

**Kansas Educator Employer and Alumni Surveys
Spring 2017 Survey Administration
Report for University of Kansas**

Background

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

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

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

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

Survey Population:

- **Alumni** - Fall 2015-Summer 2016 graduates who are teaching in the 2016-2017 school year
- **Employer** - Principals of schools in which first year **Alumni** are employed.

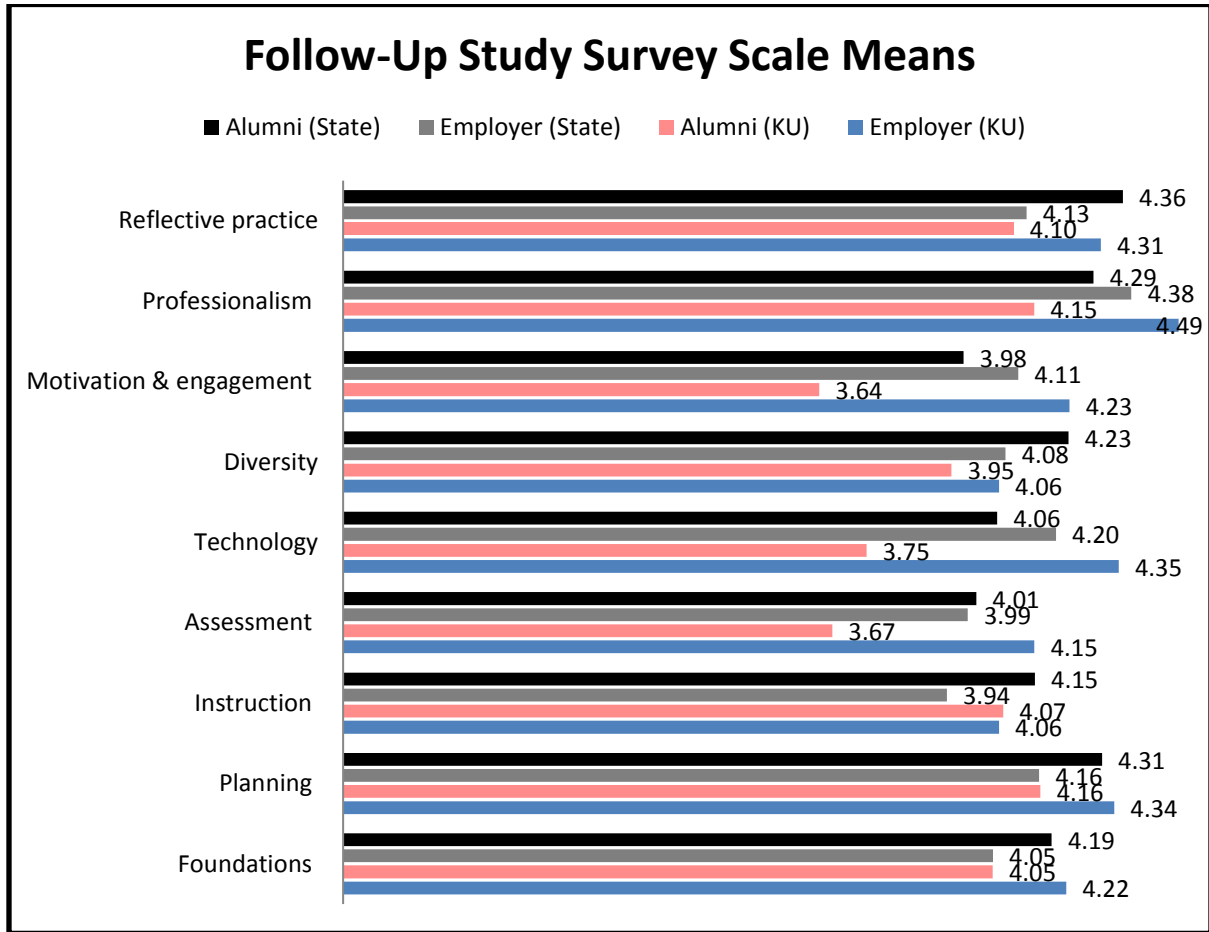
Results

Employers were asked how the preparation of first-year educators who graduated from the University of Kansas compared with the preparation of first-year educators who completed advanced programs from other institutions. Over 80 percent said that KU graduates were as well prepared as or better prepared than other graduates.

