

Kansas Educator Alumni and Employer Survey Spring/Summer 2018 Survey Administration Kansas State University

Background

This report provides a summary of the spring/summer 2018 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 through 2018 statewide results.

Summaries of the spring/summer 2018 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. PSU administered the survey on their own; therefore, survey data were not available to include PSU in the discussion that follows.

Contact Information for Alumni and Employers

Kansas State Department of Education (KSDE) collects 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, 2016 and August 31, 2017, and were teaching in the state of Kansas during the 2017 - 2018 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 2017 - 2018 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
2018	April 11
2017	May 2
2016	April 14
2015	May 15
2014	May 29
2013	May 17

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

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

Survey Distribution

Several strategies were used to encourage Alumni and Employers to be aware of the survey and prompt them to complete the survey. Deans of Education sent notices to Alumni encouraging them to complete the survey. In addition, KSDE posted a notice on the KSDE Administrators listserv in spring 2018. The message requested Principals and Superintendents to complete the Employer survey and to encourage their first year educators to look for and complete the Alumni survey.

The Alumni and Employer surveys were distributed on April 23, 2018. Reminders generated by the survey system were distributed to non-responders on May 1, May 16, May 30, and June 4. 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 8 and June 8, 2018.

When surveys were administered, a few bounce backs occurred (Alumni = 31; Employers = 13). 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.

Last year OEIE opened the survey again in late July as a strategy to increase the response rate. This resulted in 16% of the Alumni and 13% of the Employer responses in 2017. Therefore, this process was repeated in 2018. OEIE relaunched the survey on July 30 to those Alumni and Employers who had not previously responded. Reminders were provided on August 3 (survey system) and August 11 (OEIE email account). This effort resulted in 53 additional Alumni and 50 additional Employer responses; representing 25% and 19% of total responses respectively, (ESU not included in this analysis).

OEIE charted the percentage of surveys completed during each of the data collection periods (see Table 1). For both Alumni and Employers, the highest percentage of responders occurred at the initial launch and first reminder. The use of sending the reminder through OEIE rather than the survey system did not appear to influence responses. The Alumni and Employers response patterns are similar except in two instances. First at the end of May, very few Alumni responded yet 10% of the total responses of Employers came at the time. There was a slightly higher percentage of Alumni responses in July/August but that declined at the August 10 deadline. Employers remained at the same percentage through the second launch of the survey.

Response Rates

Each year response rates are calculated. The response rates for the Alumni survey appear in Table 2 and the response rates for the Employer survey appear in Table 3.

Alumni

Alumni response rates across the institutions in 2018 ranged from 17% to 38% with an overall response rate across institutions of 31%. KSU had their highest response rate in 2018; representing their highest rate in the 2013 – 2018 period. FHSU and ESU response rates represented the second highest over the six-year period. KU and WSU response rates were lower than most previous year response rates. Washburn had the lowest response rate across their six-year period.

Employer

FHSU had the highest response rate; 53%. WSU and KSU response rates were 49% and 44%, respectively. Other institutions' response rates were within the range of response rates from previous years. The overall response rate across all institutions was 39%; the second highest response rate for the six-year period (only 1% lower than the 40% response rate in 2017).

Completion Rates

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

Alumni

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

Employer

Seventy-seven percent of the Employers who started the survey in 2018 also completed the survey. This is a decline from previous years (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.

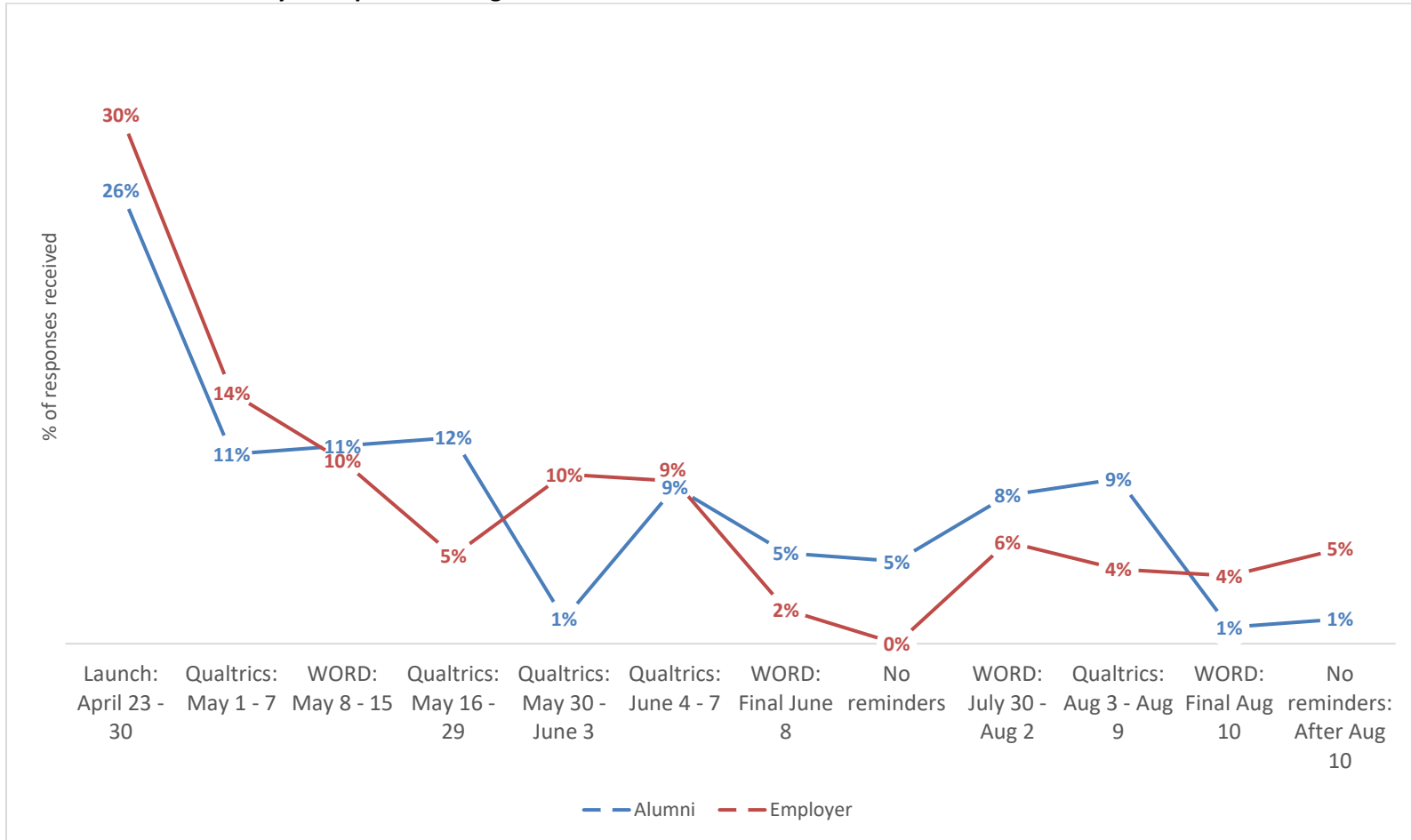
Alumni

It should be noted that 57% of the Alumni completing the 2018 survey represent two institutions: 36% KSU and 21% ESU. The remaining 43% of Alumni completing the survey represent the other four participating institutions. In 2016, KSU (25%) and FHSU (24%) comprised 49% of the responses and in 2015 the largest participation came from KSU (26%) and WSU (23%).

Employer

Employers of Alumni from two institutions (KSU = 30%; FHSU = 24%); represent more than half (54%) of the Employers completing the survey. The remaining 46% of Employers completing the survey represent the other four institutions. A similar pattern appeared in 2016 and 2017.

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



Qualtrics: Represents reminders sent directly from the system

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

Table 2: Alumni Potential Survey Recipients and Response Rates

Institution	2018 Surveys Distributed to Known Email Addresses	2018 Survey Bounce-backs	2018 Total Potential Alumni Survey Recipients	2018 Number of Completed Surveys	2018 Response Rate (%)	2017 Response Rate (%)	2016 Response Rate (%)	2015 Response Rate (%)	2014 Response Rate (%)	2013 Response Rate (%)
Emporia State University	162	0	162	57	35%	28%	26%	25%	26%	39%
Fort Hays State University	141	6	135	45	33%	26%	37%	22%	16%	25%
Kansas State University	263	9	254	97	38%	29%	36%	30%	22%	32%
Pittsburg State University	Did not participate							29%	28%	36%
University of Kansas	117	2	115	24	21%	26%	28%	24%	19%	30%
Washburn University	60	1	59	10	17%	26%	24%	20%	38%	32%
Wichita State University	162	13	149	37	25%	37%	25%	30%	14%	30%
Total	905	31	874	270	31%	29%	30%	26%	20%	32%

Table 3: Employer Potential Survey Recipients and Response Rates

Institution	2018 Surveys Distributed to Known Email Addresses	2018 Survey Bounce-back	2018 Total Potential Survey Recipients	2018 Number of Surveys Completed	2018 Response Rate (%)	2017 Response Rate (%)	2016 Response Rate (%)	2015 Response Rate (%)	2014 Response Rate (%)	2013 Response Rate (%)
Emporia State University	159	0	159	36	23%	30%	25%	22%	33%	27%
Fort Hays State University	136	2	134	71	53%	48%	46%	49%	44%	43%
Kansas State University	210	4	206	90	44%	46%	44%	41%	36%	26%
Pittsburg State University	Did not participate							42%	26%	34%
University of Kansas	107	2	105	31	30%	28%	26%	32%	24%	26%
Washburn University	55	1	54	17	31%	47%	50%	33%	24%	26%
Wichita State University	106	4	102	50	49%	38%	36%	33%	25%	27%
Total	773	13	760	295	39%	40%	38%	37%	31%	29%

APPENDICES

APPENDIX 1

Kansas Educator Alumni Survey Summary

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

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

²n=160

¹³n=236

³n=159

¹⁴n=269

⁴n=161

¹⁵n=268

⁵n=396

¹⁶n=265

⁶n=399

⁷n=398

⁸n=223

⁹n=225

¹⁰n=224

¹¹n=237

¹²n=235

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.

