

# Kansas Educator Alumni and Employer Survey Spring/Summer 2020 Survey Administration Kansas State University

## Background

This report provides a summary of the spring/summer 2020 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 - 2020 statewide results.

Summaries of the spring/summer 2020 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, 2018 and August 31, 2019, and were teaching in the state of Kansas during the 2019 - 2020 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 2019 - 2020 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
2020	May 7
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. Another previously recurring issue regarding email address was that USD 259 provided the same email address for all Alumni hired by the district. This limitation has been rectified in the past few years.

### 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, OEIE requested KSDE post a notice on the KSDE Administrators listserv in spring 2020. The message requests 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 surveys were distributed on May 18, 2020 and Employer surveys on May 19, 2020. FHSU Alumni and Employer surveys were distributed later, on June 22, 2020. Reminders generated by the survey system were distributed to non-responders on June 3, June 19, and June 26. Reminders for the Employer survey were generated by the survey system and distributed to non-responders on June 4, June 18, and June 26. 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 27, June 11, and June 24. FHSU’s Qualtrics reminders were sent on July 1 and July 16; mail merge reminders were sent on July 10.

When surveys were administered, a few bounce backs occurred (Alumni = 20; Employers = 15). In principle, over 97% of Alumni and 98% 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 August 3 to those Alumni and Employers who had not previously responded. Reminders were provided on August 11 (mail merge) and August 13 (Alumni-mail merge; Alumni FHSU-survey system; Employer-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
2020	19%	11%
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 1a for results without FHSU and ESU). FHSU distribution was delayed so their results are displayed in a separate chart (Figure 1b).

Figure 1a: For Alumni, the highest percentage of responders were at the initial launch, second reminder, and the relaunch in August. For Employers, the highest percentage of responders occurred at the initial launch, and after the first and second reminders. The use of sending the reminder through OEIE rather than the survey system did not appear to influence responses.

Figure 1b: The highest percentage of Alumni responders were at the third reminder (July 10) and the later relaunch (August 3). The FHSU highest Employer responder percentages occurred within the first three attempts (June, 22, July 1, July 10) using both Qualtrics directly and mail merges.

## 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 2020 ranged from 25% to 35% with an overall response rate across institutions of 29%, the similar to 2019. KU and WSU showed increased response rates from 2019; however, not their highest response rate over the period. ESU, FHSU, and KSU, and Washburn showed slight declines in response rates from 2019.

### *Employer*

Employer response rates across institutions in 2020 ranged from 25% to 49% with an overall response rate across institutions of 35%. Washburn had the highest response rate (49%) and was the only institution to see an increased response rate from 2019. The remaining institutions, ESU, FHSU, KSU, KU, and WSU, all showed declines in response rates from 2019. Although these rates declined in 2020, most were not the lowest response rate over the period. FHSU was the only institution whose response rate was the lowest over the period (2013-2020).

## 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. ESU data are not included in this percentage since they administer their own survey. Each year the completion rate has declined for the Alumni, which may be a sign of survey fatigue.

### *Alumni*

The percentage of Alumni who complete the survey has declined each year since 2016, with a small but consistent decline again in 2020 (2020: 61%; 2019: 63%; 2018: 64%; 2017: 66%; 2016: 72%; 2015: 71%).

### *Employer*

Eighty-two percent of the Employers who started the survey in 2020 also completed the survey. This is a small increase from 2019 and similar to completion rates earlier in the period (e.g., 2015-2016) (2020: 82%; 2019: 81%; 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.

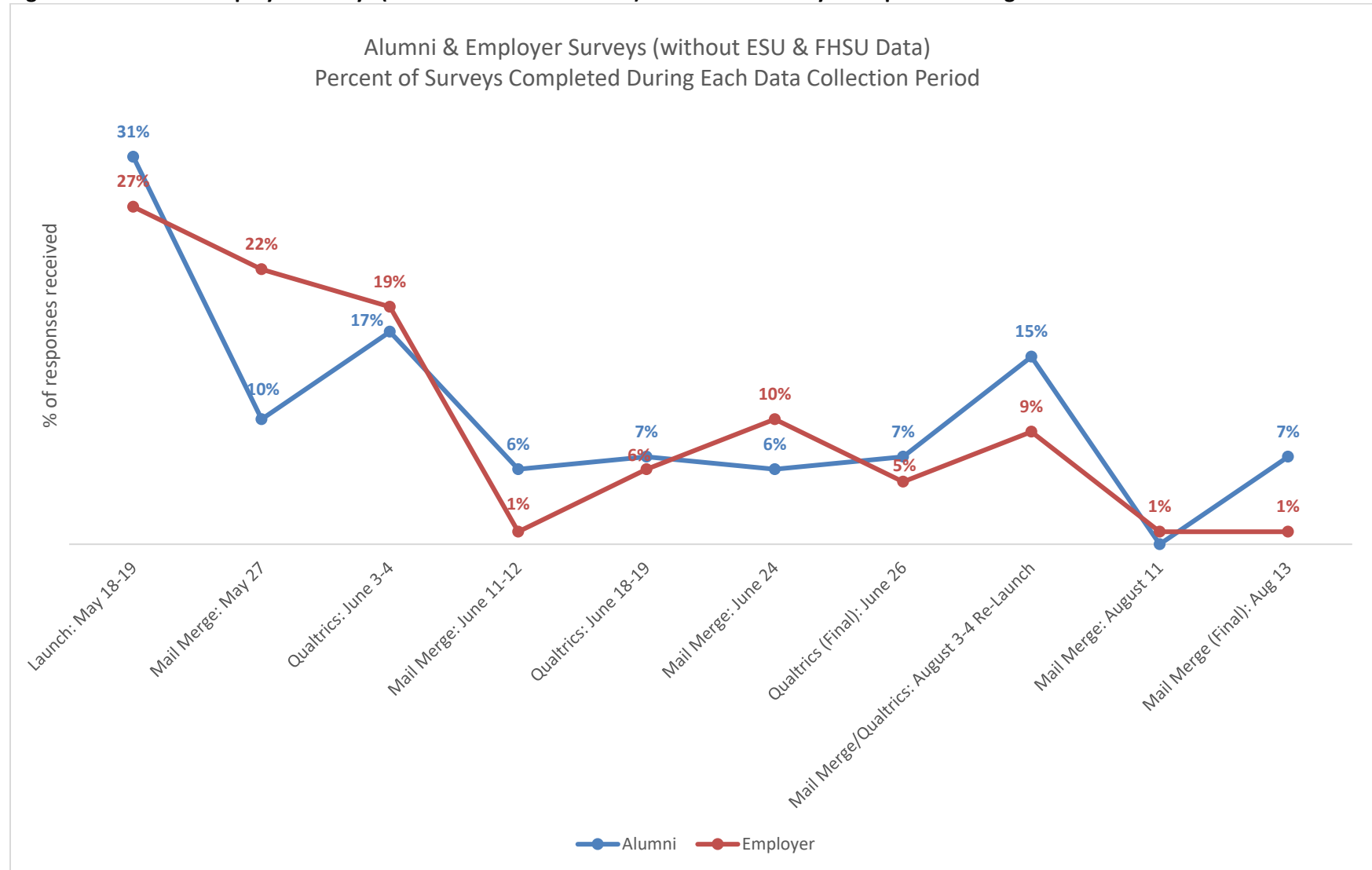
### *Alumni*

Approximately 41% of the Alumni completing the 2020 survey represent KSU Alumni. ESU Alumni represent 19% of responders, while 11% -13% were from WSU, KU, and FHSU. Washburn showed the fewest percentage of responders (5%). 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 2020, employers of KSU teachers comprised 40% of the respondents with 17% representing employers of FHSU graduates and 15% of ESU graduates. Employers of KU and WSU graduates were represented by 12% and 7% of respondents, respectively. This is similar to previous years (2016 – 2019), where employers of Alumni primarily were represented by KSU and FHSU, together representing more than half of the employers completing the survey. Employers of Washburn graduates had the lowest percent of respondents (7%).

**Figure 1a: Alumni & Employer Surveys (without ESU & FHSU Data) - Percent of Surveys Completed During Each Data Collection Period**

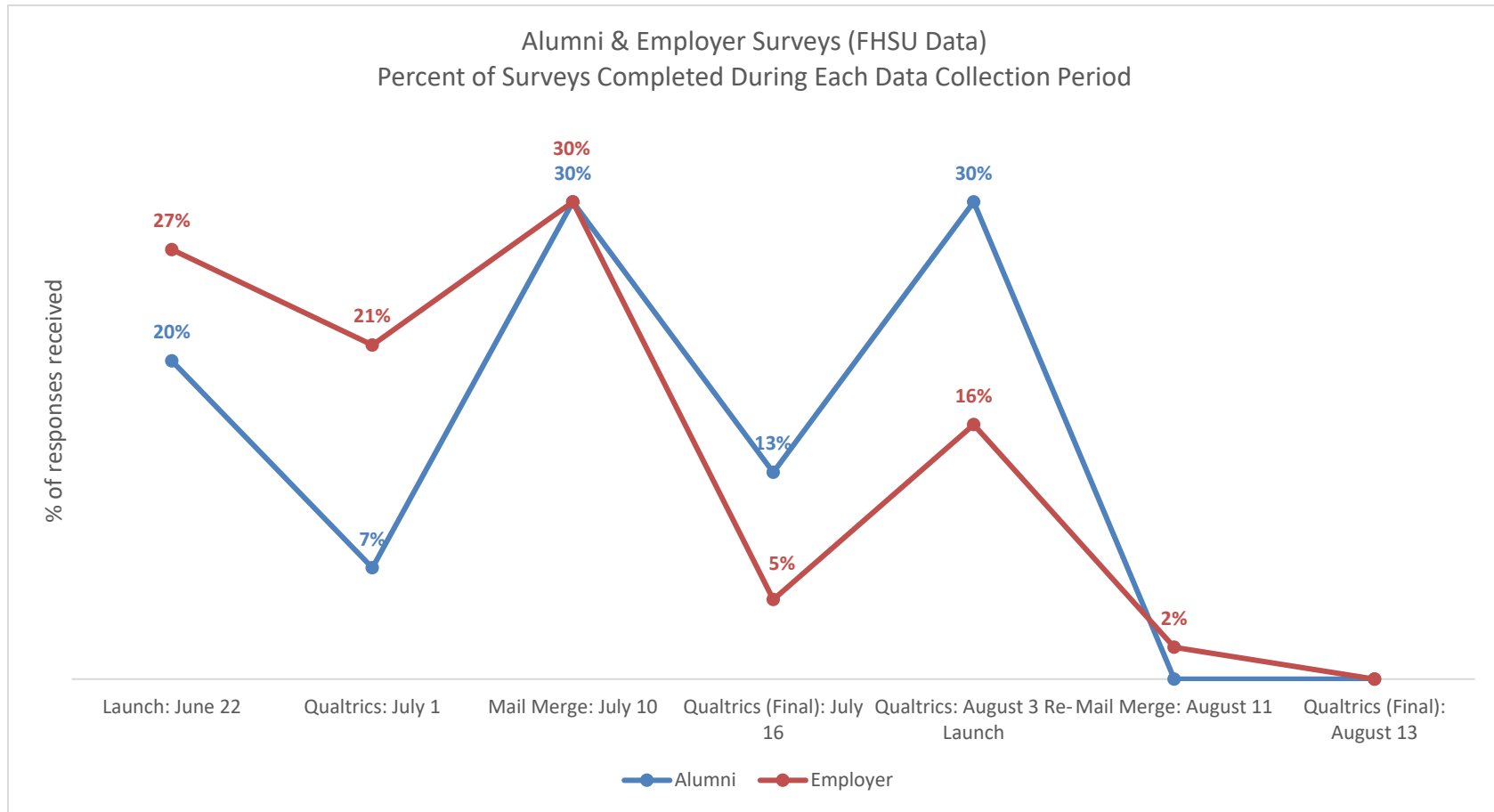


Qualtrics: Represents reminders sent directly from the survey system

Mail Merge: Represents reminders sent from the OEIE email system (showing OEIE as the sender)

Note. Table includes those who chose to opt-out of the survey

**Figure 1b: Alumni & Employer Surveys (FHSU Data) - Percent of Surveys Completed During Each Data Collection Period**



Qualtrics: Represents reminders sent directly from the survey system

Mail Merge: Represents reminders sent from the OEIE email system (showing OEIE as the sender)

Note. Table includes those who chose to opt-out of the survey

**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	2020 Response Rate (%)	2019 Response Rate (%)	2018 Response Rate (%)	2017 Response Rate (%)	2016 Response Rate (%)	2015 Response Rate (%)	2014 Response Rate (%)	2013 Response Rate (%)
Emporia State University	173	0	173	43	25%	26%	35%	28%	26%	25%	26%	<b>39%</b>
Fort Hays State University	118	2	116	30	26%	28%	33%	26%	<b>37%</b>	22%	16%	25%
Kansas State University	288	7	281	92	33%	34%	<b>38%</b>	29%	36%	30%	22%	32%
Pittsburg State University	Did not participate									29%	28%	36%
University of Kansas	101	3	98	24	24%	23%	21%	26%	28%	24%	19%	<b>30%</b>
Washburn University	43	6	37	12	32%	34%	17%	26%	24%	20%	<b>38%</b>	32%
Wichita State University	73	2	71	25	35%	25%	25%	<b>37%</b>	25%	30%	14%	30%
<b>Total</b>	<b>796</b>	<b>20</b>	<b>776</b>	<b>226</b>	<b>29%</b>	<b>29%</b>	<b>31%</b>	<b>29%</b>	<b>30%</b>	<b>26%</b>	<b>20%</b>	<b>32%</b>

**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	2020 Response Rate (%)	2019 Response Rate (%)	2018 Response Rate (%)	2017 Response Rate (%)	2016 Response Rate (%)	2015 Response Rate (%)	2014 Response Rate (%)	2013 Response Rate (%)
Emporia State University	144	0	144	36	25%	28%	23%	30%	25%	22%	<b>33%</b>	27%
Fort Hays State University	114	5	109	41	38%	45%	<b>53%</b>	48%	46%	49%	44%	43%
Kansas State University	243	6	237	93	39%	41%	44%	<b>46%</b>	44%	41%	36%	26%
Pittsburg State University	Did not participate									42%	26%	34%
University of Kansas	95	1	94	28	30%	<b>36%</b>	30%	28%	26%	32%	24%	26%
Washburn University	36	1	35	17	49%	34%	31%	47%	<b>50%</b>	33%	24%	26%
Wichita State University	61	2	59	20	34%	39%	<b>49%</b>	38%	36%	33%	25%	27%
<b>Total</b>	<b>693</b>	<b>15</b>	<b>678</b>	<b>235</b>	<b>35%</b>	<b>38%</b>	<b>39%</b>	<b>40%</b>	<b>38%</b>	<b>37%</b>	<b>31%</b>	<b>29%</b>



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## APPENDICES

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## **APPENDIX 1**

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### Kansas Educator Alumni Survey Summary

