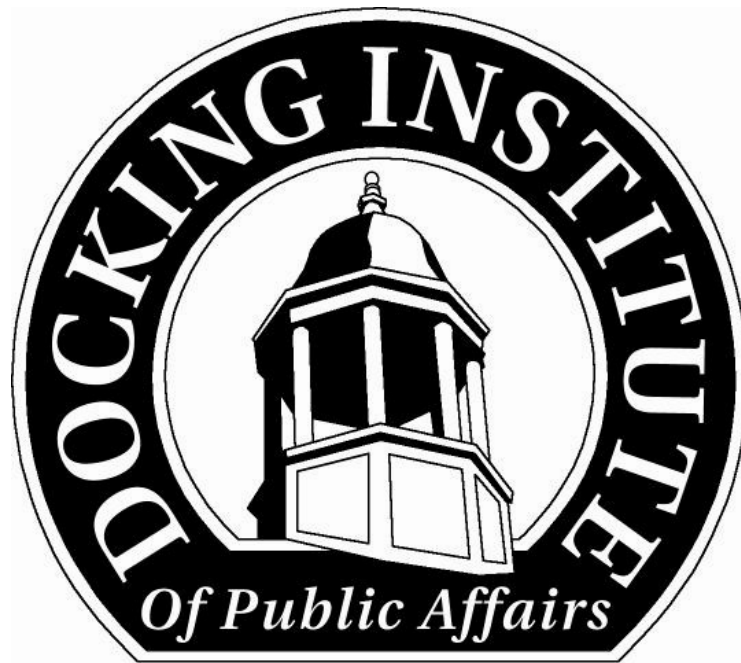
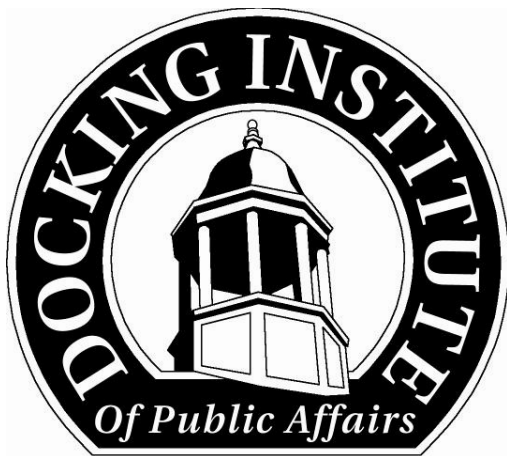


**FHSU College of Education and Technology  
Mentors and Employers Pedagogical Behaviors  
and Opinions Survey 2009**



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**December 2009**



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The staff of **the Docking Institute of Public Affairs** and its  
**University Center for Survey Research** are dedicated to  
serving the people of Kansas and surrounding states.

Please do not hesitate to contact our staff with questions, comments or for assistance.

# **FHSU College of Education and Technology Mentors and Employers Pedagogical Behaviors and Opinions Survey 2009**

**Report Prepared by**

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**December 2009**

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# **College of Education and Technology Survey**

**By Jian Sun**

## **Introduction**

The College of Education and Technology contracted the Docking Institute of Public Affairs to conduct a paper-and-pencil survey of mentors and employers of previous graduates or recipients of certifications/endorsements from the College. The majority of the instrument content was provided by the College, and after thorough consultation with Institute staff, survey items were finalized. The Docking Institute developed cover letter materials.

## **Methods**

The College of Education and Technology contracted the Docking Institute to conduct a paper survey of employers and mentors of recent students. The Institute sent mentors and employers the survey instrument along with an official cover letter signed by the College dean and the director of the Docking Institute. Cover letters were sent using first class mail, and respondents were provided a self-addressed, stamped envelope for the return of the survey to the Institute. The survey was mailed to a total of 27 mentors and employers, and 16 surveys were returned, resulting in a response rate of 59.3%.

The remainder of this report will include the instrument itself closely resembling the format that was provided to respondents as they completed the survey. Valid percentages of the responses are provided for each answer.

## College of Education and Technology Mentor and Employer Survey Results

We greatly appreciate your prompt attention and truthfulness in completing the questionnaire. There are no personal identifiers associated with the survey that could identify the student in any way. The results of this survey are used as a feedback mechanism to continually assess and improve our programs in the College of Education and Technology. The results of this questionnaire will NOT be used for any purpose other than program improvement and will not be provided to anyone outside the College of Education and Technology.