Summary of Cronbach's Alpha Statewide Results Kansas Educator Alumni Survey - Spring 2013 – 2018							
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)
Foundation	6	.80	.79	.81	.79	.83	.75
Planning	5	.84	.87	.89	.86	.88	.87
Instruction	5	.83	.86	.85	.83	.85	.84
Assessment	5	.88	.89	.89	.87	.91	.88
Technology	5	.94	.94	.95	.95	.96	.94
Diversity	6	.87	.90	.91	.90	.90	.88
Motivate and Engage	6	.84	.85	.85	.87	.86	.86
Professional Ethics	5	.77	.84	.85	.88	.87	.87
Reflective Practice	3	.67	.72	.73	.75	.82	.80

Foundations of Teaching

Summary of Ratings¹

Foundations of Teaching

Kansas Educator Alumni Survey - Spring 2013 - 2018

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

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

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

²n=42 ⁷n=224

³n=161 ⁸n=160

⁴n=398 ⁹n=396

⁵n=225 ¹⁰n=223

⁶n=399 ¹¹n=237

Preparations for Planning
Summary of Ratings ¹
Preparation for Planning
Kansas Educator Alumni Survey - Spring 2013 – 2018

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

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

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

²n=399

³n=237

⁴n=269

Preparation to Provide Appropriate Instruction

Summary of Ratings ¹

**Preparation to Provide Appropriate Instruction
Kansas Educator Alumni Survey - Spring 2013 - 2018**

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

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

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

²n=41 ⁶n=159

³n=160 ⁷n=237

⁴n=399 ⁸n=268

⁵n=225 ⁹n=235

Preparation to Incorporate Assessment

Summary of Ratings ¹

Preparation to Incorporate Assessment

Kansas Educator Alumni Survey - Spring 2013 - 2018

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

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

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

²n=42

³n=161

⁴n=399

⁵n=268

⁶n=398

Preparation to Incorporate Technology

Summary of Ratings ¹

Preparation to Incorporate Technology

Kansas Educator Alumni Survey - Spring 2013 – 2018

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

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

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

²n=42

³n=161

⁴n=225

⁵n=160

⁶n=399

⁷n=269

Preparation for Diversity

Summary of Ratings ¹

Preparation for Diversity

Kansas Educator Alumni Survey - Spring 2013 - 2018

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

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

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

²n=267 ⁵n=268

³n=237 ⁶n=398

⁴n=399 ⁷n=265

Preparation to Motivate and Engage Students

Summary of Ratings ¹

Preparation to Motivate and Engage Students

Kansas Educator Alumni Survey - Spring 2013 - 2018

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

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

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

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

³n=160 ⁵n=269 ⁷n=225 ⁹n=41 ¹¹n=224

Preparation for Professional Ethics

Summary of Ratings ¹

Preparation for Professional Ethics

Kansas Educator Alumni Survey - Spring 2013 - 2018

	Kansas State University						Kansas Public Universities					
	2013 (n=43)	2014 (n=35)	2015 (n=102)	2016 (n=56)	2017 (n=63)	2018 (n=97)	2013 (n=162)	2014 (n=145)	2015 (n=400)	2016 (n=226)	2017 (n=238)	2018 (n=270)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Ethics 1. I was prepared to understand the legal practices in education.	3.91 (0.92)	3.97 (1.10)	3.53 (1.10)	3.68 (1.06)	3.78 (1.04)	3.68 (1.04)	4.00 (0.98)	3.92 (1.02)	3.75 (1.06)	3.77 (1.00)	3.91 (0.95)	3.83 ² (1.00)
Ethics 2. I was prepared to understand the ethical practices in education.	4.42 (0.54)	4.29 (0.89)	4.19 (0.82)	4.16 (0.80)	4.33 (0.74)	4.18 (0.75)	4.40 (0.64)	4.34 (0.77)	4.24 (0.78)	4.20 (0.77)	4.30 ³ (0.74)	4.24 ² (0.70)
Ethics 3. I was prepared to meet the ethical standards of my profession.	4.47 (0.55)	4.43 (0.74)	4.35 (0.75)	4.25 (0.67)	4.41 (0.73)	4.30 (0.69)	4.48 ⁴ (0.60)	4.43 (0.64)	4.39 (0.68)	4.31 (0.70)	4.41 ³ (0.67)	4.36 ² (0.62)
Ethics 4. I was prepared to understand how to behave in ways that reflect integrity, responsibility, and honesty.	4.58 (0.50)	4.66 (0.48)	4.51 (0.63)	4.43 (0.63)	4.49 (0.69)	4.45 (0.60)	4.67 ⁴ (0.48)	4.57 (0.59)	4.54 (0.60)	4.47 (0.60)	4.54 (0.62)	4.47 ² (0.59)
Ethics 5. I was prepared to establish collegial relationships with all stakeholders (school personnel, parents, community, etc.) to support student learning.	4.26 (0.76)	4.52 (0.56)	4.28 (0.79)	4.20 (0.75)	4.19 (0.84)	4.22 (0.75)	4.40 (0.73)	4.32 (0.86)	4.28 (0.80)	4.27 (0.76)	4.27 (0.83)	4.23 (0.78)
Ethics Composite (2018 Cronbach Alpha: 0.88, 0.87)	4.33 (0.47)	4.38 (0.61)	4.17 (0.64)	4.14 (0.65)	4.24 (0.70)	4.16 (0.64)	4.40 ⁵ (0.51)	4.32 (0.62)	4.24 (0.63)	4.21 (0.64)	4.29 ⁶ (0.63)	4.22 ⁷ (0.61)

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

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

²n=269

³n=237

⁴n=161

⁵n=160

⁶n=236

⁷n=268

Reflective Practice

Summary of Ratings ¹

Reflective Practice

Kansas Educator Alumni Survey - Spring 2013 - 2018

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

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

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

²n=225

³n=161

⁴n=237

⁵n=269

**Kansas Educator Alumni Survey
Spring 2018 Survey Administration**

Demographic Data Kansas Educator Alumni Survey - Spring 2018 Endorsement				
Endorsement Type	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent	<i>n</i>	Percent
Early Childhood Deaf or Hard-of-Hearing	--	--	--	--
Early Childhood Unified	2	2.1	20	7.4
Early Childhood School Psychologist	--	--	--	--
Early Childhood Visually Impaired	--	--	--	--
K-6 Adaptive	2	2.1	4	1.5
K-6 Elementary	45	46.4	121	44.8
K-6 English for Speakers of Other Languages	6	6.2	19	7.0
K-6 Functional	--	--	1	0.4
K-6 Gifted	--	--	--	--
G5-8 Adaptive	--	--	1	0.4
G5-8 English Language Arts	4	4.1	7	2.6
G5-8 English for Speakers of Other Languages	1	1.0	1	0.4
G5-8 Functional	--	--	2	0.7
G5-8 Gifted	--	--	1	0.4
G5-8 History Comprehensive	1	1.0	2	0.7
G5-8 Mathematics	1	1.0	5	1.9
G5-8 Science	1	1.0	3	1.1
G6-12 Adaptive	--	--	1	0.4
G6-12 Agriculture	4	4.1	4	1.5
G6-12 Biology	9	9.3	13	4.8
G6-12 Business	--	--	5	1.9
G6-12 Chemistry	7	7.2	8	3.0
G6-12 Communication Technology	--	--	--	--
G6-12 Earth and Space Science	1	1.0	2	0.7
G6-12 English Language Arts	11	11.3	24	8.9
G6-12 English for Speakers of Other Languages	--	--	--	--
G6-12 Family & Consumer Science	2	2.1	2	0.7
G6-12 Functional	1	1.0	1	0.4
G6-12 Gifted	--	--	--	--
G6-12 History and Government	6	6.2	16	5.9
G6-12 Journalism	2	2.1	2	0.7
G6-12 Mathematics	10	10.3	28	10.4
G6-12 Physics	2	2.1	3	1.1
G6-12 Power, Energy, Transportation Technology	--	--	--	--
G6-12 Production Technology	--	--	--	--
G6-12 Psychology	1	1.0	2	0.7
G6-12 Speech/Theatre	--	--	1	0.4
G6-12 Technology Education	--	--	1	0.4

Demographic Data Kansas Educator Alumni Survey - Spring 2018 Endorsement				
Endorsement Type	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent	<i>n</i>	Percent
PreK-12 Adaptive	1	1.0	1	0.4
PreK-12 Art	1	1.0	1	0.4
PreK-12 Building Leadership	--	--	--	--
PreK-12 Deaf or Hard-of-Hearing	--	--	--	--
PreK-12 District Leadership	--	--	--	--
PreK-12 English for Speakers of Other Languages	1	1.0	1	0.4
PreK-12 Foreign Language	1	1.0	2	0.7
PreK-12 Functional	--	--	--	--
PreK-12 Gifted	--	--	--	--
PreK-12 Health	--	--	2	0.7
PreK-12 Instrumental Music	1	1.0	3	1.1
PreK-12 Library Media Specialist	--	--	--	--
PreK-12 Music	2	2.1	4	1.5
PreK-12 Physical Education	--	--	5	1.9
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	--	--	3	1.1
Total Respondents	97	100.0	270	100.0

Demographic Data				
Kansas Educator Alumni Survey - Spring 2018				
Please indicate the type of license you currently hold.				
License Type	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Initial License	77	79.4	204	79.1
One year non-renewable License	--	--	1	0.4
Professional License	18	18.6	47	18.2
Provisional License	1	1.0	4	1.6
Restricted License	1	1.0	1	0.4
Substitute License	--	--	1	0.4
Total	97	100.0	258	100.0

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

Demographic Data				
Kansas Educator Alumni Survey - Spring 2018				
In what year did you graduate from your educator preparation program?				
Date	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Prior to 2015	1	1.0	5	2.1
2015	4	4.1	30	12.6
2016	43	44.3	77	32.4
2017	49	50.5	126	52.9
Total	97	100.0	238	100.0

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

Demographic Data				
Kansas Educator Alumni Survey - Spring 2018				
For how many years have you been teaching at your current school?				
Number of Years	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Less than 1 year	45	46.4	131	50.2
1 to 2 years	47	48.5	123	47.1
More than 2 years	5	5.2	7	2.7
Total	97	100.0	261	100.0

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

Demographic Data				
Kansas Educator Alumni Survey - Spring 2018				
In what grade level do you currently spend the majority of your teaching time?				
Grade Level	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Pre-K	1	1.0	7	2.7
Kindergarten	9	9.3	20	7.7
1 st Grade	10	10.3	23	8.8
2 nd Grade	5	5.2	15	5.7
3 rd Grade	8	8.2	31	11.9
4 th Grade	9	9.3	25	9.6
5 th Grade	8	8.2	20	7.7
6 th Grade	5	5.2	16	6.1
7 th Grade	6	6.2	22	8.4
8 th Grade	5	5.2	18	6.9
9 th Grade	9	9.3	23	8.8
10 th Grade	14	14.4	27	10.3
11 th Grade	6	6.2	11	4.2
12 th Grade	2	2.1	3	1.1
Total	97	100.0	261	100.0

