



CAEP Annual Report Impact Measure 2
Satisfaction of Employers and Stakeholder Involvement

Satisfaction of Employers - Initial

Initial level satisfaction of Employers (R4.2) is demonstrated through the Kansas Educator Employer Survey. The survey is developed, validated, and administered through the Office of Educational Innovation and Evaluation (OEIE) at Kansas State University. The Kansas State Department of Education (KSDE) collects the contact information of the individuals with an education degree from one of the seven regent institutions who received a first-time teaching license from KSDE between June 1, 2021 and August 31, 2022, and were teaching in the state of Kansas during the 2022 - 2023 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 2022 - 2023 school year.

The statewide Employer response rate for 2023 was 37% and the FHSU Employer response rate for 2023 was 50%. The second section of the survey includes the following two Likert-type questions and two open-ended questions related to employer satisfaction:

1. Compared with first-year educators who have completed programs from other institutions, how would you rate candidates from FHSU in terms of preparation? [3= Better Prepared; 2= As well prepared; 1= Not as well prepared; 0= No comparison available]
2. How likely are you to recommend early career educators, who graduated from FHSU be retained? Assuming the teacher wants to return to your school next year, how likely would you rehire the teacher(s)? [1= Very Unlikely; 2= Somewhat Unlikely; 3= Somewhat Likely; 4= Very Likely]
3. Please share what you think is the strongest aspect of the educator preparation program.
4. Please share how you think we might improve the educator preparation program.

The following table provides the FHSU employer responses and comments for the 2023 survey:

Question 1	3 = Better Prepared		2 = As well Prepared		1 = Not as well Prepared		0 = Comparison Unavailable	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Traditional Compared with first-year educators who have completed programs from other institutions, how would you rate candidates from FHSU in terms of preparation? (n = 58)	16	27.6%	39	67.2%	3	5.2%	0	6.7%
Restricted Compared with first-year educators who have completed programs from other institutions, how would you rate candidates from FHSU in terms of preparation? (n = 60)	10	16.7%	44	73.3%	5	8.3%	1	1.7%
Question 2	4 = Very Likely		3 = Somewhat Likely		2 = Somewhat Unlikely		1 = Very Unlikely	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent

<p>Traditional How likely are you to recommend early career educators, who graduated from FHSU be retained? Assuming the teacher wants to return to your school next year, how likely would you rehire the teacher(s)? (n = 58)</p>	49	84.5%	9	15.5%	0	0%	0	0%
<p>Restricted How likely are you to recommend early career educators, who graduated from FHSU be retained? Assuming the teacher wants to return to your school next year, how likely would you rehire the teacher(s)? (n = 60)</p>	45	75.0%	14	23.3%	1	1.7%	0	0%

Employer Comments - Traditional

Questions 3 - Please share what you think is the strongest aspect of the educator preparation program.

Her integration of technology was excellent.
Willingness to create engaging, hands-on, active learning lessons.
Excellent communication and facilitation of collaboration between student-teacher and supervising instructor.
Hannah Lucas is quite possibly the strongest new teacher I have had the privilege to lead. She loves students and has a unique gift to be able to meet their diverse needs of them with empathy and respect. She builds a strong classroom community with students understanding the importance of supporting each other. She understands how students learn, scaffolds learning opportunities for student success, and uses data to drive her instruction.
There is no one particular area of educator preparation that stands out with my new teacher. She is well-rounded and knowledgeable about student growth, assessments, and modifications. My new teacher is one of my most vital educators in her grade level and when observing in her classroom, you would not realize she was a first-year teacher. The education program at FHSU prepared her for almost everything she would face as an educator. Any of the areas that were marked as "agree" was simply for the fact that she will continuously grow and develop in these areas each year as an educator.
Content
Miss Walker shows great maturity and its well versed in classroom management and instruction.
Each of these new educators had limited classroom experience due to the pandemic. On the other hand, they both were able to work as paraprofessionals which provided them with different experience. We have one very strong first year and she was very prepared. She has strong pedagogy, classroom management, and seeks support from her mentor and me.
At the secondary level, I believe not only knowing the state/national standards but also understanding how to appropriately assess the standards at the cognitive level that the standard is asking for is the most important aspect. The next area of focus should be on delivery of content. Teaching teachers how to deliver content in a way to maintain student engagement is something that needs to be focused on.
The foundation for teaching and learning is evident in my instructor. She is very well prepared.
Our first-year Fort Hays Graduate has excellent classroom management skills. This is usually the hardest for our beginning teachers and she has knocked it out of the park.
I believe the para pathway is a great way for the student to see different teaching techniques and become a stronger teacher through application.

