UK College of Education: Quality Assurance
Employer Feedback Survey – Fall 2021

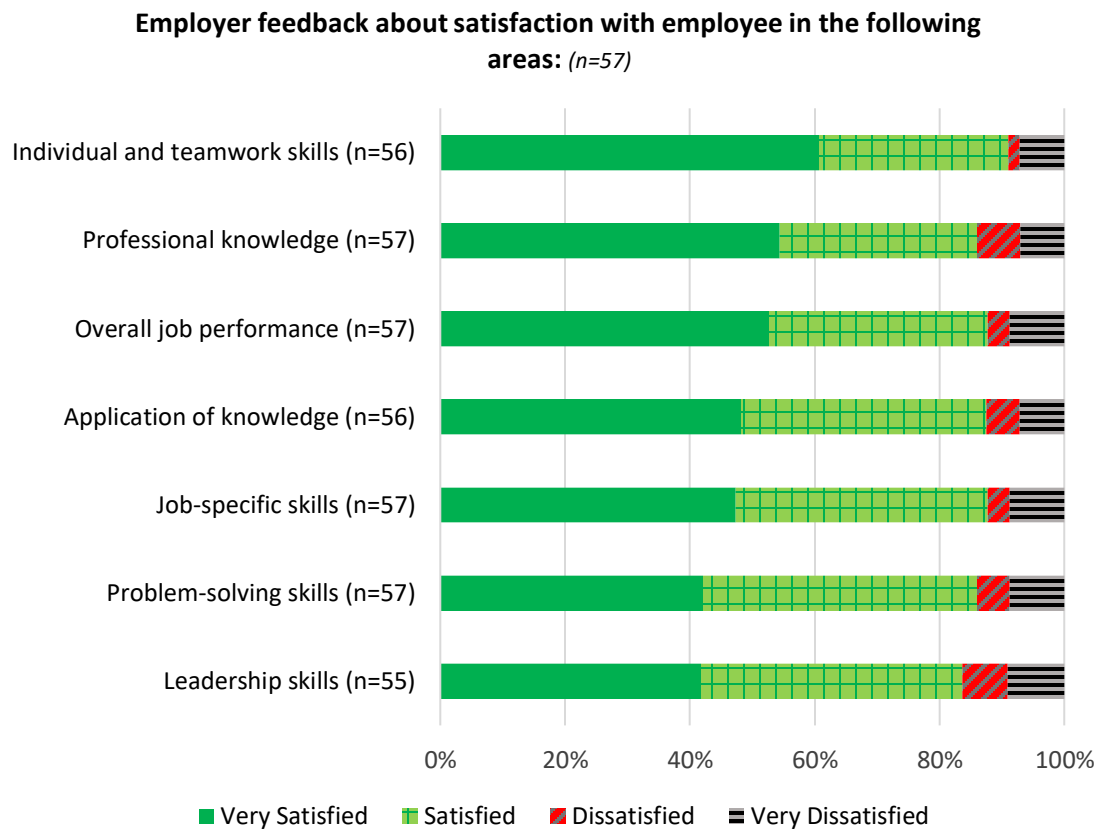In Fall 2021, 171 employers of College of Education graduates from 2018-2019 were solicited to provide feedback on the effectiveness of the College and individual degree programs by answering questions based on an employee's preparation. 