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

Demographic Data				
Kansas Educator Alumni Survey - Spring 2018				
Is the current school in which you teach a Title 1 school?				
Response	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Yes	59	60.8	171	65.5
No	28	28.9	76	29.1
Unknown	10	10.3	14	5.4
Total	97	100.0	261	100.0

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

Demographic Data				
Kansas Educator Alumni Survey - Spring 2018				
What is your highest degree that you most recently obtained?				
Degree	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Bachelor's Degree	81	83.5	236	90.4
Master's Degree	16	16.5	25	9.6
Doctoral Degree	--	--	--	--
Total	97	100.0	261	100.0

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

Demographic Data				
Kansas Educator Alumni Survey - Spring 2018				
From what institution did you obtain your educator preparation degree?				
Institution	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Emporia State University	--	--	57	21.1
Fort Hays State University	--	--	45	16.7
Kansas State University	97	100.0	97	35.9
Pittsburg State University	--	--	--	--
University of Kansas	--	--	24	8.9
Washburn University	--	--	10	3.7
Wichita State University	--	--	37	13.7
Other privately-funded university in the State of Kansas	--	--	--	--
Other privately-funded university outside of the state of Kansas	--	--	--	--
Other state-funded university outside the State of Kansas	--	--	--	--
Total	97	100.0	270	100.0

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

Demographic Data Kansas Educator Alumni Survey - Spring 2018 Respondent Gender				
Gender	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Female	73	75.3	211	80.8
Male	24	24.7	48	18.4
Prefer not to respond	--	--	2	0.8
Total	97	100.0	261	100.0

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

Demographic Data Kansas Educator Alumni Survey - Spring 2018 Respondent Ethnicity				
Ethnicity	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>n</i>	Percent*
Hispanic or Latino	7	7.2	15	5.7
Not Hispanic or Latino	88	90.7	240	92.0
Prefer not to respond	2	2.1	6	2.3
Total	97	100.0	261	100.0

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

Demographic Data Kansas Educator Alumni Survey - Spring 2018 Respondent Race				
Race	Kansas State University		Kansas Public Universities	
	<i>n</i>	Percent*	<i>N</i>	Percent*
American Indian or Alaska Native	--	--	1	0.4
Asian	1	1.0	4	1.5
Black or African American	1	1.0	1	0.4
Native Hawaiian or Other Pacific Islander	--	--	1	0.4
White	91	93.8	239	91.6
Multi-Racial	2	2.1	6	2.3
Prefer not to respond	2	2.1	9	3.4
Total	97	100.0	261	100.0

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

Verbatim responses are included. Names have been redacted.

What do you consider as the greatest strength of your educator preparation program?

Kansas State University responses (*n*=83):

- Accessibility to our mentors has been excellent this year. I have been able to ask for feedback, be observed, and ask questions frequently. My mentor helped me tremendously with planning and providing worthwhile feedback. I received helpful tips and suggestions with implementing Kagan into my lesson as well.
- Being able to relate, I feel being a young teacher more times than not I can put myself in their shoes and understand the situation they are in.
- Being given a wide variety of techniques to use to help teach my content.
- Content Area instruction.
- Content knowledge and lesson preparation.
- Content knowledge and theories.
- Cultural diversity, and ethics and differentiating instruction were hit very hard in my program.
- Depth of my knowledge.
- Developed my knowledge of content.
- Diversity class. Understanding that students come from many different backgrounds but we need to love and teach them unconditionally.
- Exposure to many different classrooms and experiences (getting to visit and actively participate in many different school/grade level classrooms).
- Giving you numerous opportunities for observation and putting what you learned into practice. I love being able to actually go into a classroom and practice what I have been taught.
- Hands on practicum experience.
- Having healthy relationships with the schools in our district. The ability to go to various schools throughout the district and have principals and other teachers know you. Being able to network was extremely beneficial during hiring.
- How to effectively communicate with colleagues, advisers, professors, etc.
- I am Agricultural Education, I would say the greatest strength is how well the K-State faculty works with new teachers with mentoring programs, giving us advice, and being a fantastic resource.
- I believe my greatest strength as a first-year teacher is keeping my students motivated to learn and have fun while doing it.
- I believe that the greatest strength of the program is the ability we had to have classroom experiences before student teaching (and of course during student teaching). It was in these real life experiences that I was able to practice what we had learned in class, ask questions to my different mentors, seek teaching feedback, and experience building relationships with students. The biggest thing that went across all the classes we took was making sure we were prepared for the lessons we taught, thinking through the strategies we were going to use, and ultimately asking ourselves is this lesson going to be both engaging and learning filled for each student in our classroom. We had to make many lesson plans and think through these questions when making each. This ultimately prepared me for making my classroom this past year a place where students knew I cared about them and loved to learn because I put time and effort and heart into the lessons I prepared for them and the relationships I built with them.
- I believe the greatest strength that the COE has is preparing teachers to be both student-centered, and a positive, driving force behind student success. This is emphasized throughout all of the courses.

What do you consider as the greatest strength of your educator preparation program?

Kansas State University responses ($n=83$):

- I believe the greatest strength was the ability to work with diverse cultures.
- I feel like I was really prepared to teach my content. [Professor] taught us so many different teaching methods for a variety of learners!
- I feel most of the time I spend in K-State classes was create lesson plans from scratch. This gave me skills to create well-planned lessons, but it was not entirely accurate of what it would really be like planning. I understand it's going to be different for the various districts and states that graduates will end up at, but I feel it could be done better. It was a strong skill, but I feel there could have been more time spent on more important things than just lesson plans.
- I had a lot of experience in the classroom working with different teachers and students. This helped prepare me for my day-to-day interactions. I also had a lot of practice at creating lesson plans and integrating technology and different skills into those.
- I think that Kansas State's greatest strength is allowing students to go out into the field to work with students and having multiple opportunities in a variety of settings.
- I think the greatest strength is that it taught me to make rigorous lessons that meet diverse learners.
- I think the greatest strength of my education preparation program was that we were taught how to use different technology in the classroom and focus on standards based lesson planning.
- I think the greatest strength of my program was using teaching strategies that work for your personal teaching style while still being effective for your students.
- I think the greatest strength of the program I was a part of was addressing the true purpose of education. I always left every class feeling like what I was doing mattered and my professors were always so passionate. They really stressed the ethics of education and I really learned how to be a professional.
- I went through the MAT program. Its greatest strength is the content and speed of acquiring a teaching degree for those who have undergraduate degrees in other fields than education. I felt very well prepared to teach. Probably CIA.
- I would consider the greatest strength to be the amount of time I spent in a public education setting.
- Instruction on lesson planning and reflection.
- It was a rigorous, yet accomplishable program over 1 year.
- Knowledge about content area materials, history of education.
- [Professor] was hands down the best class I could have taken to prepare me for teaching. She was by far the biggest factor that influence my teaching practices today.
- Learning about what is the right way to motivate students.
- Learning how to write lesson plans and collaborate with other teachers.
- Length of program.
- Lesson planning.
- Lesson planning and unit planning.
- Lesson planning. I can read and understand the standards and plan great lesson in relation to them. I felt confident with questioning techniques, and beginning middle and end, and engagement.
- Lots of experience in the classroom prior to student teaching. Huge emphasis on planning, preparation, and assessment.
- Most definitely my block C experience and student teaching were the most beneficial to me as a current educator. [Employee name] was the director of my student teaching experience in KC

What do you consider as the greatest strength of your educator preparation program?

Kansas State University responses ($n=83$):

and totally impacted my education. Block C was also very beneficial for me. I had a great math instructor- I forget her name but she was newer when I was in the program. Also, [employee name] - our literature and reading teacher did a good job too. Also, being able to get into the classrooms in block C was beneficial too.

- My educator preparation program did a wonderful job of preparing me for the responsibilities of writing lesson plans and developing curriculum to meet my learner's needs. I was very comfortable with my ability to adjust my lessons and curriculum map to keep a pace that continued to challenge and engage my students.
- My greatest strength was looking a data to drive instruction.
- One of the greatest strengths would be that we were able to get into the schools multiple times. We got to go into a variety of grades and different schools. We would also be learning things in classes that we could implement right away as we did our preservice practice. We could then see the results and reflect on and discuss what we saw with a supportive group.
- Personalized feedback.
- Planning.
- Preparing me for understanding the content I was teaching.
- Student teaching -- being mentored by an experienced teacher.
- That I was given a well-rounded education that prepared me for just about anything thrown my way. The classroom management strategies were the best!
- That no matter what age/grade level I chose to teach, the program helped me make it adaptable. I learned how to lesson plan, collect data, implement new things and more during student teaching with toddlers, and now I teach kindergarten, so I was able to adapt those things I learned for a more complex group of students.
- The amount of time spent in the schools is great! That is the only way to really learn how to teach.
- The camaraderie among students.
- The classes that required us to create lessons just from the standards. I now work in a school that does not have curriculum. So all of my lessons have to come straight from the standards and my own creativity.
- The diverse opportunities for student teaching.
- The excellent content-focused instruction which helped provide me with the content knowledge and mastery I needed in order to teach well.
- The fact that I could do it while maintaining a full-time job and complete my degree within one year.
- The faculty and their passion for what they teach is contagious. With so many great instructors, students pick up on the content and examples they are being shown. The program covers almost everything one needs to know to be a great educator. The parts we missed or glided over, everyone tried their best, but a lot comes from experience and that can't be helped outside of the student teaching, field experience, and blocks. I felt very much prepared for a classroom in lessons, legalities, rapport, relationships, content knowledge, etc. It made the transition into a full time career smooth and almost effortless.
- The field experiences were the most beneficial courses throughout my undergraduate program.
- The greatest strength is the amount of time spent in classrooms. Many hours were spent observing teachers in the field and implementing our own lesson plans.

What do you consider as the greatest strength of your educator preparation program?

