Case Study of Completer Impact and Effectiveness

Bethel ✪ University

Exploring educator effectiveness and impact of BU completers on P-12 student learning

Table of Contents

Case Study: Research Design

Introduction

This case study aims to provide evidence that program completers at Bethel University influence and impact P-12 student learning and the development of classroom instruction. The case study will also assess school leaders' satisfaction with completers' success in impacting the school environment and student learning. The case study was developed through the Education Department at Bethel University and allows us to examine the overall quality of our program for relevance and effectiveness of completer preparation (CAEP Standard R4: Program Impact).

The Indiana Department of Education does not provide P-12 learning data or teacher effectiveness data to Educator Preparation Programs at Indiana colleges and universities. A case study of program completers in their first three years of teaching allows us to evaluate our completers' teaching effectiveness. Using a crosswalk of the revised CAEP Standards, Interstate Teacher Assessment and Support Consortium (InTASC) teaching standards, and the Indiana Educator Standards, we conducted this case study to gather data on a cohort of educators in their first three years of service. The purpose was to determine perceptions of their preparation, classroom outcomes, level of confidence, and ways they felt they could have been better prepared for the school environment.

To analyze Bethel's program effectiveness when completers leave Bethel and enter school districts around the world, we conducted a case study to explore the experiences of completers within the last three years. The research team included Bethel faculty familiar with the program, a consultant, and an adjunct faculty member. The case study researcher helped gather data from the participants through surveys of both participants and their direct supervisors. All components of CAEP Standard R4 were addressed in the case study and include the following: completer effectiveness, the satisfaction of employers, satisfaction of completers' influence on P-12 student learning and development, indicators of teaching effectiveness, the satisfaction of supervisors, and satisfaction of program completers. In

addition, the case study asks questions of the program completers about their overall preparation and teaching practices. Conducting the case study method effectively demonstrates completers' effectiveness since we are not provided with the Indiana Department of Education data. Based on previous case studies (Lindeman, Schimmoeller, & Woods, 2018 and Lindeman, Schimmoeller, Duke, & Howell, 2018) the goals of the case study were as follows:

- Gather quantitative and qualitative documentation to show evidence that Bethel University's Education Program completers contribute to an expected level of student growth.

- Verify completers apply professional knowledge, skills, expected standards from CAEP, InTASC, and Indiana Educator Standards.

- Gather baseline data that can be used to compare with future studies, searching for trends or perceptions of the completers' teaching experience and student learning.

- Allow for reflection on suggestions and modifications provided by the completers to drive continuous improvement in Bethel University's programming.

The case study is grounded in Linda Darling-Hammond's (1999) claim that effective teachers are the product of exemplary teacher preparation programs. She suggests that candidates must "learn about learning and about the structure and modes of inquiry of their disciplines so they can translate what they know into effective curriculum, teaching strategies, and assessments" (p.19). The application of this statement will be used to drive program planning and the satisfaction of both the completers and their supervisors.

Using an annual case study will allow Bethel the opportunity to assess and continually improve the techniques, practices, and methods taught in our Education Program. The results will allow both short-term and long-term goals to maintain rigorous research-based teaching practices to be introduced

to completers and used throughout a completer's career in education. The case study provides an avenue for gathering data of completers within their first three years of teaching. The data collected and analyzed will allow Bethel University faculty to use the data to work towards continuous improvement in their educators' preparedness program. In this case study, data to support change is essential. At the same time, data collection will be one of the significant challenges we will face. In order to collect clear and concise data, our questions will need to focus on various completers and be directed towards both completer learning and student learning.

Process

Participants

Participants in the case study were completers in Bethel University's Education Programs who graduated within the last three years. The initial group asked to participate consisted of Elementary Education completers, Secondary and All-Grade Education completers, Educational Leadership completers, and Special Education Completers. The completers represented teachers from both rural and urban school settings and schools in Indiana and schools outside of Indiana. We also asked for the supervisors of each of the education completers to provide input. All participants were solicited via email voluntarily.

Data Collection

Survey questions were created for each Bethel University Educator Program to gather the data. The questions intended to collect information regarding Bethel completers and the

impact they have on students' learning and development, the strengths and weaknesses of our programs, and the preparedness our completers felt entering the field of education. Due to the continued struggles with the Coronavirus Pandemic, we were limited to email and phone communication. We initially intended to do observations of some completers. However, with restrictions school districts had in place, we could not complete that process. Each survey was intended to take a completer roughly 10 minutes to fill out. The survey questions consisted of both opened-ended and Likert scale questions.

Feedback was received from 12 elementary, five middle school, and 12 high school completers. These teachers represented all grades K-6 in elementary and covered the content of math, social studies, science, English, and Health/P.E. in middle and high school. Of the 29 responses, 20 were from the traditional programming, and nine were from the Transition To Teaching program. Of the nine completers in the Transition to Teaching program, seven had accepted teaching positions before program completion. At the end of the first year, 27 out of 29 respondents rated highly effective or effective based on their schools' evaluation tools. The other two did not answer that question.

Feedback was received from ten participants in the Education Leadership program – candidates seeking principal's licensure. Completers who responded held several different administrative positions. Dean of Students was a position held by six completers; two responders were in principal roles, one was in an assistant principal role, and another completer was the Director of Counseling.

Feedback from Special Education Degree completers was requested, none replied to our inquiries.

Framework

Crosswalk of Indiana Educator Standards, InTASC Standards, and revised CAEP Standards:

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	**Standard 1:** Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**1.1** Gathers and uses knowledge of P-12 learners' strengths, interests, and needs **1.2** Designs developmentally appropriate lessons based upon knowledge of learners (InTASC 1b) **1.3** Uses learner misconceptions as opportunities for learning (InTASC 1i) **1.4** Uses researched-based methods to gather information on learner needs, interests, strengths (InTASC 1c) **1.5** Respects learner differences (InTASC 1h) **1.6** Understands learner cognitive, linguistic, social, emotional, and physical development influences learning (InTASC1e)	**Standard 3** Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes the development and learning for all students. **Standard 2** Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to	**Standard 1:** Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical	**1.7** Modifies instruction to accommodate diverse learners (special needs, ELL, gifted, etc. (InTASC 2a) **1.8** Accesses resources, technology, tools, and services to address learner's specific learning	**Standard 1** Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard R2:
Clinical Partnerships and Practice The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students | areas, and designs and implements developmentally appropriate and challenging learning experiences. | differences and needs (cognitive, linguistic, physical, social, and emotional) (InTASC 2f)
1.9
Establishes and maintains high expectations for all learners (InTASC 2l) | that promotes the development and learning for all students. |
| **Standard R1:**
Content and Pedagogical Knowledge The provider ensures that candidates develop an | **Standard 1:**
Learner Development The teacher understands how learners grow and develop, recognizing that patterns | **1.10**
Facilitates a learning community where differences are respected and used to create a | **Standard 5:**
 Learning Environment Elementary education teachers have a broad and comprehensive |

