



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, 2019 and August 31, 2020, and were teaching in the state of Kansas during the 2020 - 2021 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 2020 - 2021 school year.

The statewide Employer response rate for 2021 was 42% and the FHSU Employer response rate for 2021 was 51%. 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 2020-2021 survey:

Question	3 = Better Prepared		2 = As well Prepared		1 = Not as well Prepared		0 = Comparison Unavailable	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Compared with first-year educators who have completed programs from other institutions, how would you rate candidates from FHSU in terms of preparation? (n = 93)	22	23.66%	63	67.74%	3	3.22%	5	5.38%
Question	4 = Very Likely		3 = Somewhat Likely		2 = Somewhat Unlikely		1 = Very Unlikely	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
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 = 93)	74	79.57%	19	20.43%	0	0%	0	0%

Employer Comments

<i>Please share what you think is the strongest aspect of the educator preparation program.</i>
Spending time in the school prior to employment.
I would consider the curriculum aspect to be the strongest. Mrs. X has a strong understanding of curriculum.
Mrs. X has an incredible ability to build positive relationships with students, while still getting everything done she needs to get done in the classroom.
Students are professional and have good work ethic.
Something that FHSU has done to make my first year teacher be a proactive learner has worked! She is on top of things and finishes tasks early versus procrastinating to complete the tasks! Thank you!
My teacher is very conscientious about her work. They put in the time to plan effective lessons for the students. I think this comes from her instruction at FHSU.
I think FHSU does a good job.
My teacher has excellent classroom management and knowledge of trauma informed practices.
The teachers we have have shown a high level of commitment to the profession even through a pandemic. Therefore, they had a good idea of what they were getting into.
Opportunities to interact with other students and collaborate. Staff is very easy to get ahold of when you need support. They were all very responsive.
He is well-rounded and teaches games and various sports.
As a non-traditional student, she had a broader view of education and this has impacted her maturity in the classroom. She has a growth mindset and adapts easily. She also obtained her special education degree and this provides her with a stronger skill set.
Our particular FHSU graduate has done a great job creating fun, engaging and differentiated learning activities for students from 3 years old to 6th grade. He has strong classroom management skills and builds positive relationships with his students.
Preparing students for ongoing/current initiatives.
My teacher is able to contact her instructors for advice on issues at school.
The expectations of what is needed from the student-teacher were sometimes overwhelming. With teaching two preps every day, the teacher also had to complete a large amount of homework from Ft. Hays for his degree. He did a great job but I know he spent 18 hours a day preparing for the teaching the next day and completing all the homework Ft. Hays had him complete.
Producing adults who are ready to lead a classroom.
I believe the teacher education prepares the students the the best that it can. Being in the classroom and teaching is the best preparation the students can get,
For the most part I believe that the educators coming out of FHSU are prepared to enter the classroom.
The ability to meet all students needs with in the classroom.
Strongest aspects: 1. ability to take student assessment data to learn about each individual student 2. ability to incorporate technology with ease both during student lessons, parent involvement and professional development opportunities 3. ability to incorporate social/emotional lessons into everyday activities 4. ability to take on leadership roles 5. ability to help students become leaders 6. ability to use assessment data to drive instruction. Overall, I feel FHSU does an outstanding job preparing individuals in the education field.
The teacher from this program has performed well. She seemed well prepared to teach and has responded to challenges throughout the year.
Knowing how to build relationships with students
Meeting students where they are and adapting instruction.