Kansas State University responses ($n=83$):

- The greatest strength of k-state's educational program is the student teaching semester which allows us to teach with assistance from a mentor for an entire semester. Putting everything together is one of the hardest parts of being an educator to my knowledge.
- The greatest strength of my education program was the time we spent going over the math standards, mathematical practices, and all those documents encompassed on KSDE.
- The greatest strength of my educator preparation program was how much I went into a real classroom. I loved being able to learn from current educators with a real classroom. I was in the classroom for Early Field Experience, Block I, Block II, and the Student Internship. I was able to learn so much from each of those experiences!
- The greatest strength of the program was in preparing well-planned lessons, high-quality instruction, and in teaching good reflective practices.
- The greatest strength was of the programs how they meticulously [Professor] and [Professor] place students for student teaching. I felt going into student teaching I had a decent knowledge but it was after student teaching that I felt like I had used what I learned and that it made sense in a practical manner.
- The greatest strength was the understanding of the content area and lesson planning. We spent an extensive amount of time in our area of teaching. We also focused heavily on planning lessons for our students.
- The greatest strength was understanding pedagogy and experiencing an ample amount of time in the classroom environment before the semester of student teaching.
- The importance of lesson planning and getting a wide range of subject matter.
- The introduction to the various technology apps and their uses in the classroom. As educators we want to prepare our students for the real world.
- The lesson planning is awesome. It makes you think in depth about your lesson which is important to a first year teacher.
- The music education program at K-State is very invested in making sure that you are prepared to enter the "real world". They instill a love of learning by providing dozens of resources to further your education outside the classroom. There were many times where I would do my own individual research outside of class because they provided the materials. They were also very open with their communication and really cared about seeing me succeed not only as a student in their program but as an educator. I've contacted them several times in my first year of teaching for advice, articles, etc.
- The onsite internship portions of the program.
- The pedagogy of teaching along with the frequent experience in class and also content material is where the strength is within the program.
- The professors care about your success.
- The professors really cared about their students.
- The program emphasizes student-led practices, and emphasizes relationship building and engagement.
- The program focused a great deal on teaching to a diverse group and having a classroom that represented all those in it.
- The program provided a quick entry into the career I should have pursued long time ago. It is a huge advantage to come into the field with a Masters instead of a Bachelors.
- There is a big stress on the classroom environment, which ending up being quite useful.

What do you consider as the greatest strength of your educator preparation program?

Kansas State University responses ($n=83$):

- They do really at well at preparing me to teach the content, and give me a general overview of what my teaching career would entail.
- Variety of classes offered.
- We spent a lot of class time looking at the learner individually and how students learn. There was a large focus on individual learning, differentiation for all learners, and discouraging bias for certain learners.
- Working with other departments of potential teachers.

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

Kansas State University responses ($n=83$):

- Agricultural education was understood better by how we are required to teach multiple subject areas daily & we do not stay within one basic area of teaching. How to manage & organize multiple subjects, manage contained chaos.
- All programs need to focus more on mental health issues, learning disabilities and behaviors because the school systems are increasing in all of these issues. Behavior is probably the number one issue that a new teacher will need to be able to handle and one of the topics "teacher school" spends the least time on.
- Always classroom management.
- An improvement would be more in depth on how to appropriately gather data and keep track of data. This should be more guided and there should be more scaffolding of this throughout the program.
- Average the length of classes- instead of having some 2 week classes and some 16 week classes, average their length over the 52 weeks. I'm sure I didn't learn or retain much from the 2 week classes.
- Being a part of the pilot group I think the program was excellent. I would suggest that what short holiday we were given did not still require assignment to be completed during that time. I was a cause for stress and burnout for a few of us.
- Better understanding of special ed law.
- Block students need MORE time in the classroom and MORE time actually teaching. Jumping from 3 days a week for 3 hours in Block C to all day, every day as an intern is a shock because you have never been at a school for a full day or a full week. It is such a HUGE difference, and I feel I would have been much more comfortable starting out as an intern if I was able to have more time in the classrooms. Block C's especially should spend at least a whole day or two a week in a classroom, or at least more than 3 days. I understand there are restrictions because it has to coordinate with the academic hours and such-- but it is just nowhere near enough time in the classrooms to be ready for all day, every day. I felt very unprepared for what a REAL day and full week in a classroom would be like, and it took a while to get comfortable enough.
- Clarity.
- Classroom management courses. We only had a 1 hour class for that once a week. I know it is very situational, but we should have had much more time in those classes over some others.
- Classroom management needs more attention.
- Classroom management practices.
- Classroom management, not sure how this can be improved since there can be situations that you couldn't have even expected to happen.
- Dealing with students — more interactions, strategies on discipline.
- Educational law.
- Expose students more to current methods of instruction (project-based learning, individualized learning, blended learning, etc.).
- Have more time in the classroom, what I took away from my experience at K-State that was most effective in my career was what I learned hands on in the classroom.
- Having mentors visit the classroom for observation.
- Hmm... I think the thing that makes me most frustrated about my education at K-State is how unprepared I felt after Block A and Block B. (Block C and Student teaching are another story). Also, some of my classes leading up to the blocks were not very informative. I teach in a high poverty area that heavily focuses on guided reading and differentiated instruction. We are not

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

Kansas State University responses ($n=83$):

given much curriculum and I felt unprepared for working without curriculum year round as well as how to do guided reading. One improvement would be to directly teach K-State students how to do guided reading. Make them read "Daily 5." Or the "CAFE" books. Also PLEASE help them learn how to do running records. We had one class that kind of helped me in this area but barely. I think K-State students would be more likely to get a job if they knew how to give running records and how to plan for guided reading lessons. ALSO, we do a lot of work with Fountas and Pinell in my district- it would have been nice to have known more about how different school districts level their students with reading. Being aware of how lexile scores translate as well as F&P levels would be helpful.

- How to effectively use curriculum: knowing to read it, plan from it, and make sure it matches grade level standards. It would have been very helpful to have to plan a full week of lessons based on the curriculum, including supporting all students, grading/how to take grades and over what, and assessments (formal and informal). Curriculum is incredibly overwhelming when you are just learning one. They would benefit from working with classroom teachers on how to work with the curriculum, seeing how and why that teacher plans for a week, planning a week together, and then having the students plan a week on their own and give their reason for why they planned that what they did in that order and how it matches the grade level standards.
- I am not sure what improvement I could suggest. It has been very beneficial for me during my first year of teaching. Possibly having a few more opportunities to observe a teacher at a different school. That would be helpful in many ways.
- I feel that the actual content area education is lacking and I would like to have seen more relevant methods classes. Methods seems to be mostly focused on emphasizing how to fill out the student teaching portfolio. I had to seek out my own strategies.
- I felt that I really didn't learn enough about classroom management, and it has affected me this first year of teaching. We only spent a week or two on strategies for classroom management, and even then, I didn't feel like it fully prepared me.
- I really wasn't prepared for dealing with apathy of students and parents and the different view points of community members. It would have been nice to have a class that exposed us to the background and history of how people view education and some personal tools for dealing with those perspectives in a health way.
- I struggle with the aspect of actually teaching students how to read. And different strategies to help kids who struggle to read.
- I think the biggest thing would be to teach how to manage a classroom. While in the program the teachers kept saying that we would learn about this later but we were never formally taught about classroom management. I think different strategies could be taught to us such as Kagan which I learned as a first year teacher. After learning about Kagan my classroom management improve considerably.
- I think the program overlooked a lot of little details and logistics such as interacting with the community, parents, and non-teacher school staff (i.e. principal, administrators).
- I think we need to spend more time on managing behaviors in the classroom. I was very unprepared for managing the behaviors that came up in my classroom on a weekly basis between students.
- I took a job in Special Education so was faced with students who have needs that are more intense than their peers. This includes more intense behavior needs. I was not equipped with

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

Kansas State University responses ($n=83$):

tools to handle students who are oppositionally defiant, who have extremely short attention spans and cannot sit in chairs to learn, who have no impulse control and cannot self-monitor, etc. My Classroom Management class was about setting up routines and procedures, and developing rules for the class, and other "cute" topics that are involved with setting up a classroom, but nothing substantial that actually helped with managing behavior.

- I was not prepared to be expected to use a strict curriculum. I had no idea going into teaching that I would not be creating lessons from standards. Instead, I was expected to follow a curriculum and struggled to find myself as a teacher with such strict requirements. I would recommend having students look at a curriculum lesson and manipulate it by adding in supplemental resources to enhance learning.
- I wish I knew more about the legal aspects of the education system. Requirements of me as an educator in legal situations.
- I wish that I had learned more about making rubrics. It seems silly. But during my student internship, I had to create rubrics for my projects. I had no idea what to do or where to start. My cooperating teacher guided my rubric making. I briefly remember learning about how to make rubrics. But it was less than one class session and I remember thinking, "I'm not going to remember that."
- I wish that the College of Education would give the Ag Ed students more support and give us the same opportunities that are made available to other education majors. Ag Ed students definitely feel like outsiders in the College of Education, and feel like some of the training we receive there doesn't line up with what we do. Being an Ag teacher is different than being a Core subject teacher.
- I would add more information on diverse learners and different ways to meet the needs of all those students. How to handle kids who are on SPED IEPs and kids who are on gifted IEPs in the same room. I was given instruction on this, but more would have been beneficial.
- I would expand the licensure age with early childhood - there are other colleges in the state that allow early childhood to go third grade, yet my license only allows me to go to kindergarten through the college I attended.
- I would have a class entirely about classroom management.
- I would have really liked a more in depth instruction on K-2 literacy. I got a brief introduction to it during my education preparation at college, but I was very unprepared when I got to teaching second grade phonics and phonemic awareness.
- I would like to see a class designed specifically for classroom management of a whole class, not individual cases. This would be most effective as part of a content-specific practicum course with other teachers of the same content in smaller class settings. We could look at best practices, watch us handle difficult class situations, and discuss areas to improve or areas of strength. Most of this has been done my first year teaching, but I would have much rather it been part of my practicum or my student teaching experience.
- I would make the content classes more in depth to show things like small group reading and math and what type of expectations and conversation happens during these times. There are multiple ways to teach the same subject, and it depends on the environment and expectations of the school how it is carried out. At my school we are expected to do guided reading groups and I had no idea how that should look.
- I would promote elementary music teaching earlier than I felt it was presented to me. We are all surrounded by band, choir, and instrument methods courses in a similar manner to what a

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

Kansas State University responses ($n=83$):

secondary teaching position would be related to, but we do not see much of what elementary music teaching is like until 512. It also feels that we do not learn about it at an equitable rate as what is required to learn about secondary teaching.

- I would really love to learn how to take meaningful data. I felt I was unprepared with how to take data, when to take data, and resources to use to take data.
- I would require there be more content area classes that have to be taken beyond just the educational content classes, especially for secondary educators. For example I am a high school biology teacher and although my education preparation program was good, I do not believe that it would have been enough of a science background to set me off to a good start. Because of this lack of science backing within the education program I went ahead and received another degree in Biology to help boost my knowledge in the content. Without this second degree I do not feel I would be properly informed enough to teach Biology.
- I would teach more strategies that primary teachers can use in their classrooms where students don't know how to write.
- In secondary, special education cannot be a main content like it is for elementary. Being a first year teacher in a low-incidence class room, I had little to no knowledge of how to teach a variety of contents other than math which put my students at a disadvantage for the first part of the school year. The 10+ math classes I took in my undergraduate program were a waste of time when I could have been focused on how to teach in a low-incidence classroom.
- Make student teaching two semesters.
- More assistance with creating a unit that aligns with Next Generation Science Standards.
- More classroom management training and training with dealing with difficult parents.
- More consistency among the different blocks. It seems that what they tell you in one block is different from what you do in the other block. More communication.
- More information on strategies of behavior management.
- more information on trauma, behavior, and mental illness.
- More practical methods and strategies.
- More realistic and diverse planning opportunities - most of the ways I was taught to "lesson plan" were time-consuming and ultimately unhelpful. I quickly found another system that works best for me, but I felt discouraged from it in a number of my courses at KSU.
- More specific practices on classroom management/dealing with difficult students and parents.
- More SpEd.
- More time in an actual classroom.
- More time in the classroom actually being in charge besides one semester of student teaching.
- More time spent practicing, modeling, discussing how to handle behaviors/classroom management.
- Need more resources on classroom management skills and how to implement those in the classroom.
- Need more training in classroom management. Felt very unprepared to manage a classroom and its behaviors in the first year.
- Not enough time is spent on classroom management and procedures. In addition to the semester length course, this should be better woven into all courses and practicum experiences.
- One criteria that I would like to grow in is bringing more culturally relevant items to every day instruction.