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families. **Standard R2:** Clinical Partnerships and Practice The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.	of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **Standard 3:** Learning Environments The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation	safe, positive learning environment (InTASC 3a) **1.11** Creates a classroom that uses procedures, routines, and transitions to maximize instructional time (InTASC 3b) **1.12** Organizes the learning space, seating, equipment, and materials to engage learners (InTASC 3d) **1.13** Motivates learners and provides opportunities for self-directed learning (InTASC 3i) **1.14** Identifies and implements technologies to expand learner experiences (InTASC 3m)	understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students. **Standard 3:** Instructional Planning and Delivery Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	**Standard 2:** Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Standard 4:** Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2.1 Designs effective lesson objectives that align with NJSLS and College and Career Ready Standards (InTASC 4c) **2.2** Evaluates research, resources and materials for appropriateness and accuracy as related to the discipline (InTASC 4f) **2.3** Uses research, resources and materials of the discipline to impact student learning (InTASC 4f) 2.4 Provides opportunities that support diverse learners' development of knowledge and skills in the content area (InTASC 4h) **2.5** Presents accurate content (understands major concepts, academic language and tools of inquiry of the discipline) (InTASC 4j)	**Standard 1:** Student Development and Diversity Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students. **Standard 2:** Learning Processes Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for	**Standard 2:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Standard 5:** Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	2.6 Connects content and skills of the discipline to the real world (InTASC 5b) 2.7 Uses technology appropriately to access research, resources, and materials (InTASC 5c) **2.8** Develops learners' communication skills within the discipline (i.e., academic language) (InTASC 5e) **2.9** Stimulates prior knowledge and links new ideas to already familiar	**Standard 2:** Learning Processes Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement. **Standard 3:** Instructional Planning and Delivery Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.		ideas and experiences (InTASC 5f) **2.10** Engages learners in the process of critical thinking and inquiry of the disciplines that align with the learning objectives (InTASC 5m	to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	**Standard 2:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Standard 6:** Assessment, The teacher, understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**2.11** Uses a variety of summative assessments to evaluate the understanding, progress, and performance of individual students and the class as a whole (InTASC 6a) **2.12** Uses a variety of formative assessments to evaluate the understanding, progress, and performance of individual students and the class as a whole (InTASC 6a) **2.13** Selects or designs appropriate assessments that measure learning objectives (InTASC 6b) **2.14** Understands the purpose and use of various types of assessments and instruments (InTASC 6j) **2.15** Uses technologies to evaluate and monitor performance and student progress over time (InTASC 6i) 2.16 Knows how and when to engage learners in analyzing assessment results (InTASC 6m	**Standard 4:** Assessment Elementary education teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision-making.
Standard R1: Content and Pedagogical Knowledge The provider	**Standard 2:** The teacher uses understanding of individual	**2.17** Uses research-based instructional methods	**Standard 2:** Learning Processes Elementary education

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Standard 7:** Planning for Instruction, The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	(lecture, small group work, jigsaw, discovery learning, etc.) (InTASC 7a) **2.18** Plans and sequences common learning experiences linked to learning objectives (InTASC 7c) **2.19** Implements lessons adjusting pacing as appropriate (InTASC 7l)	teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement. Standard 3: Instructional Planning and Delivery Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	**Standard 2:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Standard 7:** Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**2.20** Asks questions that stimulate discussion (i.e., probing for learner understanding, helping learners articulate ideas and thinking, promoting, stimulating curiosity, helping learners to question) (InTASC 8i) **2.21** Uses evidence-based strategies to differentiate and engage all learners in meaningful learning tasks (InTASC 8l) **2.22** Uses effective written and verbal communication to convey ideas foster inquiry for college and career (InTASC 8m)	**Standard 2:** Learning Processes Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement. Standard 3: Instructional Planning and Delivery Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
			contemporary tools and technologies, and helps all students achieve learning goals.
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	**Standard 2:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Standard 9:** Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**2.23** Independently reflects on and uses evidence/data to evaluate the outcomes of teaching and learning to adapt planning and practice (InTASC 9c) **2.24** Collaboratively reflects on and uses evidence/data to evaluate the outcomes of teaching and learning to adapt planning and practice (InTASC 9c	**Standard 6:** The Professional Environment Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for	**Standard 3:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. **Standard 10:** Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,	**3.1** Actively supports the mission of the school (InTASC 10p) **3.2** Takes initiative to grow and develop with colleagues through interactions that enhance practice and P-12 learning (InTASC 10r) **3.3** Actively engages with faculty, staff and/or clinical educators about teaching practice including feedback about practice/class performance. ((InTASC 10r)	**Standard 6:** The Professional Environment Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**3.4** Contributes to a common culture that supports high expectations for learning (InTASC 10c	
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	**Standard 3:** Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. **Standard 9:** Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**3.5** Knows and abides by the expectations of the profession (codes of ethics, relevant laws and policies, and professional standards) (InTASC 9) NJPST 11.2) **3.6** Complies fully with university, class, school and/or district policies or regulations (NJPST 11.iii.2)	**Standard 6:** The Professional Environment Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.
Standard R1: Content and Pedagogical Knowledge The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the	**Standard 3:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. **Standard 9:** Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to	**3.7** Uses technology to manage personal programmatic assessments by participating in the COE's assessment system for national and state accountability and accreditation (InTASC 9k) **3.8** Uses effective oral and written communication when working with colleagues, learners and families (InTASC 10 o) **3.9**	**Standard 3:** Instructional Planning and Delivery Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps

CAEP Standards	InTASC Standards	InTASC Indicators	Indiana Educator Standards
development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Reflects on personal biases and accesses resources to deepen own understanding of cultural, ethnic, gender and learning differences to build stronger relationships. (InTASC C 9m; NJPST11. i.1) **3.10** Maintains professional relationships with learners and colleagues (NJPST11. i.5) 3.11Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect (NJPST 11.iii.3) 3.12Holds self-accountable for actions, behaviors and emotions (NJPST 11.iii.1) **3.13** Is able to identify academic or behavioral problems and propose solutions for self or others (NJPST 11.ii.4)	all students achieve learning goals. **Standard 1:** Student Development and Diversity Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students. **Standard 5:** Learning Environment Elementary education teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

The Learner and Learning

Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.

Strengths:

Interviewees answered four questions related to Standards 1 through 3. Interviewees at all levels discussed the clear focus Bethel University had on building strong relationships with students. Each teacher felt that they left Bethel's program with the tools and understanding to build relationships with students, leading to students learning while growing socially, physically, and emotionally at age-appropriate levels. Most of the completers also felt they were well prepared for the diverse students they had in the classrooms. The interviewees cited fieldwork experiences as a big part of what left them feeling prepared in this area. They felt that Bethel provided fieldwork and classroom experiences throughout the Greater St. Joseph Valley area

with a great deal of diversity. These experiences allowed them the opportunities to see firsthand how practitioners in the field were teaching in diverse environments and having a positive impact on diverse P-12 students' learning. A consistent response to all questions was the interviewees' connection to their coursework while at Bethel. Some respondents spoke specifically about Educational Pedagogy II and Diversity in the Classroom.

One interviewee stated, "My philosophy of education states that I wanted to help students grow into overall better individuals, not just in the area of academics, and I am accomplishing that goal." It was clear from many of the survey answers that Bethel University provided them with the skills, knowledge, and dispositions necessary to work with diverse P-12 students and their families effectively. A few respondents mentioned class discussions regarding diverse learners and their needs. They shared that they discussed strategies to honor students with varying backgrounds and those from different ethnic groups. Respondents felt there was an emphasis in coursework on diversity, and the professors shared how to structure lessons to demonstrate a positive impact on diverse students' learning and development. In addition, respondents felt they were taught to value all learners and take them from where they are to where they need to be.

Bethel University completers mentioned the actual lesson planning structure or template as a strength for differentiating instruction and meeting the diverse needs of students. Interviewees also tended to agree that Bethel emphasized integrating various instructional strategies to help meet learners' individual needs. One respondent stated, "I remember many assignments and class conversations/discussions about adjusting instruction to meet students' needs by using different strategies or employing strategies that focus on

student strengths." Throughout the survey answers, there was also a clear theme that Bethel University completers understand that all learners should be valued and met and moved forward. When the data were analyzed, an interesting theme emerged from the standards indicating a definite focus within the department on the importance of teamwork. Interviewees mentioned teamwork in various ways throughout the four questions that were asked. Respondents shared that teamwork was consistently emphasized in the education programming at Bethel. Respondents also said they endeavored to create that same environment within their classrooms. Students' social-emotional growth was a critical aspect of one of the questions. Many Bethel University completers discussed the growth they had seen in their students related to working in a team and demonstrating independence. They tied this back to concepts emphasized in coursework and their field experiences in the program. Several participants also mentioned their students' growth concerning problem-solving and critical thinking. They felt that their students were able to be risk-takers and felt much more confident as learners over time.

Opportunities for Growth:

The pandemic was mentioned numerous times throughout these four questions. It was evident that the social-emotional growth of their students was often affected by COVID and the restrictions and policies in their schools. Interviewees felt that they had the tools they needed to help students but were not prepared to use those skills in the learning environments in which they were being asked to participate. A few respondents even mentioned that they saw little growth in social-emotional growth due to COVID-19. A couple of interviewees said they

felt there needed to be a more significant focus on differentiation. They felt ill-prepared to differentiate as they began their careers. One mentioned that it was an area where they had to do some independent reading and work around once they were hired. In several survey questions throughout, there were references to classroom management. While most often, respondents felt that Bethel University had provided strategies, learning, and support in this area, they still struggled with this at the beginning of their teaching career.

