it would be to give students more accurate idea of lesson planning. Yes, we did plan a lot of lessons, but there was a lot of time to plan them. With that time we were able to make them elaborate. In a real-life school setting, it is not feasible to have every lesson be that way, especially when you are teaching multiple subjects a day or the same subject but multiple grade levels.
- If I could make one improvement, it would be to gain more experience dealing with behaviors. I fortunately did not have to deal with many undesirable behaviors throughout my classroom experiences in the College of Education, but have had a number of behaviors during my first year of teaching. I think more experience with strategies and interventions would have been helpful. I also feel like I was not as prepared for 504s and IEP's as a general education teacher.
- If more attention was paid to application of learning theory, I'd have better ability to analyze what's going on when students don't understand.
- If there is an area for improvement, I would want to see more discussions about parent engagement. In my first year, this was definitely a struggle for me. Some of this stems from the population I serve, but I believe more conversations about how to encourage parents to take an active role in their education.
- Include more classroom management strategies and opportunities to implement these strategies.
- Inclusion of modern education theories and programs such as standards based learning.
- Increase the amount of practice using data. Grading and assessment is an area I felt that I needed to learn on the job. I think that KSU has a good value in not over-testing our kids, but many districts require assessments that I did not know about. I think practicing using data to differentiate groups and what discussing what ethical grading should look like in the elementary level.
- Increases the opportunities to interact with real curriculums used in Kansas. I was under the impression for a long time that I would create lessons and develop thematic units, but that simply isn't reality. Reality is working within district frameworks with curriculum programs to try to individualize for students.
- Information on how to make sure you get all of your units into the year.
- Learn basics: Skyward/grading, Testing/F&P what different districts, curriculum that districts use.
- Learning how to effectively grade.
- Less focus on having the best lesson plan format and more focus on things like diving into the curriculum and how to navigate it. Also things like tracking data and interventions for students.
- Make it more real world with classroom management and looking at data. How to prepare students for the state assessments.
- More about classroom management!!!!!
- More classes on classroom management in REAL life scenarios!
- More classes/training on classroom management and specific behavior management techniques (conscious discipline, love and logic, BIST, etc).
- More content for ethical/cultural differences in the classroom.
- More education about dealing with student trauma and students in crisis.
- More focus on how to handle behavior in the classroom and how to reward good behavior.

- More focus on SPED aspects of schools such as SIT Plans, IEP Meetings, reading and interpreting as well as applying IEP modifications.
- More hands on experience. Year long student teaching to see beginning and end of the year.
- More opportunities for classroom experience - observing and teaching.
- More real practice in the classroom for the application of classroom management and presentation theories.
- More school experience - lessons never go as they should and classroom management is best taught through experience.
- More techniques for classroom management, more examples given of situations with difficult students.
- More time in the classroom before student teaching would be beneficial, or a longer student teaching term (a whole year).
- More time in the classroom before student teaching. Not so much of the volunteering for those who have to work full time during school.
- More time in the schools in the current area of study.
- More time learning phonics and less time making lesson plans.
- More training on student interventions such as MTSS.
- More understanding of the teaching responsibilities and what I need to understand or accomplish in taking on a classroom by myself.
- Networking with other professionals and districts.
- None at this time.
- One improvement the program could make would be to make clear the realities of teaching the content area in schools. I feel as though even after my student teaching experiences I was totally unprepared to figure out how to teach my content across Kansas. While the program gave us some skills, everything was in idealistic scenarios, and there was little to no instruction on how to teach struggling readers or low intervention classes. There should be specific classes offered dealing with such issues, and specific classes offering research-based strategies for the content areas looking at real curriculums being used in public schools so that teachers leave having an idea of what it looks like to teach their content in reality.
- One improvement would be having to use curriculum to guide instruction.
- One improvement would be to do more in person observations of lessons. As a result of my teacher preparation program which heavily relied upon and use of video recording reflections I was not very prepared to have an actual person observing. These two things are very different because there is so much that happens within a classroom that a recording cannot capture. It has been a tough adjustment to overcome. I think it would have been very beneficial to have been observed by actual people throughout the program and would have allowed for much more growth.
- One improvement/one thing I wish I knew more about was parent communication as well as trauma management. I also wish I knew more about the legality behind the profession.
- Preparing students for the diversity and classroom management skills necessary to deal with diverse populations.

- Providing with techniques to use in the classroom with difficult behaviors.
- Real-world experiences, less lecturing, more engaging classes.
- Requiring organized meetings and conferences between mentees and mentors.
- Send teachers to more diverse and rural areas.
- Some class that would bring the content of what we learned to practical lesson plans.
- Something that I would like to improve on for next year are my approaches to behavior. I would like to further my "bag of tricks" to help those students who are struggling and lashing out towards peers, their work, or adults.
- Specific to Math: having a class that has you work through what you could be teaching (as a refresher). Many times we have to remember/ relearn what we will have to teach.
- Student teaching for a full year.
- Student teaching for a whole year. Or mentoring with a teacher who is prepping her classroom for the year.
- The amount of time spent in the classroom gaining real-life experience could be increased because that is where you learn most of your techniques, through observation of other teachers.
- The early practicums would have been more beneficial if they were also spent in a relevant class to what I would be teaching.
- The hardest thing for me is staying on top of the Secondary ELA grading. I said this last summer: I wish I was a more efficient grader! Maybe there should/could be some sort of "grading hacks" lesson or workshop. Give the preservice teacher a stack of essays and teach them how to get them done in less than an hour. I feel like I have to sacrifice my personal life to stay on top of it all. Or, maybe we could learn hacks to help keep the grading down in general. I already don't grade everything, but maybe there are other tips and tricks I could implement.
- The Human Ecology FACS curriculum at K-State does not align with skills we teach high school students. I was not prepared to teach culinary classes, but I learned content along the way.
- The one improvement I would make would be learning how to teach using student curriculum like text books.
- The school district I teach at does not use iPads, and very few districts I interviewed with used apple products. I believe they are catered more towards the elementary level and more well-funded districts. I would discourage the use of apple products as it's not really practical for everyone. The educational technology class was interesting, but I believe the focus should be less on social media/apple products.
- The technology we learned focused solely on Apple products (iPad), but I entered a district that uses Google products....it was a difficult transition for me and I didn't feel as if I utilized technology as much as I could have because of it.
- There was a lack of focus on classroom management, setting expectations and procedures, and positive behavior reinforcement systems. This lack of knowledge led to a very difficult first year teaching and subsequent non-renewal of my contract.
- There was not preparation for classroom management in the program. I would have liked to have learned about several of these methods so I was not trying to work it out on my own my first year of teaching.

- To teach about specific technology, and then use that in the classroom with us. Instead of having one lesson with one piece of technology.
- We need more opportunities to discuss classroom management and specifically negative student behaviors. I understand that most of managing behaviors comes from experience, but I would've benefited from more instruction, scenarios, and examples.

Please share any additional comments or recommendations you might wish to make concerning your educator preparation program.

Kansas State University responses (n=40)
- After a very difficult first year and a successful second year, I wish that more resources were shared with new teachers. Teachers are expected to create an enormous amount of resources (classroom rule posters, behavior management systems) and new teachers, with a lack of understanding, may just buy something from TpT without understanding it. Diversity in student teaching should be mandatory to get a variety of experience, and if the program is short (say, a 1 year MAT program), then require the students spend some time with other teachers. Expert teachers could serve as mentors for specific skill areas, such as experts in classroom management, experts in technology, etc. One mentor isn't effective if they are overloaded, as many teachers are.
- Again, spending more time in the schools applying the information that is taught would have been so much more effective.
- Another improvement I would like to see is more tools to teach writing to students. I felt like we just talked about 6 trait writing. Now that I've taught a year, I wish I had more knowledge about best practices in writing instruction and more knowledge about different writing models (my district uses writer's workshop).
- Another suggestion I would make is that we learn a lot about what to do in certain situations with behavior. However, since it is all scenarios, it takes the factor out of relationships and that we are all humans. Sometimes disciplinary decisions are much more difficult because it is in the moment and there is not a lot of processing time.
- Before students go on to student teach, there should be a class period where they are grouped with people from their specific areas and brainstorm lesson ideas. They should talk about lessons they remember from their school years or lessons they have seen other people teach...maybe even share resources or worksheets. The best thing a first year teacher can have is a huge folder of lesson ideas. Coming up with ways to teach information can be one of the hardest parts the first year. Most likely, they won't all be used but it sure does help to have them ready.
- Classroom practicums are the most realistic way to learn this profession - how to manage behavior, see different teaching styles, time management, parent communication, etc.
- Continue to get those in the program out into the schools. It was uncomfortable at first, but that experience prepared me more for this job than anything.
- Felt very prepared after leaving KSU.
- Get students into the classroom as much as possible! That is where you learn the most, in my opinion.