Rating	Count	Pct.
Better Prepared	6	21.4%
As Well Prepared	17	60.7%
Not As Well Prepared	3	10.7%
No Comparison Available	2	7.1%

There are nine scales on each of the surveys. The table below shows the mean ratings of respondents from the two groups on each of the scales along with comparative effect size. In comparison with State Data, Employers rated KU graduates level of preparation **higher** on average in all categories except Diversity. Interestingly, in comparison with State Data, Alumni rated their level of preparation **lower** on average in all categories.

Survey Areas (5-point scale)	Category Means				Effect Size	
	Employer (KU)	Alumni (KU)	Employer (All)	Alumni (All)	Employer KU vs All: Cohen's <i>d</i>	Alumni KU vs All: Cohen's <i>d</i>
Foundations	4.22	4.05	4.05	4.19	0.30	-0.26
Planning	4.34	4.16	4.16	4.31	0.27	-0.22
Instruction	4.06	4.07	3.94	4.15	0.18	-0.11
Assessment	4.15	3.67	3.99	4.01	0.26	-0.41
Technology	4.35	3.75	4.20	4.06	0.22	-0.32
Diversity	4.06	3.95	4.08	4.23	-0.02	-0.36
Motivation & engagement	4.23	3.64	4.11	3.98	0.15	-0.45
Professionalism	4.49	4.15	4.38	4.29	0.17	-0.24
Reflective practice	4.31	4.10	4.13	4.36	0.29	-0.37
No. Respondents	28	27	286	238		



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

Employer Survey Items for Foundations	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Has clear and compelling vision of learning.	0.0%	3.6%	3.6%	53.6%	39.3%	4.29	.713
Understands theories of human development	0.0%	0.0%	3.6%	67.9%	28.6%	4.25	.518
Understands the foundations (historical, philosophical, social, and cultural) of the professional field	0.0%	3.6%	14.3%	50.0%	32.1%	4.11	.786
Uses knowledge of school, family, cultural, and community factors that influence the quality of education for all students	0.0%	7.1%	3.6%	57.1%	32.1%	4.14	.803
Demonstrates a strong knowledge of the subject(s) taught	0.0%	0.0%	0.0%	53.6%	46.4%	4.46	.508
Integrates concepts from professional studies into own teaching environment	0.0%	3.6%	7.1%	50.0%	39.3%	4.25	.752
Is well-versed in state and federal laws that directly impact schools	0.0%	3.6%	10.7%	60.7%	25.0%	4.07	.716

Alumni Survey Items for Foundations: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Understand the foundations (historical, philosophical, social, and cultural) of my professional field.	0.0%	3.7%	3.7%	70.4%	22.2%	4.11	.641
Understand how students learn and develop.	0.0%	0.0%	7.4%	74.1%	18.5%	4.11	.506
Understand how to provide a variety of opportunities that support student learning and development.	0.0%	3.7%	3.7%	74.1%	18.5%	4.07	.616
Understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	0.0%	3.7%	18.5%	55.6%	22.2%	3.96	.759
Know the content of my professional field.	0.0%	7.4%	3.7%	44.4%	44.4%	4.26	.859
Understand the state and federal laws that directly impact schools.	0.0%	7.4%	25.9%	48.1%	18.5%	3.78	.847

