University of Kentucky TEP Stakeholder Survey
2019-2020 Highlights

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UK College of Education

Reasons to Celebrate

- All stakeholders responded "strongly agree" or "agree" to most items.

- 100% of Completers agreed they could implement assessment techniques to set goals for learners/students. Completers expresssed high levels of agreement in implementing assessment techniques to provide feedback to students (98.15%) and to self-assess for professional growth (98.77%).

- 95% of Completers and 88% of Alumni agreed their training program prepared them to be an effective educator.

- 95% of Completers and 88% of Alumni expressed satisfaction with the preparation they received through the UK Educator Preparation Program.

- 100% of Employers agreed their employee was well prepared for their job duties.

- 100% of Employers agreed their employee can communicate effectively with others from different cultural backgrounds.

Opportunities for Growth
percentages below represent level of disagreement

- Completers and Alumni expressed lower levels of confidence in:
  - Classroom behavior management (20%; 25%).
  - Awareness of mental health resources available (20%; 17%).
- Completers and Alumni expressed lower levels of agreement in their ability to:
  - Draw upon external resources available to help support teaching/practice through instances of adversity (11%; 31%).
  - Draw upon internal resources available to help support teaching/practice through instances of adversity (13%; 31%).
  - Understand how their background has influenced their perceptions about privilege (13%; 21%).
  - Communicate effectively with others from different cultural backgrounds (12%; 19%).
- Completers expressed lower levels of confidence in:
  - Awareness of mental health challenges (21%).
  - Ability to employ diagnostic tools to reflect the diversity of learners in the room (14%).
- Alumni expressed lower levels of confidence in their ability to:
  - Formatively assess the behavioral needs of students (19%).
- Completers, Alumni and Employers expressed lower levels of:
  - Confidence in ability to manage classroom behavior (14%; 40%; 17%).

Completers say:

"One of the most effective elements in the program was the opportunity to be in the field throughout my educational career. This has given me experience working with multiple grade levels as well as experience with a diverse group of students. Another element that was most effective was UK supervisors. Supervisors not only evaluated our teaching and gave helpful feedback, but they also provide us with support."

"The program provided lots of hands-on experiences through the cohorts. This was extremely effective because we were able to learn strategies on a Monday and implement them in a real classroom on a Wednesday. It allowed for immediate reflection and feedback. Another thing I felt was effective in my program was the collaboration required on many assignments."

- Confidence in ability to direct students to mental health resources (17%; 19%; 13%).
- Confidence in ability to formatively assess emotional needs of students (10%; 16%; 17%).
- Ability to communicate with parents from different cultural backgrounds (11%; 22%; 18%).
- Employers reported higher level of disagreement than completers and alumni in their ability to:
    - Design instruction that engages students in the development of disciplinary literacy (22% compared to 3% and 13%).
    - Employ diagnostic tools that reflect the diversity of learners in the room (20% compared to 11% and 9%).

Emerging industry needs as identified by employers

- Mental health
- Behavior management
- Inclusive and culturally-responsive teaching and learning
- Crisis management (e.g., COVID)

Composition of Qualtrics-Administered Surveys

Completer & Alumni Survey: (a) 23 informational and demographic questions, (b) three alumni affairs-related questions, (c) six matrices for TEP-completers which are cross-walked with InTasc and CAEP standards, and include new questions addressing high risk students, cultural responsiveness and student mental/behavioral health, (e) one new Diversity & Inclusiveness Committee matrix, (f) another new matrix which addresses industry needs identified in last employer survey administration; (g) three general feedback questions in alignment with CAEP Standard 5.5 and SACS 7.1: Institutional Effectiveness, and (i) department/program-specific questions.

Employer Survey: (a) five demographic questions, (b) six matrices which corresponded to completer and alumni instruments and were cross-walked with the same InTasc and CAEP Standards, (c) one satisfaction matrix in alignment with CAEP Standard 4.3, (d) one new Diversity & Inclusiveness Committee matrix, (e) general feedback questions in alignment with CAEP Standard 5.5 and SACS 2.5: Institutional Effectiveness, and (f) four department/ program-specific questions.

Administration & Return Rates

Invitations for participation sent to:

- 825 alumni (2016-2019) via email on 4/13/20; survey closed 6/15/20 with a response rate (97) of 12%.
- 507 completers via email on 4/13/20; TEP completers were prompted to take the survey by their teaching seminar/practicum instructors; survey closed 6/15/20 with a response rate of 52%.
- 104 identified employers via email; survey closed on 6/15/20 with a response rate of 77%.