- I did not feel as prepared to communicate with parents as I wished I was. I also felt like I did not know enough about how to interpret data and how to explain this data online to parents.
- I did not feel prepared to be a teacher. There were several things that hadn't ever happened during my student teaching that I was expected to know.
- I felt as though my English program through the College of Arts and Sciences was remarkably more challenging and engaging. I wish that I would've felt remotely as challenged/prepared through the College of Education. It felt like my time was not being spent wisely when attending a majority of the classes. I disliked the large amount of class time spent lecturing from a PowerPoint. I also feel like my student teaching experience was not well supported, considering it took until nearly halfway through the semester to feel as though anyone cared that I'd been taking on an unprecedented amount of responsibility due to my concerns not being taken seriously. I am only giving this feedback in order to make the college experience better for future teachers.
- I just want to emphasize the fact that going to teach in an urban school was completely different from my student teaching experience. I was not prepared for it and consequently have floundered in my position. I was not prepared to teach behavior at an urban school. I would recommend teaching explicit behavior management techniques and reward systems specifically for these underprivileged areas but in general as well. The behavior piece is key in larger school districts, and there needs to be a class devoted to case studies and teaching explicit behavior management and discipline. I was not aware of the restrictions that are placed on Title I schools either in regards to the curriculum that would be given to us in schools for interventions as a general education teacher. I was not aware of what teaching an intervention class would be like, so I think more in depth exploration into what it is actually like to teach in a large public school system would have been helpful instead of just being provided with "inspiration" for lessons and planning. I also feel like I was not given proper training about research-based strategies and the systems of evaluation that are being used in schools, such as AVID, WICOR, and so forth.
- I just wish I had more education on all that teaching entails outside of the classroom not just with the students themselves.
- I loved my program and I feel like I have started one notch higher than many other teachers were in the past. I love that my program taught us to think creatively and approach problems in multiple ways using many media, learning styles, physicality, etc.
- I loved my years in the COE. I had some great professors that shaped me into the teacher that I am today. Because of my education at K-State, I felt prepared to begin my first year of teaching and am proud to say that it has been successful (not that I don't have plenty of things to work on next year!!!).
- I loved the help and feedback I received from my teachers.
- I see now what a reputation K-State has for its exceptional teacher preparation program and I am so proud to be an alumni!
- I think that I was prepared "on paper" for my teaching experience. I grew massively during my student teaching and first year on the job. It was a hard struggle, but the support you have through the educator program helps a ton!

- I think that teaching is a very important profession and all of the pre-service teachers should be taught to understand this. This should be done through high expectations and meaningful work. I hope that they continue to challenge future educators and keep producing knowledgeable and highly effective teachers.
- I thought it was hard to jump into certain curriculum for math and reading since we never really saw it or worked with it. Reading centers with the 5 components would be GREAT! I was completely lost, with my reading centers and what the 5 components were. So, making sure we had to create them and see them work in the classroom would be great.
- I was woefully unprepared for all the paperwork involved in teaching. I also wish there were a course on classroom setup for best practices.
- I wish I would have learned how to intrinsically motivate students to go above the bare minimum and strive for excellence. I feel like the KSU edu dept was mediocre and that's the teachers we are sending out. It shouldn't all be trial by fire learning in the profession. I think I learned classroom management from working at Little Apple Day Camp and learning from the elementary teachers who run it. I am so grateful for that experience because I learned how to stand my ground and effectively manage the campers. I was able to apply these lessons to managing a class full of junior and seniors.
- I would also would have loved a long-term curriculum design workshop of sorts. I am the only 9-12 ELA teacher in my school. I was left no curriculum, so I have to make up what students will do over the course of four years me. That's incredibly daunting, but also exciting! I am blessed with a great deal of freedom. However, about one third to one half of my students are low readers, so I have had to dig deep; I can't do the same things I did in student teaching or use what I did in school. I would like to have had more practice developing this long-term plan, but I understand that not everyone needs that. So many schools have the curriculum already made and decided. Overall, though, I am very pleased with my experience at K-State. I truly feel that KSU has the best College of Education!
- If undergrad students could talk with/ work with ELL or Special Ed Teachers before going into the field, I think that would be a great resource for them to better understand how to work with and implement instructional support.
- It needed a person to help mentor and support us during our time in college.
- Knowing about different school programs and behavior management systems could have helped me a lot. Knowing what an innovative school is or what vertical loops are and how different management systems work and how they can be used to decide the best one for the class.
- More communication between students and staff. Remember we are also non-traditional students we have families and jobs. Just make sure that you are understanding of your students.
- More up to-date on current issues in the schools.
- Overall, I felt very prepared and I felt like we got a lot of time in classrooms but I do wish we would have had more time to actually teach in front of kids. I really only taught one or two lessons prior to the Student Teaching semester.

- Please make the classroom management class a full-time class, rather than once a week. What I have found this first year is that you can be an amazing teacher with content, have great relationships, but if you lack classroom management, you're screwed.
- Practice basic teacher things: grading, discuss curriculum districts use, discuss the testing and how it works.
- Role playing wasn't an effective way to understand the classroom environment and situations. We need more opportunities to see what could happen and weigh the possible response options. Either through classroom videos or in actual classrooms. More analyzing and reflection.
- Tell them communication is key!!! I communicated with my parents with weekly newsletters via email as well as individual emails with positives things I saw and things to work on. Always being available was helpful for them. Tell them how important communication is!! It really makes a big difference. I had a GREAT first year of teaching!! I didn't think I would do as well as I did. And I want to thank all my professors who taught and guided me into an amazing teacher. I love teaching!! I am so thankful in 1st grade I said I wanted to be a teacher and I never turned back.
- Thank you so much for helping me become a certified teacher!
- The FACS program at K-State should include a sewing construction class, food preparation classes, and an interior design studio class.
- The information I learned in class was all very valuable and important, which I have applied to my teaching. However, the most valuable learning experiences occurred when I was able to be in the classroom. Observing a variety of teachers, co-teaching with peers, and teaching lessons to students by myself (and then reflecting via SWIVL) allowed me to realize strategies that I liked and didn't like, as well as things I wanted to incorporate or set up in my own classroom someday. I believe the more practicum and student teaching experience, the better!
- There are a lot of great things that the K-State College of Education does in preparing students to become teachers, but I do think there is room to grow. I've already stated classroom management, but I also think that our professors should also be informing us of things like 21st Century Skills and the Kansas Can and school redesign programs that are happening in our state at the moment. I also think they should give us more experience in the classroom (which I know is being worked on). But, the professors are great and I did learn a lot and I loved that the Ed Psych class was geared towards one of our certifications tests.
- Towards the end, in content classes (particularly science and social studies) I did not feel as though they were useful, as every district teaches those subjects in different ways. I think it would have been much more effective to combine or remove those two classes, and require more time spent studying literacy, math or technology integration.
- We focused a lot on how to incorporate technology and work with diverse learners but then I worked at a school with little technology and a fairly homogeneous group. I would have liked help with knowing how to better challenge students with little materials and no prep time.