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

Kansas State University responses ($n=83$):

- One improvement I would make would be to learn how to use curriculum books more. Often times, the professors would have a negative view of curriculum manuals so we would often focus on the bad aspects and never use them. Instead we would make up lessons from scratch all the time. In reality, we use teacher manuals and I did not feel as prepared as I should have for that skill.
- One improvement to the program I would make would be making sure to provide and evaluate and give feedback to prospective educators to make sure that they are using technology in a way that benefits student learning, not just their professional practice. I would also like to see more focus on teaching about important regulations and laws that are present in the sector of education as well as more practice and opportunities for instructors to be able to engage with the community and stakeholders.
- One thing I wish I could have been more prepared for were SIT meetings and how to handle tricky parents. I know that these are things that are more difficult to discuss in the classroom setting, but it is something that I seeked out knowledge and answers about this year. I wish I had experienced at least one SIT meeting prior to having to attend one for a student that was fully mine. I think that this would have eased my mind going into it and would have helped me know what is "normally" prepared by the classroom teacher for these meetings. Dealing with parents is another thing. I think that if there was a section in one of our classes about strategies to engage parents in the classroom, good language to use when talking to parents about hard topics, and how to create parent "buy-in," this would be very helpful.
- Prepare teachers for interactions with parents.
- Remove the current technology in the classroom professor, and completely restructure that class. Additionally I think that class should be broken into content groups. The majority of apps and tools explored were designed for elementary ed, and I did not learn one thing for use in highschool, let alone highschool math.
- Seeing teachers be more prepared for behavioral issues. I feel like teachers are not getting the full scope on the behavior of students and how to deal with it.
- Spend more time on preparing the future educator for dealing with student behaviors.
- The biggest area of weakness for me is assessment. I would have liked to see more instruction in that area.
- The class about Middle School. To be honest, I didn't learn anything from this class. It reiterated a lot of what I already had learned and discussed in other classes through the program. It was a great class for conversation, but not something I feel students should need to pay almost \$1,000 to take.
- The only improvement I would have would be to have more classes on elementary music education. I feel in love teaching general elementary music and I wish I could have a couple more classes to hone in my craft.
- The program should address classroom management.
- The program was fantastic in preparing us for technology....programs, apps, sites, tools, etc. However, there are many schools that still aren't one to one and that don't have computer labs for reservations. I am at a school right now where only certain grades have one to one, there is one computer cart that is always checked out to other teachers, and there is no elmo or projector to work with. I have all of this technology knowledge and lesson plans that I would love to use but am unable to due to these restrictions. With all the emphasis on technology in the program, I would hope in the future they can include parts about what to do when there

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

Kansas State University responses ($n=83$):

isn't any or only very little. I'm limited to the program Plickers at this point, and I would have liked to learn more in the program about possibilities to still include it when there isn't much to go on. A hard bill to fit, but would really be helpful, especially for small rural schools where there isn't much of an option.

- The reflections and assignments we completed over teaching skills and knowledge were good, however, I believe there needed to be more application in the classroom. Most skills like classroom management, flexibility, assignment creation, and parent-teacher relations were leaned separately with different assignments and classes. In the real world, you need to be able to deal with these skills concurrently. I believe if there was more application of our teaching ability, like we did in student teaching, throughout our tenure (not just in one semester), it would have prepared me more.
- There are more improvements than I could even list. I think the biggest improvement to the program would that it would include time in more than one classroom.
- There needs to be more education on managing behaviors in the classroom, including setting up a management plan, strategies to curb misbehavior, and appropriate responses that ultimately lead to a reduction in misbehavior.
- Time management.
- To discuss topics like professional development and how to renew your teaching license. I am still slightly unsure of these processes.
- To focus on how to incorporate technology in the math classroom.
- To put us through more hands on, real life situations. For example, more responsibility during practicums and student teaching so that you're not so overwhelmed your first year of teaching.
- Understanding how to reach ALL learning- how to DIFFERENTIATE and provide appropriate intervention for all tiers beyond tier 1.
- Use of technology.
- Writing lesson plans the way that most teachers actually do. The way most teachers write them is completely different than we learn and the way we learn is a lot more difficult than what you actually have to do.

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

Kansas State University responses (n=29):

- Again, as far as behavior management, I would have liked more "meat". As part of my Master's (which I'm completing through the same institution) I am now in a Behavior Management class, but I never knew that was an option as an undergrad. I also would have liked to have had a class on Educational Law and Policy. As a teacher who is expected to advocate for my profession with my vote, it would be nice to have an idea of where we came from and where we're headed. I received a good background about Special Education history and legislature, but little about the transformation about Public Education in America. I don't have the time now to do the comprehensive research that is needed to develop my opinions. It would have been nice to be armed with the knowledge about how charters are different from private schools and how those are ran differently from public schools. I entered the profession as Betsy DeVos is proclaiming the need for "vouchers", and I don't have the background knowledge to know why many teachers are crying out against it. Some context would be nice!
- Best decision I made was to get in to K-State Education program.
- Every student should have to see a first day of school to witness a teacher setting up there rapport with the children. Having the first day second semester does not give the same experience.
- For general education, I think the program is great. For special education, I think that it could use more work.
- I also think some sort of option for adding on content areas in the program would be a great idea so that it is easier to practice both concentrations instead of having to pick one for everything. For instance, I was both art and English concentrations, but art had more classes I had to take to graduate so it was made my degree and I took English electives to pass the Praxis. This made all my projects and experiences in art and none in English. I would have liked the opportunity to have classroom experience in English too. I really enjoyed my program and I felt I couldn't have been much more prepared for my career. A lot of teaching comes from experience, and whatever you can learn before that, I did.
- I am also heavily disappointed in the education I received for accommodating to special needs kids as well as ESL kids. My special education class was a joke at K-State (no offense). I was not prepared to jump into a classroom that has 5 students with IEP's and the rest being ESL students. I have had to do a ton of catching up throughout my first couple of years of teaching on how to teach guided reading/ manage ESL students and etc. It felt like many of my teachers within the college of education were more willing to give every student an "A" in the class than actually teach us quality instruction.
- I completed my program 13 years ago, so I'm not sure how timely this data is.
- I felt very prepared to walk into a classroom when I left College. Keep doing what you're doing!!!
- I know when I was graduating from the education program there was talk about cutting down on the number of field experiences that students receive before going into student teaching, I feel this is a huge mistake. Even though all of my preparation courses were great I feel I learned the most from my field experiences, even short duration ones. The more field experience that can be provided to students going through the education program the better feel they get for the career and their interest in it. I feel more field experience will help to increase numbers in the longevity of teachers in this profess because they are better prepared for the day to day of the classroom setting.

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

Kansas State University responses ($n=29$):

- I really struggled to student teach and take classes at the same time. I think that was the hardest part of this.
- I thought K-State had a well-rounded program but I would have liked to have discussions with teachers of diverse backgrounds to gain a better understanding of how I can serve all of my students better. I would have also liked to learn more about differentiation.
- I wish I could've been able to student teach up to kindergarten, but we were only allowed to go up to preschool, so having that time to work with another kindergarten educator would have been vital to my personal growth as a teacher, because that's the age I wanted to teach going into the major.
- K-State really prepared me well and gave me a good foundation for how I wanted to start my classroom. I had invaluable experiences and was given information in classes that definitely helped when situations occurred in my classroom. I was prepared to deal with a wide range of situations and believe I handled them better than I would have without the experiences I had in college classes.
- Less time emphasizing tons of meticulously written lesson plans, and more time in the classroom to get used to real life situations in schools. I was lucky enough to get some Block C and Block B students this year in my first-year classroom, and I can't even count how many times I said something along the lines of, "This is what it's really like" when they were with me. Have block students teach more, get them more comfortable commanding a whole classroom of students of different ages, creating relationships with them, establishing routines. Give them more chances to interact in a full classroom of students to see what it is really going to be like when they are interning and when they'll have their own classroom.
- More focus on working with students from diverse backgrounds and in poverty.
- My student teaching semester was the most beneficial for me. My CI [employee name] was amazing!
- N/A [3]
- None [2]
- Overall I thought it was a good experience. I think it prepared me as best it could. I do think that getting into the classrooms is crucial to understanding teaching. Learning about theory is important but the hands on portion of being in the classroom is critical for a teacher to understand who they will be working with. It also allows future teachers to accurately gauge if teaching is something that they want to do.
- Overall, I felt like I came into my first year fairly prepared. Nothing has surprised me too much, just the classroom management piece.
- Overall, K-State prepared me to be a great teacher and I greatly appreciate the continued communication!
- The college students absolutely need to be working with students more than what they are. Three hours a week is absolutely not enough time for students to know what they are getting into and have experience with diversity, personality differences, classroom management, etc.
- The fact that student teaching costs the same amount as if you were a full time student. Where is this tuition money going to? Why aren't our cooperating teachers receiving any of this money? The fact that a teaching college won't pay the teachers who are generously opening up their classrooms to a stranger and not giving them any compensation for their time is frustrating. I was very disappointed when I found out that my cooperating teacher, who was

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

Kansas State University responses ($n=29$):

amazing and did so much for me, wasn't paid any money or offered any free credits through the college. I also didn't feel like the program offered me, a secondary education major, any skills on how to work with students who do not read at grade level.

- Turn over control of Agricultural Education to the College of Agriculture and the Agricultural Education department.
- When there is an obvious conflict and a request is made to change student mentors, it should be investigated. If not for the financial investment that was already involved I would have quit the program.
- You can never get enough advice about classroom management, but what I found is that there is no one perfect way to do it and you have to customize it to your own style. I beat myself up for doing things that were "supposed" to work but I couldn't manage because it wasn't my personality. I think students need to be taught first and foremost to be themselves with how they teach and base their success on a few very basic principles of appropriate behavior. There is no such thing as a perfect class.