Summary:

Overall, Bethel University completers who were interviewed felt that they were well prepared to meet the needs of learners. They thought they could differentiate lessons, provide layers of scaffolding to struggling students, and provide for students who needed more challenging work. They learned that students should all be valued and that diversity in the classroom should be honored and not feared. Building relationships seemed to be a foundation that all the Bethel University completers addressed, providing evidence that this was a foundational theme of their program. Fieldwork and valuable coursework were mentioned numerous times as ways completers developed these skills in Bethel University's program. It was clear through several responses that COVID impacted P-12 students' social-emotional and academic growth and continues to do so even today. Supervisors in the buildings where these completers are working echoed the students' sentiments; they saw Bethel University's completers as well prepared in these areas and contributing to the school climate and success.

Content

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Strengths:

The questions in this standard band were most often directed towards Bethel's coursework, field placements, and teacher preparation for the respondents through Bethel's educator program. Regarding coursework, respondents felt that the lesson planning format and instruction they received regarding the format prepared them well for planning lessons in their classrooms. While it is not the format they continued using in everyday teaching, the format taught them the structure and elements needed in a solid lesson plan. Those skills stayed with the respondents as they planned for their current students. One respondent stated, "I thought the lesson plan format was busy work in the beginning. I couldn't imagine using that as a regular teacher. However, even though I don't use the format, the skills I learned from repeatedly doing the format impact my teaching today."

Along with lesson planning, many mentioned the content knowledge they gained in courses helped them pass necessary tests and has helped them in their schools. Over half the

respondents directly said the tools and specific instructional strategies they learned through Bethel continue to benefit them in their current teaching assignment. They felt prepared to use the classroom tools and even felt confident sharing their ideas with colleagues. A few mentioned that they could learn the profession's language through their Bethel coursework. They thought that knowing this language and having a general understanding of the language made them more valued by colleagues in the field.

Another theme throughout this band of questions was the field experience and student teaching opportunities Bethel offered in their program. Several respondents felt they had an advantage over other candidates from other universities or programs due to Bethel's commitment to having their education majors in local schools and classrooms early in their educational experience. It was common in their response to mention their access to veteran teachers in the field. They spoke of opportunities to observe in various settings, teach in front of veteran teachers, and receive feedback. Bethel completers overwhelmingly mentioned the confidence fieldwork gave them as one of the most significant benefits. They felt that as they entered their new careers, they were more apt to try new things and feel confident doing so. This confidence allowed them to feel a valuable part of their school teams right away. Several respondents spoke of the direct correlation to the coursework and the [professors who taught the courses. They felt the professors impacted their learning and went above and beyond to hold powerful and meaningful discussions. As content knowledge issues arose in their field experience situations, professors were available to address the issues with teacher candidates by using research and drawing on authentic experiences.

Opportunities for Growth:

There were minimal areas mentioned where they stated that they wanted to be better prepared. One area was the in regards to the time commitment of teaching. As many of the respondents began their teaching careers, they felt they were not prepared for the amount of time that would be involved with teaching. They directly mentioned the amount of grading and meetings in a school setting. Another area completers felt would have been valuable was more of a focus on how to write a curriculum. Several respondents mentioned that they did not have a curriculum to follow when starting in their districts, and they had to write their own.

Summary:

Overwhelmingly, the Bethel completers responded positively to the questions tied to this area of the InTASC standards. Overall, it was evident that the Bethel completers felt prepared and ready to work in school settings and have their classrooms. The respondents were confident and felt equipped to impact the schools where they were hired. They thought they were able to speak and take part in school discussions using the language of education to contribute to their school teams. The courses that Bethel offers meet the needs of future educators. The courses leave completers feeling ready and able to create meaningful lesson plans using tools and instructional strategies that will engage their students. From the beginning of Bethel's program to student teaching, the fieldwork provides future completers with confidence to teach. This confidence translates well as they enter their classrooms and begin their teaching careers.

Instructional Practice

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Strengths:

The questions that connected most to the band of instructional practice standards related to technology, standards, instructional strategies, and assessment. Regarding assessment, respondents felt that they were equipped with tools to use a variety of assessments. Several mentions went back to the Bethel lesson planning format to feel confident in the areas of formative and summative assessments. For every lesson teacher candidates produced throughout their coursework at Bethel, they were required to include formative assessments within the lesson detail and a summative assessment at the end of the

learning. It was evident that the structure they were expected to follow appeared to support their understanding of these types of assessments. Respondents also spoke of their confidence in creating rubrics and varying the tools they used to gather information on their students' learning and growth. Also related to assessments, benchmarks, and goals were mentioned as something completers felt was an area of strength. They often noted that these skills served them well in their school communities, stating that their prospective schools had benchmarks students were to achieve at the levels they taught.   Closely related to assessments were the questions related to data and the use of data to drive instruction. Respondents felt there was a direct correlation to using data as a critical part of planning lessons. They referred to direct assignments (ISL 5) and coursework that was specifically a part of Education Pedagogy II. One completer stated, "I had to do this for my evaluation and what I learned in my courses helped me. I was ahead of others who had been teaching many years." These responses provide clear evidence that using data to drive instruction was an integral part of the coursework completers participated in while going through the Bethel Educator Program.

Another respondent communicated, "The Transition to Teaching program at Bethel prepared me to use student data to improve instruction in the following ways. First, I realized that data can come in the form of something other than numbers. I use mainly the written work of my students in our skills practices, formative, and summative assessments to remediate students who need extra help with the essential skills of the class or so that those who have mastered the skill at the present level are ready for the 'next level.' Second, I use student data, usually written responses, to show me what the 'next level' will look like in applying our essential skills."

Another respondent similarly stated, "This was something that my school emphasized, and the coursework at Bethel aligned nicely with what I was required to do in my classroom (using data to plan for instruction). We also had to tie the data and instruction into our evaluation process." Those completing the survey were also asked to share their students' achievements on standardized testing. Most reported that students did not take ILEARN due to the pandemic. However, many reported excellent results on district benchmark assessments and NWEA. Along with assessment, respondents were asked about the level of comfort they felt working with grade-level standards. Many reported that they were well-prepared and confident regarding the standards. They were familiar with the Indiana Department Of Education website and the resources offered to support the standards. Finally, respondents addressed questions based on instructional strategies in this band of standards. In multiple responses, the Gradual Release of Responsibility model was mentioned. Completers felt that this strategy, also a required piece of the lesson planning format, prepared them for the instructional portion of teaching. According to one response, "I learned SO much that I have found to be effective in my classroom. One huge thing was, 'I do, we do, you do.' My school put a huge emphasis on this, and I didn't even have to adjust what I was doing, as it was already second nature to me. The attention to detail in the lesson plans I wrote at Bethel also greatly helped me."

Another response stated, "I did learn helpful strategies - many ways to engage students, keep their attention, close a lesson and see what they learned, as well as ways to differentiate." Critical thinking was expected of the Bethel completers. Learning and having this modeled in coursework at Bethel made for an easier transition as they expected critical thinking from their students. Regarding technology strategies and use, it was evident that Bethel

students were comfortable with a variety of platforms and were used to their professors modeling the use of technology throughout the required coursework. Many respondents again referenced the lesson plan format. The format requires technology to be incorporated well into lessons. For example, "We had to include technology in all lessons, and this made it a natural thing for me to do when I got my own classroom - I always think about how to use technology." Another stated, "Every course discussed ways to integrate technology for student engagement and to improve instruction."

Opportunities for Growth:

Several answers to questions in this area were connected back to the pandemic. Many of these completers began their careers as the pandemic started and has continued to impact their teaching experiences. Several cited how they wished to spend more time on student engagement strategies for an online learning environment. They also felt that there were many strategies they had learned but were unable to put into action due to school cancellations and online platforms. In several cases, the respondents mentioned struggling to show growth with specific learners, such as students with IEPs, 504s, and Language Learners. There was mention that learning more strategies to help these students grow would be a helpful area for Bethel to spend more time on coursework. One last area that was mentioned was the idea of giving students feedback. They felt they had learned the importance of feedback and knew how to provide feedback to students, but not necessarily how to engage students to take the feedback and use it positively to promote growth. One thought that was shared was, "Most of the things

I learned at Bethel were methods of teaching and not how to teach. I learned most of my strategies from student teaching and field work."