Please circle the response that best describes the current status of the educator.

	Far Below Average	Below Average	Average	Above Average	Far Above Average	Don't Know	Not Applicable
<b>1. The Professional Educator is <u>liberally</u> educated.</b>							
He/She shows appreciation for diverse cultures				37.5%	62.5%		
He/She has developed the capacity for self-criticism			6.3%	68.8%	18.8%	6.3%	
<b>2. The Professional Educator assumes a <u>professional</u> role within the organizational system of the school.</b>							
He/She implements regulatory standards			18.8%	56.3%	25.0%		
He/She implements professional standards			18.8%	43.8%	37.5%		
He/She implements ethical standards			6.3%	50.0%	43.8%		
He/She utilizes resources from professional organizations			18.8%	31.3%	37.5%	12.5%	
<b>3. The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for <u>pedagogical</u> theory and <u>research</u>.</b>							
He/She has developed appropriate teaching strategies for his/her discipline			12.5%	56.3%	31.3%		
He/She designs instruction and develops lesson plans which enhance problem solving skills			12.5%	37.5%	50.0%		
He/She designs instruction and develops lesson plans which use effective questioning skills			18.8%	37.5%	43.8%		
He/She designs instruction and develops lesson plans which use multiple teaching strategies			12.5%	50.0%	37.5%		
He/She has the appropriate background knowledge in his/her discipline to be an effective teacher			18.8%	31.3%	50.0%		

	Far Below Average	Below Average	Average	Above Average	Far Above Average	Don't Know	Not Applicable
<b>4. The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.</b>							
He/She has the appropriate background and training to recognize the needs of diverse learners			12.5%	56.3%	31.3%		
He/She implements teaching strategies and curriculum designs that accommodate special needs			18.8%	37.5%	56.3%		
He/She uses teaching strategies and curriculum designs that accommodate cultural differences			6.3%	56.3%	37.5%		
<b>5. The Professional Educator integrates appropriate technology into the educational process</b>							
He/She uses educational technology to plan effective learning experiences			25.0%	56.3%	18.8%		
He/She uses educational technology to improve existing curriculum			18.8%	62.5%	18.8%		
He/She uses educational technology to deliver curriculum content			12.5%	56.3%	31.3%		
He/She uses educational technology to evaluate the learning experience			43.8%	25.0%	31.3%		
<b>6. The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.</b>							
He/She has the appropriate background and training to implement multiple assessment & diagnostic techniques			25.0%	50.0%	18.8%	6.3%	
He/She uses a variety of information sources in evaluating student performance			31.3%	37.5%	31.3%		
He/She uses appropriate measurement theories in evaluation and assessment			31.3%	50.0%	18.8%		
<b>7. The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness.</b>							
He/She uses self-reflection as a tool for self-growth.			25.0%	25.0%	43.8%	6.3	
He/She uses the reflection of others as a tool for self-growth.			37.5%	25.0%	31.3%	6.3	
He/She uses all reflection as a tool in assessing and improving the program.			18.8%	50.0%	25.0%	6.3	

Are you the educator's...	Yes	No
Mentor	18.8%	81.3%
Employer	87.5%	12.5%

**Please add any comments about the student/educator below.**

- Came in well-prepared. Knows how to plan and implement excellent lesson plans. Willingly incorporates new strategies, tools, and other resources into her practice that benefit her students or the school in general.
- She is an outstanding educator. Her commitment to student learning is inspiring.
- The (COET Student) instructor is a perfectionist.

Thank you for your assistance!

The following table allows the item-by-item comparison of combined “Above Average” and “Far Above Average” percentages for mentors and employers and the alumni for whom they were rating.