Please list any significant professional milestones you accomplished this year (e.g.: awards, recognition, certificates, etc.)
Kansas State University responses (*n* = 22)

- Applying to grad school!
- Attended adaptive schools training, nominated for TPS distinguished staff award for 1st year teacher, participating in T-SCORE summer institute @ KUMC
- Completed bachelors from FHSU in 2016 and my masters from K-State in 2018 and am currently a straight A student in the Building Administration program at FHSU.
- Distinguished Staff Award Nominee
- District Teacher of the Month
- I am starting my Blended Learning Experience this summer.
- I began my masters program
- I consider it a milestone to have survived my first year of teaching. I love my job. This is a significant accomplishment.
- I passed the Speech/Theater Praxis, so I will be able to teach it next year!
- I recently started my master in high incidence special education.
- I tested for my middle school science endorsement and passed. Referring to the grade I spend the most time teaching: I am the only science teacher for middle school, so I teach 6, 7, and 8 grade equal amounts of time.
- I was accepted into the Masters program through my district for K-State. They only pick 12 who apply. I have been selected on many communities and on two district communities already.
- I was nominated for Teacher of the Year!
- My choirs, ensembles, and soloists have all received high ratings at contests.
- N/A [2]
- New Teacher of the Year
- Nominated for Teacher of the Month.
- [Professor]
- Started grad school
- Theology of the Body Course I Certification
- Yes! Grant Award, K-Links Action Research stipend award, KSU Microcredential completion, 12 credit hours complete of a two-year Gifted Masters Degree

APPENDIX 2

Kansas Educator Employer
Survey Summary

Summary of Ratings [1] Statewide Results Kansas Educator Employer Survey - Spring 2013 – 2019							
	Kansas Public Universities						
Category	**2013** **(n=218)**	**2014** **(n=254)**	**2015** **(n=383)**	**2016** **(n=249)**	**2017** **(n=286)**	**2018** **(n=295)**	**2019** **(n=266)**
	Mean **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**	**Mean** **(SD)**
Foundation Composite	3.97^2 (0.53)	4.02 (0.55)	3.91 (0.70)	3.94^9 (0.57)	4.05^{11} (0.62)	4.04^{13} (0.59)	4.05 (0.64)
Planning Composite	4.07^3 (0.66)	4.14 (0.67)	4.03^6 (0.77)	4.05^9 (0.66)	4.16^{12} (0.77)	4.20^{14} (0.64)	4.13 (0.76)
Instruction Composite	3.86^4 (0.75)	3.94 (0.73)	3.85 (0.77)	3.84 (0.73)	3.94^{11} (0.78)	4.01 (0.70)	3.91 (0.81)
Assessment Composite	3.87^3 (0.60)	3.95 (0.64)	3.89^6 (0.73)	3.89^{10} (0.64)	3.99^{11} (0.68)	4.02^{13} (0.64)	3.94 (0.69)
Technology Composite	4.24^5 (0.61)	4.25 (0.68)	4.14^7 (0.76)	4.11^9 (0.60)	4.20 (0.70)	4.25^{15} (0.62)	4.22 (0.69)
Diversity Composite	3.90^4 (0.68)	3.97 (0.69)	3.97^8 (0.73)	3.98^9 (0.59)	4.08 (0.70)	4.07 (0.69)	4.06 (0.78)
Motivate and Engage Composite	4.03^3 (0.70)	4.11 (0.77)	4.03 (0.82)	4.01^{10} (0.75)	4.11^{12} (0.80)	4.16^{14} (0.72)	4.08 (0.85)
Professional Ethics Composite	4.32^4 (0.57)	4.40 (0.63)	4.28^7 (0.75)	4.27^9 (0.65)	4.38^{11} (0.73)	4.42 (0.60)	4.40 (0.72)
Reflective Practice Composite	4.04 (0.59)	4.06 (0.67)	4.02^6 (0.77)	3.99^{10} (0.63)	4.13^{12} (0.68)	4.13 (0.62)	4.09 (0.70)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

[2]n=213   [6]n=381   [10]n=248   [14]n=293
[3]n=215   [7]n=382   [11]n=284   [15]n=291
[4]n=217   [8]n=379   [12]n=285
[5]n=216   [9]n=247   [13]n=294

Composite Value Scores were created for each case (an individual response) and not the mean of means. Composite Value Scores were calculated by summing all items within a given category. For instance, the Foundations Composite value was created by summing the seven individual items within the category. *Note*, in instances of missing data (e.g., not all questions were answered), a Composite Value was not obtained for that individual case. Additionally, when all items were not answered by a respondent, the n-value for an individual item or Composite Value Score may differ from the total number responding, indicated in the table note. Mean and standard deviation values were calculated for the Composite Value Score within each year.

Category	Number of items	Kansas Public Universities						
		2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)
Foundation	7	.87	.89	.91	.91	.91	.91	.92
Planning	6	.91	.92	.92	.93	.94	.91	.94
Instruction	5	.91	.91	.89	.91	.92	.90	.92
Assessment	6	.89	.91	.92	.92	.93	.93	.92
Technology	5	.93	.94	.95	.93	.95	.93	.95
Diversity	5	.90	.92	.92	.91	.93	.93	.96
Motivate and Engage	6	.92	.94	.94	.93	.94	.94	.95
Professional Ethics	5	.93	.94	.95	.95	.96	.93	.96
Reflective Practice	5	.89	.91	.92	.91	.92	.91	.93

Table title (above table):

Summary of Cronbach's Alpha
Statewide Results
Kansas Educator Employer Survey - Spring 2013 – 2019

Foundations of Teaching

Summary of Ratings[1] Foundations of Teaching Kansas Educator Employer Survey - Spring 2013 - 2019														
	Kansas State University							Kansas Public Universities						
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2019 (n=90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Foundation 1. The educators have a clear and compelling vision of learning.	4.19 (0.46)	4.20 (0.48)	4.13 (0.62)	4.09 (0.63)	4.32 (0.54)	4.19 (0.65)	4.22 (0.56)	4.15 (0.59)	4.14 (0.61)	4.04 (0.83)	4.04 (0.68)	4.20 (0.70)	4.20 (0.64)	4.13 (0.70)
Foundation 2. The educators understand theories of human development.	3.73 (0.65)	4.00 (0.53)	3.89 (0.64)	4.02 (0.62)	4.01 (0.67)	4.06 (0.69)	4.08 (.59)	3.91[2] (0.66)	3.97 (0.55)	3.83 (0.81)	3.94 (0.65)	4.03[3] (0.71)	4.05 (0.69)	3.97 (0.73)
Foundation 3. The educators understand the foundations (historical, philosophical, social, and cultural) of the professional field.	3.68 (0.67)	3.97 (0.49)	3.88 (0.67)	3.95 (0.51)	4.05 (0.64)	3.93 (0.68)	3.96 (0.69)	3.89 (0.63)	3.95 (0.61)	3.81 (0.82)	3.90 (0.61)	4.01[3] (0.72)	3.90 (0.72)	3.93 (0.72)
Foundation 4. The educators use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	3.92 (0.86)	4.00 (0.79)	4.06 (0.68)	4.05 (0.76)	4.04 (0.75)	4.09 (0.73)	4.11 (0.74)	4.03 (0.76)	4.05 (0.83)	3.96 (0.88)	4.02 (0.79)	4.06 (0.81)	4.08 (0.74)	4.07 (0.82)
Foundation 5. The educators demonstrate a strong knowledge of the subject(s) taught.	4.19 (0.57)	4.31 (0.70)	4.36 (0.69)	4.18 (0.63)	4.31 (0.69)	4.29 (0.75)	4.30 (0.81)	4.27[2] (0.67)	4.33 (0.76)	4.19 (0.90)	4.16 (0.70)	4.31 (0.76)	4.26[4] (0.72)	4.26 (0.85)
Foundation 6. The educators integrate concepts from professional studies into their own teaching environment.	4.16 (0.73)	4.14 (0.66)	4.11 (0.62)	4.09 (0.72)	4.14 (0.62)	4.19 (0.73)	4.21 (0.74)	4.06[2] (0.73)	4.11 (0.74)	4.01 (0.86)	3.99[5] (0.76)	4.11 (0.79)	4.13 (0.74)	4.10 (0.82)
Foundation 7. The educators have entry level knowledge of state and federal laws that directly impact schools.	3.22[6] (0.80)	3.56 (0.82)	3.52 (0.83)	3.49 (0.81)	3.49 (0.87)	3.74 (0.82)	3.90 (0.70)	3.44[7] (0.87)	3.63 (0.83)	3.53 (0.93)	3.54 (0.80)	3.66 (0.87)	3.64 (0.87)	3.87 (0.79)
Foundation Composite (Cronbach's alpha: 0.88, 0.92)	3.88[6] (0.49)	4.02 (0.45)	3.99 (0.54)	3.98 (0.52)	4.05 (0.51)	4.07 (0.59)	4.11 (0.53)	3.97[8] (0.53)	4.02 (0.55)	3.91 (0.70)	3.94[5] (0.57)	4.05[9] (0.62)	4.04[4] (0.59)	4.05 (0.64)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=217   [6]n=36
[3]n=285   [7]n=216
[4]n=294   [8]n=213
[5]n=247   [9]n=284