Summary:

Instructional practice is such a critical piece of being a successful educator. Overall, Bethel candidates are leaving Bethel with solid instructional strategies that can be meaningfully put into place in their respective schools. The completers were comfortable using data to drive instruction and were able to implement various assessment tools to gather the data they needed. While some completers were disappointed that they could not use some of the instructional tools they had learned (due to the pandemic), the respondents stated that they had access to a wide variety of instructional strategies and engagement strategies through both coursework and fieldwork. While there were a few areas that completers wished they had been more prepared for, such as the online teaching platform, there was no way for Bethel to predict that this would be such a necessary tool. Overall, Bethel completers are feeling prepared to educate students. They leave Bethel with a toolbox of strategies to engage and instruct, assess, and gather student data to drive instruction.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the

effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Strengths:

Regarding the standard band related to professional responsibility, Bethel completers responded positively to areas that dealt with working with colleagues, curriculum, and feeling prepared to step in and take on leadership roles. Completers felt that the confidence they gained at Bethel allowed them to become valuable contributors to their schools right away. Their confidence in using instructional strategies quickly made them a part of their teams. The respondents could participate in professional learning communities in their buildings and offer ideas and suggestions that could benefit their colleagues. The respondents felt that participating in the learning communities positively helped them earn respect with their colleagues and be heard in their prospective schools. The idea of being lifelong learners was a theme that was present within several InTASC standard bands. The idea that the learning does not stop when they graduate but instead continues throughout their careers made many completers even more successful in their buildings. The completers commented on areas where they felt somewhat weak but were able to know where to go to get resources to help them and learn how to research places they thought they needed extra support. Throughout

the survey, many respondents were found to be reflective and thoughtful regarding their questions. Reflection plays such a critical role in the continued growth of educators. The ability to be reflective was a clear standard that Bethel instilled in their education program completers.

Opportunities for Growth:

As data were analyzed for this standard band, one thing became evident: there was a need to have more direct survey questions to collect better data around the completers' leadership roles and ability to collaborate with families and the community. The wording of the questions intended to gather this information did cull the information we had hoped to gain. However, throughout other areas of questioning, it became evident that dealing with parents and the communities they served would be an area they felt they needed more support. Several mentioned the need for more school-based scenarios to be presented in classes. They thought that the opportunity to work collaboratively with situations they would likely face in education would help them have more tools to deal with some of the struggles educators face. The major themes that became evident were scenarios on classroom management, parent-teacher conferences, and situations that can arise with colleagues.

Summary:

While there was evidence of clear positive impacts that completers of Bethel's education program experienced, the overall line of questioning directly related to InTASC

standards 9 and 10 should be fine-tuned to collect better data. Respondents were clear about the idea of lifelong learning, but the questioning did not lead them to share evidence of what that looks like in their current roles. The one piece of evidence that stood out boldly was the confidence these completers felt being a part of their school communities. These respondents mentioned numerous times the skill sets they gained at Bethel University gave them the confidence to contribute to their professional learning communities and be respected quickly by veteran colleagues.

Response by Supervisors

After gathering the direct data from our completers, we wanted to see how their feedback compared to the feedback their supervisors would provide. We asked several of their building-level principals to provide similar feedback compared to the completers. Overwhelmingly, the administrators felt that Bethel completers were an asset to their buildings and were well prepared to step in and begin their careers. All respondents strongly agreed that the Bethel completers came to them with a strong basic knowledge of the subject or grade level they were teaching. The completers' administrators also "Strongly Agreed" or "Agreed" that all completers they had hired were able to evaluate student growth and learning, as well as differentiate instruction to continue the individual growth of every student. Most of the respondents said that the Bethel completers came to them with many instructional strategies and tools that made them successful in their classrooms and their professional learning communities.

Interestingly, supervisors responded positively to those areas in the professional responsibility area where the survey questions were weak to gather information from our completers. The Bethel completers' supervisors strongly agreed that the teachers they hired met professional ethics expectations and acted responsibly in all duties as an educator. The majority also strongly agreed that working with parents and the community was a strength. They stated that the completers demonstrated leadership, initiative, and a willingness to grow professionally. They specifically mentioned the flexibility and teamwork of these individuals impacted their school climate and made them valuable team members. In general, the data collected from the completers' supervisors aligned with the responses received from completers. Several comments from the supervisors included statements such as, "We love to hire Bethel graduates!" and "I'm impressed with the Bethel program." Ultimately the final comment from those hiring and managing our graduates stated, "Thanks for all you do at Bethel. Keep sending us these great teachers!"

Overall Summary

Bethel completers are leaving Bethel ready to manage their classrooms, provide quality instruction, and contribute to their prospective schools. While there is always more to learn in the field of education the completers are entering their careers ready to do the work of an educator. They can use a variety of instructional strategies, including technology. They know how to use various assessment tools to gather data, analyze it, and ultimately make instructional decisions. Bethel is producing completers in their education program that meets

and often exceeds standards from CAEP, InTASC, and the Indiana Educator Standards. As a

result, the completers are sought after for hire and make a difference in the field of education.

Crosswalk of NELP Standards and the revised CAEP Standards

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
RA.1 Content and Pedagogical Knowledge: The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	**Standard 1:** Mission, Vision, and Improvement—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities. **Standard 3:** Equity, Inclusiveness, and Cultural Responsiveness— Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and	**Standard 2:** Instructional Leadership School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students. **Standard 4:** Building Relationships School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. **Standard 5:** Culture of Achievement School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. **Standard 4:** Learning and Instruction—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment. **Standard 5:** Community and External Leadership—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, the community, and school personnel in order to strengthen student learning, support school improvement,	

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	and advocate for the needs of their school and community	
Content and Pedagogical Knowledge RA.1 The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families. **Clinical Partnerships and Practice:** RA.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field	**Standard 1:** Mission, Vision, and Improvement—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities. **Standard 2:** Ethics and Professional Norms—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. **Standard 3:** Equity, Inclusiveness, and Cultural Responsiveness—Candidates who successfully	**Standard 1:** Human Capital Management School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement. **Standard 2:** Instructional Leadership School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students. **Standard 3:** Personal Behavior School building leaders model personal behavior that sets the tone for all student and adult relationships in the school. **Standard 4:** Building Relationships School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. **Standard 5:** Culture of Achievement School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. **Standard 4:** Learning and Instruction—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment. 78 National Educational Leadership Preparation (NELP) Program Recognition Standards—Building Level **Standard 5:** Community and External Leadership—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate	

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, the community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. Standard 6: Operations and Management—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve school resource plans and to apply laws, policies, and regulations. **Standard 7:** Building Professional Capacity—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the	

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	knowledge, skills, and commitments necessary to build the school's professional capacity; engage staff in the development of a collaborative professional culture; and improve systems of staff supervision, evaluation, support, and professional learning.	
Content and Pedagogical Knowledge RA.1 The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.	**Standard 1:** Mission, Vision, and Improvement—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities. **Standard 3:** Equity, Inclusiveness, and Cultural Responsiveness—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to	**Standard 1:** Human Capital Management School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement. Standard 2: Instructional Leadership School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students. **Standard 4:** Building Relationships School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results. **Standard 5:** Culture of Achievement School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. **Standard 4:** Learning and Instruction— Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment. **Standard 7**: Building Professional Capacity—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity; engage staff in the development of a collaborative professional culture; and improve systems of staff supervision, evaluation, support, and professional learning.	

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
Content and Pedagogical Knowledge RA.1 The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families	**Standard 1**: Mission, Vision, and Improvement—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.	**Standard 1:** Human Capital Management School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.
Clinical Partnerships and Practice RA.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field	**Standard 2:** Ethics and Professional Norms—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	**Standard 2:** Instructional Leadership School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.
	Standard 3: Equity, Inclusiveness, and Cultural Responsiveness— Candidates who successfully complete a building-level educational leadership	**Standard 3:** Personal Behavior School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.