**Table 8. Item Response Comparison Mentors/Employers VS Students**

Criteria	Combined Above Average and Far Above Average MENTORS/EMPLOYERS	Combined Above Average and Far Above Average STUDENTS
1. I show appreciation for diverse cultures	100%	72.0%
1. I have developed the capacity for self-criticism	87.6%	79.2%
2. I implement regulatory standards	81.3%	78.3%
2. I implement professional standards	81.3%	86.9%
2. I implement ethical standards	93.8%	87.0%
2. I utilize resources from professional organizations	68.8%	56.5%
3. I have developed appropriate teaching strategies for my discipline	87.6%	82.6%
3. I design instruction/develop lesson plans which enhance problem solving skills	87.5%	73.9%
3. I design instruction/develop lesson plans which use effective questioning skills	81.3%	65.2%
3. I design instruction/develop lesson plans which use multiple teaching strategies	87.5%	78.2%
3. I have the background knowledge in my discipline to be an effective teacher	81.3%	87.0%
4. I have the appropriate background and training to recognize needs of diverse learners	87.6%	73.9%
4. I implement teaching strategies/curriculum designs that accommodate special needs	81.3%	78.3%
4. I use teaching strategies/curriculum designs that accommodate cultural differences	93.8%	56.5%
5. I use educational technology to plan effective learning experiences	75.1%	63.7%
5. I use educational technology to improve existing curriculum	81.3%	68.2%
5. I use educational technology to deliver curriculum content	87.6%	68.2%
5. I use educational technology to evaluate the learning experience	56.3%	63.7%
6. I have background/training to implement multiple assessment and diagnostic techniques	68.8%	40.9%
6. I use a variety of information sources in evaluating student performance	68.8%	59.1%
6. I use appropriate measurement theories in evaluation and assessment	68.8%	54.5%
7. I use self-reflection as a tool for self-growth	68.8%	72.7%
7. I use the reflection of others as a tool for self-growth	56.3%	59.1%
7. I use all reflection as a tool in assessing and improving the program	75.0%	63.7%



The following table provides a rank order of combined “above average” and “far above average” responses for each item. Items are color coded according to their question group (see the key located below the table).

**Table 8. Individual Question Responses Regardless Of Group**

Criteria	Combined Above Average and Far Above Average MENTORS/EMPLOYERS
1. I show appreciation for diverse cultures	100.0%
4. I use teaching strategies/curriculum designs that accommodate cultural differences	93.8%
2. I implement ethical standards	93.8%
5. I use educational technology to deliver curriculum content	87.6%
4. I have the appropriate background and training to recognize needs of diverse learners	87.6%
3. I have developed appropriate teaching strategies for my discipline	87.6%
1. I have developed the capacity for self-criticism	87.6%
3. I design instruction/develop lesson plans which use multiple teaching strategies	87.5%
3. I design instruction/develop lesson plans which enhance problem solving skills	87.5%
5. I use educational technology to improve existing curriculum	81.3%
4. I implement teaching strategies/curriculum designs that accommodate special needs	81.3%
3. I have the background knowledge in my discipline to be an effective teacher	81.3%
3. I design instruction/develop lesson plans which use effective questioning skills	81.3%
2. I utilize resources from professional organizations	81.3%
2. I implement regulatory standards	81.3%
2. I implement professional standards	81.3%
5. I use educational technology to plan effective learning experiences	75.1%
7. I use all reflection as a tool in assessing and improving the program	75.0%
7. I use self-reflection as a tool for self-growth	68.8%
6. I use appropriate measurement theories in evaluation and assessment	68.8%
6. I use a variety of information sources in evaluating student performance	68.8%
6. I have background/training to implement multiple assessment and diagnostic techniques	68.8%
7. I use the reflection of others as a tool for self-growth	56.3%
5. I use educational technology to evaluate the learning experience	56.3%

1. The Professional Educator is liberally educated.
2. The Professional Educator assumes a professional role within the organizational system of the school.
3. The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.
4. The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.
5. The Professional Educator integrates appropriate technology into the educational process.
6. The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.
7. The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness.

## SPSS Tables

**Q1a: Shows appreciation for diverse cultures**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above Average	6	37.5	37.5	37.5
	Far Above Average	10	62.5	62.5	100.0
	Total	16	100.0	100.0	

**Q1b: Developed capacity for self-criticism**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	6.3	6.3	6.3
	Above Average	11	68.8	68.8	75.0
	Far Above Average	3	18.8	18.8	93.8
	Don't Know	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

**Q2a: Implements regulatory standards**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	18.8	18.8	18.8
	Above Average	9	56.3	56.3	75.0
	Far Above Average	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

**Q2b: Implements professional standards**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	18.8	18.8	18.8
	Above Average	7	43.8	43.8	62.5
	Far Above Average	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

**Q2c: Implements ethical standards**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	6.3	6.3	6.3
	Above Average	8	50.0	50.0	56.3
	Far Above Average	7	43.8	43.8	100.0
	Total	16	100.0	100.0	

**Q2d: Utilizes resources from professional orgs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	18.8	18.8	18.8
	Above Average	5	31.3	31.3	50.0
	Far Above Average	6	37.5	37.5	87.5
	Don't Know	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