Summary of Ratings[1] Preparation for Planning Kansas Educator Employer Survey - Spring 2013 - 2019													
	Kansas State University							Kansas Public Universities						
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2019 (n = 90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Planning 1. The educators select clear lesson activities that build towards student learning objectives.	4.30 (0.70)	4.20 (0.52)	4.19 (0.78)	4.23 (0.58)	4.37 (0.56)	4.22 (0.79)	4.28 (0.81)	4.20 (0.68)	4.21 (0.72)	4.10 (0.88)	4.11 (0.72)	4.24 (0.82)	4.23 (0.71)	4.17 (0.82)
Planning 2. The educators ensure that objectives and activities are aligned with district, state and/or national standards.	4.30 (0.70)	4.32 (0.54)	4.27 (0.66)	4.17 (0.67)	4.32 (0.52)	4.38 (0.59)	4.28 (0.70)	4.22[2] (0.71)	4.21 (0.71)	4.12[3] (0.86)	4.16 (0.71)	4.23 (0.75)	4.31[4] (0.63)	4.24 (0.80)
Planning 3. The educators collaborate with colleagues when planning instruction.	4.30 (0.70)	4.37 (0.69)	4.31 (0.79)	4.08 (0.82)	4.44 (0.68)	4.36 (0.74)	4.37 (0.71)	4.23 (0.71)	4.27 (0.79)	4.19 (0.90)	4.15[5] (0.78)	4.33 (0.85)	4.34 (0.77)	4.25 (0.86)
Planning 4. The educators plan thorough, well-organized lessons.	4.16 (0.73)	4.41 (0.59)	4.07 (0.85)	4.14 (0.68)	4.24 (0.79)	4.27 (0.85)	4.26 (0.86)	4.06 (0.82)	4.21 (0.84)	4.02 (0.98)	4.08[5] (0.75)	4.16 (0.93)	4.23[4] (0.79)	4.15 (0.91)
Planning 5. The educators use his or her understanding of student development for lesson planning.	3.84 (0.93)	4.07 (0.76)	3.98 (0.82)	3.88 (0.80)	4.07 (0.77)	4.06 (0.92)	4.10 (0.82)	3.92 (0.89)	3.99 (0.85)	3.94 (0.91)	3.93 (0.82)	4.03 (0.90)	4.10 (0.82)	4.02 (0.89)
Planning 6. The educators create lesson plans that promote critical thinking with the students.	3.86 (0.98)	4.05 (0.75)	3.94 (0.90)	3.98 (0.76)	4.05 (0.79)	4.01 (0.95)	4.03 (0.87)	3.81[6] (0.94)	3.94 (0.88)	3.78[3] (0.97)	3.94 (0.82)	3.98[7] (0.94)	4.00 (0.86)	3.94 (0.90)
Planning Composite (Cronbach's alpha: 0.93, 0.94)	4.13 (0.66)	4.24 (0.49)	4.13 (0.68)	4.08 (0.59)	4.25 (0.57)	4.21 (0.68)	4.22 (0 .69)	4.07[8] (0.66)	4.14 (0.67)	4.03[9] (0.77)	4.05[10] (0.66)	4.16[7] (0.77)	4.20[11] (0.64)	4.13 (0.76)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=217   [7]n=285
[3]n=382   [8]n=215
[4]n=294   [9]n=381
[5]n=248   [10]n=247
[6]n=216   [11]n=293

Preparation to Provide Appropriate Instruction

	Summary of Ratings[1] Preparation to Provide Appropriate Instruction Kansas Educator Employer Survey - Spring 2013 - 2019													
	Kansas State University							**Kansas Public Universities**						
	2013 (n=37)	**2014 (n=59)**	**2015 (n=84)**	**2016 (n=65)**	**2017 (n=84)**	**2018 (n=90)**	**2019 (n=90)**	**2013 (n=218)**	**2014 (n=254)**	**2015 (n=383)**	**2016 (n=249)**	**2017 (n=286)**	**2018 (n=295)**	**2019 (n=266)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Instruction 1. The educators use a variety of teaching strategies to enhance student learning.	4.05 (0.88)	4.17 (0.77)	4.19 (0.74)	4.06 (0.79)	4.23 (0.65)	4.24 (0.81)	4.16 (0.91)	4.02 (0.84)	4.09 (0.85)	4.02 (0.88)	4.01 (0.82)	4.14 (0.82)	4.18 (0.74)	4.08[4] (0.88)
Instruction 2. The educators include differentiated instructional activities for all learners.	3.78 (0.98)	3.86 (0.92)	3.94 (0.88)	3.78 (0.80)	3.90 (0.99)	3.94 (0.93)	3.88 (0.96)	3.69 (1.01)	3.81 (0.94)	3.77 (0.99)	3.75 (0.91)	3.81 (1.00)	3.94 (0.88)	3.84 (0.98)
Instruction 3. The educators use a variety of resources to present information.	4.08 (0.83)	4.25 (0.71)	4.23 (0.73)	4.11 (0.69)	4.14 (0.76)	4.21 (0.83)	4.16 (0.83)	4.06[2] (0.77)	4.19 (0.74)	4.01 (0.89)	4.01 (0.77)	4.07 (0.86)	4.17 (0.74)	4.06 (0.91)
Instruction 4. The educators use effective questioning skills and facilitates classroom discussion.	3.84 (1.01)	3.92 (0.65)	3.92 (0.78)	3.83 (0.80)	4.01 (0.77)	3.97 (0.80)	3.93 (0.90)	3.81 (0.91)	3.88 (0.84)	3.80 (0.91)	3.80 (0.83)	3.89 (0.93)	3.97 (0.80)	3.88 (0.90)
Instruction 5. The educators integrate multiple content areas into interdisciplinary units of study.	3.65 (0.92)	3.59 (0.91)	3.79 (0.85)	3.62 (0.88)	3.75 (0.88)	3.82 (0.94)	3.83 (0.92)	3.68 (0.88)	3.71 (0.92)	3.67 (0.91)	3.66 (0.87)	3.74[3] (0.93)	3.81 (0.92)	3.71 (0.97)
Instruction Composite (Cronbach's alpha: 0.91, 0.92)	3.88 (0.81)	3.96 (0.66)	4.01 (0.66)	3.88 (0.65)	4.01 (0.67)	4.04 (0.75)	3.99 (0.77)	3.86[2] (0.75)	3.94 (0.73)	3.85 (0.77)	3.84 (0.73)	3.94[3] (0.78)	4.01 (0.70)	3.91 (0.81)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree
Composite mean values are based on the responses to all items within the category, not the mean of means.
[2]n=217
[3]n=284
[4]n=265