<b>Summary of Ratings <sup>1</sup></b> <b>Statewide Results</b> <b>Kansas Educator Alumni Survey - Spring 2013 – 2020</b>								
Category	Kansas Public Universities							
	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Foundation Composite</b>	4.25 <sup>2</sup> (0.52)	4.14 (0.53)	4.15 <sup>5</sup> (0.58)	4.09 <sup>8</sup> (0.55)	4.19 <sup>11</sup> (0.55)	4.06 (0.53)	4.09 <sup>17</sup> (0.61)	4.23 <sup>9</sup> (0.63)
<b>Planning Composite</b>	4.30 (0.62)	4.25 (0.65)	4.28 <sup>6</sup> (0.64)	4.26 (0.56)	4.31 <sup>11</sup> (0.64)	4.23 <sup>14</sup> (0.64)	4.24 <sup>18</sup> (0.69)	4.34 (0.65)
<b>Instruction Composite</b>	4.25 <sup>3</sup> (0.60)	4.11 (0.65)	4.21 <sup>6</sup> (0.63)	4.17 <sup>9</sup> (0.56)	4.15 <sup>12</sup> (0.65)	4.08 <sup>15</sup> (0.64)	4.09 <sup>18</sup> (0.68)	4.17 <sup>8</sup> (0.66)
<b>Assessment Composite</b>	4.11 <sup>4</sup> (0.68)	4.03 (0.72)	4.03 <sup>7</sup> (0.73)	4.02 (0.70)	4.01 (0.78)	3.99 <sup>15</sup> (0.72)	3.93 (0.80)	4.04 <sup>8</sup> (0.74)
<b>Technology Composite</b>	4.09 <sup>2</sup> (0.88)	3.90 (0.84)	3.94 <sup>6</sup> (0.92)	4.02 <sup>9</sup> (0.78)	4.06 (0.90)	4.04 <sup>14</sup> (0.82)	4.05 <sup>18</sup> (0.91)	4.17 <sup>9</sup> (0.74)
<b>Diversity Composite</b>	4.30 (0.59)	4.23 (0.66)	4.22 <sup>7</sup> (0.69)	4.19 (0.66)	4.23 <sup>11</sup> (0.90)	4.14 <sup>16</sup> (0.64)	4.17 <sup>17</sup> (0.74)	4.25 <sup>9</sup> (0.67)
<b>Motive and Engage Composite</b>	4.12 <sup>3</sup> (0.67)	4.03 (0.67)	4.04 (0.69)	4.00 <sup>10</sup> (0.71)	3.98 <sup>11</sup> (0.72)	3.90 <sup>17</sup> (0.76)	3.87 <sup>18</sup> (0.78)	4.10 <sup>10</sup> (0.68)
<b>Professional Ethics Composite</b>	4.40 <sup>2</sup> (0.51)	4.32 (0.62)	4.24 (0.63)	4.21 (0.64)	4.29 <sup>13</sup> (0.63)	4.22 <sup>15</sup> (0.61)	4.21 (0.68)	4.37 (0.56)
<b>Reflective Practice Composite</b>	4.50 <sup>4</sup> (0.54)	4.41 (0.59)	4.42 (0.60)	4.31 <sup>9</sup> (0.65)	4.36 <sup>11</sup> (0.64)	4.30 <sup>14</sup> (0.64)	4.34 <sup>18</sup> (0.66)	4.41 <sup>10</sup> (0.64)

<sup>1</sup>Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree Nor Disagree; 2 = Disagree; 1 = Strongly Disagree

<sup>2</sup>n=160    <sup>6</sup>n=399    <sup>10</sup>n=224    <sup>15</sup>n=268

<sup>3</sup>n=159    <sup>7</sup>n=398    <sup>11</sup>n=237    <sup>16</sup>n=265

<sup>4</sup>n=161    <sup>8</sup>n=223    <sup>13</sup>n=236    <sup>17</sup>n=238

<sup>5</sup>n=396    <sup>9</sup>n=225    <sup>14</sup>n=269    <sup>18</sup>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.

<b>Summary of Cronbach's Alpha Statewide Results Kansas Educator Alumni Survey - Spring 2013 – 2020</b>									
Category	Number of items	Kansas Public Universities							
		2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
Foundation	6	.80	.79	.81	.79	.83	.75	.80	.75
Planning	5	.84	.87	.89	.86	.88	.87	.87	.87
Instruction	5	.83	.86	.85	.83	.85	.84	.85	.84
Assessment	5	.88	.89	.89	.87	.91	.88	.89	.87
Technology	5	.94	.94	.95	.95	.96	.94	.96	.92
Diversity	6	.87	.90	.91	.90	.90	.88	.91	.87
Motivate and Engage	6	.84	.85	.85	.87	.86	.86	.87	.87
Professional Ethics	5	.77	.84	.85	.88	.87	.87	.89	.84
Reflective Practice	3	.67	.72	.73	.75	.82	.80	.83	.86

# Foundations of Teaching

## Summary of Ratings<sup>1</sup>

### Foundations of Teaching

#### Kansas Educator Alumni Survey - Spring 2013 - 2020

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Foundation 1.</b> I was prepared to understand the foundations (historical, philosophical, social, and cultural) of my professional field.	4.36 <sup>2</sup> (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)	4.21 (0.69)	4.35 <sup>3</sup> (0.63)	4.19 (0.60)	4.28 <sup>4</sup> (0.67)	4.23 (0.56)	4.20 (0.69)	4.20 (0.61)	4.16 (0.72)	4.27 (0.72)
<b>Foundation 2.</b> I was prepared to understand how students learn and develop.	4.31 <sup>2</sup> (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)	4.40 (0.63)	4.39 <sup>3</sup> (0.56)	4.23 (0.62)	4.28 (0.70)	4.23 (0.66)	4.34 (0.63)	4.18 (0.70)	4.21 <sup>12</sup> (0.73)	4.39 (0.69)
<b>Foundation 3.</b> I was prepared to understand how to provide a variety of opportunities that support student learning and development.	4.29 <sup>2</sup> (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)	4.26 (0.81)	4.39 <sup>3</sup> (0.65)	4.18 (0.75)	4.20 (0.78)	4.09 <sup>5</sup> (0.80)	4.29 (0.74)	4.09 (0.77)	4.13 (0.86)	4.30 (0.80)
<b>Foundation 4.</b> 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 <sup>2</sup> (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)	4.27 (0.77)	4.22 <sup>3</sup> (0.81)	4.15 (0.76)	4.11 <sup>6</sup> (0.85)	4.12 (0.77)	4.14 (0.76)	4.08 (0.82)	4.10 (0.88)	4.22 (0.85)
<b>Foundation 5.</b> I was prepared to know the content of my professional field.	4.38 <sup>2</sup> (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)	4.27 (0.81)	4.47 <sup>3</sup> (0.65)	4.32 (0.81)	4.40 <sup>4</sup> (0.78)	4.29 <sup>7</sup> (0.81)	4.39 (0.71)	4.24 (0.83)	4.25 (0.88)	4.32 <sup>13</sup> (0.87)
<b>Foundation 6.</b> I was prepared to understand the state and federal laws that directly impact schools.	3.62 <sup>2</sup> (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)	3.89 (1.00)	3.69 <sup>8</sup> (1.01)	3.75 (0.99)	3.66 (1.07)	3.54 (1.04)	3.78 <sup>11</sup> (0.95)	3.59 (0.99)	3.68 (1.04)	3.86 (1.03)
<b>Foundation Composite</b> <b>(2020 Cronbach Alpha: 0.84, 0.75)</b>	4.19 <sup>2</sup> (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)	4.22 (0.53)	4.25 <sup>8</sup> (0.52)	4.14 (0.53)	4.15 <sup>9</sup> (0.58)	4.09 <sup>10</sup> (0.55)	4.19 <sup>11</sup> (0.55)	4.06 (0.53)	4.09 <sup>12</sup> (0.61)	4.23 <sup>13</sup> (0.63)

<sup>1</sup>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.

<sup>2</sup>n=42    <sup>5</sup>n=225    <sup>8</sup>n=160    <sup>11</sup>n=237

<sup>3</sup>n=161    <sup>6</sup>n=399    <sup>9</sup>n=396    <sup>12</sup>n=238

<sup>4</sup>n=398    <sup>7</sup>n=224    <sup>10</sup>n=223    <sup>13</sup>n=225

**Preparations for Planning**

**Summary of Ratings <sup>1</sup>**

**Preparation for Planning**

**Kansas Educator Alumni Survey - Spring 2013 – 2020**

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Planning 1.</b> 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)	4.09 (0.82)	4.28 (0.72)	4.19 (0.80)	4.16 <sup>2</sup> (0.79)	4.20 (0.69)	4.21 <sup>3</sup> (0.87)	4.09 (0.82)	4.10 (0.89)	4.21 (0.81)
<b>Planning 2.</b> 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 (0.82)	4.38 (0.81)	4.28 (0.83)	4.38 (0.76)	4.38 (0.64)	4.43 <sup>3</sup> (0.78)	4.33 (0.79)	4.36 (0.85)	4.44 (0.79)
<b>Planning 3.</b> 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)	4.46 (0.73)	4.31 (0.82)	4.31 (0.80)	4.33 (0.81)	4.26 (0.78)	4.35 <sup>3</sup> (0.79)	4.33 (0.78)	4.38 (0.75)	4.47 (0.76)
<b>Planning 4.</b> 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)	4.26 (0.80)	4.34 (0.76)	4.30 (0.73)	4.30 (0.76)	4.27 (0.64)	4.33 <sup>3</sup> (0.70)	4.25 (0.79)	4.26 <sup>5</sup> (0.82)	4.34 (0.75)
<b>Planning 5.</b> 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)	4.14 (0.92)	4.21 (0.85)	4.14 (0.83)	4.23 <sup>2</sup> (0.81)	4.19 (0.73)	4.24 <sup>3</sup> (0.78)	4.16 <sup>4</sup> (0.77)	4.10 (0.91)	4.25 (0.85)
<b>Planning Composite</b> (2020 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)	4.27 (0.66)	4.30 (0.62)	4.25 (0.65)	4.28 <sup>2</sup> (0.64)	4.26 (0.56)	4.31 <sup>3</sup> (0.64)	4.23 <sup>4</sup> (0.64)	4.24 <sup>5</sup> (0.69)	4.34 (0.65)

<sup>1</sup>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.

<sup>2</sup>n=399    <sup>3</sup>n=237    <sup>4</sup>n=269    <sup>5</sup>n=239

# Preparation to Provide Appropriate Instruction

## Summary of Ratings <sup>1</sup>

### Preparation to Provide Appropriate Instruction

#### Kansas Educator Alumni Survey - Spring 2013 - 2020

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Instruction 1.</b> I was prepared to use effective communication techniques in order to develop a positive learning environment.	4.34 <sup>2</sup> (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)	4.34 (0.67)	4.36 <sup>3</sup> (0.68)	4.20 (0.79)	4.35 <sup>4</sup> (0.69)	4.33 (0.60)	4.34 (0.65)	4.19 (0.77)	4.25 (0.82)	4.36 (0.68)
<b>Instruction 2.</b> I was prepared to effectively use questioning skills to promote higher level thinking skills.	4.22 <sup>2</sup> (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)	4.17 (0.87)	4.19 <sup>3</sup> (0.76)	4.03 (0.86)	4.20 (0.79)	4.14 <sup>5</sup> (0.78)	4.08 <sup>7</sup> (0.92)	4.09 (0.77)	4.03 (0.88)	4.22 (0.81)
<b>Instruction 3.</b> I was prepared to employ teaching skills that reflect current theory, research, and practice.	4.20 <sup>2</sup> (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)	4.05 (0.92)	4.19 <sup>3</sup> (0.77)	4.06 (0.81)	4.18 (0.78)	4.15 (0.68)	4.13 <sup>7</sup> (0.82)	4.00 (0.85)	4.07 (0.87)	4.11 (0.87)
<b>Instruction 4.</b> I was prepared to provide student-centered instruction that is characterized by clarity, variety, and flexibility.	4.32 <sup>2</sup> (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)	4.11 (0.92)	4.26 <sup>3</sup> (0.81)	4.17 (0.75)	4.21 (0.79)	4.18 <sup>5</sup> (0.71)	4.17 <sup>7</sup> (0.80)	4.09 <sup>8</sup> (0.81)	4.09 (0.81)	4.17 <sup>11</sup> (0.85)
<b>Instruction 5.</b> I was prepared to integrate multiple content areas into interdisciplinary units of study.	4.22 <sup>2</sup> (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)	3.97 (0.98)	4.26 <sup>6</sup> (0.84)	4.09 (0.82)	4.11 (0.91)	4.08 (0.85)	4.08 (0.91)	4.02 (0.91)	4.01 <sup>10</sup> (0.91)	4.01 <sup>12</sup> (0.95)
<b>Instruction Composite</b> (2020 Cronbach Alpha: 0.85, 0.84)	4.26 <sup>2</sup> (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)	4.13 (0.68)	4.25 <sup>6</sup> (0.60)	4.11 (0.65)	4.21 <sup>4</sup> (0.63)	4.17 <sup>5</sup> (0.56)	4.15 <sup>9</sup> (0.65)	4.08 <sup>8</sup> (0.64)	4.09 <sup>10</sup> (0.68)	4.17 <sup>13</sup> (0.66)

<sup>1</sup>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.

<sup>2</sup>n=41    <sup>5</sup>n=225    <sup>8</sup>n=268    <sup>11</sup>n=224

<sup>3</sup>n=160    <sup>6</sup>n=159    <sup>9</sup>n=235    <sup>12</sup>n=225

<sup>4</sup>n=399    <sup>7</sup>n=237    <sup>10</sup>n=239    <sup>13</sup>n=223

# Preparation to Incorporate Assessment

## Summary of Ratings <sup>1</sup>

### Preparation to Incorporate Assessment

#### Kansas Educator Alumni Survey - Spring 2013 - 2020

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Assessment 1.</b> I was prepared to use data for instructional decision making.	4.02 <sup>2</sup> (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)	3.70 (1.02)	4.00 <sup>3</sup> (0.88)	3.88 (0.98)	3.92 <sup>4</sup> (0.97)	3.90 (0.92)	3.86 (1.03)	3.83 (1.02)	3.71 (1.09)	3.87 (0.98)
<b>Assessment 2.</b> 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)	3.96 (0.98)	4.16 (0.76)	4.01 (0.84)	4.09 <sup>4</sup> (0.78)	4.01 (0.83)	3.96 (0.94)	4.03 (0.85)	3.96 (0.92)	4.07 (0.88)
<b>Assessment 3.</b> 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)	4.11 (0.82)	4.13 (0.92)	4.05 (0.87)	4.02 <sup>4</sup> (0.91)	4.03 (0.85)	4.06 (0.90)	4.05 (0.84)	3.99 (0.95)	4.12 <sup>7</sup> (0.85)
<b>Assessment 4.</b> 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)	4.10 (0.80)	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)	4.16 <sup>7</sup> (0.80)
<b>Assessment 5.</b> 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)	3.90 (0.95)	4.15 (0.75)	4.06 (0.83)	4.03 (0.86)	4.05 (0.84)	4.05 (0.83)	4.03 <sup>5</sup> (0.82)	3.91 (0.94)	4.00 <sup>7</sup> (0.90)
<b>Assessment Composite</b> <b>(2020 Cronbach Alpha: 0.89, 0.87)</b>	4.09 <sup>2</sup> (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)	3.95 (0.74)	4.11 <sup>3</sup> (0.68)	4.03 (0.72)	4.03 <sup>6</sup> (0.73)	4.02 (0.70)	4.01 (0.78)	3.99 <sup>5</sup> (0.72)	3.93 (0.80)	4.04 <sup>8</sup> (0.74)

<sup>1</sup>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.