(continued — Standard 4: Building Relationships School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.)

(Standard 5: Culture of Achievement School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.)

(Standard 6:)

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Standard 4: Learning and Instruction— Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment. 81National Educational Leadership Preparation (NELP) Program Recognition Standards—Building Level

Standard 5: Community and External Leadership—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and | Organizational, Operational, and Resource Management School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes. |

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, the community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. **Standard 6:** Operations and Management—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve school resource plans and to apply laws, policies, and regulations. **Standard 7:** Building Professional Capacity—Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the	

CAEP Principles	NELP Standards	Indiana School Leader - Building Level Administrator Standards.
	knowledge, skills, and commitments necessary to build the school's professional capacity; engage staff in the development of a collaborative professional culture; and improve systems of staff supervision, evaluation, support, and professional learning.	

Data Collection

Each survey was intended to take a completer roughly less than 10-15 minutes to fill out. The survey questions consisted of both opened-ended questions and questions rated on a Likert scale.

We received feedback from 10 participants who graduated from the Education Leadership program at Bethel University. Completers who responded held several different administrative positions. Dean of Students was a position held by six completers; two responders were in principal positions, one in an assistant principal position, and one in a Director of Counseling role. Half of the respondents were employed in an educational leadership role before graduation. The respondents all graduated from Bethel's program between the years 2018-2021.

Standard 1: Mission, Vision, and Improvement

Candidates who complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Component 1.1: Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Component 1.2: Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Strengths:

Supporting the mission and the improvement process is a critical role that an administrator must handle. When asked this question in the survey, most of Bethel's Educational Leadership program completers strongly agreed that they felt well-prepared to move their buildings forward. They thought they were well prepared to do so through coursework and field experience. Several specifically mentioned their internship opportunity as

highly positive, giving candidates the chance to see how veteran school leaders accomplished their daily tasks and managed all the demands of the position. Most respondents felt they were well prepared to use data to help implement and design school improvement. Completers again referred to opportunities they had in working with veteran administrators through field experiences and the internship process. A huge part of moving a building forward relates to evaluation. This includes the evaluation of staff and students and the evaluation of programs and management practices. Most of the respondents strongly agreed with their abilities being proficient in evaluation. They felt able to look at how things were when they arrived in the building and begin implementing ways to improve based on their analysis and evaluations. Respondents overwhelmingly stated that watching their plans to improve the school was the most rewarding part of their job. One respondent specifically said the number one reward of their job has been, "Working with staff and students, seeing students improve and staff stretch themselves." Interestingly, many respondents reported this part of their job as the most difficult. Their preparation in coursework and fieldwork allowed them to have the most challenging part, ultimately become the most rewarding part of their jobs.

Opportunities for Growth:

Overall, this standard band was a strength. There were no comments that would lead to a growth area. However, the respondents did recognize that it was the most overwhelming part of their job and that getting staff all moving in the same direction was a challenge. One suggestion was to have more discussions and possible scenarios around this topic. Completers

felt that having other administrators, administrative candidates, and professors weigh in on the discussions may have provided more confidence and ideas for implementation.

Summary:

Overall, this standard band was a strength of Bethel's program. The most interesting fact to note would be the idea that while the completers felt prepared to support missions and values and evaluate what was working and what was not working, it was not easy. Many mentioned the difficulty of taking many different people and bringing them together to accomplish common ideals was the most rewarding and most challenging piece of their job. While there was some indication that completers were not always confident in making the necessary changes, most were able to develop ways to do so.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness,

integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Component 2.2: Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions. Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Strengths:

Regarding the ethics and legalities of being a building leader, all respondents strongly agreed that they were well-prepared in this area. The coursework was noted as the means for preparing the new building administrators to handle the legal issues they encountered in their buildings. It appeared that respondents felt that the use of multiple scenarios and discussions held regarding the scenarios were helpful. One respondent mentioned, "Bethel allowed me to see all aspects of the administrative role. I had been capsulized in the Counseling office, and the coursework helped me to see the bigger picture and all it entailed." Another shared, "I felt the coursework was very helpful and prepared me for the job. The discussions were very helpful, as well as the input from my professors." Completers also felt that participating in the internship allowed them to see veteran administrators making ethical and legal decisions. They felt the models set great examples of how to handle situations. They also stated that the veteran administrators modeled that they might not always have the answers, but people can help and support. This idea was a valuable lesson for administrative completers to internalize.

Opportunities for Growth:

In this area, the line of questioning could be improved to allow for more specific details. While all strongly agreed they felt prepared, some more direct questioning might have led us to more information. Having more information might have allowed us to dig deeper for any holes or gaps that the respondents might have felt. While the scenarios were mentioned, the idea of more of them and deeper critical thinking around scenarios dealing with legal issues and ethics could improve the overall depth in which candidates receive training in these areas.

Summary:

This standard band appears to be well covered in coursework. The fieldwork that completers participated in was a meaningful and productive way to see the use of ethics and legal issues in action. Perhaps, more opportunities would serve completers more effectively as the climate in education is ever-changing.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

Component 3.1: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Component 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Component 3.3: Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Strengths:

NELP Standard 3 talks about the idea of providing a supportive, equitable, culturally responsive, and inclusive climate in the school building. As leaders of their buildings, 90% of the completers felt prepared to provide equitable services, resources, and opportunities to all students. The respondents were split between agree and strongly agree when the line of questioning related to meeting the teacher and students' needs of diverse learners. One respondent stated that the most rewarding part of the job was positively influencing staff and students. Another completers said, "I witnessed students striving to become leaders and benefitting from some of the restorative justice practices."

Opportunities for Growth:

In the last couple of years, the social-emotional needs of both teachers and students have increased exponentially. While difficult to predict, this can be an area where Bethel can grow. The demands have increased and will likely continue to increase over time. At one time, the focus was mainly on student well-being, but we now must also focus on the teachers with the added stressors in education. As this area becomes more and more prevalent in the world of education, it will be imperative that Bethel provide support to future educational leaders in this area.

Summary:

As a result of Bethel's educational leadership program completers felt prepared to provide equitable services to all children. They also felt ready to deal with cultural diversity in all cases. In the years since the pandemic began, education and the social-emotional well-being of students and teachers have become a critical piece of an administrator's job. As more and more research and resources in this area are developed, the programming at Bethel may need to be adjusted to include more specific training in this area. It is important to note the high level of satisfaction respondents felt when they could provide good support for all stakeholders.

Standard 4: Learning and Instruction

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and

future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Component 4.2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Component 4.3: Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Component 4.4: Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Strengths:

This standard band has become a more critical piece to success as an educational leader. Bethel completers responded to questions tied to these standards in positive ways. When asked if they were prepared to be a curriculum leader in their building by implementing high-quality, equitable, academic, and non-academic instructional practices, all respondents agreed or strongly agreed that they were prepared in this area.

When asked if they were prepared to be a curriculum leader by implementing high-quality, equitable assessments to evaluate instructional practices, all respondents agreed or strongly agreed. Academic growth is measured within this standard band, and teachers and schools are evaluated. Respondents mentioned that working with staff and students and seeing student growth and staff stretch themselves was a gratifying part of the job. One respondent discussed the reward of celebrating at the end of the year to honor student and staff achievements. When discussing how their students grew academically throughout the year, there were many positive comments about data improving, test score improving, and grade-level standards being mastered.

Opportunities for Growth:

While respondents felt well-prepared by Bethel to lead the academic and nonacademic growth of the building, there are always ways to improve in this manner. Several respondents discussed the pandemic's impact on their buildings regarding curriculum. Many of these completers took on leadership roles as the pandemic began and were not as prepared as they would have liked to take their buildings into virtual and eventually hybrid platforms. They cited

needing to do more research on their own in this area. While technology use has been a strong part of the coursework for educational leadership, it may need to be increased to meet the needs of future completers who want to be prepared to use learning platforms and keep students engaged.