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

Kansas State University responses (*n*=17):

- Acceptance into master's program?
- Currently pursuing my master's in curriculum and instruction.
- FCCLA Novice Adviser of the Year.
- I implemented a Civic Engagement Project called Google20 where students can individually or in a group come up with something to benefit society using their passions. In my first year, different groups raised a total of around \$3,500. I took 7 students with me to present their Civic Engagement projects at the Annual Kansas Civic Engagement Conference in 2018. Their projects are listed below: 1. Paintings for cancer patients (took 72 paintings to children in the hospital) 2. Designed an injury prevention program for female athletes 3. Adopt a Veteran (host families take in a vet during holidays) 4. Tinderpet (an app that makes it easier for people to find animals to adopt) 5. Rolling to Raise (rolling skate fundraiser to help bring awareness to the deaf community).
- I survived my first year.
- I was nominated for a Distinguished Staff Award for first year teachers in the Topeka 501 District. I have been asked to assist in writing a Spanish phonics curriculum. I was asked to speak in a class at K-State by one of my previous professors.
- I was nominated for our Crystal Apple Teacher Award. I also began my Masters in School Counseling through Kansas State University.
- I'm officially an ASQ-3 and ASQ:SE trainer for my district, and I've attended and learned more about the LETRS program.
- I've only received a few minor recognition awards within my school - known as the "Better Every Day" Awards.
- Master's Degree in Curriculum and Instruction at Kansas State University.
- N/A [2]
- None
- Osmo Ambassador Seesaw Ambassador.
- Railer recognition.
- UniServ Southeast/KNEA 2017-2018 Involve Award January 2018 Teacher of the Month Award.
- USD 233 Secondary Horizon Award Winner.

APPENDIX 2

Kansas Educator Employer Survey Summary

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

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

²n=213

³n=215

⁴n=217

⁵n=216

⁶n=381

⁷n=382

⁸n=379

⁹n=247

¹⁰n=248

¹¹n=284

¹²n=285

¹³n=294

¹⁴n=293

¹⁵n=291

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.

Summary of Cronbach's Alpha Statewide Results Kansas Educator Employer Survey - Spring 2013 – 2018							
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)
Foundation	7	.87	.89	.91	.91	.91	.91
Planning	6	.91	.92	.92	.93	.94	.91
Instruction	5	.91	.91	.89	.91	.92	.90
Assessment	6	.89	.91	.92	.92	.93	.93
Technology	5	.93	.94	.95	.93	.95	.93
Diversity	5	.90	.92	.92	.91	.93	.93
Motivate and Engage	6	.92	.94	.94	.93	.94	.94
Professional Ethics	5	.93	.94	.95	.95	.96	.93
Reflective Practice	5	.89	.91	.92	.91	.92	.91

Foundations of Teaching

Summary of Ratings¹

Foundations of Teaching

Kansas Educator Employer Survey - Spring 2013 - 2018

	Kansas State University						Kansas Public Universities					
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Foundation 1. The educators have a clear and compelling vision of learning.	4.19 (0.46)	4.20 (0.48)	4.13 (0.62)	4.09 (0.63)	4.32 (0.54)	4.19 (0.65)	4.15 (0.59)	4.14 (0.61)	4.04 (0.83)	4.04 (0.68)	4.20 (0.70)	4.20 (0.64)
Foundation 2. The educators understand theories of human development.	3.73 (0.65)	4.00 (0.53)	3.89 (0.64)	4.02 (0.62)	4.01 (0.67)	4.06 (0.69)	3.91 ² (0.66)	3.97 (0.55)	3.83 (0.81)	3.94 (0.65)	4.03 ³ (0.71)	4.05 (0.69)
Foundation 3. The educators understand the foundations (historical, philosophical, social, and cultural) of the professional field.	3.68 (0.67)	3.97 (0.49)	3.88 (0.67)	3.95 (0.51)	4.05 (0.64)	3.93 (0.68)	3.89 (0.63)	3.95 (0.61)	3.81 (0.82)	3.90 (0.61)	4.01 ³ (0.72)	3.90 (0.72)
Foundation 4. The educators use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	3.92 (0.86)	4.00 (0.79)	4.06 (0.68)	4.05 (0.76)	4.04 (0.75)	4.09 (0.73)	4.03 (0.76)	4.05 (0.83)	3.96 (0.88)	4.02 (0.79)	4.06 (0.81)	4.08 (0.74)
Foundation 5. The educators demonstrate a strong knowledge of the subject(s) taught.	4.19 (0.57)	4.31 (0.70)	4.36 (0.69)	4.18 (0.63)	4.31 (0.69)	4.29 (0.75)	4.27 ² (0.67)	4.33 (0.76)	4.19 (0.90)	4.16 (0.70)	4.31 (0.76)	4.26 ⁴ (0.72)
Foundation 6. The educators integrate concepts from professional studies into their own teaching environment.	4.16 (0.73)	4.14 (0.66)	4.11 (0.62)	4.09 (0.72)	4.14 (0.62)	4.19 (0.73)	4.06 ² (0.73)	4.11 (0.74)	4.01 (0.86)	3.99 ⁵ (0.76)	4.11 (0.79)	4.13 (0.74)
Foundation 7. The educators are well-versed in state and federal laws that directly impact schools.	3.22 ⁶ (0.80)	3.56 (0.82)	3.52 (0.83)	3.49 (0.81)	3.49 (0.87)	3.74 (0.82)	3.44 ⁷ (0.87)	3.63 (0.83)	3.53 (0.93)	3.54 (0.80)	3.66 (0.87)	3.64 (0.87)
Foundation Composite (Cronbach's alpha: 0.91, 0.91)	3.88 ⁶ (0.49)	4.02 (0.45)	3.99 (0.54)	3.98 (0.52)	4.05 (0.51)	4.07 (0.59)	3.97 ⁸ (0.53)	4.02 (0.55)	3.91 (0.70)	3.94 ⁵ (0.57)	4.05 ⁹ (0.62)	4.04 ⁴ (0.59)

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

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

²n=217 ⁶n=36

³n=285 ⁷n=216

⁴n=294 ⁸n=213

⁵n=247 ⁹n=284

Preparation for Planning

Summary of Ratings¹

Preparation for Planning

Kansas Educator Employer Survey - Spring 2013 - 2018

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

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

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

²n=217 ⁷n=285

³n=382 ⁸n=215

⁴n=294 ⁹n=381

⁵n=248 ¹⁰n=247

⁶n=216 ¹¹n=293

Preparation to Provide Appropriate Instruction

Summary of Ratings¹

Preparation to Provide Appropriate Instruction

Kansas Educator Employer Survey - Spring 2013 - 2018

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

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

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

²n=217

³n=284

Preparation to Incorporate Assessment

Summary of Ratings¹

Preparation to Incorporate Assessment

Kansas Educator Employer Survey - Spring 2013 - 2018

	Kansas State University						Kansas Public Universities					
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Assessment 1. The educators evaluate student knowledge and performance by using multiple methods of assessment.	3.94 ² (0.71)	3.90 (0.71)	3.94 (0.78)	3.85 (0.73)	4.00 (0.81)	4.08 (0.72)	3.90 ³ (0.79)	3.94 (0.75)	3.80 (0.90)	3.88 (0.78)	3.99 (0.83)	4.03 (0.75)
Assessment 2. The educators utilize assessment outcomes to develop instruction that meets the needs of all students.	3.78 (0.85)	3.80 (0.83)	3.92 (0.84)	3.72 (0.86)	3.87 (0.77)	3.83 (0.85)	3.76 (0.85)	3.78 (0.85)	3.80 ⁴ (0.91)	3.78 (0.85)	3.88 (0.82)	3.91 (0.81)
Assessment 3. The educators adhere to ethical and unbiased assessment practices.	4.08 ² (0.60)	4.25 (0.54)	4.27 (0.68)	4.17 (0.70)	4.29 (0.67)	4.31 (0.66)	4.16 ³ (0.60)	4.26 (0.70)	4.20 (0.80)	4.18 ⁵ (0.68)	4.26 ⁶ (0.71)	4.27 (0.68)
Assessment 4. The educators make assessment criteria clear to students.	3.78 (0.71)	3.95 (0.65)	4.04 (0.67)	3.78 (0.76)	4.05 (0.64)	3.92 (0.77)	3.87 (0.74)	3.94 (0.78)	3.88 (0.86)	3.84 (0.71)	3.95 (0.79)	3.97 (0.78)
Assessment 5. The educators accurately interpret assessment results.	3.73 (0.69)	3.92 (0.73)	4.01 (0.75)	3.83 (0.72)	3.92 (0.72)	3.94 (0.72)	3.84 (0.71)	3.93 (0.75)	3.84 (0.86)	3.86 (0.72)	3.97 (0.75)	4.00 ⁷ (0.74)
Assessment 6. The educators use best practice research and data when making decisions.	3.73 (0.84)	3.83 (0.79)	3.89 (0.81)	3.80 (0.79)	3.87 (0.72)	3.92 (0.74)	3.71 ³ (0.81)	3.86 (0.79)	3.77 (0.90)	3.80 (0.79)	3.85 (0.84)	3.97 (0.71)
Assessment Composite (Cronbach's alpha: 0.91, 0.93)	3.81 ⁸ (0.57)	3.94 (0.56)	4.01 (0.64)	3.86 (0.61)	4.00 (0.58)	4.00 (0.62)	3.87 ⁹ (0.60)	3.95 (0.64)	3.89 ⁴ (0.73)	3.89 ⁵ (0.64)	3.99 ⁶ (0.68)	4.02 ⁷ (0.64)