<sup>2</sup>n=42      <sup>6</sup>n=398

<sup>3</sup>n=161      <sup>7</sup>n=225

<sup>4</sup>n=399      <sup>8</sup>n=223

<sup>5</sup>n=268



# Preparation to Incorporate Technology

## Summary of Ratings <sup>1</sup>

### Preparation to Incorporate Technology

#### Kansas Educator Alumni Survey - Spring 2013 – 2020

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Technology 1.</b> I was prepared to make use of appropriate technology in the classroom.	4.14 <sup>2</sup> (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)	4.01 (0.99)	4.12 <sup>3</sup> (1.01)	3.92 (0.92)	3.96 (1.03)	4.06 <sup>4</sup> (0.85)	4.07 (0.99)	4.04 (0.95)	4.07 (1.00)	4.16 (0.85)
<b>Technology 2.</b> I was prepared to use a variety of media resources to present information.	4.19 <sup>2</sup> (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)	4.12 (0.88)	4.08 <sup>5</sup> (0.94)	3.88 (0.97)	3.95 <sup>6</sup> (0.96)	4.04 (0.84)	4.05 (0.95)	3.99 (0.94)	4.05 <sup>8</sup> (1.00)	4.17 (0.82)
<b>Technology 3.</b> I was prepared to use technology effectively to enhance student learning.	4.14 <sup>2</sup> (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)	4.02 (1.02)	4.04 <sup>3</sup> (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)	4.12 <sup>4</sup> (0.90)
<b>Technology 4.</b> I was prepared to provide opportunities for my students to utilize technology.	4.00 <sup>2</sup> (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)	4.10 (0.90)	3.98 <sup>3</sup> (1.05)	3.83 (0.97)	3.86 <sup>6</sup> (1.06)	3.96 <sup>4</sup> (0.95)	4.03 (0.99)	4.03 <sup>7</sup> (0.90)	4.02 (1.00)	4.20 (0.81)
<b>Technology 5.</b> I was prepared to use technology to enhance my overall professional work.	4.31 <sup>2</sup> (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)	4.13 (0.90)	4.20 <sup>3</sup> (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)	4.21 (0.81)
<b>Technology Composite</b> (2019 Cronbach Alpha: 0.93, 0.92)	4.16 <sup>2</sup> (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)	4.08 (0.81)	4.09 <sup>5</sup> (0.88)	3.90 (0.84)	3.94 <sup>6</sup> (0.92)	4.02 <sup>4</sup> (0.78)	4.06 (0.90)	4.04 <sup>7</sup> (0.82)	4.05 <sup>8</sup> (0.91)	4.17 <sup>9</sup> (0.74)

<sup>1</sup>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.

<sup>2</sup>n=42 <sup>6</sup>n=399

<sup>3</sup>n=161 <sup>7</sup>n=269

<sup>4</sup>n=225 <sup>8</sup>n=239

<sup>5</sup>n=160 <sup>9</sup>n=225

Preparation for Diversity

Summary of Ratings <sup>1</sup>

Preparation for Diversity

Kansas Educator Alumni Survey - Spring 2013 - 2020

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=269)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Diversity 1.</b> 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 (0.58)	4.49 (0.71)	4.43 (0.69)	4.37 (0.74)	4.36 (0.76)	4.38 (0.75)	4.31 <sup>2</sup> (0.74)	4.36 (0.80)	4.46 (0.65)
<b>Diversity 2.</b> 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)	4.35 (0.75)	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 <sup>8</sup> (0.92)	4.35 <sup>10</sup> (0.77)
<b>Diversity 3.</b> 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)	4.08 (0.94)	4.14 (0.88)	4.16 (0.87)	4.08 (0.97)	4.13 (0.80)	4.11 <sup>3</sup> (0.91)	4.03 (0.88)	4.08 (0.97)	4.05 (0.97)
<b>Diversity 4.</b> 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)	4.20 (0.71)	4.30 (0.71)	4.21 (0.84)	4.22 <sup>4</sup> (0.81)	4.17 (0.80)	4.24 (0.78)	4.02 (0.85)	4.08 (0.90)	4.25 (0.81)
<b>Diversity 5.</b> 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)	4.18 (0.80)	4.20 (0.80)	4.14 (0.86)	4.17 <sup>4</sup> (0.85)	4.08 (0.87)	4.18 (0.83)	4.10 <sup>5</sup> (0.76)	4.09 <sup>8</sup> (0.89)	4.19 (0.81)
<b>Diversity 6.</b> 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)	4.20 (0.77)	4.27 (0.71)	4.20 (0.75)	4.20 (0.82)	4.19 (0.77)	4.23 (0.76)	4.16 <sup>5</sup> (0.78)	4.21 <sup>8</sup> (0.85)	4.19 (0.86)
<b>Diversity Composite</b> (2019 Cronbach Alpha: 0.90, 0.87)	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)	4.25 (0.59)	4.30 (0.59)	4.23 (0.66)	4.22 <sup>6</sup> (0.69)	4.19 (0.66)	4.23 <sup>3</sup> (0.90)	4.14 <sup>7</sup> (0.64)	4.17 <sup>9</sup> (0.74)	4.25 <sup>10</sup> (0.67)

<sup>1</sup>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.

<sup>2</sup>n=267 <sup>4</sup>n=399 <sup>6</sup>n=398 <sup>8</sup>n=239 <sup>10</sup>n=225

<sup>3</sup>n=237 <sup>5</sup>n=268 <sup>7</sup>n=265 <sup>9</sup>n=238

# Preparation to Motivate and Engage Students

## Summary of Ratings <sup>1</sup>

### Preparation to Motivate and Engage Students Kansas Educator Alumni Survey - Spring 2013 - 2020

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Motivate &amp; Engage 1.</b> I was prepared to manage student behavior in the classroom.	3.60 <sup>2</sup> (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)	3.46 (1.12)	3.78 <sup>3</sup> (1.17)	3.69 (1.14)	3.71 (1.11)	3.56 (1.16)	3.53 <sup>4</sup> (1.17)	3.48 <sup>5</sup> (1.22)	3.35 (1.23)	3.69 (1.10)
<b>Motivate &amp; Engage 2.</b> 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)	3.82 (0.92)	3.99 <sup>6</sup> (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)	3.92 <sup>11</sup> (0.90)
<b>Motivate &amp; Engage 3.</b> 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)	3.72 (1.01)	3.86 <sup>6</sup> (1.02)	3.62 (1.07)	3.68 (1.08)	3.74 <sup>7</sup> (1.04)	3.58 (1.08)	3.53 (1.14)	3.53 (1.17)	3.76 (1.03)
<b>Motivate &amp; Engage 4.</b> I was prepared to collaborate with educational personnel to support student learning.	4.19 <sup>2</sup> (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 (0.76)	4.23 <sup>3</sup> (0.78)	4.06 (0.85)	4.18 (0.80)	4.17 <sup>7</sup> (0.82)	4.13 (0.87)	4.05 <sup>8</sup> (0.88)	4.02 <sup>13</sup> (0.94)	4.22 (0.77)
<b>Motivate &amp; Engage 5.</b> 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 (0.70)	4.46 <sup>6</sup> (0.64)	4.48 (0.59)	4.42 (0.67)	4.38 (0.69)	4.47 (0.67)	4.35 <sup>5</sup> (0.71)	4.37 (0.75)	4.50 (0.63)
<b>Motivate &amp; Engage 6.</b> 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)	4.41 (0.71)	4.45 <sup>6</sup> (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)	4.45 (0.69)
<b>Motivate &amp; Engage Composite (2019 Cronbach Alpha: 0.88, 0.87)</b>	4.01 <sup>9</sup> (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)	4.01 (0.69)	4.12 <sup>10</sup> (0.67)	4.03 (0.67)	4.04 (0.69)	4.00 <sup>11</sup> (0.71)	3.98 <sup>4</sup> (0.72)	3.90 <sup>12</sup> (0.76)	3.87 <sup>13</sup> (0.78)	4.10 <sup>11</sup> (0.68)

<sup>1</sup>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.

<sup>2</sup>n=42    <sup>4</sup>n=237    <sup>6</sup>n=161    <sup>8</sup>n=268    <sup>10</sup>n=159    <sup>12</sup>n=266

<sup>3</sup>n=160    <sup>5</sup>n=269    <sup>7</sup>n=225    <sup>9</sup>n=41    <sup>11</sup>n=224    <sup>13</sup>n=239

# Preparation for Professional Ethics

## Summary of Ratings <sup>1</sup>

### Preparation for Professional Ethics

#### Kansas Educator Alumni Survey - Spring 2013 - 2020

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Ethics 1.</b> 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)	4.09 (0.96)	4.00 (0.98)	3.92 (1.02)	3.75 (1.06)	3.77 (1.00)	3.91 (0.95)	3.83 <sup>2</sup> (1.00)	3.78 (1.03)	4.02 (0.96)
<b>Ethics 2.</b> 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)	4.45 (0.69)	4.40 (0.64)	4.34 (0.77)	4.24 (0.78)	4.20 (0.77)	4.30 <sup>3</sup> (0.74)	4.24 <sup>2</sup> (0.70)	4.20 (0.83)	4.41 (0.65)
<b>Ethics 3.</b> 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)	4.51 (0.65)	4.48 <sup>4</sup> (0.60)	4.43 (0.64)	4.39 (0.68)	4.31 (0.70)	4.41 <sup>3</sup> (0.67)	4.36 <sup>2</sup> (0.62)	4.35 (0.71)	4.46 (0.61)
<b>Ethics 4.</b> 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)	4.61 (0.53)	4.67 <sup>4</sup> (0.48)	4.57 (0.59)	4.54 (0.60)	4.47 (0.60)	4.54 (0.62)	4.47 <sup>2</sup> (0.59)	4.48 (0.68)	4.58 (0.58)
<b>Ethics 5.</b> 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)	4.41 (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)	4.38 (0.70)
<b>Ethics Composite</b> (2019 Cronbach Alpha: 0.84, 0.84)	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)	4.41 (0.57)	4.40 <sup>5</sup> (0.51)	4.32 (0.62)	4.24 (0.63)	4.21 (0.64)	4.29 <sup>6</sup> (0.63)	4.22 <sup>7</sup> (0.61)	4.21 (0.68)	4.37 (0.56)

<sup>1</sup>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.

<sup>2</sup>n=269      <sup>5</sup>n=160

<sup>3</sup>n=237      <sup>6</sup>n=236

<sup>4</sup>n=161      <sup>7</sup>n=268

# Reflective Practice

## Summary of Ratings <sup>1</sup>

### Reflective Practice

#### Kansas Educator Alumni Survey - Spring 2013 - 2020

	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)	2020 (n=92)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)	2019 (n=240)	2020 (n=226)
	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)	Mean (SD)	Mean (SD)
<b>Reflect 1.</b> 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)	4.43 (0.65)	4.61 (0.56)	4.54 (0.62)	4.57 (0.59)	4.42 <sup>2</sup> (0.65)	4.49 (0.61)	4.46 (0.61)	4.50 (0.64)	4.54 (0.61)
<b>Reflect 2.</b> 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)	4.20 (0.89)	4.37 <sup>3</sup> (0.74)	4.34 (0.74)	4.29 (0.80)	4.18 (0.85)	4.23 <sup>4</sup> (0.87)	4.13 <sup>5</sup> (0.92)	4.15 (0.89)	4.30 (0.83)
<b>Reflect 3.</b> 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)	4.38 (0.74)	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 <sup>6</sup> (0.75)	4.42 <sup>7</sup> (0.71)
<b>Reflect Composite</b> <b>(2020 Cronbach Alpha: 0.86, 0.86)</b>	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)	4.34 (0.68)	4.50 <sup>3</sup> (0.54)	4.41 (0.59)	4.42 (0.60)	4.31 <sup>2</sup> (0.65)	4.36 <sup>4</sup> (0.64)	4.30 <sup>5</sup> (0.64)	4.34 <sup>6</sup> (0.66)	4.41 <sup>7</sup> (0.64)

<sup>1</sup>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.

<sup>2</sup>n=225    <sup>5</sup>n=269

<sup>3</sup>n=161    <sup>6</sup>n=239

<sup>4</sup>n=237    <sup>7</sup>n=224

**Kansas Educator Alumni Survey  
Spring 2020 Survey Administration**

Demographic Data Kansas Educator Alumni Survey - Spring 2020 Endorsement				
	Kansas State University		Kansas Public Universities	
Endorsement Type	<i>n</i>	Percent	<i>n</i>	Percent
Early Childhood Deaf or Hard-of-Hearing	—	—	—	—
Early Childhood Unified	2	2.2	19	8.4
Early Childhood School Psychologist	—	—	—	—
Early Childhood Visually Impaired	—	—	—	—
K-6 Adaptive	—	—	3	1.3
K-6 Elementary	50	54.3	103	45.6
K-6 English for Speakers of Other Languages	4	4.3	12	5.3
K-6 Functional	—	—	—	—
K-6 Gifted	—	—	—	—
G5-8 Adaptive	—	—	—	—
G5-8 English Language Arts	3	3.3	7	3.1
G5-8 English for Speakers of Other Languages	1	1.1	2	0.9
G5-8 Functional	—	—	—	—
G5-8 Gifted	—	—	—	—
G5-8 History Comprehensive	2	2.2	6	2.7
G5-8 Mathematics	3	3.3	9	4.0
G5-8 Science	1	1.1	2	0.9
G6-12 Adaptive	—	—	1	0.4
G6-12 Agriculture	4	4.3	4	1.8
G6-12 Biology	4	4.3	9	4.0
G6-12 Business	2	2.2	5	2.2
G6-12 Chemistry	1	1.1	3	1.3
G6-12 Communication Technology	—	—	—	—
G6-12 Earth and Space Science	2	2.2	2	0.9
G6-12 English Language Arts	8	8.7	18	8.0
G6-12 English for Speakers of Other Languages	2	2.2	2	0.9
G6-12 Family & Consumer Science	—	—	—	—
G6-12 Functional	—	—	1	0.4
G6-12 Gifted	—	—	—	—
G6-12 History and Government	11	12.0	22	9.7
G6-12 Journalism	—	—	—	—
G6-12 Mathematics	3	3.3	14	6.2
G6-12 Physics	1	1.1	2	0.9
G6-12 Power, Energy, Transportation Technology	—	—	—	—
G6-12 Production Technology	—	—	—	—
G6-12 Psychology	1	1.1	1	0.4
G6-12 Speech/Theatre	3	3.3	3	1.3
G6-12 Technology Education	2	2.2	2	0.9

Demographic Data Kansas Educator Alumni Survey - Spring 2020 Endorsement				
Endorsement Type	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent	<i>n</i>	Percent
PreK-12 Adaptive	—	—	—	—
PreK-12 Art	1	1.1	3	1.3
PreK-12 Building Leadership	—	—	—	—
PreK-12 Deaf or Hard-of-Hearing	—	—	—	—
PreK-12 District Leadership	—	—	—	—
PreK-12 English for Speakers of Other Languages	2	2.2	3	1.3
PreK-12 Foreign Language	2	2.2	3	1.3
PreK-12 Functional	—	—	—	—
PreK-12 Gifted	—	—	—	—
PreK-12 Health	—	—	1	0.4
PreK-12 Instrumental Music	1	1.1	4	1.8
PreK-12 Library Media Specialist	—	—	—	—
PreK-12 Music	1	1.1	4	1.8
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	1.1	3	1.3
<b>Total Respondents</b>	<b>92</b>	<b>100.0</b>	<b>226</b>	<b>100.0</b>

Note. Percentages are based on the total number of respondents. Frequencies sum to greater than *N* because respondents could select multiple responses.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>Please indicate the type of license you currently hold.</b>				
	<b>Kansas State University</b>		<b>Kansas Public Universities</b>	
<b>License Type</b>	<b><i>n</i></b>	<b>Percent</b>	<b><i>n</i></b>	<b>Percent*</b>
Accomplished License	1	1.1	1	0.5
Initial License	79	85.9	177	81.2
One-year non-renewable License	1	1.1	3	1.4
Professional License	9	9.8	28	12.8
Provisional License	2	2.2	8	3.7
Restricted License	—	—	1	0.5
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>

\*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.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>In what year did you graduate from your educator preparation program?</b>				
	<b>Kansas State University</b>		<b>Kansas Public Universities</b>	
<b>Date</b>	<b><i>n</i></b>	<b>Percent</b>	<b><i>n</i></b>	<b>Percent*</b>
Prior to 2016	2	2.2	3	1.6
2016	—	—		
2017	2	2.2	4	2.2
2018	37	40.2	72	39.3
2019	51	55.4	104	56.8
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>183</b>	<b>100.0</b>

\*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.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>For how many years have you been teaching at your current school?</b>				
	<b>Kansas State University</b>		<b>Kansas Public Universities</b>	
<b>Number of Years</b>	<b><i>n</i></b>	<b>Percent</b>	<b><i>n</i></b>	<b>Percent*</b>
Less than 1 year	24	26.1	52	23.4
1 to 2 years	66	71.7	163	73.4
More than 2 years	2	2.2	7	3.2
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\*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.