Summary:

Bethel's program focuses on helping educational leadership candidates gain the knowledge to be successful curriculum leaders in their buildings. The coursework and fieldwork provided opportunities for discussions, research and reading, and observations related to being a curricular leader. The overall area that completers felt was a struggle was when the pandemic hit. All buildings needed to turn over to virtual platforms and instructional strategies to continue educating their students. While Bethel had no way to predict this need, it is likely of value to focus more intently on what we have learned from the pandemic and how we can change gears and go to all virtual platforms or hybrid platforms quickly. Using assessments to drive curriculum decisions was a strength that impacted many successful curriculum leader areas. Gathering data, analyzing data, and using that data to drive instructional moves and make improvements are ideas that respondents felt they knew how to do well and found to be a gratifying part of their job.

Standard 5: Community and External Leadership:

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Component 5.1: Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2: Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Strengths:

Now more than ever, engaging all stakeholders in the community with the school is essential. School leaders must have the ability to communicate in both oral and written form to share their mission, values, and goals. The curriculum is more of a community-shared concept than ever before. Bethel completers agreed or strongly agreed that they were prepared to work collaboratively and cultivate relationships with stakeholders. Having a clear understanding of the political contexts that impact schools and advocating for public education is currently another hot topic in education. Bethel completers were split at 50% between agreeing and strongly agreeing. One statement of support was the idea that the activities, discussions, and projects in class helped for their current job and were helpful when taking the educational leadership exam for licensing.

Opportunities for Growth:

While all the completers felt prepared in this standard band, it was noted that the political context in which they are currently operating is ever-changing and more and more challenging to navigate. The possibility for more direct coursework connected to helping completers feel more comfortable with the political dialog would likely help them, as education continues to be a major discussion point in politics. Completers mentioned that if there was a segment of the school's stakeholder group to be more intentional in serving, it would be its community members. Finding ways to bring the community into the schools to positively impact the community is a must in the current educational climate.

Summary:

While completers feel prepared to take on these parts of an educational leader's job, there is always room for improvement. The areas of political contexts and incorporating more meaningful interactions with the community are continual growth areas for all. Those outside of education are being asked to step into roles in schools, and educational leaders will need strong skill sets to manage and maneuver strong and meaningful relationships.

Standard 6: Operations and Management:

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

Component 6.1: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Component 6.2: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3: Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Strengths:

The respondents to the educational leadership survey felt that they supported the daily operations and management systems of the school buildings in which they were working. Half of the completers agreed, and the other half strongly agreed. Regarding building capacity in their schools through recruiting, selecting, and hiring staff, the respondents felt prepared for the pieces of the process that they thought were reasonable expectations to have when graduating with a degree in educational leadership. They felt prepared to ask questions of interviewees and evaluate potential candidates for positions in their buildings. It was felt that knowing and understanding their building needs and the culture and climate of their buildings was critical to hiring strong candidates that would fit in and benefit the school. It was mentioned that while completers felt equipped to do this, it was not often something they did on their own. They were usually helped by a committee of interviewees who developed a clear picture of what they were looking for and how to interview to understand who would be the best candidate. In addition, completers mentioned that many of their districts had strong human resource departments available for support if needed. Completers felt prepared to manage the building but often spoke of those being things that they could delegate to other building leaders so that their focus could remain stronger in curriculum, student achievement,

and creating mission and vision for the building. Understanding the management is critical before it can be handed off to another leader. Ultimately, the building-level administrator is responsible for it.

Opportunities for Growth:

The comments made by respondents related to these areas were often based on the recruiting and hiring of candidates. While none directly related any weaknesses in Bethel's program, many discussed the current educational climate as a huge struggle when recruiting and hiring new candidates. One respondent specifically stated, "Recruiting is challenging overall in the times we live in." As this climate does not appear to be shifting soon, completers felt that teacher recruiting, and retention will be critical pieces that will impact their school buildings. This line of thinking and the political context of education in general at this time might warrant Bethel digging deeper with educational leadership completers in the areas of recruitment and retention.

Summary:

Overall, the completers of Bethel's educational leadership program felt well-prepared to hire and interview candidates. They were also able to recognize and voice the need for further exploration in the recruitment and retention of qualified candidates for positions in schools. The respondents also felt well-prepared to implement operations and management systems within their buildings. They discussed supervision schedules, transportation schedules

strategies, and overall management of staff as ways they felt prepared. One area that became a critical piece of operations during this time frame was Covid mitigation strategies. The strategies themselves were constantly changing, but putting systems in place was a skill they felt they could handle. Another area completers had mixed thoughts on was operational budgets. Some felt strongly prepared, and others felt less prepared. In most cases, if the completer was from a larger district with district-level budget support, they felt more able to handle budget planning. In smaller districts with less support, completers felt this was an area they had to learn more to be effective.

Standard 7: Policy, Governance, and Advocacy:

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Component 7.1: Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2: Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance

that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3: Program completers understand and demonstrate the capacity to evaluate, engage in decision-making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4: Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Strengths:

The strengths in this standard were not clearly communicated with our survey. There was evidence that completers felt prepared to work closely with the community and families in their school communities. Still, direct mention of the political agendas and school boards was not strongly linked to the survey. Completers did agree that they were prepared to work with district-level leaders to make decisions that would ultimately support growth and student achievement. Completers were split evenly between agree and strongly agreed regarding feeling prepared to reflectively evaluate and implement laws, rights, and policies that supported the well-being of their students. They felt coursework related to rules in many areas was strong and impactful to them as they worked as building leaders.

Opportunities for Growth:

There was limited feedback from the survey in this standard band for educational leadership. The area of interest that did not receive input was the completer's capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision. Another area for possible growth was seen in the survey itself; the instrument needed to delve more deeply into the political context of the educational leader's job. Completers' responses document the growing importance for educational leaders to be fully equipped to handle the political environment of the educational world and find ways to impact the issues successfully.

Summary:

In this standard band, some critical elements of education such as political agendas, policies, and laws would have been informative information to have. In the future, the survey can have additional questions that would lead to more information gathered regarding Standard 7. Completers did not mention feeling unprepared in these areas, but we felt there was likely information that could have been of value to our survey that was left out of the line of questions.

Standard 8: Internship:

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

Component 8.1: Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.

Component 8.2: Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

Component 8.3: Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

Strengths:

In this standard band, educational leadership completers felt very strongly that the experience enhanced their learning and provided an opportunity to interact with veteran administrators and see how they lead their buildings through various situations. Completers felt that they gained beneficial and valuable experience. One respondent mentioned, "The coursework and internship really helped prepare me not only for my current job, but also for the exam we had to take." Completers felt that the final internship really helped pull everything they had learned together. Another piece of feedback related to the internship was that it helped the completer think outside the box and create projects that would impact students and teachers with measurable outcomes. This was rewarding and allowed completers to put into action many of the tools they had learned about over their courses. Several also mentioned the feedback they received from the veteran administrators and university supervisors was impactful and vital to their growth. It was also noted that having experiences with internships in two different levels was a great opportunity to allow completers to discover where they might best fit into an educational leadership role.

Opportunities for Growth:

Within this standard band, the only mention of any opportunities for growth was with a few placements that completers felt were not the best. Completers of leadership degrees felt veteran administrators needed to be carefully vetted to have the opportunity for the mentorships. Some mentioned the value of not participating in these internships within their

buildings. They felt more experience was gained, and more learning took place outside of their regular school environment.

Summary:

Overall, the educational leader completers highly valued the internship and field experience. They referenced several times that the learning that took place in these environments was very impactful to the success of their first years in administration. Many mentioned that they have maintained a relationship with people they worked with during the internship. Bethel's program is valued for offering two different experiences and placements.

Final Summary:

The Bethel Educational Leadership program prepares completers for successful entry into administrative positions. The completers felt well-prepared for both the actual job and the content exam that had to be passed to receive a license. Bethel's few areas of noted growth would apply to the political forums in education and the ability to advocate politically and support the current climate of education. Bethel completers are sought after and valued as leaders in their buildings and are impacting student achievement and growth in their buildings. Overall, Covid was an area that completers struggled to feel prepared, but they also note that no one could have known or prepared them for what they would encounter.