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

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

²n=36 ⁶n=284

³n=217 ⁷n=294

⁴n=381 ⁸n=35

⁵n=248 ⁹n=215

Preparation to Incorporate Technology

Summary of Ratings¹

Preparation to Incorporate Technology

Kansas Educator Employer Survey - Spring 2013 - 2018

	Kansas State University						Kansas Public Universities					
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Technology 1. The educators make use of appropriate technology in the classroom teaching environment.	4.41 (0.60)	4.39 (0.59)	4.45 (0.63)	4.09 (0.80)	4.29 (0.69)	4.34 (0.74)	4.28 ² (0.70)	4.32 (0.75)	4.21 (0.84)	4.20 (0.68)	4.24 (0.76)	4.28 ³ (0.69)
Technology 2. The educators incorporate technology into communication activities.	4.30 (0.52)	4.41 (0.59)	4.38 (0.66)	4.06 (0.75)	4.21 (0.73)	4.32 (0.76)	4.26 ² (0.67)	4.26 (0.78)	4.12 ⁴ (0.85)	4.13 (0.68)	4.20 (0.78)	4.26 ³ (0.70)
Technology 3. The educators continually adapt to changes in technology.	4.35 (0.59)	4.31 (0.73)	4.32 (0.75)	4.00 (0.79)	4.20 (0.69)	4.31 (0.73)	4.22 ² (0.72)	4.24 (0.77)	4.11 (0.86)	4.09 ⁵ (0.70)	4.17 (0.77)	4.24 ⁶ (0.70)
Technology 4. The educators integrate technology into the professional practice.	4.31 ⁷ (0.58)	4.37 (0.69)	4.42 (0.59)	4.05 (0.74)	4.24 (0.71)	4.37 (0.69)	4.23 ⁸ (0.70)	4.29 (0.76)	4.18 (0.80)	4.14 ⁵ (0.65)	4.24 (0.74)	4.28 ⁶ (0.68)
Technology 5. The educators use technology appropriately for assessment purposes.	4.19 (0.52)	4.22 (0.65)	4.29 (0.69)	3.95 (0.80)	4.17 (0.69)	4.31 (0.66)	4.19 ² (0.66)	4.16 (0.76)	4.07 ⁴ (0.85)	4.04 (0.67)	4.16 (0.78)	4.19 ³ (0.73)
Technology Composite (Cronbach's alpha: 0.95, 0.93)	4.32 ⁷ (0.45)	4.34 (0.56)	4.37 (0.58)	4.03 (0.70)	4.22 (0.63)	4.33 (0.65)	4.24 ⁸ (0.61)	4.25 (0.68)	4.14 ⁴ (0.76)	4.11 ⁹ (0.60)	4.20 (0.70)	4.25 ¹⁰ (0.62)

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

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

²n=217 ⁷n=36

³n=293 ⁸n=216

⁴n=382 ⁹n=247

⁵n=248 ¹⁰n=291

⁶n=294

Preparation for Diversity

Summary of Ratings¹

Preparation for Diversity

Kansas Educator Employer Survey - Spring 2013 - 2018

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

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

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

²n=217

³n=247

⁴n=379

Preparation to Motivate and Engage Students

Summary of Ratings¹

Preparation to Motivate and Engage Students

Kansas Educator Employer Survey - Spring 2013 - 2018

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

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

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

²n=217 ⁵n=215

³n=248 ⁶n=285

⁴n=294 ⁷n=293

Preparation for Professional Ethics

Summary of Ratings ¹												
Preparation for Professional Ethics												
Kansas Educator Employer Survey - Spring 2013 - 2018												
	Kansas State University						Kansas Public Universities					
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Ethics 1. The educators behave in an ethical manner when interacting with others.	4.32 (0.63)	4.56 (0.60)	4.38 (0.66)	4.32 (0.73)	4.43 (0.78)	4.51 (0.71)	4.36 (0.60)	4.43 (0.67)	4.33 (0.79)	4.31 ² (0.68)	4.41 (0.80)	4.47 (0.69)
Ethics 2. The educators behave in a caring manner when interacting with others.	4.32 (0.63)	4.58 (0.62)	4.37 (0.74)	4.43 (0.59)	4.43 (0.65)	4.49 (0.57)	4.39 ³ (0.60)	4.44 (0.68)	4.32 ⁴ (0.82)	4.35 (0.64)	4.40 (0.76)	4.48 (0.60)
Ethics 3. The educators understand how to question authority in a respectful and constructive manner.	4.19 (0.70)	4.39 (0.70)	4.14 (0.76)	4.14 (0.92)	4.35 (0.70)	4.36 (0.78)	4.25 (0.70)	4.32 (0.74)	4.19 ⁴ (0.88)	4.18 ² (0.80)	4.34 (0.80)	4.34 (0.75)
Ethics 4. The educators display commitment to professionalism and ethical standards.	4.19 (0.62)	4.58 (0.53)	4.24 (0.79)	4.23 (0.79)	4.42 (0.72)	4.38 (0.77)	4.28 (0.68)	4.39 (0.72)	4.23 (0.86)	4.24 (0.75)	4.38 ⁵ (0.81)	4.38 (0.72)
Ethics 5. The educators meet the ethical standards of the profession.	4.35 (0.59)	4.54 (0.62)	4.30 (0.74)	4.31 (0.71)	4.42 (0.76)	4.44 (0.70)	4.34 (0.62)	4.44 (0.71)	4.32 (0.79)	4.29 (0.69)	4.39 ⁵ (0.80)	4.44 (0.65)
Professional Ethics Composite (Cronbach's alpha: 0.91, 0.93)	4.28 (0.55)	4.53 (0.53)	4.29 (0.67)	4.29 (0.67)	4.41 (0.66)	4.44 (0.61)	4.32 ³ (0.57)	4.40 (0.63)	4.28 ⁴ (0.75)	4.27 ⁶ (0.65)	4.38 ⁷ (0.73)	4.42 (0.60)

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

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

²n=248 ⁵n=285

³n=217 ⁶n=247

⁴n=382 ⁷n=284

Reflective Practice Summary of Ratings ¹ Reflective Practice Kansas Educator Employer Survey - Spring 2013 - 2018												
	Kansas State University						Kansas Public Universities					
	2013 (n=37)	2014 (n=59)	2015 (n=84)	2016 (n=65)	2017 (n=84)	2018 (n=90)	2013 (n=218)	2014 (n=254)	2015 (n=383)	2016 (n=249)	2017 (n=286)	2018 (n=295)
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Reflect 1. The educators use feedback to modify leadership practices.	3.95 (0.74)	4.03 (0.59)	4.07 (0.82)	3.91 (0.70)	4.19 (0.59)	4.10 (0.77)	4.00 (0.73)	4.00 (0.78)	3.99 (0.89)	3.93 (0.77)	4.09 (0.80)	4.12 (0.73)
Reflect 2. The educators provide feedback that allows students to reflect on their learning.	3.89 (0.61)	3.93 (0.69)	3.96 (0.83)	3.80 (0.77)	4.05 (0.71)	4.00 (0.83)	3.90 (0.73)	3.91 (0.77)	3.87 (0.89)	3.89 (0.74)	3.99 (0.80)	3.99 (0.76)
Reflect 3. The educators use reflections to adjust instruction.	3.86 (0.79)	4.03 (0.83)	4.11 (0.81)	3.89 (0.77)	4.15 (0.69)	4.12 (0.76)	3.97 (0.76)	3.99 (0.87)	3.99 (0.90)	3.92 (0.78)	4.05 (0.84)	4.06 (0.77)
Reflect 4. The educators engage in professional learning opportunities.	4.30 (0.57)	4.37 (0.61)	4.26 (0.58)	4.23 (0.66)	4.44 (0.57)	4.37 (0.71)	4.30 (0.64)	4.33 (0.72)	4.21 (0.80)	4.22 (0.64)	4.35 (0.70)	4.33 (0.67)
Reflect 5. The educators show evidence of reflection in professional practice (e.g., planning, delivering, and evaluating instruction).	4.11 (0.66)	4.19 (0.78)	4.10 (0.83)	3.98 (0.78)	4.31 (0.56)	4.13 (0.75)	4.03 (0.71)	4.07 (0.78)	4.04 ² (0.92)	4.00 ³ (0.74)	4.17 ⁴ (0.76)	4.14 (0.71)
Reflective Practice Composite (Cronbach's alpha: 0.92, 0.91)	4.02 (0.55)	4.11 (0.56)	4.10 (0.69)	3.96 (0.61)	4.23 (0.51)	4.14 (0.67)	4.04 (0.59)	4.06 (0.67)	4.022 (0.77)	3.993 (0.63)	4.134 (0.68)	4.13 (0.62)

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

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

²n=381

³n=248

⁴n=285

Summary of Ratings Statewide Results Kansas Educator Employer Survey - Spring 2013 - 2018								
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?								
	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 (%)			
2018	34 (37.8%)	45 (50.0%)	9 (10.0%)	2 (2.2%)	103 (34.9%)	160 (54.2%)	25 (8.5%)	7 (2.4%)
2017	25 (29.8%)	49 (58.3%)	8 (9.5%)	2 (2.4%)	91 (31.8%)	154 (53.8%)	34 (11.9%)	7 (2.4%)
2016	21 (32.3%)	39 (60.0%)	4 (6.2%)	1 (1.5%)	59 (27.3%)	135 (62.5%)	16 (7.4%)	6 (2.8%)
2015	29 (34.5%)	49 (58.3%)	4 (4.8%)	2 (2.4%)	89 (24.1%)	228 (61.8%)	27 (7.3%)	6 (1.6%)
2014	22 (37.3%)	32 (54.2%)	2 (3.4%)	3 (5.1%)	84 (33.1%)	137 (53.9%)	23 (9.1%)	10 (3.9%)
2013	10 (27.8%)	24 (66.7%)	2 (5.6%)	--	61 (28.1%)	129 (59.4%)	18 (8.3%)	9 (4.1%)

Summary of Ratings Statewide Results Kansas Educator Employer Survey - Spring 2013 – 2018								
How likely are you to recommend early career educators who graduate from ...								
	Kansas State University				Kansas Public Universities			
	Very Likely	Some-what Likely	Some-what Unlikely	Very Unlikely	Very Likely	Some-what Likely	Some-what Unlikely	Very Unlikely
Year	<i>n</i>				<i>n</i>			
	Frequencies (%)				Frequencies (%)			
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 ($n=57$):

- Ability to motivate and plan.
- [Educator] came in with a strong foundation for classroom management. She has high expectations of students, is firm and consistent.
- Collaboration between college and school.
- Content
- Content knowledge
- Content knowledge and lesson construction is very good.
- Core Knowledge
- Empathy, classroom management, engaging lessons, technology integration.
- Good knowledge of subject area, hard worker, cares about kids.
- Had a positive student teaching mentor
- Her strongest aspect is her ability to design lessons/activities that are relevant to instructional goals and to the students. She establishes and maintains through learning activities, interactions, and the classroom environment; high expectations for all students' learning.
- I cannot speak directly to the educator prep. program, I can only speak to the one teacher we have from KSU. She is very good with technology and constantly looking for new apps, programs, ways to teach and assess kids.
- I feel that my teachers from K-State are very well prepared. They are taught how to be organized and how to prioritize their time.
- I felt our new teacher came to us with a great deal of knowledge regarding the educational field. I have been so impressed with her abilities and what her students have accomplished this year. She has done an amazing job and you are to be commended for her preparations. She has such a strong foundation as an educator and is reflective in her teaching. Thank you for preparing such an amazing educator!
- I have been very pleased with the new teachers I have had in my building
- I think the program is able to establish multiple philosophical perspectives of what education should be and what it is not.
- I think you have greatly prepared your students to be ready to teach once they get into the classroom. I think this is in correlation to them gaining valuable experience prior to their student teaching.
- It was very evident from early on that [educator] had a good understanding of how to organize an effective lesson plan as well as how to lay out his plan for units and entire classes. He has a level of confidence that is not typical of first-year teachers. His vast skill sets beyond his subject area such as literacy and technology are serving him very well.
- [Educator] serves on our Building Leadership Team. This is her second year and she is great teacher who is very energetic and willing to try new ideas. She is very strong instructionally and is able to differentiate instruction well for her learners.
- Just ready to hit to ground running...I felt like we didn't have a first year teacher.
- K State prepares its teacher candidates more professionally than other institutions. Our candidate was very competent and an excellent addition.
- Knowledge of best practices and caring individuals
- Knowledge of content.
- Knowledge of subject area. Designing coherent, well-planned lessons