<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>In what grade level do you currently spend the majority of your teaching time?</b>				
	Kansas State University		Kansas Public Universities	
Grade Level	<i>n</i>	Percent	<i>n</i>	Percent*
Pre-K	3	3.3	8	3.6
Kindergarten	8	8.7	22	10.0
1 <sup>st</sup> Grade	6	6.5	15	6.8
2 <sup>nd</sup> Grade	10	10.9	20	9.0
3 <sup>rd</sup> Grade	6	6.5	16	7.2
4 <sup>th</sup> Grade	7	7.6	21	9.5
5 <sup>th</sup> Grade	8	8.7	19	8.6
6 <sup>th</sup> Grade	13	14.1	21	9.5
7 <sup>th</sup> Grade	6	6.5	21	9.5
8 <sup>th</sup> Grade	5	5.4	9	4.1
9 <sup>th</sup> Grade	5	5.4	14	6.3
10 <sup>th</sup> Grade	13	14.1	27	12.2
11 <sup>th</sup> Grade	2	2.2	8	3.6
12 <sup>th</sup> Grade	—	—	—	—
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>221</b>	<b>100.0</b>

\*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.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>Is the current school in which you teach a Title 1 school?</b>				
	Kansas State University		Kansas Public Universities	
Response	<i>n</i>	Percent	<i>n</i>	Percent*
Yes	61	66.3	146	65.8
No	23	25.0	61	27.5
Unknown	8	8.7	15	6.8
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\*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.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>What is your highest degree that you most recently obtained?</b>				
	Kansas State University		Kansas Public Universities	
Degree	<i>n</i>	Percent	<i>n</i>	Percent*
Bachelor's Degree	65	70.7	184	82.9
Master's Degree	27	29.3	38	17.1
Doctoral Degree	—	—	—	—
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\*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.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>From what institution did you obtain your educator preparation degree?</b>				
	Kansas State University		Kansas Public Universities	
Institution	<i>n</i>	Percent	<i>n</i>	Percent*
Emporia State University	—	—	43	19.0
Fort Hays State University	—	—	30	13.3
Kansas State University	92	100.0	92	40.7
Pittsburg State University	—	—	—	—
University of Kansas	—	—	24	10.6
Washburn University	—	—	12	5.3
Wichita State University	—	—	25	11.1
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>226</b>	<b>100.0</b>

\*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.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>Respondent Gender</b>				
	Kansas State University		Kansas Public Universities	
Gender	<i>n</i>	Percent	<i>n</i>	Percent*
Female	76	82.6	189	85.1
Male	14	15.2	31	14.0
Prefer not to respond	2	2.2	2	0.9
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\*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.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>Respondent Ethnicity</b>				
	<b>Kansas State University</b>		<b>Kansas Public Universities</b>	
<b>Ethnicity</b>	<b><i>n</i></b>	<b>Percent</b>	<b><i>n</i></b>	<b>Percent*</b>
Hispanic or Latino	1	1.1	7	3.2
Not Hispanic or Latino	89	96.7	212	95.5
Prefer not to respond	2	2.2	3	1.4
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\*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.

<b>Demographic Data</b> <b>Kansas Educator Alumni Survey - Spring 2020</b> <b>Respondent Race</b>				
	<b>Kansas State University</b>		<b>Kansas Public Universities</b>	
<b>Race</b>	<b><i>n</i></b>	<b>Percent</b>	<b><i>n</i></b>	<b>Percent*</b>
American Indian or Alaska Native	1	1.1	2	0.9
Asian	2	2.2	4	1.8
Black or African American	1	1.1	4	1.8
Native Hawaiian or Other Pacific Islander	—	—	—	—
White	85	92.4	205	92.3
Multi-Racial	1	1.1	4	1.8
Prefer not to respond	2	2.2	3	1.4
<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\*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=75)

- A full year of student teaching. This really helped me to see a full year of school, build valuable relationships and have the opportunity to teach more lessons.
- A strength in the CoE is the teachers they have selected for field experiences. I learned so much each time I was in the field watching an experienced teacher do their job. Also, the class on special education was very beneficial in learning about the world of SpEd.
- A welcoming environment.
- Actually being in the classroom while I was in the program was the best thing about the program.
- All of the professors in the program made it feel like they weren't just our instructors, but our colleagues as well. It was very apparent that we, educators, are continuously learning from one another (as pupils and teachers) to better our practice.
- Allowing me to continue working as a para and utilize what I had learned in the classroom in my teacher prep program.
- An understanding of how to teach in a way that shows value for relationships, diversity, and connection. Also learner development, as well as using multiple means to reach a variety of cultures and learning styles.
- Being divided into a group of 10 students assigned to one TA. It was so nice to have the same TA grading, offering suggestions and encouragement throughout the year.
- Building a classroom community is the most important first step.
- By doing the program online, I was able to learn a lot about various technology platforms that are available to teachers. The greatest strength of the program, though, was the time factor. I was able to finish the program in one full year and then begin full time teaching in the next school year.
- Classroom management and building relationships. This program emphasized the importance of both these aspects.
- Connection to my classmates who are spread out teaching across the states. The Ag Ed program is a good size and we take so many classes together over the years we were able to be closer than I feel the general education program is, and we have those people as our resources now.
- Connections with students.
- Creating lesson plans to meet all student learners no matter their language, culture, or development.
- Field experience opportunities are the greatest strength.
- Foundations of Ed.
- Fun teachers you can connect with, it makes the work more bearable.
- Having professors in my department that work well together and have a genuine interest in seeing you succeed.
- How to be flexible when something doesn't go as planned or is interrupted.
- I am very knowledgeable about my content and methods to teach it.

- I believe that having former educators as instructors helped to provide a strong program. Also, having the opportunity to teach, even peers, as often as possible helped to develop me into a better, more well-rounded, educator.
- I feel that they prepared me well for different learning styles. I am able to create lessons that reflect hands on activities, but also has room for more direct teaching. I am able to blend the different styles together and create a lesson that all students can gain knowledge from.
- I learned best through my mentorship program. Being able to experience the classroom in a live situation, rather than a book, and then reflecting on those experiences truly helped me learn and grow as a teacher.
- I learned how to differentiate for each student very well based on data and observation. I also feel I was prepared how to create a safe and supportive environment in the classroom.
- I loved how we were able to get into the classroom by our sophomore year. We also were able to see different school districts and grades to help us determine what we liked best and gain experience.
- I loved that I stayed with the same mentor teacher throughout my program. I was able to have a close relationship with her and her class.
- I really felt like most of the professors cared about my education and helping me become the best teacher I could be. I also felt as though they were passionate about teaching and making themselves better, as well as me.
- I think that the greatest strength is the fact that we get into the classroom at such an early part of our college years. I loved getting to dive into working with kids my sophomore year and know that that truly helps you really identify what grades you want to work with.
- I think the greatest strength was the collaboration and planning part. Both of these have helped me have a successful first year.
- I went through the MAT program, and it was quick and intense, but I felt very comfortable moving into the classroom this year. I felt prepared. I had panic moments, and fears, and maybe even a few tears, but I don't think anything could adequately prepare someone for the multifaceted classrooms we have. Year one is a HUGE learning curve and I'm so excited to start year two now. But overall, I was comfortable, excited, and prepared to be in the classroom.
- I would consider the greatest strength of my educator preparation program to be teaching me how to manage my classroom effectively and how to gain respect from my students. It also prepared me well for differentiating instruction to meet all students' needs based on how they learn best.
- It prepared me to be unconditional for my students and to see that there are possibilities in every single student that comes into your/my classroom.
- It prepared me with many instructional strategies and resources.
- It was very in-depth and allowed for a great deal of practice to be completed in a short amount of time.
- Kansas State did a wonderful job expressing ways in which I could help all students. Not just the stereotypical student. I enjoyed all of my classes that went in-depth about student background, learning disabilities, etc.

- Learning with a hands-on approach. Working in the classroom with children and applying what I was learning through coursework. Also, a close relationship with professors who genuinely desired to shape strong, knowledgeable educators.
- Motivating and engaging college students to become classroom teachers.
- My eyes were opened by [Professor] and how she taught math. It is that foundation that I have been able to build off of and challenge my students.
- My greatest strength from my educator preparation program was the amount of collaboration and experience I received. I am now able to successfully collaborate with other professionals to enhance my teaching and my students' experiences. With the hands-on practice in multiple different classrooms I feel that I am able to successfully create positive relationships and behavior management tools with students to be effective.
- My placement was the BEST experience with an amazing teacher, principal and staff. Having the opportunity to spend an entire year with the same school, allowed me to build relationships with students, understand their strengths and learn how to assess them. It gave me a "big picture" look at a school year.
- Opportunities to work with live students.
- Overall, I think the greatest strength from my educator preparation program was how often we were in classrooms, whether it be for practicum or early field experience I think that was when I learned the most. I will add that with all of this hands-on training there is still so much you learned your first year of teaching that no amount of training can prepare you for.
- Parent communication.
- Peer support.
- [Professor] and her methods class. She prepared me with many different things I use weekly in my classroom.
- Reflection and making sure we knew our content!
- Student Teaching.
- Teaching us how to align lessons to KSDE standards.
- The amount of time we had to be in the classroom. This job is so much of a hand-on learning experience. So much cannot be taught in a college classroom. It was GREAT to have so much time working with real-time students!
- The amount of time we have in the field and the amount of very helpful professors willing to help in any way possible. It was a very positive environment.
- The camaraderie and familial style of the COE in combination with its down-to-earth instructors, makes it one of the most impactful programs at KSU.
- The classes I took in my content area. They were very hands-on and practical. The teacher also modeled as a professor what she was teaching us to be as teachers: flexible, adaptable, establishing positive, engaging classroom culture, offering options, and building relationships with students.
- The depth of knowledge gained through each class. I felt that the professors were very well prepared to teach us in a way that was most effective. I absolutely loved the one-year MAT

Master's program and feel that my life and career have greatly improved due to the professors and staff I worked with in this program.

- The greatest strength of the educator program was the opportunity for field experience within each semester. It was great to learn about the subjects and then go out and teach an actual lesson on what we are learning.
- The greatest strength was the amount of practice writing lesson plans and then actually implementing them with students.
- The greatest strength was the content knowledge.
- The greatest strength was the methods course and the ability to learn how to teach specific content.
- The greatest strength would be in preparing us to build a positive classroom climate that is student centered, along with building relationships.
- The instructors provided resources we could use in our future classrooms.
- The instructors used their own experiences to make the learning more authentic. The instructors really knew their stuff and were obviously passionate about helping us all become top-notch educators.
- The professors who went out of their way to make sure we learned how to be strong and prepared educators.
- The professors, anyone can get in a classroom and tell someone the needed information. It takes a truly great person to come in and teach in such a manner that the information feels like it is more naturally absorbed.
- The professors. Each are extraordinarily knowledgeable and kind and are willing to go the extra mile to help students.
- The program is keeping up-to-date on what is happening in education right now. I feel like I walked into my new role and stepped into trainings about current educational research and was blown away by how much of it I had already learned. I had been taught so much about diversification and differentiation that stepping into a SPED role was not foreign and I actually felt very comfortable doing so. I have had people come watch me teach and then ask me what college I went to because they were impressed with some of the more up to date things I was doing.
- The relationships and help that I received from my professors was the best.
- The staff who are always encouraging you to think outside the box and sets you up for success by giving assignments that will help you in your future classroom.
- The standards we need to teach in our content field and how to teach it in different ways to promote higher thinking.
- The student teaching aspect is so valuable. It is basically a "learning on the job" environment.
- The two areas of learning that helped me most were cultural diversity and mathematical practices. I believe these are the greatest strengths of the program. It was also very helpful learning how to plan lessons that were designed to meet specific standards. Also, my TA was amazing! Very supportive and accessible.
- The variety of classes presented to me with diverse learning and teaching techniques.
- There is a focus on technology, diversity and relationship building.

- This program provided me with real-world experiences and the ability to work with teachers in my school district.
- Understanding the importance of student-teacher relationships and the powerful impact that occurs when students know they are supported at school and at home due to the relationships I made with families as a whole.
- Variety of classes.
- Willingness to always learn and adapt and try new things for the changing student population I am teaching.

**If you could make one improvement to your educator preparation program, what would it be?**

Kansas State University responses (n=72)

- Additional hours spent with children in the classroom.
- As a first-year teacher I felt the most uncomfortable with grading and just deciding what to choose for my curriculum as in what was most important.
- Behavior management.
- Behavior management is hard. I think it was taught well but I still feel like I lack some knowledge in this area. I am certainly growing but I think it is important to focus even more on this.
- Behavior training and classroom management. It is touched on, but there is not much emphasis on behavior management.
- Better focus on assessment.
- Better selection of student-teaching locations. During student teaching I was far from the area I knew I would be living after college, and thus five days a week I would only spend my time on school-related items and never learned a work-life balance. Additionally, a very small school did not allow me to have many behavior issues during student teaching and it was a shell-shock to adjust when I began teaching at my own program. If we had more experiences similar to Block II, but were at a school for an entire week, we may have had this opportunity.
- Block C math- should be a two-semester class. Feel like there was a lot to be taught and not enough time. Could really use the extra math lessons given to us students right now. :)
- Bring in more opportunities for them to get into the classroom. In the later years, the practical experience I got from helping the teachers I was assigned to was the most useful.
- Class about reading and best strategies to scaffold readers.
- Create opportunities for more time in the classrooms. I 100% learned the most through student teaching.
- Creativity in lessons.
- Focus more on project-based learning theories and content collaboration....it's all my district talks about in regards to redesign!
- Focusing more on how we are actually teaching and if we are putting in the work to be good teachers. Take some of the focus and pressure off of the portfolio.
- Giving us more classroom time in earlier blocks.
- How to prioritize what is most important especially during the first year when there is so much to get done. Also, how to not take things personally.



- I am a teacher certified to teach K-12, but a majority of my classes were catered for secondary education as that is the path I chose. I initially wanted to be a secondary teacher, but found a job at elementary and I love it. However, I didn't feel adequately prepared to teach and manage students at that level and I didn't really know what to expect. I only remember having one or two classes catered towards elementary students, and I wish I had been required to take more, especially since K-12 teachers never know where they may end up.
- I believe the program needs to include more training on social emotional learning. Dealing with difficult behaviors in the classroom is a challenge. Student teaching prepares us to some degree, but I was unprepared for the impact of negative student behavior on my teaching. Also, the program was very weak in the area of reading science.
- I feel like I didn't learn much about educational laws. I wish we had learned more about special education, IEPs, and the legal ramifications of these plans.
- I feel that in the classes I took they were more focused on large school. I know very well how to teach a band when all instruments are present, but I was not fully prepared to walk into a K-12 position with a band of less than 10, four of which being the same instrument. Teaching in a small school with extremely limited resources is something that should be discussed. Not every student will walk into a school in KC, Topeka, or Wichita. Good teaching is good teaching, yes, but it also takes a different mind-set dealing with the issues facing small schools in the music program.
- I never use a lesson plan template and I work in a school that doesn't have curriculum so how to find these resources or other free available sources to use in a classroom. Teaching is not working from a lesson plan, it is about adapting so trying to better prepare for that. We also need more special education training, how to make accommodations, work with paras, etc.
- I really didn't learn about guided reading groups until I started teaching. Also, being able to break down our rights as teachers would be helpful.
- I think it would be beneficial to practice using curriculum to make lessons, units, etc.
- I think more time in schools would be good. I know there are several prominent teacher colleges out there that have college students in the local schools from Freshman year all the way to the end (i.e. Emporia).
- I think the communication between supervising teachers and university staff could have been better.
- I think there should be additional training on classroom management. We took one course that I believe was only once a week for a semester. It gave great resources, but classroom management is by far one of the most challenging parts of teaching, so additional exposure to the topic would benefit future educators.
- I was not prepared enough how to interpret curriculum and plan long-term.
- I wish the methods course was included in both Block one AND block two.
- I would focus on a class that helps teachers deal with troubled students in the classroom. Troubled students were my biggest challenge as a first-year teacher.
- I would have liked more info about the legal/policy side of education (IEP/504s). I also would have liked more on how reading is developed/phonics etc.