Common Items: Foundations

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Survey Items for Foundations	Foundations: I was prepared to--			
Understands theories of human development	Understand how students learn and develop.	-0.14	0.63	-0.22
Uses knowledge of school, family, cultural, and community factors that influence the quality of education for all students	Understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.	-0.18	0.97	-0.19
Demonstrates a strong knowledge of the subject(s) taught	Know the content of my professional field.	-0.21	0.79	-0.26
Is well-versed in state and federal laws that directly impact schools	Understand the state and federal laws that directly impact schools.	-0.29	0.93	-0.31

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

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Employer Survey Items for Planning	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Selects clear lesson activities that build towards student learning objectives	0.0%	3.6%	0.0%	50.0%	46.4%	4.39	.685
Ensures that objectives and activities are aligned with district, state and/or national standards	0.0%	0.0%	0.0%	57.1%	42.9%	4.43	.504
Collaborates with colleagues when planning instruction	0.0%	3.6%	0.0%	39.3%	57.1%	4.50	.694
Plans thorough, well-organized lessons	0.0%	3.6%	3.6%	42.9%	50.0%	4.39	.737
Uses understanding of student development for lesson planning	0.0%	3.6%	3.6%	57.1%	35.7%	4.25	.701
Creates lesson plans that promote critical thinking with the students	0.0%	7.1%	7.1%	57.1%	28.6%	4.07	.813

Alumni Survey Items for Planning: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Plan integrated and coherent instruction to meet the learning needs of all students.	0.0%	7.4%	14.8%	44.4%	33.3%	4.04	.898
Develop lesson plans that align with district, state standards and/or national standards.	0.0%	0.0%	7.4%	44.4%	48.1%	4.41	.636
Collaborate with other professionals to improve the overall learning of all students.	0.0%	7.4%	11.1%	37.0%	44.4%	4.19	.921
Implement lesson plans that build on the students' existing knowledge and skills.	0.0%	0.0%	22.2%	40.7%	37.0%	4.15	.770
Create lesson plans that promote critical thinking with the students.	0.0%	7.4%	18.5%	37.0%	37.0%	4.04	.940

Common Items: Planning

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Collaborates with colleagues when planning instruction	Collaborate with other professionals to improve the overall learning of all students.	-0.31	0.95	-0.33
Plans thorough, well-organized lessons	Plan integrated and coherent instruction to meet the learning needs of all students.	-0.36	0.97	-0.37

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

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Employer Survey Items for Instruction	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Uses a variety of teaching strategies to enhance student learning	0.0%	3.6%	0.0%	67.9%	28.6%	4.21	.630
Includes differentiated instructional activities for all learners	0.0%	3.6%	17.9%	57.1%	21.4%	3.96	.744
Uses a variety of resources to present information	0.0%	3.6%	3.6%	53.6%	39.3%	4.29	.713
Uses effective questioning skills and facilitates classroom discussion	0.0%	10.7%	0.0%	64.3%	25.0%	4.04	.838
Integrates multiple content areas into interdisciplinary units of study	0.0%	7.1%	17.9%	60.7%	14.3%	3.82	.772

Alumni Survey Items for Planning: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Plan integrated and coherent instruction to meet the learning needs of all students.	0.0%	7.4%	14.8%	44.4%	33.3%	4.04	.898
Develop lesson plans that align with district, state standards and/or national standards.	0.0%	0.0%	7.4%	44.4%	48.1%	4.41	.636
Collaborate with other professionals to improve the overall learning of all students.	0.0%	7.4%	11.1%	37.0%	44.4%	4.19	.921
Implement lesson plans that build on the students' existing knowledge and skills.	0.0%	0.0%	22.2%	40.7%	37.0%	4.15	.770
Create lesson plans that promote critical thinking with the students.	0.0%	7.4%	18.5%	37.0%	37.0%	4.04	.940

Common Items: Instruction

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Integrates multiple content areas into interdisciplinary units of study	Integrate multiple content areas into interdisciplinary units of study.	0.29	1.00	0.29