61 employers completed this survey with 57 providing usable responses, a response rate of 33%. 53 of these employees are directly or indirectly involved with students or clients. Summaries of responses to questions are below. Individual program data are provided to departments separately.
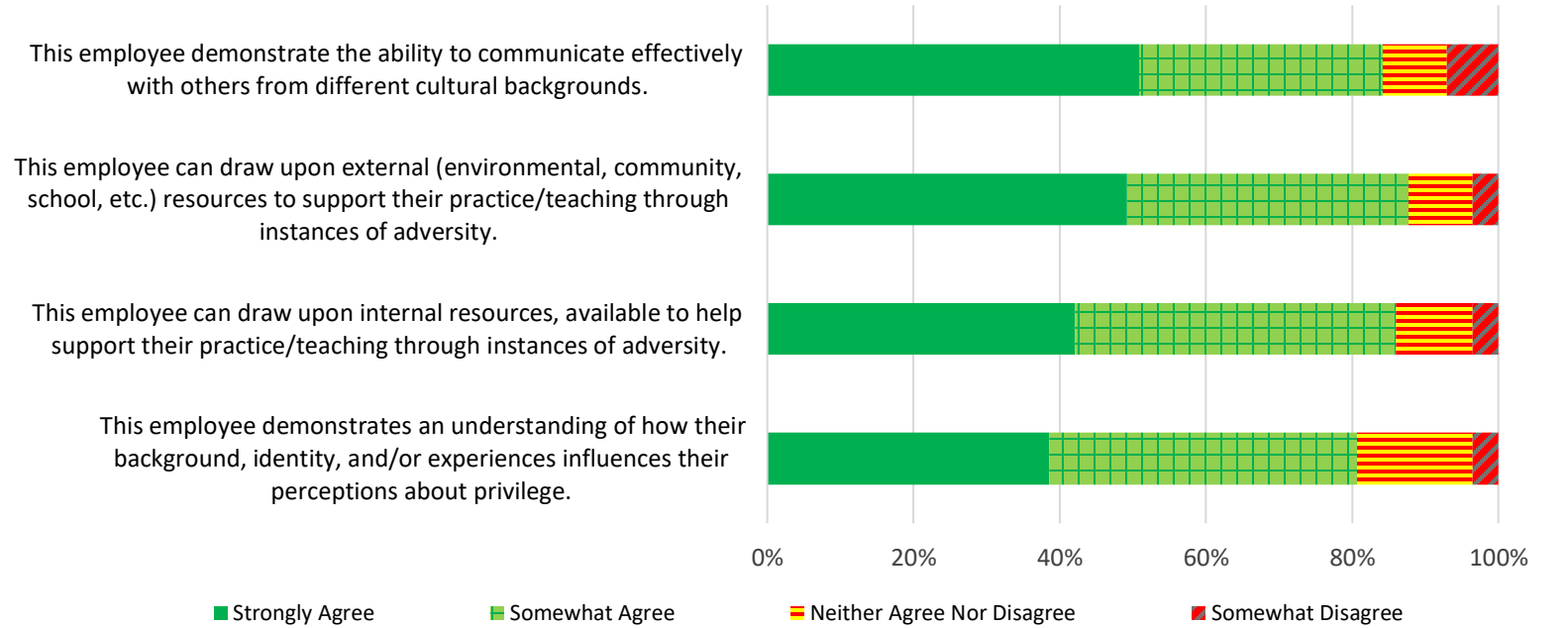
Employer Industry