Preparation to Incorporate Assessment

	Summary of Ratings[1] Preparation to Incorporate Assessment Kansas Educator Employer Survey - Spring 2013 - 2019													
	Kansas State University							**Kansas Public Universities**						
	2013 (n=37)	**2014** (n=59)	**2015** (n=84)	**2016** (n=65)	**2017** (n=84)	**2018** (n=90)	**2019** (n=90)	**2013** (n=218)	**2014** (n=254)	**2015** (n=383)	**2016** (n=249)	**2017** (n=286)	**2018** (n=295)	**2019** (n=266)
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Assessment 1. The educators evaluate student knowledge and performance by using multiple methods of assessment.	3.94[2] (0.71)	3.90 (0.71)	3.94 (0.78)	3.85 (0.73)	4.00 (0.81)	4.08 (0.72)	4.04 (0.63)	3.90[3] (0.79)	3.94 (0.75)	3.80 (0.90)	3.88 (0.78)	3.99 (0.83)	4.03 (0.75)	3.94 (0.79)
Assessment 2. The educators utilize assessment outcomes to develop instruction that meets the needs of all students.	3.78 (0.85)	3.80 (0.83)	3.92 (0.84)	3.72 (0.86)	3.87 (0.77)	3.83 (0.85)	4.01 (0.73)	3.76 (0.85)	3.78 (0.85)	3.80[4] (0.91)	3.78 (0.85)	3.88 (0.82)	3.91 (0.81)	3.84[10] (0.85)
Assessment 3. The educators adhere to ethical and unbiased assessment practices.	4.08[2] (0.60)	4.25 (0.54)	4.27 (0.68)	4.17 (0.70)	4.29 (0.67)	4.31 (0.66)	4.32 (0.60)	4.16[3] (0.60)	4.26 (0.70)	4.20 (0.80)	4.18[5] (0.68)	4.26[6] (0.71)	4.27 (0.68)	4.21 (0.74)
Assessment 4. The educators make assessment criteria clear to students.	3.78 (0.71)	3.95 (0.65)	4.04 (0.67)	3.78 (0.76)	4.05 (0.64)	3.92 (0.77)	4.02 (0.76)	3.87 (0.74)	3.94 (0.78)	3.88 (0.86)	3.84 (0.71)	3.95 (0.79)	3.97 (0.78)	3.89 (0.83)
Assessment 5. The educators accurately interpret assessment results.	3.73 (0.69)	3.92 (0.73)	4.01 (0.75)	3.83 (0.72)	3.92 (0.72)	3.94 (0.72)	4.03 (0.71)	3.84 (0.71)	3.93 (0.75)	3.84 (0.86)	3.86 (0.72)	3.97 (0.75)	4.00[7] (0.74)	3.91 (0.78)
Assessment 6. The educators use best practice research and data when making decisions.	3.73 (0.84)	3.83 (0.79)	3.89 (0.81)	3.80 (0.79)	3.87 (0.72)	3.92 (0.74)	3.99 (0.71)	3.71[3] (0.81)	3.86 (0.79)	3.77 (0.90)	3.80 (0.79)	3.85 (0.84)	3.97 (0.71)	3.86 (0.84)
Assessment Composite (Cronbach's alpha: 0.87, 0.92)	3.81[8] (0.57)	3.94 (0.56)	4.01 (0.64)	3.86 (0.61)	4.00 (0.58)	4.00 (0.62)	4.07 (0.54)	3.87[9] (0.60)	3.95 (0.64)	3.89[4] (0.73)	3.89[5] (0.64)	3.99[6] (0.68)	4.02[7] (0.64)	3.94 (0.69)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree
Composite mean values are based on the responses to all items within the category, not the mean of means.
[2]n=36   [5]n=248   [8]n=35
[3]n=217   [6]n=284   [9]n=215
[4]n=381   [7]n=294   [10]n=265

Preparation to Incorporate Technology

	Kansas State University							Kansas Public Universities						
Summary of Ratings[1] **Preparation to Incorporate Technology** **Kansas Educator Employer Survey - Spring 2013 - 2019**														
	2013 (n=37)	**2014 (n=59)**	**2015 (n=84)**	**2016 (n=65)**	**2017 (n=84)**	**2018 (n=90)**	**2019 (n=90)**	**2013 (n=218)**	**2014 (n=254)**	**2015 (n=383)**	**2016 (n=249)**	**2017 (n=286)**	**2018 (n=295)**	**2019 (n=266)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Technology 1. The educators make use of appropriate technology in the classroom teaching environment.	4.41 (0.60)	4.39 (0.59)	4.45 (0.63)	4.09 (0.80)	4.29 (0.69)	4.34 (0.74)	4.33 (0.60)	4.28[2] (0.70)	4.32 (0.75)	4.21 (0.84)	4.20 (0.68)	4.24 (0.76)	4.28[3] (0.69)	4.26 (0.75)
Technology 2. The educators incorporate technology into communication activities.	4.30 (0.52)	4.41 (0.59)	4.38 (0.66)	4.06 (0.75)	4.21 (0.73)	4.32 (0.76)	4.37 (0.61)	4.26[2] (0.67)	4.26 (0.78)	4.12[4] (0.85)	4.13 (0.68)	4.20 (0.78)	4.26[3] (0.70)	4.21[11] (0.77)
Technology 3. The educators continually adapt to changes in technology.	4.35 (0.59)	4.31 (0.73)	4.32 (0.75)	4.00 (0.79)	4.20 (0.69)	4.31 (0.73)	4.39 (0.67)	4.22[2] (0.72)	4.24 (0.77)	4.11 (0.86)	4.09[5] (0.70)	4.17 (0.77)	4.24[6] (0.70)	4.19 (0.78)
Technology 4. The educators integrate technology into the professional practice.	4.31[7] (0.58)	4.37 (0.69)	4.42 (0.59)	4.05 (0.74)	4.24 (0.71)	4.37 (0.69)	4.39 (0.63)	4.23[8] (0.70)	4.29 (0.76)	4.18 (0.80)	4.14[5] (0.65)	4.24 (0.74)	4.28[6] (0.68)	4.26 (0.75)
Technology 5. The educators use technology appropriately for assessment purposes.	4.19 (0.52)	4.22 (0.65)	4.29 (0.69)	3.95 (0.80)	4.17 (0.69)	4.31 (0.66)	4.31 (0.61)	4.19[2] (0.66)	4.16 (0.76)	4.07[4] (0.85)	4.04 (0.67)	4.16 (0.78)	4.19[3] (0.73)	4.17 (0.73)
Technology Composite (Cronbach's alpha: 0.94, 0.95)	4.32[7] (0.45)	4.34 (0.56)	4.37 (0.58)	4.03 (0.70)	4.22 (0.63)	4.33 (0.65)	4.36 (0.56)	4.24[8] (0.61)	4.25 (0.68)	4.14[4] (0.76)	4.11[9] (0.60)	4.20 (0.70)	4.25[10] (0.62)	4.22 (0.69)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree
Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=217   [7]n=36
[3]n=293   [8]n=216
[4]n=382   [9]n=247
[5]n=248   [10]n=291
[6]n=294   [11]n=265

	Summary of Ratings[1] Preparation for Diversity Kansas Educator Employer Survey - Spring 2013 - 2019													
	Kansas State University							**Kansas Public Universities**						
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2019 (n=90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Diversity 1. The educators create a learning community that is sensitive to the multiple experiences of diverse learners.	4.00 (0.85)	4.02 (0.71)	4.18 (0.75)	4.02 (0.70)	4.15 (0.63)	4.18 (0.80)	4.17 (0.80)	3.98[2] (0.80)	4.04 (0.80)	4.03 (0.85)	4.00 (0.73)	4.09 (0.77)	4.13 (0.77)	4.08 (0.89)
Diversity 2. The educators respect cultural differences by providing equitable learning opportunities for all students.	4.00 (0.82)	4.07 (0.67)	4.20 (0.67)	4.00 (0.71)	4.23 (0.65)	4.18 (0.74)	4.30 (0.69)	4.06 (0.73)	4.07 (0.75)	4.08 (0.82)	4.06 (0.66)	4.19 (0.72)	4.17 (0.71)	4.20 (0.81)
Diversity 3. The educators implement non-biased techniques for meeting needs of diverse learners.	3.95 (0.81)	4.03 (0.69)	4.17 (0.73)	4.06 (0.61)	4.21 (0.58)	4.19 (0.73)	4.26 (0.68)	4.02 (0.71)	4.09 (0.75)	4.01 (0.85)	4.06[3] (0.64)	4.16 (0.74)	4.13 (0.71)	4.14[5] (0.80)
Diversity 4. The educators adapt lessons to meet the diverse needs of all students.	3.78 (0.89)	3.88 (0.87)	3.96 (0.81)	3.86 (0.81)	4.02 (0.76)	3.99 (0.93)	4.09 (0.74)	3.74 (0.90)	3.86 (0.86)	3.84 (0.94)	3.89 (0.77)	4.00 (0.83)	3.97 (0.84)	3.98 (0.89)
Diversity 5. The educators respond appropriately to larger political, social, economic, and cultural issues through global awareness.	3.59 (0.90)	3.90 (0.74)	3.85 (0.86)	3.85 (0.81)	4.01 (0.75)	3.99 (0.81)	4.03 (0.76)	3.70 (0.87)	3.80 (0.80)	3.84[4] (0.84)	3.85 (0.72)	3.94 (0.83)	3.96 (0.81)	3.91 (0.85)
Diversity Composite (Cronbach's alpha: 0.94, 0.96)	3.86 (0.72)	3.98 (0.63)	4.07 (0.67)	3.96 (0.59)	4.13 (0.57)	4.10 (0.72)	4.17 (0.66)	3.90[2] (0.68)	3.97 (0.69)	3.97[4] (0.73)	3.98[3] (0.59)	4.08 (0.70)	4.07 (0.69)	4.06 (0.78)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree
Composite mean values are based on the responses to all items within the category, not the mean of means.
[2]n=217
[3]n=247
[4]n=379
[5]n=265