Getting her into the classroom early.
preparation for using standards to write lesson plans
Professionalism, collaboration, and preparations / planning related to the standards.
-Social Emotional Learning -A little of the science of reading -Differentiating math
They understand that educators should be student-centered.
The educator preparation program does a good job of providing future educators with opportunities to increase knowledge and understanding of all aspects of education such as strategies, assessments, school law, etc.
Understand the students they serve - inclusive
Professionalism
Very Knowledgeable in his content
Lesson planning
Acceptance of students from diverse backgrounds is a strength each of my teachers demonstrates daily.
The students are supported in the professional education. They are given opportunities to put knowledge into practice through observation and practical classroom experience.
The educator in our building is extremely organized and prepared each day. I have had a behavior specialist come to observe the classroom with nothing but praise for the way your graduate handled the classroom consistently, and the structure for the special students in her class.
Exposure to content, standards, concepts and teaching styles.
I feel FHSU has responded to the current behavior landscape of K-12 education by providing quality instruction on PBIS and trauma-responsive practices.
It seems that the people we have hired through FHST have come in with a good understanding of how to lead a classroom.
Stephanie has a beautiful willingness to learn. She asks questions anytime she is unsure and she is wonderful with the students and staff.
Utilizing Technology
The student teacher is a lifelong learner who understands the importance of continuing education and professional development opportunities to improve pedagogical practices.
For the transition to teaching program it is the ability to see the theory in action right away.

Question 4 - Please share how you think we might improve the educator preparation program.

Classroom management and dealing with difficult students was a real challenge for this teacher.
More work on creating the procedures and routines for effective classroom management. Especially discussing the start of the year.
I feel my candidate was well prepared for the classroom, working with staff and with families, and becoming a professional within her craft.
Classroom management & relationship building
The recent changes are making a difference. We value that they have had more time in the classrooms with a variety of teachers and settings.
Using data to drive instruction. For instance, using fastbridge data to group students then finding resources that address the area of need.

I feel that instead of quitting there position as para to student teach that they should have a year long practicum learning and teaching various hours for teachers and still receiving pay.
Help with classroom management and challenging behaviors.
teaching diverse students from various social-economical levels, or from non-traditional families differentiation of instruction- if foundational skills are needed those have to be address before just jumping in because it's the next chapter in the book
Teachers should know more about how to respond to mental health needs within their classrooms and how to differentiate for different reading and mathematical ability levels.
Keep being great and helping support future educators!
Less busy work (commenting on other people's assignments, etc.) Our teacher student taught here and it seems like there were some unnecessary assignments. Our teacher received her Masters in Education from you and some of what you're asking about are skills she already had.
Continue to spend time on building relationships with students.
Finding a way to expose and prepare future educators for real life classroom experiences.
Science of reading Data to adjust instruction Classroom management (it is better)
More deescalation strategies
Learning to teach Bell to Bell, classroom management - improve
Teachers could benefit from a better understanding of using higher level questions. Teachers could benefit from understanding collective efficacy and how to work as a team to achieve it.
Reflective practices-Using feedback alongside their own self-reflection to make adjustments.
We are seeing an ever increasing amount of students who struggle both socially and emotionally. Educator programs must begin addressing this, and put a lot of focus on classroom behavior management strategies and techniques.
I appreciate you asking for feedback about the quality of your programs. We have many FHSU grads working for our organizations. However, as executive director, I am in no position to rate their preparedness for duty...beyond the fact that if I haven't heard about them, that is a GOOD thing. These questions would be much better answered by their direct supervisors, which in our case would be building principals and special education coordinators. I simply tried to provide neutral answers to not skew your findings one way or the other.
Continue to stress that being an educator is a service profession in may ways.
I think the industry needs to include trauma-informed classroom management. Now more than ever, we are seeing behaviors that we have never seen before becoming normal each year. More and more students come to school with apathy for learning at an alarmingly young age and oppositional defiance behavior disorders as early as Preschool and kindergarten. Teachers are not prepared to differentiate from day one for those behaviors.
More teaching about dealing with difficult parents, students, ACE's and trauma informed. My, oh my, are our students dealing with SO MANY different issues nowadays!!
One thing I've noticed about most new educators coming out of any program, not just FHSU's, is a lack of preparation for the daily student issues that arise in the course of a school year. Difficult students, difficult parents, etc. In essence, they have no preparation for what a real classroom is like. Student teaching is great and very helpful in most instances, but it is still artificial in the sense that a student teacher is always operating under the implied authority of an experienced teacher. So they don't get to experience the shock of being in charge of their own classroom and having to deal with the crazy issues that come up in a normal teaching job. I don't know how to fix this, but I think it is something to consider.
We need candidates that come with a more solid foundation, especially in literacy instruction. The lack of knowledge is very difficult for new teachers.
Little communication to building principal as regarding the student teachers progress or preparation from advisors.
Things are good, I am a alumni myself!