Elementary Education	30
Higher Education	5
Secondary education	10
Middle-level education	8
Academic-related industry	1
Other	7

Employee Length

0-2~ Years	25
3-5~ Years*	27
5+ Years*	9

survey given to graduates from two years ago, but this may include advanced degree graduates with prior employment.
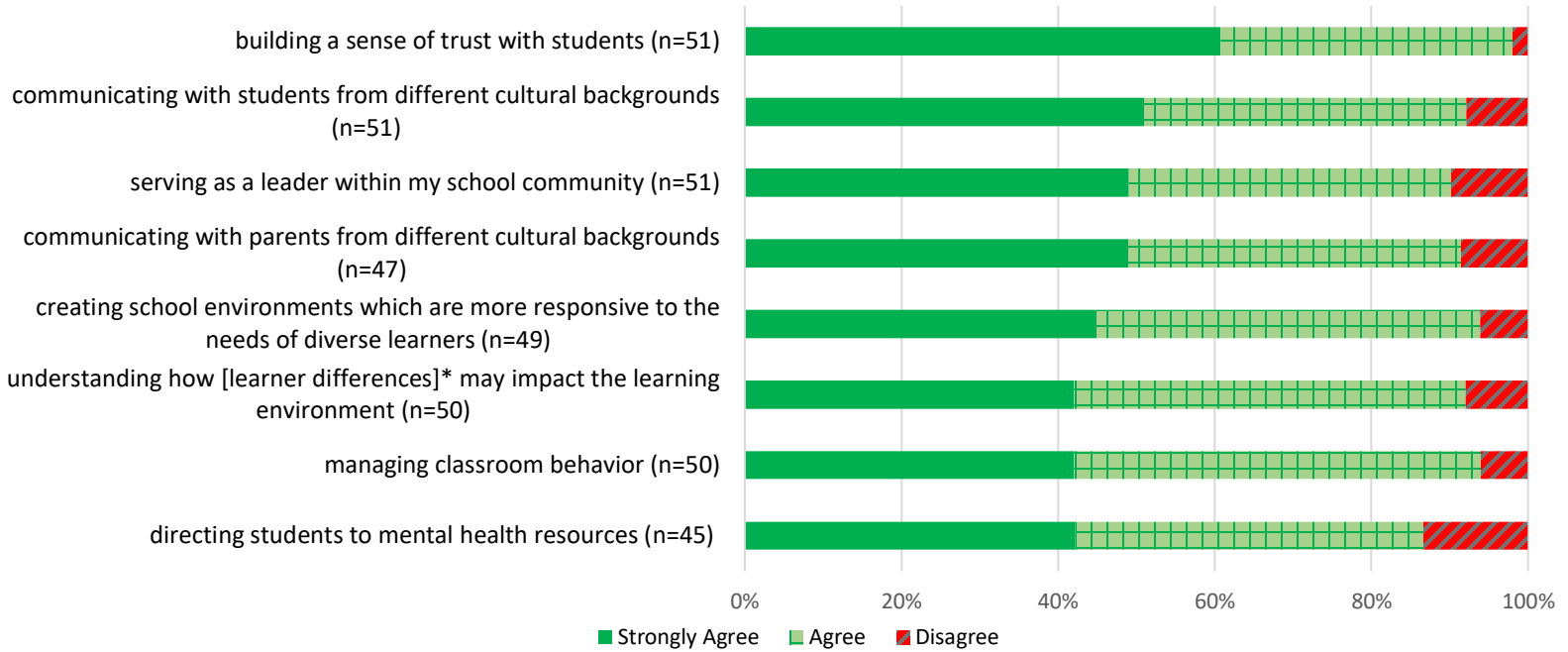
Employer feedback about satisfaction with employee in the following areas: *(n=57)*

Legend: ■ Very Satisfied ▦ Satisfied ▦ Dissatisfied ▬ Very Dissatisfied

Categories (top to bottom): Individual and teamwork skills (n=56), Professional knowledge (n=57), Overall job performance (n=57), Application of knowledge (n=56), Job-specific skills (n=57), Problem-solving skills (n=57), Leadership skills (n=55)

Employer feedback about diversity, equity, and inclusion preparation: *(n=57)*

Categories (top to bottom):
- This employee demonstrate the ability to communicate effectively with others from different cultural backgrounds.
- This employee can draw upon external (environmental, community, school, etc.) resources to support their practice/teaching through instances of adversity.
- This employee can draw upon internal resources, available to help support their practice/teaching through instances of adversity.
- This employee demonstrates an understanding of how their background, identity, and/or experiences influences their perceptions about privilege.

Legend: ■ Strongly Agree ▦ Somewhat Agree ▦ Neither Agree Nor Disagree ▨ Somewhat Disagree

TEP Questions Aligned to KTPS Standards

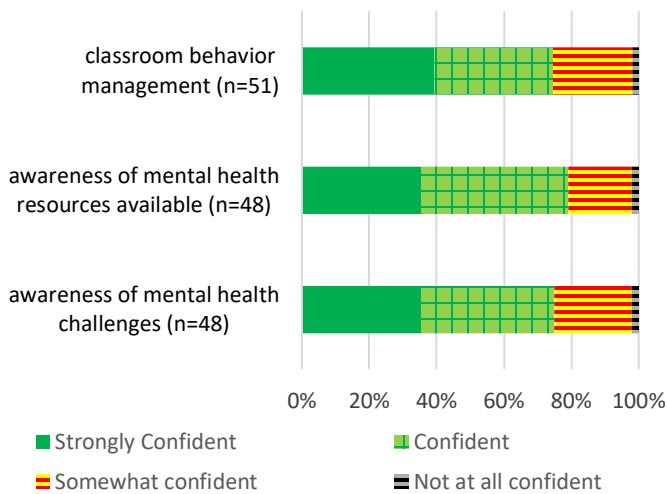*(Each question has an n listed because "not observed responses were removed.)*