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

Employer Survey Items for Assessment	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Evaluates student knowledge and performance by using multiple methods of assessment	0.0%	3.6%	7.1%	60.7%	28.6%	4.14	.705
Utilizes assessment outcomes to develop instruction that meets the needs of all students	0.0%	3.6%	7.1%	67.9%	21.4%	4.07	.663
Adheres to ethical and unbiased assessment practices	0.0%	0.0%	0.0%	57.1%	42.9%	4.43	.504
Makes assessment criteria clear to students	0.0%	7.1%	7.1%	64.3%	21.4%	4.00	.770
Accurately interprets assessment results	0.0%	0.0%	3.6%	64.3%	32.1%	4.29	.535
Uses best practice research and data when making decisions	0.0%	3.6%	17.9%	57.1%	21.4%	3.96	.744

Alumni Survey Items for Assessment: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Use data for instructional decision making.	0.0%	29.6%	14.8%	29.6%	25.9%	3.52	1.189
Engage in assessment activities to identify areas for student improvement.	0.0%	25.9%	11.1%	44.4%	18.5%	3.56	1.086
Use a variety of assessment tools.	3.7%	11.1%	14.8%	48.1%	22.2%	3.74	1.059
Provide feedback to students, which allows them to improve their learning.	0.0%	0.0%	40.7%	33.3%	25.9%	3.85	.818
Employ appropriate assessment techniques in order to measure the learning of all students.	0.0%	14.8%	18.5%	51.9%	14.8%	3.67	.920

Common Items: Assessment

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Evaluates student knowledge and performance by using multiple methods of assessment	Use a variety of assessment tools.	-0.40	1.03	-0.39
Utilizes assessment outcomes to develop instruction that meets the needs of all students	Use data for instructional decision making.	-0.55	1.07	-0.52

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

Employer Survey Items for Technology	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Makes use of appropriate technology in the classroom teaching environment	0.0%	3.6%	0.0%	46.4%	50.0%	4.43	.690
Incorporates technology into communication activities	0.0%	0.0%	10.7%	35.7%	53.6%	4.43	.690
Continually adapt to changes in technology	0.0%	3.6%	10.7%	42.9%	42.9%	4.25	.799
Integrates technology into the professional practice	0.0%	0.0%	10.7%	42.9%	46.4%	4.36	.678
Uses technology appropriately for assessment purposes	0.0%	3.6%	7.1%	46.4%	42.9%	4.29	.763

Alumni Survey Items for Technology: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Make use of appropriate technology in the classroom.	3.7%	11.1%	14.8%	44.4%	25.9%	3.78	1.086
Use a variety of media resources to present information.	0.0%	18.5%	22.2%	29.6%	29.6%	3.70	1.103
Use technology effectively to enhance student learning.	3.7%	11.1%	14.8%	44.4%	25.9%	3.78	1.086
Provide opportunities for my students to utilize technology.	3.7%	14.8%	14.8%	40.7%	25.9%	3.70	1.137
Use technology to enhance my overall professional work.	0.0%	14.8%	22.2%	33.3%	29.6%	3.78	1.050

Common Items: Technology

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Makes use of appropriate technology in the classroom teaching environment	Make use of appropriate technology in the classroom.	-0.65	1.03	-0.63
Integrates technology into the professional practice	Use technology to enhance my overall professional work.	-0.58	1.01	-0.58

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

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Employer Survey Items for Diversity	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Creates a learning community that is sensitive to the multiple experiences of diverse learners	0.0%	7.1%	10.7%	50.0%	32.1%	4.07	.858
Respects cultural differences by providing equitable learning opportunities for all students	0.0%	3.6%	7.1%	53.6%	35.7%	4.21	.738
Implements non-biased techniques for meeting needs of diverse learners	0.0%	3.6%	10.7%	46.4%	39.3%	4.21	.787
Adapts lessons to meet the diverse needs of all students	0.0%	7.1%	21.4%	42.9%	28.6%	3.93	.900
Responds appropriately to larger political, social, economic, and cultural issues through global	0.0%	10.7%	14.3%	50.0%	25.0%	3.89	.916