**Q3a: Developed appropriate teaching strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	12.5	12.5	12.5
	Above Average	9	56.3	56.3	68.8
	Far Above Average	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

**Q3b: Lesson plans enhance problem solving skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	12.5	12.5	12.5
	Above Average	6	37.5	37.5	50.0
	Far Above Average	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

**Q3c: Lesson plans use effective questioning skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	18.8	18.8	18.8
	Above Average	6	37.5	37.5	56.3
	Far Above Average	7	43.8	43.8	100.0
	Total	16	100.0	100.0	

**Q3d: Lesson plans use multiple teaching strategies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	12.5	12.5	12.5
	Above Average	8	50.0	50.0	62.5
	Far Above Average	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

**Q3e: Appropriate background knowledge in discipline**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	3	18.8	18.8	18.8
Above Average	5	31.3	31.3	50.0
Far Above Average	8	50.0	50.0	100.0
Total	16	100.0	100.0	

**Q4a: Recognizes needs of diverse learners**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	2	12.5	12.5	12.5
Above Average	9	56.3	56.3	68.8
Far Above Average	5	31.3	31.3	100.0
Total	16	100.0	100.0	

**Q4b: Accommodates special needs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	3	18.8	18.8	18.8
Above Average	6	37.5	37.5	56.3
Far Above Average	7	43.8	43.8	100.0
Total	16	100.0	100.0	

**Q4c: Accommodates cultural differences**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	1	6.3	6.3	6.3
Above Average	9	56.3	56.3	62.5
Far Above Average	6	37.5	37.5	100.0
Total	16	100.0	100.0	

**Q5a: Uses technology to plan effective learning experiences**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	4	25.0	25.0	25.0
Above Average	9	56.3	56.3	81.3
Far Above Average	3	18.8	18.8	100.0
Total	16	100.0	100.0	

**Q5b: Uses technology to improve existing curriculum**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Average	3	18.8	18.8	18.8
Above Average	10	62.5	62.5	81.3
Far Above Average	3	18.8	18.8	100.0
Total	16	100.0	100.0	

**Q5c: Uses technology to deliver curriculum content**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	12.5	12.5	12.5
	Above Average	9	56.3	56.3	68.8
	Far Above Average	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

**Q5d: Uses technology to evaluate learning experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	7	43.8	43.8	43.8
	Above Average	4	25.0	25.0	68.8
	Far Above Average	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

**Q6a: Can implement multiple assessment/diagnostic techniques**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	4	25.0	25.0	25.0
	Above Average	8	50.0	50.0	75.0
	Far Above Average	3	18.8	18.8	93.8
	Don't Know	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

**Q6b: Uses variety of info sources in evaluating student performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	5	31.3	31.3	31.3
	Above Average	6	37.5	37.5	68.8
	Far Above Average	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

**Q6c: Uses appropriate measurement theories in eval and assessment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	5	31.3	31.3	31.3
	Above Average	8	50.0	50.0	81.3
	Far Above Average	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

**Q7a: Uses self-reflection as a tool for self growth**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	4	25.0	25.0	25.0
	Above Average	4	25.0	25.0	50.0
	Far Above Average	7	43.8	43.8	93.8
	Don't Know	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

**Q7b: Uses reflection of others as tool for self growth**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	6	37.5	37.5	37.5
	Above Average	4	25.0	25.0	62.5
	Far Above Average	5	31.3	31.3	93.8
	Don't Know	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

**Q7c: Uses all reflection as tool in assessing/improving the program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	18.8	18.8	18.8
	Above Average	8	50.0	50.0	68.8
	Far Above Average	4	25.0	25.0	93.8
	Don't Know	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

**Q8a: Are you the educator's mentor?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	18.8	18.8	18.8
	No	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

**Q8b: Are you the educator's employer?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	87.5	87.5	87.5
	No	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

**Q9: Comments**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	81.3	81.3	81.3
Came in well-prepared. knows how to plan and implement excellent lesson plans. Willingly incorporates new strategies, tools, and other resources into her practice that benefit her students or the school in general.	1	6.3	6.3	87.5
She is an outstanding educator. Her committment to student learning is inspiring.	1	6.3	6.3	93.8
The (COET Student) instructor is a perfectionist!	1	6.3	6.3	100.0
Total	16	100.0	100.0	