Great student teacher candidates who are prepared to enter the classroom.
Able to plan well for lessons, yet adapt and adjust when needed.
Our educator seems to have a good grasp of the profession and a lot of the "small" things that go into teaching. She is also very competent in her subject area.
Our educator was well prepared to attempt differentiation due to student needs. They were willing to ask questions and to try new things.
The chance for those outside of teaching to get into teaching
Fort Hays strongest aspect is knowing what candidates will prove to be excellent transition candidates vs those that will not. The quality that I have seen come from the program is top notch.
This allows those who want to be a teacher a path to get into the teaching field.
Instructional strategies, ethical and culturally appropriate techniques
The teachers seem to want to be good teachers. I think they are sometimes overwhelmed by the expectations of the T to T program along with attempting to develop their classroom culture, expectations, and curriculum.
Technology integration
Content knowledge
The T2T program takes a person strengths and teaches them how to share that knowledge with students in an effective manner.
Willing to learn
The opportunity to tap into this group of adults when seeking teachers has been a tremendous asset for education. While it is somewhat driven by supply and demand, the transition to teaching colleagues on my staff have proven themselves to be conscientious, caring, capable professionals. I believe the strongest aspect of the preparation program is creating an overall awareness of what the profession entails and equipping those teachers with basic skills to be manifested within the supports and climate of the school in which they work.
With this particular candidate, I believe her teaching assignment leaves me unable to give fair answers about the program. She is in my building one hour per day, and only delivers one, 30 minute class. I have no doubt that the program is well-rounded.
Allowing schools to develop and train the teacher as they work toward licensure. On the job training alongside the formal training.
Value of instructor in the educational process
T2T members seem to have a strong grasp on educational technology.
Good program
Teachers coming out of your program develop good lesson plans. The plans differentiate for students well.
I am not familiar with the program.
Overall, the program is very strong and teachers are prepared for their first year.
It provides the opportunity for strong non-teaching candidates to become educators in rural areas with minimal candidates.

<i>Please share how you think we might improve the educator preparation program.</i>
We have had several that have worked in the building as a paraprofessional prior to employment as a teacher, or have been a student teacher in the building. This provides valuable on-the-job training. I wish there was a way to incorporate that para position as a part of the educator prep program.
As expected, classroom management seems to be the biggest challenge for Mrs. X.

More time with student teaching etc and less in certain educational classes. Also if you can spread the student teachers out more in various school. Many semesters we will get about 4-5 requests just from FHSU and then we have other requests from other colleges. We love to help but can not always accommodate them all.
The behavior of students currently in the school system is different than past years. More social/emotional issues need to be dealt with this year. When a 1st grade student states that they have social anxiety, the practice of how to deal with these students needs to change! Teachers are not trained enough in this area. I as an administrator am not trained enough in this area!!!
None at this time.
I cannot think of any necessary changes that should be implemented when thinking about this teacher.
Classroom management is an area that is tough to prepare them for and is an area that we need to strive to improve.
Classroom management, social-emotional learning for students, and trauma informed awareness.
In particular, our teacher is a PE major and was not very familiar with the KS PE standards. His mentor and I have worked with him to complete standards-based lesson plans that have objectives and those objectives are communicated and assessed.
Attract and retain the best and brightest to education.
Lesson the homework.
Work to develop communication skills with parents and staff.
Classroom management is always the toughest part to learn for new teacher. It takes time in the classroom to learn this skill.
I would like to see FHSU, the educators and the building where the educator will be employed get together and discuss expectations, based on what they have learned and what the school would like to see. While I realize that as an educator moves on to different buildings and job descriptions, this could be a piece that would help both the new teacher and the employer.
Teaching teachers how to supervise other adults in the classroom. Teachers do great the kids but struggle with communicating and guiding other adults in the classroom.
Expose FHSU students to the various local assessments used in school districts
Being located well away from campus, we don't often get candidates from the program. Having outreach opportunities for students to see opportunities away from campus would be helpful.
Organization and planning
Every teacher has to work with students who are on an IEP. The more familiar they are with that part of the education process the better chance they will have to be successful.
One thing that needs to be reinforced in normal teaching programs is how to carefully navigate the classroom with regard to personal habits, particularly how to speak to students. When you come into a new community and begin teaching, it is critically important to be careful with your speech and what you say to kids. Sarcasm, personal joking, and other such things must be avoided, and it seems to be a weakness of first and second-year teachers coming out of teacher education programs. Those kinds of slip-ups can easily offend students and parents alike.
NA. I am pleased at this point.
Be more lenient on what courses are required courses to get into a program. As long as they have a bachelor's degree and can test into the content area and have some experience or passion in that area, I'd be interested in letting them try instead of having to go back and take college courses just to get into the program.
Honestly, I do not have feedback in this area. The fact that someone that is not a teacher and is teaching and learning at the same time, with the support that Fort Hays provides is in and of itself a difficult task. Honesty with the candidates that are not proving to be effective already occurs.
Communication from the university instructors has improved vastly over the years