Alumni Survey Items for Diversity: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Establish a classroom environment of respect and rapport that provides a culture for learning.	0.0%	7.4%	18.5%	44.4%	29.6%	3.96	.898
Effectively work with individuals from diverse backgrounds.	0.0%	11.1%	18.5%	48.1%	22.2%	3.81	.921
Understand the larger political, social, and economic context of education.	0.0%	7.4%	14.8%	59.3%	18.5%	3.89	.801
Implement instruction that accommodates diverse learning styles.	0.0%	3.7%	14.8%	51.9%	29.6%	4.07	.781
Encourage students to see, question, and interpret ideas from diverse perspectives.	0.0%	3.7%	22.2%	48.1%	25.9%	3.96	.808
Implement non-biased techniques for meeting the needs of diverse learners.	0.0%	3.7%	22.2%	44.4%	29.6%	4.00	.832

Common Items: Diversity

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Implements non-biased techniques for meeting needs of diverse learners	Implement non-biased techniques for meeting the needs of diverse learners.	-0.21	0.98	-0.22
Respects cultural differences by providing equitable learning opportunities for all students	Effectively work with individuals from diverse backgrounds.	-0.40	0.98	-0.41

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

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Employer Survey Items for Motivation and Engagement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Establishes collaborative, productive relationships with all stakeholders to support student learning	0.0%	10.7%	0.0%	46.4%	42.9%	4.21	.917
Establishes a caring relationship with students developed through engagement and high expectations	0.0%	10.7%	0.0%	46.4%	42.9%	4.21	.917
Sets clear standards of conduct	0.0%	10.7%	7.1%	46.4%	35.7%	4.07	.940
Addresses student behavior in an appropriate, positive, and constructive manner	0.0%	7.1%	10.7%	39.3%	42.9%	4.18	.905
Promotes an orderly, safe classroom environment conducive to learning	0.0%	3.6%	0.0%	53.6%	42.9%	4.36	.678
Prioritizes tasks and manages time efficiently for effective student learning	0.0%	7.1%	0.0%	42.9%	50.0%	4.36	.826

Alumni Survey Items for Motivation & Engagement: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Manage student behavior in the classroom.	14.8%	22.2%	25.9%	22.2%	14.8%	3.00	1.301
Use a variety of motivational strategies to facilitate learning for all students.	7.4%	25.9%	14.8%	40.7%	11.1%	3.22	1.188
Communicate with family and community members to make them partners in the educational process.	7.4%	25.9%	22.2%	37.0%	7.4%	3.11	1.121
Collaborate with educational personnel to support student learning.	0.0%	14.8%	14.8%	44.4%	25.9%	3.81	1.001
Establish a caring relationship with students developed through engagement and high expectations for all learners.	0.0%	3.7%	7.4%	37.0%	51.9%	4.37	.792
Create an environment that encourages positive social interaction among students.	3.7%	0.0%	11.1%	33.3%	51.9%	4.30	.953

Common Items: Motivation and Engagement

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Establishes collaborative, productive relationships with all stakeholders to support student learning	Communicate with family and community members to make them partners in the educational process.	-1.10	1.21	-0.91
Addresses student behavior in an appropriate, positive, and constructive manner	Manage student behavior in the classroom.	-1.18	1.29	-0.91

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Employer Survey Items for Professionalism and Ethical Behavior	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Behaves in an ethical manner when interacting with others	0.0%	3.6%	0.0%	39.3%	57.1%	4.50	.694
Behaves in a caring manner when interacting with others	0.0%	0.0%	3.6%	35.7%	60.7%	4.57	.573
Understands how to question authority in a respectful and constructive manner	0.0%	0.0%	0.0%	50.0%	50.0%	4.50	.509
Displays commitment to professionalism and ethical standards	0.0%	3.6%	0.0%	42.9%	53.6%	4.46	.693
Meets the ethical standards of the profession	0.0%	3.6%	0.0%	46.4%	50.0%	4.43	.690