- I would've loved to hear more examples of and more practice of giving students natural consequences. And more practice with dealing with a kid that won't respond to multiple strategies.
- I would've loved more classes on cooperative learning, learning how to better implement backwards planning and questions, as well as John Hattie's influences on learning.
- If I could make one improvement to my educator preparation program, it would be better preparing me for the process a teacher must go through to get a student in their homeroom class to qualify for special education and how to thoroughly fill out an IEP.
- Improve the Education Technology class at K-State.
- It was very tightly packed into the year, which was fine, but more time working with a cooperating teacher and working in the classroom would have been helpful.
- K-State did a great job of helping us to understand how to differentiate learning. However, I needed more help in this area throughout my first year of teaching. Particularly with my higher learners.
- Learn more about CURRENT education trends, like guided reading/math, word study, STEM, etc.
- Less time in the classroom "learning" how to teach, and more in the actual field, watching experienced teachers do their thing. My cooperating teacher made a huge difference in my confidence as a future educator, enabling me to have a successful first year, despite the pandemic. Also, Less time focusing on "this is the best and only right way to write a lesson plan." There are so many different templates out there, and each teacher uses different ones, some as simple as a bullet point list.
- Make sure the mentors are guiding students the WHOLE year and not dropping off in the spring during the full-time student teaching period.
- More focus on behavior management and best practices.
- More hands-on practice in the classroom with curriculum used in districts.
- More hands-on teaching and learning. There's no better way for me to learn, than by doing.
- More instruction and experience with classroom management.
- More math-centered ideas and less elementary education focus on classes that are combined.
- More practice for communicating with parents before we go into the real world. Maybe a few assignments (mock emails, mock phone calls, mock conferences).
- More professional in class experience. More experiences like student teaching, maybe expanding student teaching.
- More time in the classroom in the fall to observe without having to give lessons. Being concerned about filming and providing lessons was difficult when I barely knew the teacher and students. I needed more time to observe and learn about the classroom routines and to even learn the student's names.
- More time on classroom management.
- More training in using technology in the classroom. It was very lacking, as in non-existent.
- More training on a wide variety of technology. I was only trained on apple products when the majority of schools use Google Chrome. It would be nice to know what is available on all platforms

and dive deeper into them. Possibly even create an online lesson that requires the use of those platforms.

- My student teaching experience felt extremely limited because I did the practicum and student teaching with the same teacher. Some programs offer practicums in a variety of settings (suburban, rural, Title 1) and then also offer short stints in different grade levels. This would have been so helpful! I did student teaching and practicum in 3rd grade at a suburban with not much diversity. I was unable to get a job in that district, and instead ended up in a diverse, urban school in a kindergarten classroom. Having more than one student teaching or practicum experience would have really helped me have more references when applying for jobs, as well. I think that would have helped me get a job in my district of choice as I struggled with references because I essentially only worked with one teacher.
- None.
- Nothing! I greatly appreciated how understanding and easy to work with the staff and all involved.
- One improvement I would make to my educator preparation program would be to have a mentor in the district that I am in no matter what "Block" I was in. I feel like this is how I was most successful in the later blocks and how I eventually earned the job that I currently have. Having a mentor or someone as a contact in the district that you work in was the best way for me to be successful in terms of quickly asking questions and getting answers as well as a way to make connections.
- One improvement I would make to the educator preparation program would be allowing your concentration classes that you take to have a bigger buy-in; such as...1. Allow some of the concentration classes to be taken as graduate level credit towards a Master's. 2. Encourage opportunities for certification in the concentration classes you chose to take and have classes that focus just on preparing for these type of test certifications.
- One improvement would be including more instruction on classroom management.
- One improvement would be to discuss different management techniques as well as different routines to establish in a classroom.
- One thing that I wish we could have done was have a look into the paper look of a teacher: How to fill out a SAT report; How to aid in helping create IEP goals; How to effectively read an IEP; How to fill out cumulative folders in a proper manner.
- One thing that might be beneficial to add to a course within the educator preparation program would be to have a panel of parents so that aspiring educators can gain some insight into what parents like/dislike. I can see how it would be hard to provide more opportunities for future educators to interact with parents, but that is something I wish I had more experience with prior to my first year of teaching. (Short answer, more collaboration/learning from students' parents about their wants and needs.)
- Practical application of planning and being in charge of your own classroom.
- Prepare students in the program to know that no matter how hard they prepare or how well they are doing in the program, being an actual teacher and completely responsible for a child's education, well-being, and growth is not something that can be taught. Nothing will go as planned. In the program, you have ideal situations that you CAN control. In the real classroom, you will not

have ideal situations. Kids do what they want, when they want, and how they want. Be prepared for lessons to go wrong, students to not want listen. Be prepared to roll with it. In the program, I think teaching how to constantly adjust (CONSTANTLY!!!) and roll with it would be a good idea. Although, I am not sure you can teach that.

- Separate elementary ed from secondary education.
- Since this was my first year of teaching, I felt like I was smacked in the face with student behavior. I think Kansas State prepared me to have good classroom management, but I think they could go more in-depth on some larger issues. I know that we went over them, but I do not feel it was enough.
- Special education. How can we specifically adapt our content for different special education needs?
- Teach more technology and how to use it.
- Teach students to make reasonable lesson plans and classroom management.
- The one thing that I struggled with this first year was which resources were most effective for my kids. There are so many computer-based programs that are great to use but I felt we didn't have any training in those programs and were just set free to figure it out ourselves. I know every district is different with outside resources but overall, I think having a good list with foundational resources that can be accessed online would be great for first year teachers.
- The theatre education classes need to actually exist... The classes only required by the education dept is little to no training. They really need to double major or else they would not be fully prepared.
- The toughest part of this year was finding balance with the curriculum. We made many lesson plans while earning the degree, and it is something I enjoyed doing. However, manipulating a required curriculum to engage all learners and differentiate as needed was a challenge. I would have valued more practice of "making a curriculum my own."
- The way the curriculum is taught. We were constantly taught to teach outside the box and that students don't learn best from lectures on PowerPoints but in many classes that is what we got.
- There should only be one teacher per course (practicum). If the advisor is the instructor, then the advisor should be teaching. It caused too much confusion to communicate with two instructors in one course.
- While several professors taught the most effective ways to teach subjects, many of those aren't practical in the everyday classroom. Having more realistic practice or less stress on something that is generally unachievable would have been helpful.

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

Kansas State University responses (n=36)

- All of my professors were very kind and caring of their students' situations. The professors cared for their students which helped us learn how to teach and care for our own students.
- As I mentioned previously, it would've been nice to have some more learning experiences that focused on parent/guardian interactions. Maybe even mock Parent/Teacher conferences!

- Classroom management needs to be a class.
- For the technology part, I feel like we were prepared and taught how to use technology, but some of it was just learning how to use the instructional parts of online technology that were more learning after the fact. I know this is not something that could not be done in college as each district uses different curriculum resources, but some exposure to it would have been nice, even if just for part of a class period.
- Having completed this program all remotely online was so helpful during the COVID school closure this spring. I was much less apprehensive of using technology to meet with my colleagues and instruct my students. THANK YOU, KSU!!!
- I absolutely love K-State and the majority of the professors are outstanding. It's just hard to say that I learned a lot more than what I already knew. In my honest opinion, student teaching prepared me, not college courses.
- I am satisfied with the education I received.
- I am super grateful for all the professors I got to learn from within the college of education. I hope that my experience I had continues on in the students to come.
- I feel like I left so prepared for the teaching world. I am so so grateful for my education at K-State!
- I feel very prepared for the delivery of instruction and planning of lessons but teaching is so much more than that. Small schools need great teachers and we need to prepare students not only to work in the large school but smaller ones as well.
- I felt very prepared from the educator preparation program mainly due to a great Mentor, so I would highly encourage you really reach out to the potential mentors for student teaching and place your KSU students with the best of the best so that they can thrive.
- I had a great experience throughout my year at K-State!
- I left KSU with optimism, but no idea how to manage student behavior, work as part of a PLC, manage parents, build a curriculum, work with PowerSchool, or basically anything having to do with the day-to-day of teaching. The faculty of the department of Ed at K-State are amazing, wonderful people, and are fully equipped to better prepare teachers; the curriculum just needs to be updated to meet contemporary needs in the classroom.
- I LOVED my time at KSU in the education program. Y'all are fantastic :)
- I really enjoyed the program. Every year education changes, so I feel like there will always be something that I wasn't expecting. However, I feel that my time in the program really helped me to understand the diversity within classrooms and between students.
- I was less than impressed with my block classes. The CoE is very good with elementary education preparation, but fails significantly in the secondary education department. The lesson plan structure and teaching styles enforced in Block I were definitely geared towards the Elementary Educators in the classroom. My Block II classes were geared more towards Social Studies. My science education classes were a complete waste of time as we spent time sorting through microbots. This was very discouraging as this is the only class that I could practice teaching more difficult concepts in the science world, instead, this did not happen. Also, the feedback that I received from that professor the one time she observed me in the classroom, was that I used the wrong Lesson Plan template. That was it. That was all I was told to fix. She did not mention

anything else. I was frustrated because being a beginner, I know there are a lot of things I can improve on. I would have loved constructive criticism on my teaching or even just on my lesson I had planned. Instead, I got constructive criticism on using the wrong template for writing down my lesson plan.

- I was well prepared for my teaching job. Thank you.
- It was one of the hardest things I have ever done, but it was one of the best things I have ever done. It is worth it!!
- Kansas State University, College of Education made me feel so prepared as I finished my degree and headed into the teaching world. I felt confident, not because I knew how to do every single thing well, but because I knew I had been given the tools to work through education changes and challenges with a growth mindset, grit and perseverance.
- K-State is a great school. There was a so much early field experience. Some of it seemed (such as the six hours volunteer as part of a class) unnecessary until practicum in the last block.
- Loved the MAT program through the K-State Global Campus! It is a great program and I just had a friend that I referred to the program graduate! Thank you for providing an alternative route to the classroom! I believe it will definitely pay off!
- Many of the required general education courses that I took during Block I and II were VERY elementary based and were not easily compatible to secondary level or elective courses. I.e., Content Area Literacy, Core Teaching. The Technology course was too Ipad based- this is mainly used only in grade schools, high schools are using things such as Google Classroom, Canvas, etc. There were some good sites, but several that again were too elementary-based. There was only one Exceptional Student course and while we were able to learn about the different exceptionalities, we were given very little about accommodations, working on inclusion, and differentiating instruction DURING content delivery without a paraprofessional.
- N/A. [4]
- None.
- None. I am proud of my KSU education, I feel very blessed to have been in the program. KSU produces the best teachers in Kansas!
- Nothing can prepare you to be a teacher, so thank you for getting me as prepared as possible!
- Overall, I thought the program was good. After working with teachers that graduated from other schools, I feel like I was one of the more prepared ones coming into the classroom.
- Overall, this was a great program, and I highly recommend it for all future teachers.
- Role playing in class does not prepare you adequately for the real classroom.
- See above.
- The instructors - and their propagation of class community/family - is/are what makes K-State's COE incredible.
- The program is so great as it allows older adults to jump into teaching quickly. I think it's important that incoming students realize the program is not going to teach you everything about how to be a teacher, but it does give you the chance to fulfill a dream.
- We need better in-classroom experiences. I know both of my Blocks I lucked out with great teachers, but many of my peers were extremely disappointed and were nothing but a TA instead

of a teacher in training. We need better hands-on experience before student teaching. Many of the teacher volunteers are only doing it for a stipend and I think it needs to be better qualified teachers.

**Please list any significant professional milestones you accomplished this year (e.g.: awards, recognition, certificates, etc.)**

Kansas State University responses ( $n = 19$ )

- Best teacher of the month.
- College board accredited AP World History teacher.
- Completed 7 courses towards a Master's degree, was a member of the math SAC team in our school district.
- Currently pursuing Master's Degree at Emporia State.
- Finished my first year of teaching.
- Finished up my first year of grad school in high incidence special education!
- I have completed 25 percent of the Instructional Technology Master's Program at Fort Hays State University. By the end of this summer, I will be halfway through! Baby steps, but I'm hoping to have obtained my Master's degree by next summer (2021)!
- I successfully completed LETRS training Units 1-4 and was asked to lead a cohort next year, I was accepted into the Technology Master Teacher cohort, and I'm a Seesaw ambassador.
- I was nominated for school teacher of the year. I was not eligible for district teacher of the year because I have not taught for five years.
- I was Teacher of the Month in November of 2019.
- Invited onto the districts Math Task Team that constructs the instructional sequence for the year as well as edits and creates our districts proficiency scales based on standards. Starting LETRS training for better understanding on how students learn to read. Trainer of Teachers in my building.
- N/A [3]
- Nominated by my Principal for the Horizon Award.
- Nothing official, but I was told by several students that I was their favorite teacher and that they love attending my class. I also assisted in helping many underserved students finish my class with a passing grade. I also advocated for a student in a sticky situation, trying to ensure his long suspension would not result in him losing education opportunities.
- One of the top teachers in the district with online participation inside of Canvas throughout the entire school year.
- Taught at least partly effective through COVID-19 as a new teacher!! This counts for something, right? :)
- Working on ESOL endorsement; selected to state KNEA RA; selected as KNEA KPAC commissioner.

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

Kansas State University responses ( $n = 65$ )

- Encourage more interaction with graduates of the program. When I was in the program I had so many questions for teachers who had recently graduated but very little opportunity to ask them. It would be great if the program included more panels or Zoom meetings, even pen pals, with recent grads who have begun full time teaching.
- A brief training on Zoom on other online etiquette, and how to engage students long distance.
- Allow for students to be a part of Zooms/classroom interactions because yes it was crazy but it's real life.
- Although I thought the program did a wonderful job teaching different tools to use while teaching with technology, I would recommend having pre-service teachers practice making a lesson completely virtual. This would prepare them well for the unexpected things that can happen especially during a health pandemic.
- As a student teacher I was placed with a cooperating teacher who routinely threw around words like [Redacted] and [Redacted] and was actively being investigated by the state for calling his basketball players the [Redacted]. Vet your cooperating teachers!!!
- Continue to teach future educators to be flexible, to be supportive of others, and to love their students each and every day. This would be the best thing that they can learn after this pandemic.
- Courses on how to effectively implement classroom practices in the online classroom.
- Creating lessons that are flipped classroom; in EdTech, give more Google resources as my school is 1:1 with Chromebooks...NOT iPads.
- Educate teachers on how/how often to clean, how to interact when we can't touch (fist bump/high five/hug), what the changing procedures are.
- Education on using different platforms to teach/how to reach students in an online format.
- Get in touch with small schools in the area and have teachers come in to discuss their days. Even sending students out to the small schools for a day or two would be extremely beneficial. Even though I just finished my first year, I would love to show students the benefits and challenges of being a K-12 music teacher.
- Have classes that are about teaching online.
- Have students work in technology programs that are used like Google Classroom, Seesaw, Dojo, etc. Maybe have a way for students to be certified Google Educators straight from college.
- How to address/prevent cheating with online platforms. How to assess students' learning online. How to teach time management skills online.
- How to find resources for lessons to teach with online learning.
- How to truly engage students with devices. Not just using the device to do something. But using that technology throughout the date that requires students to do digital inking and have a real footprint of what they are doing and how they are able to show their learning. This pandemic provided a huge opportunity for educators to surge forward in their thinking and to use technology as another tool in conjunction with tried and true methods. Using Google Classroom as link to a video isn't enough for our students. They, NOW more than ever need to be taught how to engage online properly, how to be a part of that world in a positive way, and how far they reach with so much at their fingertips. We have to teach them how to use it if we want them to create, think, solve, and innovate!