The employee is capable of... *(n=53)*

- building a sense of trust with students (n=51)
- communicating with students from different cultural backgrounds (n=51)
- serving as a leader within my school community (n=51)
- communicating with parents from different cultural backgrounds (n=47)
- creating school environments which are more responsive to the needs of diverse learners (n=49)
- understanding how [learner differences]* may impact the learning environment (n=50)
- managing classroom behavior (n=50)
- directing students to mental health resources (n=45)
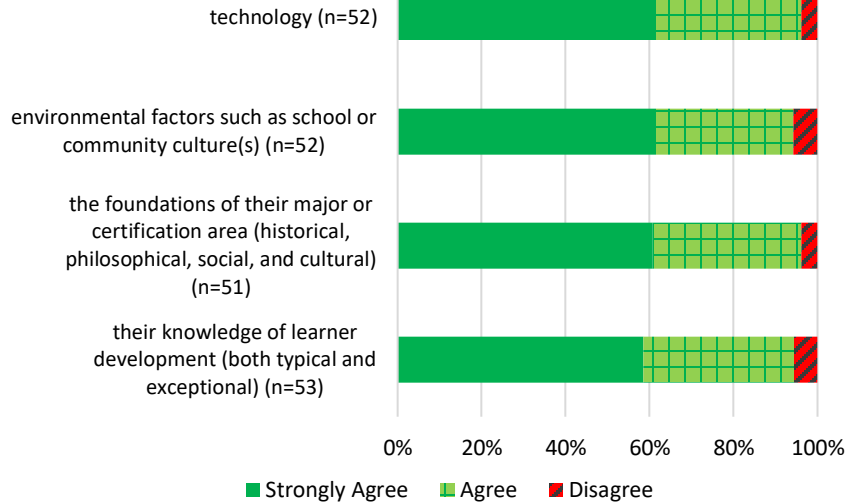
Legend: ■ Strongly Agree ■ Agree ■ Disagree

students' interests, cultural heritages, learning needs and preferences, disability status, affective and behavioral orientations

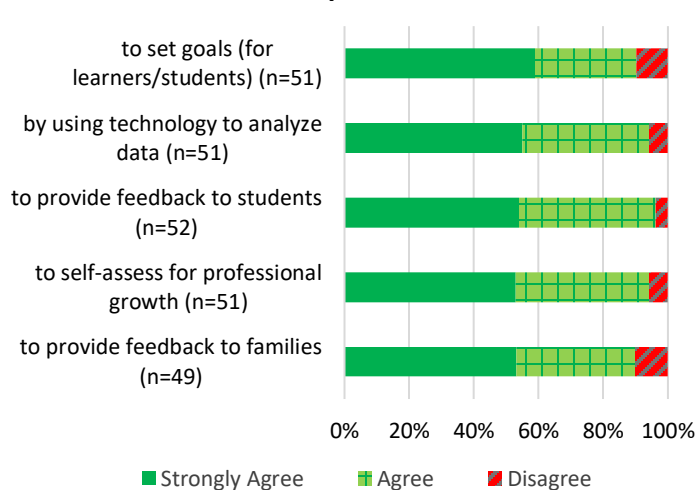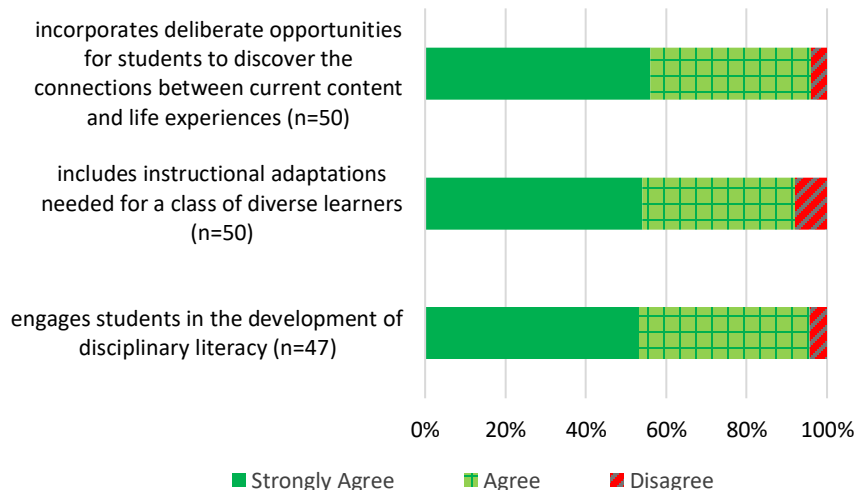## Confidence in this employee's abilities related to: *(n=53)*