Employer Comments – Restricted

Questions 3 - Please share what you think is the strongest aspect of the educator preparation program.

Students are prepared to work with a wide variety of students and be comfortable with new technology.
In terms of Mallory Grabendike, her willingness to collaborate with her colleagues and learn from them has been her greatest strength.
Your program has given educators the ability to reflect and develop activities that build relationships, implement best practices and collaborate with other colleagues.
Our teachers have appreciated the educator preparation coursework that has focused on differentiated instruction and teaching strategies for students. They have used different strategies in their classroom and been able to reflect on things that have gone well and other areas that need improvement.
His understanding of the strength and conditioning field.
This program has done a great job of preparing teachers.
Miss Rogers was in the Transition to Teach program. Her educator preparation program was started at Kansas Wesleyan and then she utilized FHSU for her licensure. She had a strong mentor at USD 271. The coursework and evaluation tools were meaningful for her transition.
- Filling hard to fill positions with private sector individuals.
The program gets adults with strong content knowledge into the classroom. There is such a teacher shortage right now. I will take a teacher who knows the content, but may need support with instructional strategies or behavior management.
The ability to give qualified educators the opportunity to do what is best for students without taking so much time out of their career to complete the entire education process.
Cares for the kids
The educator is already passionate about the subject and understands how it relates in the real world.
The support that the teachers receive.
The strongest aspect would be that the educator's work one on one with each of the students and get the first hand experience before they finalize their work career.
The convenience for teachers already in the field and the high standard for performance expected from students.
The opportunity for transition to teach teachers to use their past experience in application of their new teacher position.
Students seem to understand that building relationships with student is of utmost importance.
I believe it is a great opportunity for both hopeful educators and schools in Kansas to address the teacher shortage.
I think the program allows teachers the flexibility they need to get the work done.
Educators strong in content.
Great knowledge of instructional design.
-Willing to learn
-Emphasis on data and if students were meeting expected outcomes
I think you are running a great program and have provided us a few quality teachers!
I think the on the job training is the best part. Candidates get to engage with the work while they are finishing their education. I have seen lots of success with this program with many candidates.
I think the strongest aspect of the preparation program is the convenience of taking the courses online while working full-time.
Understanding of content and standards--well organized and professional
Giving the educator an opportunity to teach kids.
Mr. Cooper is an integral part of our team he has proven to be an invaluable asset. His positive attitude and proactive approach have inspired and motivated colleagues and students. His willingness to go beyond in supporting school activities and events has had a significant and lasting impact on our entire school community.
Our person is certainly passionate about education and wants to do her best

Question 4 - Please share how you think we might improve the educator preparation program.

Student management is often (and is with Mallory) the greatest area of growth for new teachers. Not "student teaching" with a veteran teacher that is well versed in student management techniques can be a hindrance for T2T teachers.
Improvement could be in the area of providing opportunities for educators to experience more diversity with staff and students.
I think a stronger focus on classroom management strategies and trauma informed training would be good. Student behavior continues to be a struggle for schools and new teachers need to have a toolbox of strategies that they can use in the classroom to help with classroom management.
Work in developing PE lessons to engage a broader range of students.
Does anyone ever do a check in with the school even if someone from the school has agreed to evaluate. - A set number of site visits from FHSU representatives who also meet with supervisors/lead teachers/administrators to provide feedback.
Make sure they are aware of FERPA. I've had teachers who have said things about students that are confidential.
Does not collaborate well with others.
Focus on students understanding of Standard Referenced Grading.
The educators are in a classroom that is the best place for them to learn. Maybe give them an interactive board to talk between students and not give the busy work in between.
Continue to prepare new teachers with classroom management strategies.
I don't feel like students who graduate from this program ever have quite the same pedagogy background that traditional 4-year teacher program students do. What I mean by this is that I see the transition to teach educators struggle with reflection on lessons, scaffolding for students, and understanding how to create dynamic lessons that integrate higher-level thinking and state standards. They have great content knowledge, but they struggle to apply it within their classrooms.
Just more on classroom management.
More emphasis on classroom management and how to plan short term lessons and long term lesson planning. Curriculum use and how to differentiate.
More emphasis on differentiation and formative assessment.
none at this time
I would like to see more collaboration with the building, so there is alignment in the coaching aspect for the candidates success.
Determining when and how to differentiate learning--what to do when students do not master learning--how to provide intervention for reteaching or extension
More information on real teaching opportunities.
There needs to be a stronger emphasis on classroom management and age level appropriate instruction