- I am a fairly techie person, but I know some teachers struggle with using technology in a way that supports effective learning and social emotional connections.
- I know many other majors (architecture, accounting, etc.) offer a dual degree type program where they attain both a Bachelor's and Master's in five years at K-State. If teaching offered this where we could get both a Bachelor's and Master's (perhaps our concentration classes) in five years, I think this would be a huge attraction for future teachers.
- I was unaware of a teacher's preparation program.
- I would like to see a course on classroom management, with part being focused on K-2 and part focused on upper elementary. Honestly, distance learning was much easier for me than being in the classroom.
- I would like to see more opportunities for students to get into the classroom. This would also help them with classroom management, since they will see it more practically implemented.
- I would suggest teaching teachers how to take care of themselves. Teaching how to make a reasonable lesson plan, time management with grading, and classroom management.
- It might be good to have a class that focuses on distance learning methods (either the whole semester or just a couple weeks of instruction)!
- Keep including more technology as it is becoming more readily available to the kids and they like it. How to incorporate cellphones and pop-culture into the classroom.
- Keep introducing new avenues for technology. I applied several applications learned through KSU in my distance learning.
- Make sure that the students who are entering the program are appropriate with their students on social media, students are also interacting in an appropriate manner on social media (dressing appropriately, not have alcohol in the pictures, posting things with cussing or demoralizing others), because districts look their first to see who you truly are.
- Maybe a more serious tech class. I know when I was going through we never went to our actual class because it was all online, or just teach us how to teach online in case need arises.
- Maybe introduce different online learning platforms (like Canvas/Google Classroom) and how to use it from the teachers perspective. Not just the student's perspective.
- More lesson planning, shorter lesson plans.
- More on Google Classroom, SeeSaw, or other online opportunities available.
- More tech hands-on experience with apps/websites we can use with students so they are familiar. Google Classroom, Seesaw, etc.
- More training on virtual communications to home support systems.
- My suggestion is for future students to know how to use programs like Google Classroom and Seesaw. These programs will help the teacher to stay in touch with parents and students even when the school is closed.
- N/A [2].
- N/A. I think, like it or not, people just need to recognize and accept that these are the times we're living in. There's no sense in complaining or worrying about things outside of your control (i.e. not being in schools as much, not being COE classrooms, etc.).
- No. [2]

- None.
- Not that I can think of.
- Perhaps throw a monkey wrench in from time-to-time. I have learned this year that teachers MUST be adaptable.
- Prepare educators to be empathetic and flexible. The quality and quantity of work from students changes greatly in times of stress like this.
- Provide more emphasis on trauma informed care.
- Put an emphasis on technology tools teachers can implement/how to provide feedback and support to a student online.
- Remind them it isn't all unicorns and rainbows. A lot has happened my first year to really show me how broken our world can be, and how you are the main support system for your students.
- Require more observation hours - not formal lesson teaching - during fall semester, so interns can understand the classroom routines, schedule, personalities, and pace of instruction needed to be successful during the spring student teaching semester.
- See above.
- Show students the importance of teaching students to use online learning platforms in case something like this happens again.
- Spend time working with Google Classroom and Seesaw at the Elementary level.
- Stop being afraid of something you can't change.
- Stress to students that you can't do this by yourself and it's really ok to ask for help.
- Teach educators how to effectively teach from a remote learning situation should this happen again.
- Teach students how to use a variety of online platforms! Prepare them for virtual learning if that is what we are moving toward in the fall.
- Teaching a quality and engaging lesson through Zoom.
- Teaching more project-based learning activities or a simple format for such an activity. Less focus on the "lesson plan template". More on student-based reflection. More focus on building content and how to follow curriculum guides. Ways to collaborate with other teachers for cross-curricular take home activities. Provide resources available.
- Technology class that is actually applicable.
- Technology is great, but don't become dependent on it in the classroom. Give future educators multiple modes of teaching methods. In the classroom, some students thrive with technology while others do not, each class is different. I had one class that loved working on their computers and another that absolutely hated it. I know this because middle schoolers do not have filters, so they will speak their minds. There has to be a balance, and this balance is hard to find if the CoE focuses solely on the latest technology to integrate into the classroom.
- Technology, technology, technology! Learn how to use it, test it out, see what works best for you. When you are stuck with Zoom meetings, a huge part of communication is being missed. Students are more afraid/less likely to speak up. Find ways to force the students to think and communicate their thoughts. (Otherwise they are zoning out in your class.)

- TECHNOLOGY. Set your classroom up well so that if you have to move online it is readily available. Also it is so important to reinforce the idea of flexibility as a teacher. I watched teachers in complete panic mode when really what was being asked of them was pretty relaxed. Just be willing to change things up and adapt as you go.
- The best thing I can say, I said in the above box. Teachers HAVE to learn how to constantly adjust instruction. I am not sure that can be taught.
- The importance of change and an evolving world. Every year is going to be different (kids, curriculum, staff, etc.), we have to know going into this profession that change is inevitable and we have to be willing to meet these changes head-on, adapt and move on.
- The MAT program was all online, and that was a great prep for this year. I was already comfortable doing Zooms and dealing professionally online. Teaching online was a challenge, simply because we had more directives from our USD and suddenly first grade was not [Professor's] class, or [Professor's] class, or [Professor's] class where each teacher had their own style and routines. We were suddenly first grade for the USD and we had to work together to plan. That was not horribly difficult because we had an amazing team. But being the new teacher, I sometimes did not want to be assertive and show how to use the technology I had learned while in the program. I did try! But I was not well received yet. So keep up the current uses of technology and maybe include the aspect of how to teach tech to the seasoned teachers who do not use it effectively yet.
- This would be so difficult, but teach them how to work on the fly. I don't know how that would be taught, but flying off the seat of my pants happened a lot this year! :)
- Try to teach students how to create lessons for in person, hybrid, and fully online. Also providing more technology programs for them to research and use for their classrooms that can be used on ALL platforms and not just Apple or Google Chrome.
- You're already well prepared with teaching online using Canvas.

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## **APPENDIX 2**

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### Kansas Educator Employer Survey Summary

<b>Summary of Ratings <sup>1</sup></b> <b>Statewide Results</b> <b>Kansas Educator Employer Survey - Spring 2013 – 2020</b>								
Category	Kansas Public Universities							
	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=235)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Foundation Composite	3.97 <sup>2</sup> (0.53)	4.02 (0.55)	3.91 (0.70)	3.94 <sup>9</sup> (0.57)	4.05 <sup>11</sup> (0.62)	4.04 <sup>13</sup> (0.59)	4.05 (0.64)	4.20 <sup>16</sup> (0.59)
Planning Composite	4.07 <sup>3</sup> (0.66)	4.14 (0.67)	4.03 <sup>6</sup> (0.77)	4.05 <sup>9</sup> (0.66)	4.16 <sup>12</sup> (0.77)	4.20 <sup>14</sup> (0.64)	4.13 (0.76)	4.23 <sup>17</sup> (0.71)
Instruction Composite	3.86 <sup>4</sup> (0.75)	3.94 (0.73)	3.85 (0.77)	3.84 (0.73)	3.94 <sup>11</sup> (0.78)	4.01 (0.70)	3.91 (0.81)	4.07 <sup>18</sup> (0.72)
Assessment Composite	3.87 <sup>3</sup> (0.60)	3.95 (0.64)	3.89 <sup>6</sup> (0.73)	3.89 <sup>10</sup> (0.64)	3.99 <sup>11</sup> (0.68)	4.02 <sup>13</sup> (0.64)	3.94 (0.69)	4.04 <sup>17</sup> (0.73)
Technology Composite	4.24 <sup>5</sup> (0.61)	4.25 (0.68)	4.14 <sup>7</sup> (0.76)	4.11 <sup>9</sup> (0.60)	4.20 (0.70)	4.25 <sup>15</sup> (0.62)	4.22 (0.69)	4.34 (0.66)
Diversity Composite	3.90 <sup>4</sup> (0.68)	3.97 (0.69)	3.97 <sup>8</sup> (0.73)	3.98 <sup>9</sup> (0.59)	4.08 (0.70)	4.07 (0.69)	4.06 (0.78)	4.15 (0.78)
Motivate and Engage Composite	4.03 <sup>3</sup> (0.70)	4.11 (0.77)	4.03 (0.82)	4.01 <sup>10</sup> (0.75)	4.11 <sup>12</sup> (0.80)	4.16 <sup>14</sup> (0.72)	4.08 (0.85)	4.17 <sup>18</sup> (0.82)
Professional Ethics Composite	4.32 <sup>4</sup> (0.57)	4.40 (0.63)	4.28 <sup>7</sup> (0.75)	4.27 <sup>9</sup> (0.65)	4.38 <sup>11</sup> (0.73)	4.42 (0.60)	4.40 (0.72)	4.46 <sup>19</sup> (0.68)
Reflective Practice Composite	4.04 (0.59)	4.06 (0.67)	4.02 <sup>6</sup> (0.77)	3.99 <sup>10</sup> (0.63)	4.13 <sup>12</sup> (0.68)	4.13 (0.62)	4.09 (0.70)	4.19 <sup>19</sup> (0.72)

<sup>1</sup>Ratings Key: 5= Strongly Agree; 4 = Agree; 3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree

<sup>2</sup>n=213    <sup>6</sup>n=381    <sup>10</sup>n=248    <sup>14</sup>n=293    <sup>18</sup>n=232

<sup>3</sup>n=215    <sup>7</sup>n=382    <sup>11</sup>n=284    <sup>15</sup>n=291    <sup>19</sup>n=233

<sup>4</sup>n=217    <sup>8</sup>n=379    <sup>12</sup>n=285    <sup>16</sup>n=231

<sup>5</sup>n=216    <sup>9</sup>n=247    <sup>13</sup>n=294    <sup>17</sup>n=234

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.

<b>Summary of Cronbach's Alpha Statewide Results Kansas Educator Employer Survey - Spring 2013 – 2020</b>									
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)	2020 (n=235)
Foundation	7	.87	.89	.91	.91	.91	.91	.92	.92
Planning	6	.91	.92	.92	.93	.94	.91	.94	.93
Instruction	5	.91	.91	.89	.91	.92	.90	.92	.90
Assessment	6	.89	.91	.92	.92	.93	.93	.92	.94
Technology	5	.93	.94	.95	.93	.95	.93	.95	.96
Diversity	5	.90	.92	.92	.91	.93	.93	.96	.94
Motivate and Engage	6	.92	.94	.94	.93	.94	.94	.95	.95
Professional Ethics	5	.93	.94	.95	.95	.96	.93	.96	.97
Reflective Practice	5	.89	.91	.92	.91	.92	.91	.93	.94

# Foundations of Teaching

## Summary of Ratings<sup>1</sup>

### Foundations of Teaching

#### Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=235)
	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)	Mean (SD)	Mean (SD)
<b>Foundation 1.</b> 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)	4.35 (0.67)	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)	4.31 (0.65)
<b>Foundation 2.</b> 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)	4.08 (0.65)	3.91 <sup>2</sup> (0.66)	3.97 (0.55)	3.83 (0.81)	3.94 (0.65)	4.03 <sup>3</sup> (0.71)	4.05 (0.69)	3.97 (0.73)	4.15 <sup>10</sup> (0.66)
<b>Foundation 3.</b> 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)	4.10 (0.68)	3.89 (0.63)	3.95 (0.61)	3.81 (0.82)	3.90 (0.61)	4.01 <sup>3</sup> (0.72)	3.90 (0.72)	3.93 (0.72)	4.09 (0.68)
<b>Foundation 4.</b> 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)	4.17 (0.79)	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)	4.28 (0.77)
<b>Foundation 5.</b> 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)	4.29 (0.84)	4.27 <sup>2</sup> (0.67)	4.33 (0.76)	4.19 (0.90)	4.16 (0.70)	4.31 (0.76)	4.26 <sup>4</sup> (0.72)	4.26 (0.85)	4.32 <sup>10</sup> (0.78)
<b>Foundation 6.</b> 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)	4.24 (0.74)	4.06 <sup>2</sup> (0.73)	4.11 (0.74)	4.01 (0.86)	3.99 <sup>5</sup> (0.76)	4.11 (0.79)	4.13 (0.74)	4.10 (0.82)	4.23 <sup>11</sup> (0.74)
<b>Foundation 7.</b> The educators have entry level knowledge of state and federal laws that directly impact schools.	3.22 <sup>6</sup> (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)	3.99 (0.76)	3.44 <sup>7</sup> (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)	4.07 (0.71)
<b>Foundation Composite (Cronbach's alpha: 0.92, 0.92)</b>	3.88 <sup>6</sup> (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)	4.17 (0.60)	3.97 <sup>8</sup> (0.53)	4.02 (0.55)	3.91 (0.70)	3.94 <sup>5</sup> (0.57)	4.05 <sup>9</sup> (0.62)	4.04 <sup>4</sup> (0.59)	4.05 (0.64)	4.20 <sup>12</sup> (0.59)

<sup>1</sup>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.

<sup>2</sup>n=217    <sup>5</sup>n=247    <sup>8</sup>n=213    <sup>11</sup>n=233

<sup>3</sup>n=285    <sup>6</sup>n=36    <sup>9</sup>n=284    <sup>12</sup>n=231

<sup>4</sup>n=294    <sup>7</sup>n=216    <sup>10</sup>n=234

# Preparation for Planning

## Summary of Ratings<sup>1</sup>

### Preparation for Planning

#### Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=235)
	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)	Mean (SD)	Mean (SD)
<b>Planning 1.</b> 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)	4.24 (0.86)	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)	4.27 <sup>12</sup> (0.79)
<b>Planning 2.</b> 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)	4.24 (0.76)	4.22 <sup>2</sup> (0.71)	4.21 (0.71)	4.12 <sup>3</sup> (0.86)	4.16 (0.71)	4.23 (0.75)	4.31 <sup>4</sup> (0.63)	4.24 (0.80)	4.23 (0.77)
<b>Planning 3.</b> 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)	4.33 (0.91)	4.23 (0.71)	4.27 (0.79)	4.19 (0.90)	4.15 <sup>5</sup> (0.78)	4.33 (0.85)	4.34 (0.77)	4.25 (0.86)	4.39 (0.77)
<b>Planning 4.</b> 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)	4.16 (0.91)	4.06 (0.82)	4.21 (0.84)	4.02 (0.98)	4.08 <sup>5</sup> (0.75)	4.16 (0.93)	4.23 <sup>4</sup> (0.79)	4.15 (0.91)	4.24 (0.87)
<b>Planning 5.</b> 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)	4.12 (0.90)	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)	4.21 (0.87)
<b>Planning 6.</b> 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)	4.08 (0.85)	3.81 <sup>6</sup> (0.94)	3.94 (0.88)	3.78 <sup>3</sup> (0.97)	3.94 (0.82)	3.98 <sup>7</sup> (0.94)	4.00 (0.86)	3.94 (0.90)	4.07 (0.84)
<b>Planning Composite (Cronbach's alpha: 0.93, 0.93)</b>	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)	4.19 (0.75)	4.07 <sup>8</sup> (0.66)	4.14 (0.67)	4.03 <sup>9</sup> (0.77)	4.05 <sup>10</sup> (0.66)	4.16 <sup>7</sup> (0.77)	4.20 <sup>11</sup> (0.64)	4.13 (0.76)	4.23 <sup>12</sup> (0.71)

<sup>1</sup>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.