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

Kansas State University responses (*n*=57):

- KSU teachers have a good understanding of what's expected of them when they are hired. They have adequate content knowledge and know how to prepare lessons, utilize effective questioning techniques, and offer sufficient student feedback. They know that collaboration is an important aspect of the school environment, and seek ways to infuse technology into instruction and student performance.
- [Educator] is very knowledgeable in her content area. She works hard to be prepared and creates excellent examples and relevant activities to bring content to life.
- Many experiences that are in classrooms and hands on
- My new teachers are especially well prepared in lesson planning and classroom management.
- My sample pool is small. Concerns are likely more about the sample pool personnel as opposed to the program.
- Operating in a professional manner
- Our students from Kansas State have been very prepared to enter the classroom in their first year. They have also been very receptive to feedback.
- Planning and preparation of lessons.
- Preparedness in content knowledge, thorough lesson planning, and professional practice in all settings of the school system.
- Reality of the profession. It takes great time and preparation to be a great educator. Ensuring that students understand the commitment to the profession.
- relationships
- Relationships, ethics,
- She understands how to plan, organize and implement the lesson. She has classroom management in place and understands its importance. She talks much about her experience with student teaching.
- Solid teachers with a solid foundation of skills to build upon.
- Students are committed the profession and open to feedback which means that their practice improves over time.
- Students are well prepared for the classroom and instruction
- Teachers are very reflective and not only are open but seek feedback to improve their practice.
- Technology in the classroom and instruction.
- The amount of time and opportunities that KSU students have in the schools.
- The early career educators have a strong understanding of how to meet student needs.
- The educator program prepares individuals for education in general; content, lesson planning, standards are areas of strength. The program is highly motivating to future teachers, they come in ready to be educators!
- The emerging educators are very aware of technology and their content areas. They also demonstrate a much higher awareness of diversity training than I have seen.
- The graduates are comfortable with technology and use it to differentiate instruction and increase engagement.
- The strongest aspect is the extensive knowledge in the content area.
- The strongest aspect of the educator preparation program is the detailed lesson planning. Although this is a practice that is totally unrealistic and not at all what actual practitioners do, the students are good at it.
- The teacher was prepared to write and execute lessons using the technology made available. Willing to try new things.

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

Kansas State University responses (*n*=57):

- The time spent in classrooms.
- The USD 475 partnership with KSU is wonderful; allowing student teachers to obtain authentic teaching experiences on site - as we hire many teachers through this process. They find the partnership to be strong.
- These young teachers appear to have a strong grasp of the curriculum and the standards.
- They have a positive attitude when dealing with students and staff members. They have a strong foundation in the state standards.
- This student came in with great knowledge of content, standards and technology.
- Understanding of standards and the importance of building relationships
- Without being directly involved with the program this somewhat hard to answer. Not being able to witness firsthand how the program prepares students I would feel I am not entirely qualified to answer this.

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

Kansas State University responses (*n*=51):

- All teachers should take the LETRS training. They do not understand what true differentiation is, nor do they know enough about making accommodations for students.
- As always, we discuss the age old topic of classroom management. The students coming in seem much more prepared, although this is a topic that always needs to be addressed- how to build relationships, how to set up procedures/routines/expectations, how to handle transitions, etc.
- Based on [Educator's] performance, the educator program is hitting all areas of teacher preparedness and professionalism as an educator. [Educator] demonstrates amazing skill and talent as an educator, her lesson planning and ability to integrate technology, hands on learning activities and vertical and horizontal connections with content is stellar and above average. Among students, parents, administration and colleagues, [Educator] is valued as an amazing educator and at a level highly above that of a first year teacher.
- Cannot think of any at this time.
- Classroom Management
- Classroom management, face to face communication, and taking pride in being a professional and college graduate.
- Continue to get students into the buildings.
- Continue to make familiarity with the standards a priority. This is critical, and a confidence booster to new teachers.
- Emerging educators need to understand the overall "big picture" of learning for today's students. It is so easy to get pulled into the mindset that the students only have their class to take care of and do work for. This year the teacher added what appeared to her simple CNN reports plus some Community Service projects. While each of them were only worth small points, the CNN could be done in a short amount of time and here at school. The other one which lasted both semesters, was worth a total of 50 points (25 points each semester) and when students got to adding up the amount of time it took or cost, was very high in time cost. Several students were having to leave school, miss other teachers' classes (which put them behind in those classes) to get 3 points here and there. For students who were sibling care takers, or had jobs, or played sports, etc....it really did cause trouble. There was no other route for them to go. I think it is important that young teachers see and really get the "big picture".

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

Kansas State University responses ($n=51$):

A student cannot have 30 minutes of homework in each class every night and succeed and love learning. Teach them to grade the best and most important key standards/facts.

- Ensure student teachers are placed with highly effective teachers in schools serving challenging populations! They need to be prepared to teach anywhere!
- Good disciple practices, dealing with other staff member conflict.
- How to build behavior plans
- How to build relationships with stakeholders and how to build a strong sense of community in the classroom.
- I believe all education preparation programs need to spend more time on behavioral differentiation along with academic differentiation. This suggestion is too all education programs not just yours. The social-emotional needs of our students are increasing and our new teachers need to get access resources and experiences that will help them as they get started in the profession. Share with your students the importance of their presence at school and how that positively impact students. (Best practices with their discretionary days.)
- I feel time should be spent on classroom management and how best to individualize instruction using project based learning.
- I think it is a very solid program. Continue to focus on cultural awareness, especially for students looking to move to an urban setting.
- I think one area you could work on within your program is helping your students adapt to the different personalities they might encounter when they start teaching.
- I think that KSU students and educational students, in general, need additional training in the varied needs of our students - much of which is not content driven. Also, I feel that differentiated instruction is discussed but that common practice needs more emphasis.
- It is hard to prepare for parent questions and situations that come up when you haven't experienced those in your 'real' classroom.
- It would be good for the graduates to have a deeper understanding of how true Professional Learning Communities operate using Data and Common Formative Assessments to drive planning and instructional adjustments.
- More awareness of diversity in classroom and how to address the gap
- More experience in working with diverse learners (sped, gifted, poverty)
- More focus on management
- Multiple strategies for not only managing but seeking the root cause of student who present behaviors of defiance, disrespect and disruption.
- N/A [4]
- No suggestions
- Overall, our candidates from Kansas State University have been phenomenal educators. Thank you for your dedication to the profession and for preparing quality educators!
- Planning is something that seems to be a struggle for many early-career teachers. Some things like management can only be learned by teaching, but how to create an effective lesson plan is something that I think all first-year teachers should be able to do. We end up spending a lot of time with early career teachers teaching them how to plan lessons, and one of the things that's often missing is assessing student learning to see if they actually learned what was intended.
- Please allow student teachers from K-State to do their internship in Catholic Schools in Wichita.

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

Kansas State University responses ($n=51$):

- Stressing professional work ethic, grit, and follow through of responsibilities. Teaching isn't an 8-4 job. (Never has been). Great teachers don't watch the clock, they do what needs to be done no matter how long it takes. Not seeing these qualities any longer in our newest candidates.
- Student Behavior - dealing with inappropriate behavior.
- Student teaching in a school and now just in a preschool setting.
- The biggest challenge for first year teachers is classroom management. I truly believe (and share this EVERY YEAR), that a class that is specifically about management methods, interventions, and rewards would be tremendous. Honestly, teachers grow as they plan and experience teaching and learning. They MUST have some idea of management methods and what they could invest in and duplicate in their classrooms.
- The Blocks are always changing. Not sure of the right answer, but it's hard to keep up with what is expected each semester.
- The direction that our district and I believe many others are heading is to try to embed 21st Century skills in all our classes, as well as knocking down the walls of subject-specific classes. We would like for more of our candidates to have the confidence that [Educator] has to teach literacy skills, technology skills, and mathematics skills right alongside their main curriculum. It is extremely difficult to get veteran teachers who were not trained this way to change their mindset.
- The educator preparation program can improve by requiring the university professionals to co-teach in actual classrooms in their districts.
- There has to be more emphasis on classroom management, behavior management techniques, and student motivation.
- There needs to be more emphasis on creating valid assessments and evaluating student progress.
- This is my first year as an administrator, so I have no idea at this point.
- Through your preparation and our mentoring program, [Educator] is an excellent teacher. We are pleased that she chose [high school] as a place to teach.
- Time management and adapting instruction to individual student needs. How to effectively monitor individual student needs.
- Understanding standards and how to assess to evaluate whether a student understands. Differentiation
- Unfortunately the program often places future educators in schools that are not representative of the diversity of school districts. Therefore, future educators believe or have practiced in settings in which things go smoothly. When placed in more challenging schools (high poverty, high SPED, lack of family support, etc.) individuals do not know how to accept such challenges. I believe the program should place its students in Title 1 schools. Future teachers need a lot more support in reading instruction, regardless of the grade level they may end up teaching. I would recommend that LETRS training become a part of the KSU program. Teachers need to also be prepared to differentiate instruction much better than they do. They do not meet the needs of ALL learners.
- Was not prepared for classroom management
- We are a rural school with little cultural diversity, but high economic diversity. I think more training on working with kids of poverty and trauma would be beneficial.
- We had overwhelming difficulty with one of the teachers on the list you provided. I did not want my feelings toward this individual to reflect on the other new teachers who are so

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

Kansas State University responses ($n=51$):

promising. Perhaps there should be a way for buildings to identify any outliers from your program. Please know that I will never recommend this individual for a future job in education. The other staff have done a great job as first year educators, three of which are starting their second year here. (one move)

- Without being directly involved with the program this somewhat hard to answer. Not being able to witness firsthand how the program prepares students I would feel I am not entirely qualified to answer this.
- Working as a team within your grade level. I see sometimes that she doesn't appreciate the knowledge from her peers and does things her way.