It seems they need to more training on the important of organization in the classroom. Developing/Following a flowing curriculum and classroom routine so that students know what to expect any given day would also be an area that needs to be addressed.
More focus on dealing with parents and/or managing difficult situations
Classroom management
None at this time.
Classroom management is lacking
New educators need more realistic expectations of classroom management.
I likely don't know enough about the specifics of the educator prep program to give a strong answer. Based on the quality of those I supervise so far, I am pleased! I would look for opportunities for combining efforts with school professional development programs now that most buildings have an on-site instructional coach. Frankly, that is where most of the daily, impactful interactions occur.
This may be WAY out there...when dealing with the professional aspects of education, we know it is a profession like none other. Often, those who are entering the field after other career aspirations try to apply past practices to their new occupation. I am concerned that this candidate has repeatedly voiced her displeasure with her current assignment, and basically tried to change her own assignment by saying what she would be doing this school year. She didn't seem to understand that teaching assignment is not a negotiable or changeable item based on what is best for her. Maybe a session or two on the very practical parts of our system and how it works???
More deliberate connection between their course work and their applied practice. Even allowing for tailoring coursework to their practice. We are an unusual school setting being inside a correctional facility, and many professional development programs have aspects that do not apply here or that need significant modification to apply here. FHSU has been very flexible in working with us on things like classroom observations and recording teachers, where we have restrictions, but we can do other things to supplement these. Sometimes our T2T staff miss out because of those restrictions.
Assessment use knowledge / purpose of assessment
I think it would be really helpful to have a strong emphasis and training on how teachers can work with parents to help their students.
Nothing
Classroom discipline is a problem.
Please share how important it is to advocate for themselves - reach out/ ask question/etc.
I would like to see more emphasis on classroom methods preparation for those first days of being in the classroom.

Satisfaction of Employers - Advanced

Through partnership between the Kansas State Department of Education (KSDE) and Kansas State University, the Office of Educational Innovation and Evaluation (OEIE) has developed, validated, and administers an annual Kansas Educator Employer Survey for EPPs to utilize. However, the survey only collects data related to initial level programs. Therefore, advanced data for Measure 2 is currently under development and not yet available. The EPP plans to make the data available during the Spring 2023 annual reporting submission. The phase-in plan is provided as evidence for the EPP’s plan to collect evidence regarding advanced employer satisfaction through employer focus groups.

Relationship to Standard/Component	
CAEP Standard Addressed in Plan	<i>RA4.1 The provider demonstrates that employers are satisfied with completers’ preparation for their assigned responsibilities.</i>
Description of Evidence/Data We Plan to Collect	Each CAEP Advanced program will conduct focus group interviews with a representative sample of employers who have hired recent program completers (1-3 years since program completion). Focus group interviews will be conducted with an interview protocol that includes common questions shared across programs as well as program specific questions.
Collection, Timeline, and Resources	
Strategy for Collecting the Data (steps for how this will be accomplished)	Depending on program preference and location of employers, focus group interviews may be conducted face-to-face or virtually. The focus group questions to employers will include employee promotion and retention. Each CAEP Advanced program will conduct employer focus group interviews bi-annually with different employer representation in each focus group. A minimum of two EPP representatives will facilitate the interview and taking notes of the employer responses. The facilitators’ notes will be analyzed and corroborated for emergent themes. The focus group themes will be shared with program coordinators, Standard 4, and advisory councils and discussed for continuous improvement.
Timetable of Data Collection, by semester or calendar year	The following timetable will be used for the collection of evidence for A4.1: Spring 2022 - Develop focus interview protocol Spring 2022 - Standard 5 Review Fall 2022 - Pilot Spring 2023 - Standard 4 review pilot data Spring 2023 - Reflect and revise as needed
Resources needed for development, collection, and reporting	AEFIS Zoom Program coordinators of each advanced program are provided reassigned time (i.e., reduction in required teaching credit hours) to provide time for oversight of the program including assessment. Support services are available to the program