Survey of Completers of the Teacher Education Program
(Traditional and Transition to Teaching) (n=30)

1. a. What did you experience that was unexpected?
- The amount of paperwork.
- Lack of resources/curriculum. The pandemic
- How little work students would do/don't care about their grades.
- Parents assuming behavior issues were because of me being a new teacher.
- COVID
- Covid
- Grading and the many ways you can grade assignments.
- starting teaching in the middle of a pandemic
- Parents assuming behavior issues were because of me being a new teacher.
- I experienced teaching during the Coronavirus Pandemic which was unexpected, but it gave me the opportunity to learn and grow more in learning how to apply various new educational technologies.
- a global pandemic that closed school for 3 months
- The behavior from the students. It was terrible and very hard to manage.
- The amount of apathy on the part of some students
- The number of preps I would have
- Divisions within our school - the teachers do not get along very well.
- The lack of support from some parents.
- Nothing
- Teaching during the pandemic
- I don't think there was anything unexpected
- So much to the curriculum
- COVID
- How much my students needed me - more than academically
- The Pandemic
- Nothing that I can think of
- Lack of support from parents
- Lack of support from administration
- The workload for teachers
- I can't think of anything.
- The amount of work
- The amount of paperwork and planning.

1. b. What was the most difficult part of teaching?
- Why is this referencing leadership role for teacher ed completers?
- Having to create lessons from scratch without curriculum or building support
- Trying to balance relaxation with work.
- Learning all the curriculum
- Completing all the planning
- Having creative lessons without taking all my time outside of school to make them
- Finding time to remediate students.
- changes due to COVID every 3-4 weeks. I never got into a routine
- Learning all the curriculum
- Learning how to establish my own expectations for my students and learning how to work with those who did not wish to follow my expectations. Luckily I have a wonderfully supportive teaching team and administration who supported me in this challenge.
- earning respect from students as a young teacher
- The behavior. It interrupted my teaching 70% of the time. I had drama from the girls so bad kids wouldn't come to the carpet or do their work. They were too busy crying or causing more drama.
- getting used to the workload
- Same - the amount of preparation for the job
- Feeling isolated
- Keeping up with all the responsibilities/demands placed on teachers.
- Quick pace/changing classes many times throughout the day
- The pandemic

- managing my time
- The broad range of abilities in the classroom
- COVID
- keeping ahead, knowing what to teach and feeling prepared
- Teaching during the pandemic - multiple lessons going on
- Mastering the curriculum
- Student behavior
- Lack of support from administration
- Jumping into the classroom while taking classes at night. I made it but it was hard.
- Balancing school, teaching, personal life...
- Teaching during COVID.
- Teaching during a pandemic.

1. c. What was the most rewarding part?
- Relationships with the kids
- The relationships formed with the "difficult" students and the students in general.
- Building relationships with the students.
- Working with teenagers
- When concepts finally clicked with students
- Seeing student progress on assessments.
- building relationships with the students that came to school
- Building relationships with the students.
- The most rewarding part was being able to help students during the year and also being able to change the 7th grade social studies curriculum and breath new life into it. Even in the midst of the Pandemic, I was able to engage my students in this new curriculum and see them learn and grow from it.
- seeing students finally understand new or difficult concepts
- Seeing growth from students.
- working with students, seeing them progress
- Sense of accomplishment seeing students "get it".
- Feeling like a lesson went well and then seeing the results in their classwork/tests.
- Seeing the lightbulb turn on when my students finally understand something.
- Seeing them succeed
- Seeing the students make progress
- working with my students
- Preparing and teaching a lesson well and having student master the material
- seeing student learning
- Getting through the first year and knowing my students learned and were ready to move on
- making it through the year and my students learning something
- Getting through the year and realizing the student did learn and do well
- Seeing student grasp difficult content
- Seeing my students grow and master skills
- For me to see the students learning and also the accomplishment of completing my teaching program.
- I always wanted to teach and finally being able to work with students and see them succeed.
- Working with the students
- Getting to work with the kids.

2. In what ways have you seen your students grow academically since you began teaching?"
- Mostly in math ability, though overall in each area.
- Students have started to actually turn in more work and they have learned how to find answers themselves.
- Since I began teaching, I have especially seen my lower and ESL students grow academically. Specifically in Math and Reading.
- Speaking more, open to other cultures
- I have seen growth in the teaching-reassessing cycle that our school uses.
- I saw their work ethic improve throughout the year. They did a better job of getting their work done on time and did better on tests.
- Since I began teaching, I have especially seen my lower and ESL students grow academically. Specifically in Math and Reading.
- They have begun to think about the past like a real historian would and with the curriculum that I created, my students think more about the past than just names, dates, and places.
- I've seen students become more willing to put in the effort required to understand the material

- My first year was so bad that I saw more growth from myself. Once I figured out how to manage a classroom the behaviors from students got more manageable and the students were able to learn.
- benchmark assessments show growth on standards
- They have become much better at taking part in class discussions and citing a source for their argument
- They are better able to work in dependently and complete assignments. They have developed the ability to work independently.
- They have grown in their ability to solve problems and their ability to persevere with a task.
- They have learned the goals of the program - in most cases by planned activities
- They have have mastered the department's learning standards/goals
- mastery of the "I can statements" (standards)
- They've mastered our grade level standards
- learning the curriculum
- They became more independent and were meeting grade level material
- They're mastering the grade level curriculum
- They became more independent and better readers
- They are able to meet our district benchmark standards
- They're able to do the grade level curriculum
- They are doing their homework/assignments and becoming more independent
- They have dramatically improved in their writing ability.
- They've learned our course learning targets
- They are more independent and are doing well on our grade-level standards.

3. In what ways have you seen your students grow socially and emotionally since you began teaching?"
- Confidence and putting words to their feelings.
- They have become more independent and seem to care more about school. They are accepting of others in my class and they even welcome their peers now.
- My students have become kinder and more polite. My philosophy of education stated that I wanted to help them grow into overall better individuals, not just academics and I'm accomplishing that goal!
- They are open to say how they feel.
- I haven't seen a lot of gross, Covid has really affected it.
- n/a
- They opened up with me more and bonded with the students. We developed inside jokes as a class, and now some of those students come back to my room this year to visit me.
- My students have become kinder and more polite. My philosophy of education stated that I wanted to help them grow into overall better individuals, not just academics and I'm accomplishing that goal!
- My students are growing socially and emotionally by being able to learn what is socially acceptable behavior as we are trying to return to a pre-pandemic school setting.
- I've seen students become more aware of their mental health and the mental health of those around them through the covid-19 pandemic.
- I was able to curb some behaviors so their relationships with each other grew. Then COVID happened so growing socially didn't continue to grow.
- The have become better able to support one another and work in teams.
- Their ability to work independently and complete tasks with accuracy and precision. They have also developed the ability to take a risk as they are learning.
- I've worked to help my students develop the ability to work with one another and assist each other in learning goals.
- They have developed better skills working on a team
- They have learned to work independently and problem solve
- they have grown in their ability to work on a task and see it to completion
- They have developed the ability to work together and support each other
- able to play and work together
- less bickering and petty issues popping up - they are able to get along better
- I have seen them become more sensitive to others feelings and include others more willingly
- They learned to work with other students
- Most have grown and include others or work well in small groups
- I have few discipline referrals
- These students have learned how to problem solve and work together
- They have improved in their small group discussions; they are able to work together and cite evidence within the text.
- They've developed skills related to our process skills - problem solving, perseverance, etc.
- I don't see as many small disagreements, they work it out together.