	Completer Agree		Alumni Agree		Employer* Agree	
	N	%	N	%	N	%
Ability to adapt instruction to student learning needs by using…						
my knowledge of learner development (both typical and exceptional)	164	92.68%	31	87.10%	55	92.73%
the foundations of my major or certification area (historical, philosophical, social, and cultural)	164	96.95%	33	96.97%	55	92.73%
technology	164	91.46%	33	87.88%	55	90.91%
environmental factors such as school or community culture(s)	164	95.12%	37	91.89%	31	87.10%
In planning for instruction, I can…						
integrate interdisciplinary units of study	164	93.90%	33	90.91%	72	97.22%
connect with relevant stakeholders (i.e., parents, colleagues, community members, administration) to increase relevancy of lessons (i.e., through home visits, community events)	164	93.29%	33	84.85%	72	91.67%
collaborate with colleagues to develop learner supports	164	96.95%	33	90.91%	72	97.22%
Ability to design instruction that…						
incorporates deliberate opportunities for students to discover the connections between current content and life experiences	164	96.34%	32	93.75%	54	90.74%
engages students in the development of disciplinary literacy	162	93.21%	32	87.50%	54	77.78%
includes instructional adaptations needed for a class of diverse learners	162	93.83%	32	84.38%	54	85.19%
Confidence in implementing assessment techniques:						
to provide feedback to families	164	92.68%	33	84.85%	55	85.45%
to provide feedback to students	164	98.15%	33	96.97%	55	94.55%
to set goals (for learners/students)	164	100.00%	33	96.97%	55	92.73%
by using technology to analyze data	164	90.85%	33	93.94%	55	89.09%
to self-assess for professional growth	164	98.77%	33	96.97%	55	90.91%
Confidence to:						
identify patterns in student learning using data	163	90.80%	32	90.63%	55	89.09%
accurately assess student's pre-existing knowledge	162	95.06%	32	93.75%	55	92.73%
employ diagnostic tools which reflect the diversity of learners in the room	162	86.42%	32	90.63%	54	79.63%
formatively assess emotional needs of students	162	89.57%	32	84.38%	55	83.64%
formatively assess behavioral needs of students	163	91.41%	32	81.25%	55	81.82%
use data to consider the strengths and needs of diverse learners	161	92.55%	32	96.88%	55	89.09%

*Note: Employers were asked to indicate their agreement to statements while considering the abilities of a **specific** graduate. The statements below were also modified to reference the employee (e.g. "my knowledge of learner development" was modified to "their knowledge of learner development").*

Capable of:	Completer		Alumni		Employer	
	N	%	N	%	N	%
managing classroom behavior	162	86.42%	32	59.38%	55	83.64%
directing students to mental health resources	162	82.72%	32	81.25%	55	87.27%
understanding how students' interests, cultural heritages, learning needs and preferences, disability status, affective and behavioral orientations, may impact the learning environment	162	96.91%	32	93.75%	55	92.73%
communicating with parents from different cultural backgrounds	162	89.44%	32	78.13%	55	81.82%
communicating with students from different cultural backgrounds	161	95.68%	32	87.50%	55	92.73%
building a sense of trust with students	162	98.15%	32	84.38%	55	90.91%
creating school environments which are more responsive to the needs of diverse learners	162	95.68%	32	90.63%	54	85.19%
serving as a leader within my school community	161	94.41%	32	78.13%	54	81.48%

Employer feedback from the 2019 administration of the Employer Survey identified the following industry needs. Please rate confidence in the following areas:

	Completer Confidence		Alumni Confidence		Employer Confidence	
	N	%	N	%	N	%
Classroom behavior management	130	79.75%	24	75.00%	46	95.65%
Awareness of mental health challenges	129	79.14%	30	86.67%	50	96.00%
Awareness of mental health resources available	130	80.25%	30	83.33%	50	94.00%

	Completer Agreement		Alumni Agreement		Employer Agreement	
	N	%	N	%	N	%
What is your level of agreement with the following questions:						
Knowledge of how background, identity, and/or experiences have influenced perceptions about privilege.	189	86.77%	47	78.72%	108	94.44%
Knowledge of how to communicate effectively with others from different cultural backgrounds.	190	87.89%	47	80.85%	88	100.00%
Ability to draw upon external (environmental, community, school, etc.) resources available to help support my practice/teaching through instances of adversity.	190	89.47%	48	68.75%	58	93.10%
Ability to draw upon internal resources (self-care, stress management, motivation, sense of purpose, etc.) available to help support my practice/teaching through instances of adversity.	190	86.84%	48	68.75%	58	91.38%
Completer and Alumni-Specific Items						
I am satisfied with the preparation I received through the University of Kentucky Educator Preparation Program.	164	94.51%	33	87.88%		
My training program prepared me to be an effective educator.	164	95.12%	33	87.88%		
Employer-Specific Item						
Overall, the employee was well prepared for their job duties.					27	100.00%