	coordinators through the CAEP Standard committees, the Assistant Director of Assessment and Accreditation, and the Assistant Dean.
Data Quality	
Provide a copy of the data collection instrument if available; if not, steps above should include instrument development in the strategy/timeline above.	The focus group protocol is posted below the phase-in plan table.
How will the quality of the data collection/survey/rubric be assured to meet the “sufficient” level on the CAEP Assessment Rubric.	At each of the stages listed below, the focus group interview protocol will be evaluated using the FHSU Assessment Review Form (attach as evidence). The Assessment Review Form is based on the CAEP Evaluation Framework for EPP-Created Assessments (Appendix A, CAEP, 2020) which identifies the CAEP sufficient level. <ul style="list-style-type: none"> • Interview protocol development by Program Coordinator • Interview protocol review by Assistant Dean • Interview protocol review by CAEP Standard 5
What steps will be taken to attain a representative response (i.e. how will the data sample be selected and what actions will be taken).	A representative sample of employers hiring program completers from each program will be 3%-5% of the program completers. Enrollment patterns vary markedly across CAEP Advanced programs. Programs with higher enrollment patterns (e.g., Building Leadership = 225 candidates) should solicit feedback from 3%-5% of employers hiring program completers (n = 7 to 10 participants). Programs with lower enrollment patterns (e.g., Gifted = 20 candidates) should get feedback from at least 3 participants. Both in-state and out-of-state participants will be included in the focus groups as appropriate.

Advanced Education Programs
[Program]
Employer Focus Group

Each CAEP Advanced program will conduct focus group interviews with a representative sample of employers who have hired recent program completers (1-3 years since program completion). Focus group interviews will be conducted with an interview protocol and scheduled bi-annually with a different representative group of employers each year. Depending on program preference and location of employers, focus group interviews may be conducted face-to-face or virtually. Advanced program coordinators will provide the Director of Assessment and Accreditation with potential employers to invite for participation in the focus group. The Director of Assessment and Accreditation and another EPP faculty will conduct the focus groups to minimize bias in the responses and data analysis.

Employer Focus Group Participant Criteria

- A representative sample of employers who have hired completers within the last three years.
- Representative sample includes a minimum of 3 or 3%-5% of the program enrollment
 - Programs with higher enrollment patterns will include a number of employers at approximately 3%-5% of number of program completers. Programs with lower enrollment patterns should include at least 3 employers.

Data Collection and Findings

Semi-structured interviews will be utilized for the focus group data collection. The questions will be asked using the interview protocol. A minimum of two faculty will participate in each focus group with both faculty taking notes and recording the response information. The focus group interviews may be recorded for review. Following the meeting, the faculty will collaborate notes and develop summary findings for the interview. The findings will be shared with the program advisory council, appropriate CAEP committee, and the Director of Assessment and Accreditation and used for program improvement.

Employer Satisfaction

Focus Group Interview Protocol

The purpose of the focus group is to measure employer satisfaction of program completers in the [x] program (RA4.1)

How satisfied are you with the FHSU completers in their level of content knowledge relative to their program preparation (RA1.2)?

Are there areas where their content knowledge could be improved (RA1.2)?

In what ways have you observed completers applying data analysis and research methodologies in their current role (RA1.1a,b)?

In what ways have you observed completers creating and supporting diverse, equitable, and inclusive school environments (RA1.1c)?

In what ways have you observed completers participating in collaborative activities with other professionals and the community (RA1.1d)?

In what ways have you observed the completers utilizing technology (RA1.1e)?

How effective are the completers in demonstrating and applying professional dispositions, laws and policies, and professional ethics in the school environment (RA1.1f)?

What is your overall level of satisfaction with the completers from the [x] program and why (RA4.1)?

In what ways could the completers from the [x] program improve most (RA4.1)?