Alumni Survey Items for Professionalism & Ethical Behavior: I was prepared to--	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	St.Dev.
Understand the legal practices in education.	0.0%	7.4%	25.9%	44.4%	22.2%	3.81	.879
Understand the ethical practices in education.	0.0%	3.7%	14.8%	48.1%	33.3%	4.11	.801
Meet the ethical standards of my profession.	0.0%	0.0%	18.5%	37.0%	44.4%	4.26	.764
Understand how to behave in ways that reflect integrity, responsibility, and honesty.	0.0%	0.0%	7.4%	40.7%	51.9%	4.44	.641
Establish collegial relationships with all stakeholders to support student learning.	0.0%	7.4%	11.1%	44.4%	37.0%	4.11	.892

Common Items: Professionalism and Ethical Behavior

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Meets the ethical standards of the profession	Meet the ethical standards of my profession.	-0.17	0.88	-0.19

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

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

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

Common Items: Professionalism and Ethical Behavior

Employer	Alumni	Difference between Means	Pooled St. Dev.	Effect Size
Engages in professional learning opportunities	Use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.	-0.32	0.86	-0.37

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

Employer Comments

The tables below summarize the comments made by employers when requested to briefly summarize the strengths and areas of needed improvement of novice teachers who graduated from the University of Kansas. The tables are followed by the actual comments. Content knowledge was the strength mentioned most frequently. The most frequently mentioned areas in need of improvement included lesson planning, classroom management, and differentiated instruction.

Strengths

- After learning the theory, hav[ing] an opportunity to experience a realistic practicum
- Classroom management is great with band students.
- Content knowledge
- Field experience prior to student teaching
- Knowledge of the curricular material, knowledge of strategies to use to present the material.
- Knowledge of the subject matter and instruction in multiple ways is excellent.
- My KU graduates were very prepared with assessment and planning. They were eager learners and extremely reflective.
- Our new music teacher has a real strong pedagogical skill set. She has great interpersonal skills and welcomes diversity in her classroom. She is a real good representation of your program.
- She has flexible thinking and puts students first.
- Teachers are well-prepared to teach the curriculum in their subject areas.
- The educator preparation program at KU is comprehensive. If I have to choose to hire a graduate from KU and another institution in the state, everything being equal, I almost always hire that KU graduate, probably 95% of the time because I know that they have had solid preparation in classroom management, curriculum development, instructional method, differentiated instruction, student demographics and its impact on learning, etc.
- Understanding of the whole child

Need to Improve

- Both of my teachers really struggled with diversity and challenging children. One was able to implement effective positive behavior support that really turned things around, but the other struggled with relationships and management the entire year and is on warning for the upcoming year.
- Have more classroom management ideas for them.
- In the world of special education, attention to detail and data gathering is really so important to the whole process of serving the exceptional child. Data-how to create data the gives reliable information from which to building an educational program for a student. The other area that makes me pause in incentives. Why is it that many of the educators we have and that we interview really don't know the first think about motivating an individual student or a group? Perhaps this is not specific to KU, but it is certainly an area that is lacking knowledge and implementation skill set across all new educator groups that I have talked with.
- Integrating technology into instruction. Very basic technology is all that is used and a real gap in understanding tools that he should know how to use as a music educator such as sound systems and computer recording.

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- Interviewing skills - practice
- Keep teaching your students about the importance of positive relationships and student rapport. This is foundational when working with students.
- More emphasis on the role the family plays in the development of the child
- More strategies on how to deal with students of poverty.
- opportunities for more class management and students of trauma
- Organization skills, grading
- Project-based learning is an area that needs to be included.
- Teach them more about professional behavior, including dress, boundaries with students, etc.
- With the Kansas MTSS focus, information and understanding this process could be beneficial.
- Work with them on understanding the frustrations of the first year and that asking for help or letting administration know they are struggling or stressed is NOT a sign of weakness. We want to assist them through that first year and sometimes we need feedback on how to help them.