Satisfaction of Employers - Advanced

The EPP utilized focus group interviews to measure employer satisfaction. The EPP program coordinators requested employer information from the completers. Employers were sent an email invitation to participate in the focus group. The Employer Satisfaction Focus Groups were conducted in Fall 2022 and Spring 2023. The focus group meetings were held virtually using Zoom. Using an interview guide, the employers were grouped into small groups and asked a series of questions regarding their level of satisfaction with the completers' preparation. The focus group questions included areas aligned with the RA1.1 knowledge, skills, and professional dispositions (RA4.1.1 Employer Satisfaction).

At least two faculty members, not teaching in the program, facilitated each group. Each facilitator documented notes throughout the interview and then following the interview, the facilitators corroborated notes and identified themes from the focus group. The feedback from the focus groups was provided to the program coordinators and the CAEP Standard 4 committee. The Fall 2022 and Spring 2023

qualitative data analysis revealed that generally FHSU graduates felt prepared in each of the categories. A third cycle of data will be collected in Fall 2023.

The Fall 2022 and Spring 2023 qualitative analysis revealed employers are satisfied to highly satisfied with FHSU completers. Employers noted completers excelled in the category of professionalism and were highly satisfied with the programs completed by FHSU completers. The opportunity for completers to have additional practical experiences was consistently noted as an opportunity to improve the program.

Table of Analysis by Category

Disaggregated by Program Grouping

Category	Library Media Specialist	ESOL, Gifted, Reading Specialist	School Counseling, School Psychology	Special Education
Content Knowledge	Indicated completers had strong content knowledge.	Expressed satisfaction with FHSU completers and felt they had high-quality content knowledge. Suggested more instruction on SPED law as it relates to gifted education.	Expressed satisfaction with completers knowledge.	Expressed satisfaction with completers theoretical as well as practical knowledge.
Professionalism	Noted completers had a high level of professionalism.	All noted completers excel in this area.	Satisfied with the understanding of law and policy. Indicated a need to understand their role as a school leader more deeply.	Satisfied with completers' professionalism.
Program Satisfaction	Expressed a high level of satisfaction with the FHSU programs. It was noted that completers were open to learning.	Expressed satisfaction with the programs and indicated completers were very strong in their area and in their ability to take on leadership roles.	Expressed satisfaction and noted completers are not afraid to jump, learn and ask questions.	Very satisfied with the FHSU program and noted appreciation for the attention paid to individuals and timely topics.
Preparation Improvements	Additional opportunities for fieldwork throughout the program and additional one-on-one time with instructors were suggested. While employers noted completers were well prepared to integrate technology, it was suggested that digital literacy should be emphasized.	Suggested continuing the flexible options for graduate students.	Suggested additional practical experiences at all levels to expand school-based knowledge and to continue to build understanding of current trends.	Suggested the need for preparing completers with general pedagogy and class management in addition to the current program as well as understanding the mindset needed to survive.

Stakeholder Involvement

The inclusion and input of various stakeholders in the program evaluation and improvement is a priority for the EPP. Each CAEP Standards committee seeks to incorporate stakeholders outside of the EPP to participate in the committee work. The EPP also hosts and attends various meetings throughout the year

to collaborate with stakeholders and partners across the various programs and at both the initial and advanced levels. Below are meetings conducted in the academic year 2022-2023 with stakeholder involvement.