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 2021 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
03/21/2021	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
04/30/2021	Service Center Superintendents Meeting	Discussion with SW Regional Service Center and superintendents on partnership program for accelerated residency program.	EPP Administrators SW Education Service Center SW Kansas Superintendents
06/17/2021	Summer Partner Meeting	Discussion with regional school district partners including superintendents, principals, and counselors.	EPP Administrators and Faculty School district representatives
08/04/2021	Cooperating Teacher Boot Camp	Provide training for clinical experiences and collaborate with cooperating teachers and supervisors on clinical experience improvements	EPP Administrators and Faculty Cooperating Teachers University Supervisors
10/27/2021	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 representatives
11/09/2021	Data Retreat	EPP and Partner meeting to review assessment data and make recommendations for continuous improvement	EPP Administrators and Faculty PK-12 Representatives

2021-22 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	Scott Gregory, Secondary	Scott Gregory, Co-Chair
Maureen Mindrup, Secretary	Janet Stramel, Co-Chair	Sharon Wilson, English	Chris Jochum, Co-Chair
Paul Adams	Chris Jochum, Secondary/Elem	Matthew Clay, Science	OFEL Senior Admin
Chris Jochum	Shelby Sager	Laura Andrews, Music	Britny Cox
Sherry Crow	Keith Dreiling, Math	Brian Hutchinson, Art	Kerry Schuckman
Shelby Sager	Bill Weber, Math	Jason Ney, HHP	OFEL Program Specialist
Scott Gregory	Eddie Olmstead, Chemistry	Jennifer Bechard, HHP	Sue Boldra
Janet Stramel	Masa Watanabe, Chemistry	Laney Roths, ECU	Gary Andersen
Jerrie Brooks	Matt Galliard, Biology	Gary Andersen, T2T	Valerie Zelenka
Elodie Jones	Eric Deyo, Physics	Valerie Zelenka, MSE	Renee Cason
Betsy Crawford	Scott Jones, Business	Jerrie Brooks, LAL SPED	Kenny Rigler
Carrie Tholstrup	Paul Nickkamp, History		Shelby Sager
Kim Chappell	Jeremy Ryan, Agriculture		
	Susan Dumler, Tech & Eng. Ed.		
	Elizabeth Langley, Foreign Lang.		
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	Shelby Sager, Secretary
Pooja Mohan, Secretary	Andi Beckman	Linda Feldstein	Paul Adams
Sherry Crow, Library	Kerry Schuckman	Heather Musil	Jeff Sadler
Robert Moody, Leadership	Laney Roths	Amy Schaffer	Jerrie Brooks
Sarah Lancaster, School Coun.	Yaprak Dalat Ward	Robert Moody	Kim Chappell
Lora Hoffman, School Coun.	Suzanne Becking	Brooke Moore	Sangki Min
Jessica Holden, ESOL	Kevin Splichal	Kenny Rigler	Matthew Posey
Brett Biecherle, School Psych.	Megan Maska	Shelby Sager	Elise Neri – USD 466
Stephanie Muth, Driver Education	Derek Edwards		
Sohyun Yang, Gifted	Amanda Frank		
Kenny Rigler	Kristin Hernandez		
Shelby Sager	Kenny Rigler		
Shawn Roberts (2nd semester)	Shelby Sager		
DIVERSITY Initial & Advanced	DATA MANAGEMENT (AEFIS, Workday)	PPAT Task Force	
Betsy Crawford, Co-Chair	Shelby Sager, Chair	Kenny Rigler, Chair	
Sherry Crow, Co-Chair	Kenny Rigler	Shelby Sager	
Sarah Broman Miller	Andi Beckman	Chris Jochum	
Linda Feldstein	Shelly Gasper	Scott Gregory	
Matthew Clay	Kerry Schuckman	Janet Stramel	
Carrie Tholstrup	OFEL Program Specialist	Amy Schaffer	
Yaprak Dalat Ward	OFEL Senior Admin	Laney Roths	
Sohyun Yang		Heather Musil	
Elodie Jones		Sarah Broman Miller	
Teresa Clouch		Linda Feldstein	
Kristin Hernandez		Sue Boldra	
Kenny Rigler		Matthew Clay	
Shelby Sager		Jerrie Brooks	
		Gary Andersen	
		Valerie Zelenka	