- classroom behavior management (n=51)
- awareness of mental health resources available (n=48)
- awareness of mental health challenges (n=48)

Legend: ■ Strongly Confident ■ Confident ■ Somewhat confident ■ Not at all confident

The employee can adapt instruction to student learning needs by using... *(n=53)*

- technology (n=52)
- environmental factors such as school or community culture(s) (n=52)
- the foundations of their major or certification area (historical, philosophical, social, and cultural) (n=51)
- their knowledge of learner development (both typical and exceptional) (n=53)

Legend: ■ Strongly Agree ■ Agree ■ Disagree

The employee can implement assessment techniques: *(n=53)*

- to set goals (for learners/students) (n=51)
- by using technology to analyze data (n=51)
- to provide feedback to students (n=52)
- to self-assess for professional growth (n=51)
- to provide feedback to families (n=49)

Legend: ■ Strongly Agree ■ Agree ■ Disagree

The employee can design instruction that... *(n=53)*

- incorporates deliberate opportunities for students to discover the connections between current content and life experiences (n=50)
- includes instructional adaptations needed for a class of diverse learners (n=50)
- engages students in the development of disciplinary literacy (n=47)

Legend: ■ Strongly Agree ■ Agree ■ Disagree

In planning for instruction, the employee can... *(n=53)*

Chart categories:
- collaborate with colleagues to develop learner supports (n=52)
- connect with relevant stakeholders (n=51)
- integrate interdisciplinary units of study (n=50)

X-axis: 0% 20% 40% 60% 80% 100%

Legend: ■ Strongly Agree ▩ Agree ▨ Disagree

The employee can... *(n=53)*

Chart categories:
- accurately assess student's pre-existing knowledge (n=52)
- identify patterns in student learning using data (n=50)
- use data to consider the strengths and needs of diverse learners (n=51)
- employ diagnostic tools which reflect the diversity of learners in the room (n=49)
- formatively assess behavioral needs of students (n=48)
- formatively assess emotional needs of students (n=48)

X-axis: 0% 20% 40% 60% 80% 100%

Legend: ■ Strongly Agree ▩ Agree ▨ Disagree

Qualitative Responses Summary

46 employers provided open ended feedback to three questions. Themes from responses are summarized below.

The employee's strengths *(n=46)*

Collaborative and Communicative (n=20)

Relationship building (students, peers, families) (n=15): *"Ability to work with diverse student groups - Make connections and build relationships. Ability to work with colleagues and assume leadership roles to guide team development."*

Collaborative (n=10): *"Very engaging with people and works well with others." "He's also a great teammate and collaborates will with our other agriculture teacher to provide quality instruction and pathways for our students."*

Communication (n=2): *"He has a good rapport [with] students while clearly communicating his behavioral expectations." "She has continued to grow in confidence and in clear communication each year she has worked with us."*

Knowledgeable & Skilled (n=19)

Knowledge of content (n=12): *"He/She is extremely knowledgeable in his content and specifically small power and construction courses."*

Instructional Design (n=8): *"[Teacher] is a strong team member and leader within the school. She kept students engaged even through NTI. She has a clear understanding of building instruction and assessment from standards and based on student needs!"*

Data Analysis (n=2) and Technology (n=3)

Hardworking, organized, and professional (n=11)

Work Ethic (n=8): *"She is always well prepared and ensures that her students receive the best education possible."*

Organized/Detail Oriented (n=3)

Student Focused & Engaging (n=11)

"[Name] is one of the best teachers I've had to pleasure to work with in my 32 years in public education. She is passionate, engaging, and committed to her craft."
"[Name] is AWESOME! She is great with kids, strong organization, great with families, and passionate about working with students with disabilities."