Preparation to Motivate and Engage Students

	Kansas State University							Kansas Public Universities						
Summary of Ratings[1] **Preparation to Motivate and Engage Students** **Kansas Educator Employer Survey - Spring 2013 - 2019**														
	2013 (n=37)	**2014** (n=59)	**2015** (n=84)	**2016** (n=65)	**2017** (n=84)	**2018** (n=90)	**2019** (n=90)	**2013** (n=218)	**2014** (n=254)	**2015** (n=383)	**2016** (n=249)	**2017** (n=286)	**2018** (n=295)	**2019** (n=366)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Motivate & Engage 1. The educators establish collaborative, productive relationships with all stakeholders (e.g., families, school personnel, and community members) to support student learning.	3.92 (0.83)	4.12 (0.74)	4.12 (0.84)	3.83 (0.91)	4.00 (0.78)	4.12 (0.90)	4.17 (0.82)	3.94[2] (0.86)	4.05 (0.90)	3.96 (0.97)	3.96[3] (0.83)	4.02 (0.94)	4.07[4] (0.88)	4.03 (0.94)
Motivate & Engage 2. The educators establish a caring relationship with students developed through engagement and high expectations for all learners.	4.24 (0.72)	4.31 (0.84)	4.30 (0.77)	4.14 (0.90)	4.21 (0.71)	4.26 (0.83)	4.39 (0.88)	4.22[2] (0.72)	4.25 (0.84)	4.19 (0.90)	4.16 (0.79)	4.26 (0.84)	4.27 (0.78)	4.25 (0.94)
Motivate & Engage 3. The educators set clear standards of conduct.	4.08 (0.72)	4.10 (0.84)	4.14 (0.84)	3.98 (0.86)	4.05 (0.82)	4.04 (0.90)	4.10 (0.93)	3.98[2] (0.89)	4.07 (0.91)	3.96 (0.97)	3.95 (0.93)	4.05 (0.92)	4.13 (0.81)	4.03 (0.99)
Motivate & Engage 4. The educators address student behavior in an appropriate, positive, and constructive manner.	4.08 (0.76)	4.05 (0.90)	4.14 (0.78)	3.83 (0.98)	3.99 (0.91)	4.03 (1.02)	4.03 (0.91)	3.97[2] (0.90)	4.06 (0.93)	3.99 (0.92)	3.95 (0.92)	4.07 (0.95)	4.10 (0.87)	4.00 (0.99)
Motivate & Engage 5. The educators promote an orderly, safe classroom environment conducive to learning.	4.16 (0.80)	4.31 (0.73)	4.23 (0.84)	4.05 (0.84)	4.17 (0.77)	4.26 (0.92)	4.20 (0.82)	4.14[5] (0.80)	4.21 (0.82)	4.12 (0.91)	4.07 (0.88)	4.19[6] (0.84)	4.24 (0.80)	4.12 (0.97)
Motivate & Engage 6. The educators prioritize tasks and manages time efficiently for effective student learning.	4.03 (0.73)	4.17 (0.75)	4.02 (0.86)	3.97 (0.79)	4.08 (0.88)	4.13 (0.89)	4.03 (0.85)	3.95[2] (0.82)	4.04 (0.84)	3.95 (0.95)	3.97 (0.82)	4.07 (0.91)	4.12[4] (0.80)	4.02 (0.92)
Motivate & Engage Composite (Cronbach's alpha: 0.91, 0.95)	4.09 (0.61)	4.18 (0.68)	4.16 (0.69)	3.97 (0.75)	4.08 (0.69)	4.14 (0.80)	4.15 (0.72)	4.03[5] (0.70)	4.11 (0.77)	4.03 (0.82)	4.01[3] (0.75)	4.11[6] (0.80)	4.16[7] (0.72)	4.08 (0.85)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=217   [5]n=215

[3]n=248   [6]n=285

[4]n=294   [7]n=293

Summary of Ratings[1] Preparation for Professional Ethics Kansas Educator Employer Survey - Spring 2013 - 2019													
	Kansas State University							Kansas Public Universities						
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2019 (n=90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Ethics 1. The educators behave in an ethical manner when interacting with others.	4.32 (0.63)	4.56 (0.60)	4.38 (0.66)	4.32 (0.73)	4.43 (0.78)	4.51 (0.71)	4.50 (0.62)	4.36 (0.60)	4.43 (0.67)	4.33 (0.79)	4.31[2] (0.68)	4.41 (0.80)	4.47 (0.69)	4.46 (0.74)
Ethics 2. The educators behave in a caring manner when interacting with others.	4.32 (0.63)	4.58 (0.62)	4.37 (0.74)	4.43 (0.59)	4.43 (0.65)	4.49 (0.57)	4.51 (0.57)	4.39[3] (0.60)	4.44 (0.68)	4.32[4] (0.82)	4.35 (0.64)	4.40 (0.76)	4.48 (0.60)	4.46 (0.74)
Ethics 3. The educators understand how to question authority in a respectful and constructive manner.	4.19 (0.70)	4.39 (0.70)	4.14 (0.76)	4.14 (0.92)	4.35 (0.70)	4.36 (0.78)	4.40 (0.78)	4.25 (0.70)	4.32 (0.74)	4.19[4] (0.88)	4.18[2] (0.80)	4.34 (0.80)	4.34 (0.75)	4.28 (0.85)
Ethics 4. The educators display commitment to professionalism and ethical standards.	4.19 (0.62)	4.58 (0.53)	4.24 (0.79)	4.23 (0.79)	4.42 (0.72)	4.38 (0.77)	4.42 (0.69)	4.28 (0.68)	4.39 (0.72)	4.23 (0.86)	4.24 (0.75)	4.38[5] (0.81)	4.38 (0.72)	4.38 (0.80)
Ethics 5. The educators meet the ethical standards of the profession.	4.35 (0.59)	4.54 (0.62)	4.30 (0.74)	4.31 (0.71)	4.42 (0.76)	4.44 (0.70)	4.46 (0.71)	4.34 (0.62)	4.44 (0.71)	4.32 (0.79)	4.29 (0.69)	4.39[5] (0.80)	4.44 (0.65)	4.42 (0.77)
Professional Ethics Composite (Cronbach's alpha: 0.94, 0.96)	4.28 (0.55)	4.53 (0.53)	4.29 (0.67)	4.29 (0.67)	4.41 (0.66)	4.44 (0.61)	4.46 (0.60)	4.32[3] (0.57)	4.40 (0.63)	4.28[4] (0.75)	4.27[6] (0.65)	4.38[7] (0.73)	4.42 (0.60)	4.40 (0.72)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

Composite mean values are based on the responses to all items within the category, not the mean of means.