Date	Committee/Meeting	Purpose	Members/Participants
Monthly	CAEP Committees 1, 2, 3, 4, 5, Diversity, and Steering	Oversee standard requirements, develop, review, and revise assessments, review collected data and recommend changes for continuous improvement.	Primarily Internal with one or two external partner stakeholders on each committee
Monthly	Council on Preparation of Teachers and School Personnel	Review and revise EPP policy	Internal stakeholders – representation across EPP
08/15/2022	CAEP Retreat	Overview of timeline and discussion of process for CAEP Self-Study Report.	CAEP Committees 1, 2, 3, 4, 5, Diversity, and Steering
10/27/2022	Future Educator Day and Partner Meeting	Partner schools bring possible future educators for workshop with KS Teacher of the Year Team. EPP Admin/Faculty meets with district representatives to discuss local needs and possible solutions.	EPP Administrators and Faculty KS Teacher of the Year Team Prospective high school students District #5 State School Board Representative
11/07/2022	Data Retreat	EPP and Partner meeting to review assessment data and make recommendations for continuous improvement.	EPP Administrators and Faculty PK-12 Representatives
02/23/2023	Partner Administrator Meeting	Administrator discussion on licensure, FHSU programs, district needs, and update from State School Board representative.	EPP Administrator Faculty Area superintendents and principals District #5 State School Board Representative
06/14/2023	Summer Partner Meeting	Discussion with regional school district partners including superintendents, principals, and counselors. Focused discussion on Sponsored Student Teaching.	EPP Administrators and Faculty School district representatives

2022-2023 CAEP COMMITTEE MEMBERS

CAEP STEERING COMMITTEE	STANDARD 1 Initial (Content & Pedagogical Knowledge)		STANDARD 2 Initial (Clinical Partnerships & Pract.)
Kenny Rigler, Chair	Kenny Rigler, Co-Chair	Elizabeth Langley, Foreign Lang.	Scott Gregory, Co-Chair
Judy Brummer	Janet Stramel Co-Chair	Scott Gregory, Secondary	Chris Jochum, Co-Chair
Paul Adams	Chris Jochum, Secondary/Elem	Sharon Wilson, English	Anayansi Ramirez
Chris Jochum	Judy Brummer	Matthew Clay, Science	Kerry Schuckman
Sherry Crow	Keith Dreiling, Math	Laura Andrews, Music	Sue Boldra
Scott Gregory	Bill Weber, Math	Brian Hutchinson, Art	Gary Andersen
Janet Stramel	Eddie Olmstead, Chemistry	Jason Ney, HHP	Valerie Zelenka
Jerrie Brooks	Masa Watanabe, Chemistry	Jennifer Bechard, HHP	Renee Cason
Elodie Jones	Matt Galliant, Biology	Laney Roths, ECU	Jessie Watson
Betsy Crawford	Eric Deyo, Physics	Gary Andersen, T2T	Judy Brummer
Carrie Tholstrup	Todd Moore, Earth and Space	Valerie Zelenka, MSE	Kenny Rigler
Kim Chappell	Scott Jones, Business	Jerrie Brooks, LAL SPED	
	Paul Nienkamp, History		
	Jeremy Ryan, Agriculture		
	Susan Dumler, Tech & Eng. Ed.		
STANDARDS 1 & 2 Advanced (Content & Clinical)	STANDARD 3 Initial & Advanced (Cand. Qlty., Recruit. & Select.)	STANDARD 4 Initial & Advanced (Program Impact)	STANDARD 5 Initial & Advanced (Qlty. Assur. & Cont. Improv.)
Jerrie Brooks, Co-Chair, SPED	Elodie Jones, Co-Chair	Janet Stramel, Co-Chair	Kenny Rigler, Chair
Carrie Tholstrup, Co-Chair, Read	Betsy Crawford, Co-Chair	Kim Chappell, Co-Chair	Judy Brummer
Sherry Crow, Library	Andi Beckman	Linda Feldstein	Paul Adams
Robert Moody, Leadership	Kerry Schuckman	Heather Musil	Jeff Sadler
Sarah Lancaster, School Coun.	Laney Roths	Amy Schaffer	Jerrie Brooks
Lora Hoffman, School Coun.	Yaparak Dalat Ward	Robert Moody	Sohyun Yang
Linda Mayer, ESOL	Suzanne Becking	Brooke Moore	Matthew Posey
Amy Drinnon, School Psych.	Kevin Splichal	Kenny Rigler	Andy Cutright
Stephanie Muth, Driver Education	Megan Maska	Judy Brummer	
Sohyun Yang, Gifted	Derek Edwards		
Kenny Rigler	Amanda Frank		
Judy Brummer	Kristin Hernandez		
	Imelda Koenke		
	Kenny Rigler		
	Judy Brummer		
DIVERSITY Initial & Advanced			
Betsy Crawford, Co-Chair			
Sherry Crow, Co-Chair			
Sarah Broman Miller			
Linda Feldstein			
Matthew Clay			
Carrie Tholstrup			
Yaparak Dalat Ward			
Sohyun Yang			
Elodie Jones			
Teresa Clouch			
Kristin Hernandez			
Kenny Rigler			