<sup>2</sup>n=217 <sup>7</sup>n=285 <sup>12</sup>n=234

<sup>3</sup>n=382 <sup>8</sup>n=215

<sup>4</sup>n=294 <sup>9</sup>n=381

<sup>5</sup>n=248 <sup>10</sup>n=247

<sup>6</sup>n=216 <sup>11</sup>n=293



# Preparation to Provide Appropriate Instruction

## Summary of Ratings<sup>1</sup>

### Preparation to Provide Appropriate Instruction

#### Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=234)
	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)	Mean (SD)	Mean (SD)
<b>Instruction 1.</b> 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)	4.19 (0.82)	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 <sup>4</sup> (0.88)	4.21 <sup>5</sup> (0.78)
<b>Instruction 2.</b> 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)	3.99 (0.90)	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)	4.01 (0.88)
<b>Instruction 3.</b> 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)	4.23 (0.75)	4.06 <sup>2</sup> (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)	4.22 (0.75)
<b>Instruction 4.</b> 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)	4.02 (0.93)	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)	4.03 <sup>5</sup> (0.83)
<b>Instruction 5.</b> 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)	3.86 (0.90)	3.68 (0.88)	3.71 (0.92)	3.67 (0.91)	3.66 (0.87)	3.74 <sup>3</sup> (0.93)	3.81 (0.92)	3.71 (0.97)	3.88 (0.90)
<b>Instruction Composite</b> (Cronbach's alpha: 0.92, 0.90)	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)	4.06 (0.73)	3.86 <sup>2</sup> (0.75)	3.94 (0.73)	3.85 (0.77)	3.84 (0.73)	3.94 <sup>3</sup> (0.78)	4.01 (0.70)	3.91 (0.81)	4.07 <sup>6</sup> (0.72)

<sup>1</sup>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.

<sup>2</sup>n=217      <sup>4</sup>n=265      <sup>6</sup>n=232

<sup>3</sup>n=284      <sup>5</sup>n=233

# Preparation to Incorporate Assessment

## Summary of Ratings<sup>1</sup>

### Preparation to Incorporate Assessment

#### Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=235)
	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)	Mean (SD)	Mean (SD)
<b>Assessment 1.</b> The educators evaluate student knowledge and performance by using multiple methods of assessment.	3.94 <sup>2</sup> (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)	3.94 (0.88)	3.90 <sup>3</sup> (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)	4.03 (0.82)
<b>Assessment 2.</b> 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)	3.81 (0.91)	3.76 (0.85)	3.78 (0.85)	3.80 <sup>4</sup> (0.91)	3.78 (0.85)	3.88 (0.82)	3.91 (0.81)	3.84 <sup>10</sup> (0.85)	3.97 (0.86)
<b>Assessment 3.</b> The educators adhere to ethical and unbiased assessment practices.	4.08 <sup>2</sup> (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)	4.33 (0.73)	4.16 <sup>3</sup> (0.60)	4.26 (0.70)	4.20 (0.80)	4.18 <sup>5</sup> (0.68)	4.26 <sup>6</sup> (0.71)	4.27 (0.68)	4.21 (0.74)	4.29 (0.74)
<b>Assessment 4.</b> 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)	3.98 (0.96)	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)	4.00 <sup>11</sup> (0.88)
<b>Assessment 5.</b> 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)	3.98 (0.81)	3.84 (0.71)	3.93 (0.75)	3.84 (0.86)	3.86 (0.72)	3.97 (0.75)	4.00 <sup>7</sup> (0.74)	3.91 (0.78)	4.01 (0.81)
<b>Assessment 6.</b> 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)	3.90 (0.89)	3.71 <sup>3</sup> (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)	3.95 (0.87)
<b>Assessment Composite</b> <b>(Cronbach's alpha: 0.94, 0.94)</b>	3.81 <sup>8</sup> (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)	3.99 (0.76)	3.87 <sup>9</sup> (0.60)	3.95 (0.64)	3.89 <sup>4</sup> (0.73)	3.89 <sup>5</sup> (0.64)	3.99 <sup>6</sup> (0.68)	4.02 <sup>7</sup> (0.64)	3.94 (0.69)	4.04 <sup>11</sup> (0.73)

<sup>1</sup>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.

<sup>2</sup>n=36    <sup>5</sup>n=248    <sup>8</sup>n=35    <sup>11</sup>n=234

<sup>3</sup>n=217    <sup>6</sup>n=284    <sup>9</sup>n=215

<sup>4</sup>n=381    <sup>7</sup>n=294    <sup>10</sup>n=265

# Preparation to Incorporate Technology

## Summary of Ratings<sup>1</sup>

### Preparation to Incorporate Technology

#### Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=235)
	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)	Mean (SD)	Mean (SD)
<b>Technology 1.</b> 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)	4.43 (0.71)	4.28 <sup>2</sup> (0.70)	4.32 (0.75)	4.21 (0.84)	4.20 (0.68)	4.24 (0.76)	4.28 <sup>3</sup> (0.69)	4.26 (0.75)	4.39 (0.67)
<b>Technology 2.</b> 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)	4.38 (0.78)	4.26 <sup>2</sup> (0.67)	4.26 (0.78)	4.12 <sup>4</sup> (0.85)	4.13 (0.68)	4.20 (0.78)	4.26 <sup>3</sup> (0.70)	4.21 <sup>11</sup> (0.77)	4.30 (0.79)
<b>Technology 3.</b> 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)	4.32 (0.81)	4.22 <sup>2</sup> (0.72)	4.24 (0.77)	4.11 (0.86)	4.09 <sup>5</sup> (0.70)	4.17 (0.77)	4.24 <sup>6</sup> (0.70)	4.19 (0.78)	4.36 (0.71)
<b>Technology 4.</b> The educators integrate technology into the professional practice.	4.31 <sup>7</sup> (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)	4.34 (0.76)	4.23 <sup>8</sup> (0.70)	4.29 (0.76)	4.18 (0.80)	4.14 <sup>5</sup> (0.65)	4.24 (0.74)	4.28 <sup>6</sup> (0.68)	4.26 (0.75)	4.37 (0.69)
<b>Technology 5.</b> 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)	4.26 (0.79)	4.19 <sup>2</sup> (0.66)	4.16 (0.76)	4.07 <sup>4</sup> (0.85)	4.04 (0.67)	4.16 (0.78)	4.19 <sup>3</sup> (0.73)	4.17 (0.73)	4.27 (0.71)
<b>Technology Composite</b> (Cronbach's alpha: 0.95, 0.96)	4.32 <sup>7</sup> (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)	4.35 (0.72)	4.24 <sup>8</sup> (0.61)	4.25 (0.68)	4.14 <sup>4</sup> (0.76)	4.11 <sup>9</sup> (0.60)	4.20 (0.70)	4.25 <sup>10</sup> (0.62)	4.22 (0.69)	4.34 (0.66)

<sup>1</sup>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.

<sup>2</sup>n=217    <sup>7</sup>n=36

<sup>3</sup>n=293    <sup>8</sup>n=216

<sup>4</sup>n=382    <sup>9</sup>n=247

<sup>5</sup>n=248    <sup>10</sup>n=291

<sup>6</sup>n=294    <sup>11</sup>n=265

Preparation for Diversity

Summary of Ratings<sup>1</sup>

Preparation for Diversity

Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=235)
	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)	Mean (SD)	Mean (SD)
<b>Diversity 1.</b> 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)	4.01 (0.91)	3.98 <sup>2</sup> (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)	4.18 (0.87)
<b>Diversity 2.</b> 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)	4.08 (0.89)	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)	4.23 (0.83)
<b>Diversity 3.</b> 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)	4.06 (0.82)	4.02 (0.71)	4.09 (0.75)	4.01 (0.85)	4.06 <sup>3</sup> (0.64)	4.16 (0.74)	4.13 (0.71)	4.14 <sup>5</sup> (0.80)	4.20 (0.79)
<b>Diversity 4.</b> 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)	3.98 (0.96)	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)	4.08 (0.92)
<b>Diversity 5.</b> 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)	3.97 (0.80)	3.70 (0.87)	3.80 (0.80)	3.84 <sup>4</sup> (0.84)	3.85 (0.72)	3.94 (0.83)	3.96 (0.81)	3.91 (0.85)	4.06 (0.83)
<b>Diversity Composite</b> (Cronbach's alpha: 0.95, 0.94)	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)	4.02 (0.79)	3.90 <sup>2</sup> (0.68)	3.97 (0.69)	3.97 <sup>4</sup> (0.73)	3.98 <sup>3</sup> (0.59)	4.08 (0.70)	4.07 (0.69)	4.06 (0.78)	4.15 (0.78)

<sup>1</sup>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.

<sup>2</sup>n=217

<sup>3</sup>n=247

<sup>4</sup>n=379

<sup>5</sup>n=265

# Preparation to Motivate and Engage Students

## Summary of Ratings<sup>1</sup>

### Preparation to Motivate and Engage Students

#### Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=366)	2020 (n=235)
	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)	Mean (SD)	Mean (SD)
<b>Motivate &amp; Engage 1.</b> 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)	4.12 (0.91)	3.94 <sup>2</sup> (0.86)	4.05 (0.90)	3.96 (0.97)	3.96 <sup>3</sup> (0.83)	4.02 (0.94)	4.07 <sup>4</sup> (0.88)	4.03 (0.94)	4.15 <sup>8</sup> (0.85)
<b>Motivate &amp; Engage 2.</b> 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)	4.25 (0.87)	4.22 <sup>2</sup> (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)	4.34 <sup>8</sup> (0.82)
<b>Motivate &amp; Engage 3.</b> 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)	4.05 (1.05)	3.98 <sup>2</sup> (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)	4.11 <sup>8</sup> (1.00)
<b>Motivate &amp; Engage 4.</b> 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)	4.00 (1.00)	3.97 <sup>2</sup> (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)	4.13 <sup>8</sup> (0.94)
<b>Motivate &amp; Engage 5.</b> 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)	4.13 (1.03)	4.14 <sup>5</sup> (0.80)	4.21 (0.82)	4.12 (0.91)	4.07 (0.88)	4.19 <sup>6</sup> (0.84)	4.24 (0.80)	4.12 (0.97)	4.19 (0.96)
<b>Motivate &amp; Engage 6.</b> 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)	4.08 (0.89)	3.95 <sup>2</sup> (0.82)	4.04 (0.84)	3.95 (0.95)	3.97 (0.82)	4.07 (0.91)	4.12 <sup>4</sup> (0.80)	4.02 (0.92)	4.14 (0.86)
<b>Motivate &amp; Engage Composite</b> (Cronbach's alpha: 0.95, 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)	4.10 (0.86)	4.03 <sup>5</sup> (0.70)	4.11 (0.77)	4.03 (0.82)	4.01 <sup>3</sup> (0.75)	4.11 <sup>6</sup> (0.80)	4.16 <sup>7</sup> (0.72)	4.08 (0.85)	4.17 <sup>9</sup> (0.82)

<sup>1</sup>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.

<sup>2</sup>n=217    <sup>4</sup>n=294    <sup>6</sup>n=285    <sup>8</sup>n=234

<sup>3</sup>n=248    <sup>5</sup>n=215    <sup>7</sup>n=293    <sup>9</sup>n=232

# Preparation for Professional Ethics

## Summary of Ratings<sup>1</sup>

### Preparation for Professional Ethics

#### Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=235)
	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)	Mean (SD)	Mean (SD)
<b>Ethics 1.</b> 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)	4.54 (0.67)	4.36 (0.60)	4.43 (0.67)	4.33 (0.79)	4.31 <sup>2</sup> (0.68)	4.41 (0.80)	4.47 (0.69)	4.46 (0.74)	4.50 (0.68)
<b>Ethics 2.</b> 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)	4.51 (0.67)	4.39 <sup>3</sup> (0.60)	4.44 (0.68)	4.32 <sup>4</sup> (0.82)	4.35 (0.64)	4.40 (0.76)	4.48 (0.60)	4.46 (0.74)	4.50 <sup>8</sup> (0.75)
<b>Ethics 3.</b> 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)	4.38 (0.78)	4.25 (0.70)	4.32 (0.74)	4.19 <sup>4</sup> (0.88)	4.18 <sup>2</sup> (0.80)	4.34 (0.80)	4.34 (0.75)	4.28 (0.85)	4.37 (0.77)
<b>Ethics 4.</b> 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)	4.47 (0.73)	4.28 (0.68)	4.39 (0.72)	4.23 (0.86)	4.24 (0.75)	4.38 <sup>5</sup> (0.81)	4.38 (0.72)	4.38 (0.80)	4.46 (0.72)
<b>Ethics 5.</b> 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)	4.47 (0.70)	4.34 (0.62)	4.44 (0.71)	4.32 (0.79)	4.29 (0.69)	4.39 <sup>5</sup> (0.80)	4.44 (0.65)	4.42 (0.77)	4.48 (0.69)
<b>Professional Ethics Composite</b> (Cronbach's alpha: 0.96, 0.97)	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)	4.47 (0.67)	4.32 <sup>3</sup> (0.57)	4.40 (0.63)	4.28 <sup>4</sup> (0.75)	4.27 <sup>6</sup> (0.65)	4.38 <sup>7</sup> (0.73)	4.42 (0.60)	4.40 (0.72)	4.46 <sup>8</sup> (0.68)

<sup>1</sup>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.

<sup>2</sup>n=248    <sup>5</sup>n=285    <sup>8</sup>n=233

<sup>3</sup>n=217    <sup>6</sup>n=247

<sup>4</sup>n=382    <sup>7</sup>n=284

# Reflective Practice

## Summary of Ratings<sup>1</sup>

### Reflective Practice

#### Kansas Educator Employer Survey - Spring 2013 - 2020

	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)	2020 (n=93)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)	2019 (n=266)	2020 (n=235)
	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)	Mean (SD)	Mean (SD)
<b>Reflect 1.</b> 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)	4.18 (0.87)	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)	4.17 (0.79)
<b>Reflect 2.</b> 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)	4.12 (0.90)	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 <sup>5</sup> (0.78)	4.12 (0.80)
<b>Reflect 3.</b> 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)	4.14 (0.94)	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)	4.12 <sup>6</sup> (0.86)
<b>Reflect 4.</b> 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)	4.31 (0.79)	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)	4.32 (0.72)
<b>Reflect 5.</b> 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)	4.23 (0.87)	4.03 (0.71)	4.07 (0.78)	4.04 <sup>2</sup> (0.92)	4.00 <sup>3</sup> (0.74)	4.17 <sup>4</sup> (0.76)	4.14 (0.71)	4.12 (0.83)	4.21 (0.80)
<b>Reflective Practice Composite (Cronbach's alpha: 0.94, 0.94)</b>	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)	4.20 (0.79)	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)	4.19 <sup>6</sup> (0.72)

<sup>1</sup>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.