[2]n=248   [5]n=285

[3]n=217   [6]n=247

[4]n=382   [7]n=284

Reflective Practice

	Summary of Ratings[1] Reflective Practice Kansas Educator Employer Survey - Spring 2013 - 2019													
	Kansas State University							**Kansas Public Universities**						
	2013 (n=37)	**2014 (n=59)**	**2015 (n=84)**	**2016 (n=65)**	**2017 (n=84)**	**2018 (n=90)**	**2019 (n=90)**	**2013 (n=218)**	**2014 (n=254)**	**2015 (n=383)**	**2016 (n=249)**	**2017 (n=286)**	**2018 (n=295)**	**2019 (n=266)**
	Mean (SD)	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**	**Mean (SD)**
Reflect 1. The educators use feedback to modify leadership practices.	3.95 (0.74)	4.03 (0.59)	4.07 (0.82)	3.91 (0.70)	4.19 (0.59)	4.10 (0.77)	4.06 (0.68)	4.00 (0.73)	4.00 (0.78)	3.99 (0.89)	3.93 (0.77)	4.09 (0.80)	4.12 (0.73)	4.06 (0.81)
Reflect 2. The educators provide feedback that allows students to reflect on their learning.	3.89 (0.61)	3.93 (0.69)	3.96 (0.83)	3.80 (0.77)	4.05 (0.71)	4.00 (0.83)	4.06 (0.69)	3.90 (0.73)	3.91 (0.77)	3.87 (0.89)	3.89 (0.74)	3.99 (0.80)	3.99 (0.76)	4.00[5] (0.78)
Reflect 3. The educators use reflections to adjust instruction.	3.86 (0.79)	4.03 (0.83)	4.11 (0.81)	3.89 (0.77)	4.15 (0.69)	4.12 (0.76)	4.09 (0.80)	3.97 (0.76)	3.99 (0.87)	3.99 (0.90)	3.92 (0.78)	4.05 (0.84)	4.06 (0.77)	3.98 (0.89)
Reflect 4. The educators engage in professional learning opportunities.	4.30 (0.57)	4.37 (0.61)	4.26 (0.58)	4.23 (0.66)	4.44 (0.57)	4.37 (0.71)	4.34 (0.58)	4.30 (0.64)	4.33 (0.72)	4.21 (0.80)	4.22 (0.64)	4.35 (0.70)	4.33 (0.67)	4.24 (0.76)
Reflect 5. The educators show evidence of reflection in professional practice (e.g., planning, delivering, and evaluating instruction).	4.11 (0.66)	4.19 (0.78)	4.10 (0.83)	3.98 (0.78)	4.31 (0.56)	4.13 (0.75)	4.21 (0.68)	4.03 (0.71)	4.07 (0.78)	4.04[2] (0.92)	4.00[3] (0.74)	4.17[4] (0.76)	4.14 (0.71)	4.12 (0.83)
Reflective Practice Composite (Cronbach's alpha: 0.90, 0.93)	4.02 (0.55)	4.11 (0.56)	4.10 (0.69)	3.96 (0.61)	4.23 (0.51)	4.14 (0.67)	4.15 (0.58)	4.04 (0.59)	4.06 (0.67)	4.02 (0.77)	3.99 (0.63)	4.13 (0.68)	4.13 (0.62)	4.09 (0.70)

[1]Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree
Composite mean values are based on the responses to all items within the category, not the mean of means.
[2]n=381
[3]n=248
[4]n=285
[5]n=265

Summary of Ratings
Statewide Results
Kansas Educator Employer Survey - Spring 2013 - 2019

Compared with first-year educators who have completed advanced programs from other institutions, how would you rate candidates from this institution in terms of preparation?

Year	Kansas State University				Kansas Public Universities			
	Better Prepared	As Well Prepared	Not As Well Prepared	No Comparison Available	Better Prepared	As Well Prepared	Not As Well Prepared	No Comparison Available
	n				*n*			
	Frequencies (%)				Frequencies (%)			
2019	31 (34.4%)	52 (57.8%)	6 (6.7%)	1 (1.1%)	69 (25.9%)	158 (59.4%)	34 (12.8%)	5 (1.9%)
2018	34 (37.8%)	45 (50.0%)	9 (10.0%)	2 (2.2%)	103 (34.9%)	160 (54.2%)	25 (8.5%)	7 (2.4%)
2017	25 (29.8%)	49 (58.3%)	8 (9.5%)	2 (2.4%)	91 (31.8%)	154 (53.8%)	34 (11.9%)	7 (2.4%)
2016	21 (32.3%)	39 (60.0%)	4 (6.2%)	1 (1.5%)	59 (27.3%)	135 (62.5%)	16 (7.4%)	6 (2.8%)
2015	29 (34.5%)	49 (58.3%)	4 (4.8%)	2 (2.4%)	89 (24.1%)	228 (61.8%)	27 (7.3%)	6 (1.6%)
2014	22 (37.3%)	32 (54.2%)	2 (3.4%)	3 (5.1%)	84 (33.1%)	137 (53.9%)	23 (9.1%)	10 (3.9%)
2013	10 (27.8%)	24 (66.7%)	2 (5.6%)	--	61 (28.1%)	129 (59.4%)	18 (8.3%)	9 (4.1%)

Summary of Ratings
Statewide Results
Kansas Educator Employer Survey - Spring 2013 – 2019

How likely are you to recommend early career educators who graduate from …

Year	Kansas State University				Kansas Public Universities			
	Very Likely	Some-what Likely	Some-what Unlikely	Very Unlikely	Very Likely	Some-what Likely	Some-what Unlikely	Very Unlikely
	n				*n*			
	Frequencies (%)				Frequencies (%)			
2019	70 (77.8%)	16 (17.8%)	3 (3.3%)	1 (1.1%)	205 (77.1%)	52 (19.5%)	5 (1.9%)	4 (1.5%)
2018	70 (77.8%)	15 (16.7%)	5 (5.6%)	0 (0.0%)	227 (76.9%)	56 (19.0%)	9 (3.1%)	3 (1.0%)
2017	67 (79.8%)	15 (17.9%)	0 (0.0%)	2 (2.4%)	230 (80.4%)	39 (13.6%)	9 (3.1%)	8 (2.8%)

Verbatim responses are included. Names have been redacted.

Please share what you think is the strongest aspect of the educator preparation program:

Kansas State University responses (*n*=56)

- All of the K-State teachers I have hired seem very well prepared in all areas.
- Collaboration. Sensitivity to student diversity. Technology usage.
- Content.
- Content and standards knowledge.
- Content is there.
- Content knowledge. [2]
- Content knowledge and dedication to the profession.
- Content knowledge. Relationships which create a learning environment.
- Every KSU graduate seems to have a heart for teaching. They are cognizant of the different needs of each individual learner academically, socially, and emotionally.
- Her understanding of the importance of relationships with her students along with her empathy.
- His passion and desire to teach.
- I believe the educators know their content and understand what is needed for effective instruction and assessment.
- I think that they are well prepared in instruction, and the use of Data. I also think that the older Non-Traditional Students, some that are married and have children are better teachers right out of College. Information within the program is relevant to both philosophical and practical usage in the classroom.
- It gets people into the field.
- Kansas State teacher graduates stand out for their ability to challenge and differentiate for students.
- Knowledge of standards and lesson planning
- K-State grads interview well. Other grads I have hired have a firm grasp on planning and a pretty good handle on a variety of instructional strategies. The shortcomings of this particular graduate are due to motivation and work ethic in my opinion.
- KSU prepares students very well in understanding the importance of lesson planning. They convey the importance of education in our society and the importance teachers play in preparing students for the future. Students from KSU understand importance and how to use technology well. ELL program is very strong!
- My first-year teacher was very driven and knowledgeable in covering the standards very thoroughly. She also differentiated many centers to fit the needs of her students. She was very fluent with the use of the Smartboard and Chrome books.
- Networking.
- Our educator combined experience and education along with a great work ethic to apply learning to student needs. I believe the program provided a strong set of basic educational understandings of early childhood.
- Our new teachers from KSU value relationship building and have tremendous work ethic.
- Passion; love of students.
- Pedagogy, Curriculum and Relationships.
- Providing educators with a strong foundation to jump right into the classroom. My new teacher has done an outstanding job creating lesson plans and activities that are engaging and challenging.
- Recording lessons and reflecting on those lessons.