Flexible & Focused on Professional Growth/Learning (n=7)

"She is dedicated to continuing to learn strategies to support her students learning."
"She is loyal, devoted, and loves the students. She also REALLY wants to learn and improve."
"Out going, not afraid to seek help or advice. Very polite and professional."

Skilled at working with diverse groups (n=3) and demonstrates leadership (n=2)

"Ability to work with diverse student groups."
"Ability to work with colleagues and assume leadership roles to guide team development."
"Warm, caring, approachable person who appreciates individual differences. Excellent clinical skills and works well with marginalized people."
"She is great with kids, strong organization, great with families, and passionate about working with students with disabilities."

Area of Improvement *(n=39, 15 indicated "none" or "n/a")*

Classroom management (n=9)

"[they] struggle[] with organization, classroom management, and independently writing lesson plans that result in rigorous engaging learning experiences"
"Classroom management is key in ensuring student learning and success in the classroom. While the procedures and expectations due [sic] vary …, the teacher needs to do a better job of resetting expectations and making sure they are reviewed frequently."
"More about classroom management, things like CHAMPS, the importance of routines."

Working with diverse populations (n=7) (diversity and social/emotional needs)

"Culturally responsive teaching and learning"
"Continuing to learn about culturally responsive teaching and diverse materials available for instruction."
'Diversity and poverty'
"continued support for behavioral needs of students and SEL needs as well"
"New teachers in general need more access to diversity and observing veteran teachers deal with disruptive students- social and emotional learning- trauma informed care"

Professionalism & Personal Growth: (N=9)

Promptness/Professionalism (n=4):*"[Name] (as with many young teachers) still needs to develop his overall professionalism. Responding to directives in a timely manner being one." In the beginning, at times [they] took things personal but over the past two years has grown to accept productive critiquing."*
"Collegial planning and the importance of PLC's."

Personal Social emotional/mental health (n=2): *"Ways to cope with stress management in the profession." "Their own strategies for dealing with mental health and stress"*

Communication (n=2): *"Don't always know how to communicate with parents" "Don't always know how to communicate to challenging populations" "parent communication"*

Education applied in practice (n=1): *"In a private practice setting, all recent graduates could use education in practice/business management."*

Other Teaching knowledge and skills: (N=5): Assessment (n=2), Literacy (n=1), lesson planning (n=1), instruction (n=1)

Emerging Issues to Explore *(n=32, 7 listed "n/a" or "none")*

Provide support to students' social and emotional development/health (n=9)

"I definitely think that emotional wellbeing is still an issue for students and needs to be a focus area for new teachers."
"Continue development of skills needed to effectively support the needs of students struggling with mental health issues."
"Trauma informed care, social and emotional learning, behavior and academic interventions."

Culturally Responsive Teaching & Learning (N=5)

"Continuing to educate about culturally responsive teaching and diverse materials available for instruction."
"Dismantling racist systems in education" "CRTL, CLS, RTI and other student-centered initiatives"

Family Communication/Collaboration (n=4):

"the importance of communicating with families and not just through technology."
"Post COVID, my observation is that teachers have low levels of experience talking to parents or dealing with escalated parents."

Teaching knowledge and skills: (n=10)

Foundational Content Knowledge (n=3): *"Continue the deeper knowledge into literacy and math pedagogy"*
"There is a SEVERE shortage of certified math and science teachers at the secondary level. We need more paths to certification for these content levels."
"Knowledge of foundational reading skills needed for any learner regardless of age/grade."

Instruction Design (n=5): *"Setting the purpose of the lesson be very explicit in telling students exactly what they are doing, why it matters or how it will help them in other skills." "Digital learning." "Rubric Development and grading"*

Classroom & Behavior Management (n=4): *"Classroom management ability tends to be the biggest issue for new teachers. There needs to be an intentional focus on teaching new teachers how to structure their classroom expectations."*

Personal Growth (n=2)

Social emotional/mental health (n=1): *"Self-awareness and life balance"*
Collaboration (n=1): *"collaboration, team spirit"*