<sup>2</sup>n=381

<sup>3</sup>n=248

<sup>4</sup>n=285

<sup>5</sup>n=265

<sup>6</sup>n=233

<b>Summary of Ratings</b> <b>Statewide Results</b> <b>Kansas Educator Employer Survey - Spring 2013 - 2020</b>								
<b>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?</b>								
	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
Year	<i>n</i>				<i>n</i>			
	Frequencies (%)				Frequencies (%)			
2020	28 (30.1%)	60 (64.5%)	5 (5.4%)	—	52 (22.1%)	132 (52.6%)	32 (13.6%)	19 (8.1%)
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%)

<b>Summary of Ratings</b> <b>Statewide Results</b> <b>Kansas Educator Employer Survey - Spring 2013 – 2020</b>								
<b>How likely are you to recommend early career educators who graduate from ...</b>								
	Kansas State University				Kansas Public Universities			
	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
Year	<i>n</i>				<i>n</i>			
	Frequencies (%)				Frequencies (%)			
2020	74 (79.6%)	14 (15.1%)	3 (3.2%)	2 (2.2%)	188 (80.0%)	39 (16.6%)	5 (2.1%)	3 (1.3%)
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 ( $n = 57$ )

- [Educator] came into my building as a first-year teacher and did an outstanding job. She was well prepared for whatever was thrown at her. Her program prepared her for teaching.
- [Educator] displays great knowledge in her curriculum area (mathematics) and a very high level of professionalism.
- [Educator] is a great leader. She is very innovative and takes on many tasks at the school. She is very creative and reflective. Outstanding with building relationships.
- [Educator] is extremely reflective in her practices and lesson planning. She has a number of tools in her toolbox to try when lessons don't go the way she would have liked them to. She is always trying to improve.
- [Educator] was able to make solid connections with students and infuse relevance into his lessons on a consistent basis. He displayed a solid ability to differentiate instruction as well as chunk large assignments or projects for students.
- [Educator] was very good at providing a variety of activities to enhance learning. She was prepared for all of her lessons on a daily basis.
- [Educator] was well prepared by Kansas State University. Students are treated in a respectful manner. The classroom setting is inviting to students. [Educator] has all of the key pieces - anticipatory set, exit slips, transitions, student friendly objectives, etc...
- Both of my teachers from KSU are just good people. They love teaching and it shows in their day-to-day contact with students, families and staff.
- Collaboration.
- Connection of standards and best practices.
- Content knowledge.
- Content preparation.
- Content specifics and understanding how to apply Classroom management practices.
- Differentiation and use of technology.
- Getting them into the schools through blocks and practicums.
- I believe educators are prepared to build strong relationships and provide direct instruction using technology.
- I believe the strongest aspect of the educator preparation program would be the well-rounded experiences the preservice teachers receive through their Block and Student Intern experiences.
- I feel our instructor has a solid understanding of developmental growth of students both emotionally and physically.
- In previous years, K-State Grads have been professional and done good work.
- Knowledge of the subject matter.
- Most of the KSU students that work in our building are focused and dependable. They take their responsibilities seriously. They truly know that each and every day they are interviewing for a job! What they do today will help them earn a position in our school or any school.
- N/A.
- New teachers to my building are well versed in content knowledge.
- Our new teachers from Kansas State have a strong pedagogy and a recognition for the need to adapt and differentiate instruction based on students' progress. Most importantly, these teachers

demonstrate a passion for teaching and the confidence not only to command a classroom but also to contribute to the greater school community.

- Pedagogy and diversity training (although I think the latter is too much).
- Pedagogy is excellent, subject matter is mastered.
- People who are committed to being educators.
- Planning and instructional strategies.
- Really appreciated that the educators were asked to videotape themselves and reflect on their strengths and stretches.
- Reflection and willingness to be coached.
- Relationship building in caring for her students and families along with her ability to navigate technology.
- She is very willing to receive feedback. She had a very positive view of administration and how administration can work with her to make her classroom better place.
- She was well prepared for collaboration and working well with others and encouraging this in others.
- Strong knowledge of the importance of differentiated instruction. Strong collaborative skills. Receptiveness to feedback
- Strong use of technology.
- Students that we have hired from the KSU Teaching Program have done an amazing job of Classroom Management.
- Teacher is committed to her role as an educator. Embraces feedback. Possesses confidence.
- Teachers have a good understanding of the state standards and how to build lessons from them.
- Teachers have a strong knowledge of curriculum.
- The amount of time in the classroom is a strong component of the program.
- The collaboration between the classroom teachers and the interns.
- The individual blocks they experience throughout their schooling at different schools and grade levels.
- The one teacher we have from KSU seems to have a decent knowledge of pedagogy for a first-year teacher.
- The program has produced people with high integrity and work ethic.
- The teacher was eager to get into her classroom. I believe the best thing was the video taping of herself and then the feedback that the college gave her as well as myself.
- The teachers definitely are very technology savvy. They have learned a multitude of advances in this area and are very willing to share with the rest of the staff members.
- The three candidates we received from you this year were very strong candidates! One of which has the potential to really be a superstar teacher!
- Their blocks throughout the three or four semesters obviously provided numerous opportunities to learn from various teachers' different skills to use once they got their own classroom.
- They understand content and state standards.
- This program allowed us to hire an amazing teacher. [Educator] was well prepared for her position.
- This teacher was a middle level professional, it would be hard to determine the strongest aspect of your program based on his performance.
- Understanding of curriculum and finding resources.
- Understanding the link between assessment and planning, scaffolding, and interventions.
- Understands content.

- Understands the standards and importance of utilizing them when planning.
- Very versed in tech and online support materials to support all curriculums that the department offers
- Well-rounded; thorough.

**Please share how you think we might improve the educator preparation program:**

Kansas State University responses ( $n = 48$ )

- [Educator] came in very prepared. I would teach more PBL in your education preparation program.
- Behavior Management ideas. Trauma-Informed Approach.
- Building relationships with parents and community.
- Cannot emphasize enough the importance of professionalism, work ethic, 'stick-to-it' approach, and working as a team.
- Classroom management and lesson planning.
- Classroom management skills are very weak.
- Classroom management strategies along with creating lessons that creates high engagement from students.
- Continue to provide the various settings required to complete tasks of becoming a teacher and understanding from a hands-on approach the tough aspects of teaching.
- Continue to strengthen courses in the areas of classroom management and social and emotional learning.
- Develop a better understanding of student/family diversity; empathy toward student circumstances.
- Diversity.
- Do you offer any classes in Kansas History? Part of the 7th grade SS curriculum is Kansas History.
- Help teachers address what to do when the lesson does not go as planned and the students do not understand. Reteaching and assessing when and if the students are ready to move on. Classroom management, how to build relationships with the students.
- Helping prospective educators understand that developing interpersonal relationships within the school with other educators is very important. A team approach is necessary for overall school success. Don't be islands.
- Her KSU supervisor during student-teaching was fabulous. I have no suggestions for improvement.
- Honestly, classroom management is a challenge for most beginning educators. It would be helpful to move beyond basic management skills and provide student teachers with strategies to meet the growing need for social emotional needs. It is important for them to understand topics such as Zones of Regulation, Mindfulness, etc.
- I think there is a great need for preservice teachers to have a stronger understanding of the science of reading instruction. Our staff has gone through the LETRS training modules and these would be outstanding for preservice teachers to go through, as well.
- I would like to see universities encourage young teachers to get involved by coaching, sponsoring, or even just working games. This is a huge change I have seen over the past several years - young teachers not willing or maybe aren't comfortable being more involved with extra-curricular activities at school.
- In class management.
- Increase opportunity to practice in more diverse settings.

- Keep making sure there are numerous face-to-face interactions with students at whatever level(s) are of interest to the teacher. Surprising how they change their minds once the teachers work consistently with students!
- More classroom management strategy.
- More focus needs to be on effective classroom management and student engagement. Students are often seen sitting for long periods of time with the teacher simply standing and delivering information. Behavior incidents were high and effective instruction was not being accomplished.
- More focus on classroom management.
- More instruction on classroom management.
- More practice on how to implement Social Emotional standards in the classroom at a Tier 1 level.
- More teaching on assessment and classroom management.
- More time spent teaching students how to use cooperative/collaborative learning strategies and how to differentiate instruction.
- Most of the new teachers have not shown a great deal of knowledge working with diverse populations.
- N/A.
- No recommendation at this time. Very satisfied with KSU grads.
- Not sure.
- Nothing that I can see at this time.
- Our recent K-State graduate lacked an understanding of the flexibility required of educators. She demanded that she be provided with a high level of detail in all communication and became defensive when she lacked information. She appeared to be unable to adapt and rely on common sense to lead her in making decisions.
- Perhaps stressing the proper roles and balances of a teacher-student relationship. Reminding them that teachers are not buddies with students.
- Preparing candidates to interview successfully is a strong need in numerous candidates I interview (not just KSU grads).
- SEL.
- She is very willing to receive feedback. She had a very positive view of administration and how administration can work with her to make her classroom better place.
- Special education teachers need more opportunities in understanding use of manipulatives for math along with CRA model. Ability to understand how one learns to read is necessary! All preservice teachers should participate in LETRS. Behavior interventions need to be strengthened.
- Spend time really helping candidates understand assessment, so that the test and data can be utilized to improve student learning.
- They need to better understand the importance and strategies of differentiating core instruction.
- Though the students have academic knowledge of our students' social and emotional needs, and some have come from rougher beginnings, the true empathy has not yet developed. I don't know if this is teachable or just comes from experience. Maybe part of your program could include working (tutoring, small group activities, joining or participating in an activity within each cultural community in Manhattan); developing a better live understanding of the haves and have nots.
- Unsure.
- View it as the FIRST STEP to becoming an educator - once you graduate and get a license, you still have learning to do - you still have reflections to make, adjustments, etc. A doctor PRACTICES medicine - so often the new educators feel like they KNOW it and have just LEARNED it all, why do they have to attend more professional development. Of course, this is not all - just the ones that cause the most frustration!

- We did interview several KSU grads for our Ag/FFA instructor and they were not very prepared for the shop side of the program that we want to offer; small engines and welding etc.
- We need to ensure the communication, supervision, and observations are at the same level when we had a clinical instructor. The limitation of staff at the university level to help support interns within the school is missing.
- With the change in the social emotional needs of kids, some additional training in how to help kids in this area.
- Work with potential teachers on discipline in the classroom with the defiant and reluctant learner.

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

Kansas State University responses ( $n = 44$ )

- Become very familiar with technology integration and building relationships in a non-traditional way.
- Certainly being technology savvy is important.
- Continue to incorporate blended learning techniques into the teacher preparation program.
- Continue to keep "effective classroom management" a priority in teacher prep programs.
- Continue working with students about classroom management and if you create high engaging lessons, student behavior will be less.
- Could create a lesson that would be delivered online, evaluate it, and reflect on successes and failures of plan.
- Do not get bogged down in diversity training - it is one aspect and although important, most teachers already possess many of the elements administrators look for when hiring and they will receive ongoing training when they arrive. Also, make sure students have access to a wide variety of opinions concerning education. Many come with only one viewpoint and were exposed to only one viewpoint at the university level, especially politically. Then, teachers struggle to understand the students who, in many (most) places in Kansas, come from a political household the opposite of what they've been around during their university experience. This can create a struggle for them. In addition, tap into prior knowledge...if they already possess the knowledge necessary and can demonstrate it, why teach the same to everyone? Universities must get better at individualized instruction.
- Explore nontraditional designs of education.
- Focus on flexibility but ensure any practices and materials you are using are vetted, researched and data driven to ensure that outcomes can still remain as high as possible, despite the circumstances.
- Help candidates understand competency-based education using standards referenced based grading practices.
- How to effectively teach online, online strategies, building relationships in the classroom and online.
- How to engage students in an online learning environment.
- How to make virtual learning interactive and engaging for middle schoolers.
- I believe with all the social and emotional needs the colleges should be working deeper into behavior and trauma and emotional learning.
- I do believe that most students graduating are coming in with great technical skills. However, in light of the pandemic, our district and teachers could be more prepared. Introducing a variety of resources to help the students would be so beneficial.

- I think further instruction on virtual instruction would be beneficial as there may be times (snow days, for example) when virtual instruction is still needed.
- I think it is critical for preservice teachers to have a strong understanding of how they can teach students remotely and be able to think outside of the box when it comes to instructional delivery modes to engage all students.
- I think the pandemic has forced us to realize that knowledge of technology and using various platforms may be more necessary than we thought. Help with the professional development of the teachers in the area of technology would be helpful.
- I wish! I wish I knew what to plan for! How do we meet the diverse needs of our students; with this health pandemic the gap just grew socially, emotionally, and financially? How do we address the needs of our students who have been locked down, unable to escape the mental, physical, and/or emotional abuse they have faced day after day for 5-to-6 months? How do we repair that "school," "we" were not there to help them day-after-day; we did not provide them their "safety" needs during this traumatic experience? Perhaps, teaching KSU students how to "actively listen" when using technology and distance learning! A lot of the physical cues we receive when visiting with students face-to-face are not visible, detectable, or hampered by others in the household during "distance learning".
- Increase opportunities to practice in more diverse delivery systems.
- It is imperative that teachers adapt to the given conditions.
- Keep it up!
- Learn virtual platforms.
- More time spent in classrooms of model teachers.
- More training with what trauma might look like and how to handle it.
- NA. [2]
- New teachers should be prepared to have some blended learning techniques (in-person as well as online).
- No, not at this time.
- No. [2]
- None at this time.
- Show how learning can take place online while still building relationships.
- Students need to be able to instruct basic welding classes and use metal shop equipment.
- Teachers need to be able to operate effectively from an online standpoint. They need to be able to facilitate learning for all students not just those that have access to effective resources.
- Teaching future teachers to be FLEXIBLE, multi-task to get it all done in order to have a work life balance, ensure that the preparation program is not the end all be all. Some educators continue to talk about what they were taught in college and that is just not the real world. In a school, I need a teacher to be able to handle multiple subjects - planning, providing feedback, reflection, etc. for all and still have time to establish relationship with students - DAILY.
- There are no words to describe what was needed to prepare and execute a successful Continuous Learning Plan. We did it but online learning offered us many new hurdles. Some of our staff had to learn Google Classroom. Try to offer as much technology as you can. I realize that it will be outdated within two years but just making new teachers comfortable with the dynamic of change is important.
- They need more diverse student contact.
- This doesn't apply to [Educator] in particular since she is a music teacher, but I hope that ALL teachers have a strong knowledge of reading development and dyslexia and tools to help students

overcome reading "disabilities". The more teachers are able to differentiate in their homeroom, hopefully the fewer students we will see entering special education.

- Unfortunately, a need for an eLearning platform will be important and supporting social emotional needs. Students are unable to learn to their fullest potential when their needs are not met.
- Use of technology to engage unmotivated students and families.
- We have been very happy with our three graduates of KSU this year, all were very prepared for success.
- What it means to know about essential skills and how to drive home key facts in a short amount of time. Engagement in this format is crucial.
- Work with potential teachers on motivating students remotely when there is no face-to-face contact.

**List any significant professional milestones the new teachers in your building may have received this year (e.g.: awards, recognitions, certificates, etc.).**

Kansas State University responses ( $n = 22$ )

- [Educator] received a grant from BCBS of Kansas for the PE program and has also participated in outside opportunities for our students (Body First Run for students). [Educator] has been very active in working with the third grade PLC to make sure her instruction is aligned with her teammates. I am happy with the performance of both teachers.
- [Educator] survived her first year of teaching with very few discipline problems, few parent complaints, etc. She has been an amazing addition to our staff.
- [Educator] took over a 6A band program, and in one year was able to prepare and inspire our students to earn top ratings at band competitions and a significant increase in the number of students who received honors at solo competitions. In one year, [Educator] has successfully created a culture of strong work ethic and high expectations for success, all while drawing out the passion that students have for music.
- [Educator] was chosen to create the Continuous Learning math videos for 5th grade for the district
- [Educator] was nominated as our district's Horizon Teacher of the Year. She is fabulous!
- [Educator] wrote and received a grant from the Educational Foundation. (DIY Breakout Boxes)
- I would have awarded her the teacher showing the most growth in creating engaging lessons and adjusting so well with the on-line instruction with her students.
- I'm not big in "awards and recognitions". They are for personal gains. What I have noticed with the KSU students is their willingness and desire to meet the needs of the students. They reflect on their teaching and question themselves as to why a student is or is not learning, why the student has behavior issues. I have been very impressed that they have looked past who the students' families are and where they live, and question their ability to teach and support, instead of placing the blame on social or family barriers to success. I would like to see more minority, second language learners, and economically challenged students in your teaching programs.
- Left regular ed to teach special ed.
- N/A. [3]
- Nominated for the new teacher Horizon Award.
- Nominations to significant district committees and leadership positions.
- None of those listed, but it was a short school year.
- None yet, but I plan to nominate her for the horizon award.
- None. [2]
- Nothing to report at this time.

- Parents have commented they appreciated the level of communication and that their students made progress.
- She applied for and received a grant for books to incorporate into the classroom library.
- SURVIVING CONTINUOUS LEARNING while teaching from home!