- She appears to have a good grasp of pedagogy and of her subject areas. She works extremely well with others in the building and has been a great asset to our school.
- [Educator] came in confident about incorporating technology and overall management practices.
- She has a strong work ethic and will continue to problem solve to help students be successful. She understand the importance of reflection.
- [Educator] is one of the kindest and caring individual music teachers I have worked with throughout my career. She is very patient and will look for resources to help meet the interest of her students. Her desire to build relationships with students is shown and practiced every day she teaches music!
- She is the only K-State graduate I have hired. I'm not informed enough to answer.
- [Educator] is very knowledgeable and willing to ask questions. She understands her strengths and knows when she needs to seek support.
- [Educator] was well prepared to teach 7th and 8th grade social studies at our school. She is a very well rounded teacher with an excellent grasp of using technology to improve learning.
- Students come out prepared for being in a REAL classroom.
- Teacher has a strong rapport with students which allows her to motivate the unmotivated student. She has a positive spirit about her.
- Teachers are well rounded and prepared to enter the classroom. There doesn't seem to be any glaring weaknesses and they are willing to work hard and take advice from their mentors.
- Teachers have a strong knowledge of new instructional strategies.
- Teachers understand the need for collaboration and are ready to plan lessons to meet all of the students' needs.
- The three teachers that came to us this year have a strong sense of making relationships and passion for students.
- The ability to manage students.
- They are prepared for the technology they need to use in their classrooms.
- The educator enthusiastic.
- The first year teacher was well prepared by KSU. She has the pedagogy down pat. She even is better than average when it comes to classroom management for a first year teacher.
- The teacher is very professional when working with her co-workers and her supervisors. She is very knowledgeable in her subject matter.
- The teacher is well prepared to jump right into the classroom and to have a positive effect on student learning. Growth has occurred for the students and the class program is growing as a result.
- The teacher was prepared to organize a classroom. She understood to watch for students who were struggling and react accordingly. She has a positive relationship with her students, making learning fun and exciting.
- The teachers are caring individuals that genuinely like students. They have a solid foundation in planning.
- Their ability to come into the learning environment and completely immerse themselves in the building/culture.
- There is a thorough exposure to modern practices.
- They have such a strong understanding of child development!
- They were very strong in the building positive relationships with students and staff. They are aware of the Social Emotional needs of the students.
- Use of technology in the classroom and knowledge of the subject area.
- Using classroom experience to practice what is being taught. Mentoring piece of the program.

- Willingness to share strategies with colleagues.

Please share how you think we might improve the educator preparation program:
Kansas State University responses (*n* = 52)

- Additional Mentor/Mentee opportunities for constructive feedback and reflection.
- Aligning data analysis with common assessment tools used in area schools; KSDE testing, FAST or MAP testing, etc.
- All colleges of education in the state of Kansas should expose students to the work of a [department professor].
- Allow teachers to student teach in WICHITA. I've been begging for this for years. I have also volunteered many times to be a student teacher mentor.
- Although she has great classroom management skills in the classroom, outside the classroom he students are a little out of control at time and she doesn't hold them to the same standard outside the classroom as she does inside the classroom. For example, they went on a field trip last week and she didn't make them clean up around themselves before leaving the bus and I had to tell her students to go back out and pick up their trash. She seemed a little put out about this but it's important we hold students to the same standard outside the classroom as we do inside the classroom.
- As we have more and more diverse families both culturally and structurally, teachers are needing more and more strategies for engaging and collaborating with the families. Additionally, an even stronger emphasis on appropriate relationships would be helpful. Those the incidents of inappropriate are rare, they are increasing and have tremendous impact on so many students, families, and colleagues.
- At times I wonder if incoming teachers are aware of the Kansas school laws not just for regular ed students but special education students as well.
- Can the cohort date be moved to later into the summer?
- Classroom management and strategies for social-emotional struggles of students.
- Classroom management and use of data to adjust learning.
- Classroom management is still difficult for some of the teachers as well as time management. The work ethic is slightly lacking the past few years.
- Classroom management strategies.
- Classroom Management techniques could be stronger.
- Classroom management.
- Continue to get them in the classroom early in the program. Nothing compares to being in front of actual students.
- Continuing to match teachers to districts they are applying for.
- Data analysis. She needs to learn how to read data to help guide her instruction. Full disclosure - we also need to adopt a data monitoring tool that will allow her to do her job more effectively.
- Developing rubrics for assessing students in a lab, developing lessons that differentiate instruction and following through with that plan.
- DI, PLC's, RTI.
- Encourage students to get the ECU endorsement. Allow for more choice in where they get their practicum experience.
- Helping teachers understand trauma informed structure in practices.
- I cannot identify anything specifically. All new to the profession teachers have a learning curve when they start their first job. She is somewhat reserved, but I feel she has reached out to other teachers when she is seeking answers.
- I can't think of any!

- I have been in education for 35 years and can tell you that the first year teaching is difficult for all. We have used data to identify specific areas where new teachers will struggle throughout the school year. We share this information with the first year teachers, mentors and colleagues. We emphasize these difficulties and pitfalls throughout the school year so that we can help the new teachers work through the issues without feeling like they are failing. We have been very successful in getting new teachers through their first year. (one non-renewal/left the profession in 23 years as a middle school principal) One area that might be benefit new teachers is understanding the politics and negative undertows that are prevalent in a school. With brand new teachers to the profession, we have a laser focus on relationships and culture. This is hard if not impossible to teach in a college classroom or during student teaching.
- I spoke with [educator] prior to completing this survey. She said she would have liked to have had the experience of comparing/contrasting different curriculums and how to use them.
- I think further knowledge in new accreditation model and redesign.
- I think providing teachers with a longer student teaching experience and also allow them the opportunity to experience the beginning and ending of a school year.
- Including more diversity programming and behavioral management.
- It's difficult to do in an artificial setting, but classroom management is always a concern with beginning teachers, no matter the institute. Utilizing Restorative Practices in a Trauma-Informed environment is the direction we are heading as a school district.
- Just preparing students to know how to create standard referenced grading assessments.
- Keep doing what you are already doing.
- Keep encouraging more and more people to get into the profession.
- KSU students are familiar with data sets from different assessments, but need to understand the information that the data can provide. How to use the data. How to target instruction. How to select the best classroom strategy and/or interventions.
- Like all first year teaches, tools in helping teachers with classroom management. She wants to follow the classroom management program of CHAMPS with students but finds it hard to be consistent with clear expectations of procedures. She has grown throughout the year in this area but it has taken some of her own desire on her own along with mentors to help her. The pacing of lessons can be challenging too as to keeping students busy as much as possible with little down time for students to misbehave. I hope student teachers get experience in Title 1 buildings as much as possible as that will be the most challenging with classroom management.
- Maybe more information on ACEs and trauma informed schools.
- More in the area of behavior, Trauma and DI instruction. Helping students to understand that teacher is hard and there will be students who challenge them.
- More information regarding tier three behaviors. Kagan Cooperative Learning opportunities. More strategies for planning to meet the needs of all his students, classroom management skills for tough students, and the importance of building and maintaining positive relationships with students and staff.
- Possibly having students complete their practicum at the beginning of a school year when we open the year. The struggles we've had this year have been in the area of classroom management. Also, requiring students to complete hours in multiple grade levels.
- Provide all future teachers with ELL training/certification.
- Provide more support for student teachers who are working outside of the Manhattan area.
- She needed support with lesson planning, but that is not unusual.
- Sometimes I feel more could be done to familiarize teaching candidates with some of the unique dynamics of very small schools.

- Strategies to help with the emotional and social learning of students and how to build strong teacher-student and student-student relationships,
- Teaching strategies.
- The educator would benefit from a co-hort group that engages in on-site internship opportunities to reflect and model lessons and teaching performance.
- The main area of weakness that I see and have seen for years in all Education programs is Classroom Management. I don't think that Universities spend enough time in this area.
- The program is so fast that it lacks the depth one needs to become an effective teacher. It is unrealistic to think that a person could teach, complete the program, and do it adequately in the length that KSU provides through their MAT program. Our person was overwhelmed, lacked content proficiency, and how no foundation of pedagogy or classroom management.
- The program needs to have a stronger language arts preparation program, such as LETRS, so that every teacher, regardless of what they teach understands how students learn to read and can be literacy teachers. The program needs to increase opportunities for college students to understand social emotional learning (SEL) importance which leads to better classroom management. Student teachers need to have longer than a semester to student teach and should be provided experiences in Title 1 buildings, which is often where they become candidates for a job after graduation. Students going in the KSU SPED program absolutely need more than a semester of student teacher.
- The teacher has difficulty managing her time effectively.
- There needs to be a continued focus on classroom management as well as the Social Emotional Character Development for students.
- Trauma is a big factor in education. Continue to help them understand how to best work with students in trauma. We are an elementary school, make sure they understand best practices in reading especially in the area of fluency and how a solid program involves all the major components of reading. Still at the elementary level is appears some do not have either a solid understanding of math or enough understanding of math practices and the foundations of math to truly understand how to best teach math.