4a. How do you measure their success?
- I think saying student success would be better.
- I look at the whole picture- class work, class assessment, attitude, behavior, standardized testing. Standardized testing is usually the last thing I look at, as I feel the day to day gives more insight.
- I measure a students success by their work ethic, their ability to get assignments done on time and with care, and their improvement through unit assessments.
- I measure my student success daily. Through formal and informal assessments and even simple observations.
- Students love the class.
- I take formative assessments at the end of each lesson and summative assessments at the end of the unit. Their academic success is displayed in those data-driven areas. Their social/emotional success is measured in the relationships they build with their classmates and me in addition to the personal growth they see in themselves. I give them surveys at the end of each quarter to talk about their personal growth.
- I measure my student success daily. Through formal and informal assessments and even simple observations.
- I measure my student's success in my classes by how they respond to written Common Formative Assessments and Summative Assessments that are based on the four targeted standards that my teaching partner and I deemed valuable to our curriculum. If students address our questions using their historical thinking which we practice daily, and in accordance with our rubric we use this to measure their success.
- I use tests and quizzes to measure their understanding of the material.
- I measured student success with formative assessments my team and I came up with. We graphed their progress and made intervention groups based on it.
- Benchmark assessment data, standardized assessment data
- Daily assignments, quizzes and tests, ability to intelligently speak about the content and take part in class discussions
- Tests, daily assignments, lab reports, ability to work together to solve problems.
- Daily assignments/quizzes, tests, anecdotal records of their ability to work in small groups and accomplish learning goals.
- Often I use a rubric to assess their mastery of the content. Observation and notes of student progress. Their ability to play the game or demonstrate the skill.
- Their ability to meet learning targets/goals
- mastery of the curriculum and standards
- Daily assignments, quizzes and tests, projects, standardized assessments, notes on their interactions with others and in small groups
- use rubrics and checklists of skills based on standards
- Tests, quizzes, homework, projects, benchmark assessments
- lots of ways: Benchmark assessments, daily work, quizzes and tests, projects, notes and record I keep on them
- If they did well on daily assignments and benchmark assessments
- Daily assignments, tests and quizzes along with the districtwide assessments
- Grades, districtwide assessments
- Homework checks, Interactive notes, Portfolio Check, districtwide assessments
- Daily work, quizzes, anecdotal records of their performance, benchmark assessments, rubrics for writing, speaking, group time/lit. circles
- Daily homework checks, portfolio, tests, benchmark assessments, standardized tests
- How they are doing on the grade-level standards

4b. How did your students do on standardized testing?
- They showed steady growth throughout the year.
- "My students do not have specific standardized testing for science, but when looking at their math and LA scores they tested all over the board. I have students that are very low with their English language and then I also teach the high ability students in biology class that have very high test scores.
- My last group of students scored well on NWEA- 80% reached or went above their projected Spring growth goal.
- Not aware
- I had 42% pass ILearn last year, which was a high percentage for our building. Between COVID and having lower-level learners, I was pleased with these results.
- My last group of students scored well on NWEA- 80% reached or went above their projected Spring growth goal.
- I cannot recall the specific statistics, but my students did well on standardized testing for having been in school during the Coronavirus Pandemic.
- Students in our district tend to be at or below average compared to state and national data.
- "Not well. Like I've previously said many times, the behavior of my students got in the way. The environment was not suitable for testing. We were not able to test in the spring because of Covid. (3rd grade)
- This year my students (most of them) grew on their NWEA from fall to winter. I am so proud because I have some little ""nuggets"" who like to disrupt the class. (1st grade)"
- for the most part, they did well

- They did well on the benchmark assessments we have as a department.
- They did well - better the district average.
- Very well - better than the state average.
- NA
- NA
- All of them were at grade level on our benchmark assessments
- 23 out of 25 passed all areas of the assessment
- No standardized test - they did well on the district-wide assessments we had. 18 of 20 were at grade level
- We were about the same as the others at our grade level 20 of my 25 met standard in all areas
- They did well on the district-wide assessment measure (20 of my 23 were at or above grade level)
- NA - they did well on the district benchmark assessment. All but 3 were at grade level (20 out of 23).
- Over 90% passed
- They did well - for all my classes 87% met the state cut score.
- NA
- All students met the threshold and passed.
- 87% of my students were proficient on state and/or district assessments (119 out of 135)
- They did well on state and district assessments. The only students who did not meet the grade level were those who are identified (ENL, Sp. Ed., 504).

5. Based on your years of teaching thus far - including daily work and teacher evaluations - where did you need the most
support?"
- Classroom management
- I needed support in resources. I bought many on my own and created lessons from nothing. Luckily I felt prepared to do that from my time at Bethel, but my building/corporation is really lacking.
- Different ideas for classroom management and different forms of formative and summative assessments.
- Learning work/ life balance.
- None
- Seeking out and completing CEUs.
- I need major support with classroom management. I didn't feel like I learned many classroom management strategies at Bethel and find that to be my biggest struggle this year. I have strong administration support which helps, but I feel like I am starting at square one with how to deal with difficult students.
- Learning work/ life balance.
- Now in my second year, I still find that classroom management is still an area that I still need and seek support with. Thankfully I have an extremely helpful teaching team, teaching partner, and administration who support me as I continue to learn and grow as a classroom manager.
- classroom management
- Behavior management. Period. These behaviors are no joke.
- ideas for re-teaching material that students had not mastered
- Balancing everything - all the demands.
- More support managing the classroom/labs.
- Working with parents
- Ideas for assessing students
- Dealing with student behavior/misbehavior
- managing my time and all the thing I have to do
- Behavior
- changing things frequently to keep students' attention
- Knowing how much there would be, keeping up
- teaching online in the pandemic, I'm not sure anyone could have prepared me for this.
- Know what I needed to teach. My mentor was a big help.
- Working with parents
- Knowing the curriculum or standards
- Managing the load - preparing, teaching, grading
- Teaching seems like a juggling act; there are so many moving parts. This is where I needed assistance.
- Managing the curriculum, it seemed everything was new.
- Getting familiar with the grade level curriculum

6. Did you learn strategies in the program at Bethel University that you have found effective in your classroom? Please give examples."
- Oh yes
- Yes. I've enjoyed using I do, We do, You do most.

- Yes, a lot of the strategies I use I have learned from Bethel. Forming positive relationships with my students is number one. Having those relationships helps the student's motivation.
- I learned SO much that I have found to be effective in my classroom. One huge thing was "I do, we do, you do" My school put a huge emphasis on this and i didn't even have to adjust what I was doing, as it was already second nature to me. The attention to details in the lesson plans I wrote at Bethel also greatly helped me.
- Yes, planning engaging classes
- I learned SO much that I have found to be effective in my classroom. One huge thing was "I do, we do, you do" My school put a huge emphasis on this and i didn't even have to adjust what I was doing, as it was already second nature to me. The attention to details in the lesson plans I wrote at Bethel also greatly helped me.
- There have been many strategies from the Transition - to - Teaching program at Bethel University that I have found effective in my classroom. First was the idea of giving student input in the classroom and hearing what they think. Second is the BDA (Before reading activity, During reading activity, and After reading activity) that I learned in my literacy methods course. Lastly, I managed to learn to keep an open mind and learn to be more flexible when it comes to tailoring my lessons so that the lesson fits the current needs of my students.
- Yes, my university supervisor (　　　　　) was very helpful with specific feedback on classroom management strengths and weaknesses.
- Most of the things I learned at Bethel were methods of teaching and how to teach. I learned most of my strategies from student teaching and field work. The field placements Bethel found for me were wonderful. I still keep in contact with several teachers I've met from that. I did find strategies from Methods Block and courses.
- Yes - ideas for formative assessment, ideas for using technology with my students
- Yes - good ideas for meeting the needs of various types of students. Ideas to asses my students and get a better idea of what they learned.
- Yes - ideas shared for lab safety in methods class, ideas for building a community of learners that support each other.
- Yes - formative assessment strategies. Also ideas for meeting diverse learners needs.
- Yes - working with all students and ensuring they are included. Also, ways to make lessons engaging or exciting/fun for the students.
- I did learn helpful strategies - many ways to engage students, keep their attention, close a lesson and see what they learned, ways to differentiate
- assessment ideas, the importance of incorporating a variety of instructional strategies, ways to differentiate and provide for the needs of all students
- Effective strategies on effective instruction and assessment, keeping students' interest in the lesson, how to hook the students' attention from the beginning of the lesson, making accommodations
- Yes - Strategies for communicating feedback to students on their strengths and areas for improvement, strategies for supporting students as they work to meet standards, strategies to help make accommodations to differentiate instruction
- There were some strategies that I still use for grouping, assessing students, and instruction
- I feel like the training I had helped me know how to use strategies related to instruction and assessment that aided my students' overall achievement. I felt like I had many ideas/strategies at my fingertips and was able to choose strategies to keep my students involved in the lesson.
- I found myself using strategies and ideas all the time. Ideas for classroom discussion, ideas for my workshops.
- ideas for grouping students, ways to deliver instruction, assessment
- They were helpful for managing the classroom, assessment, getting the class involved in the lesson
- Grouping ideas, formative and summative assessment strategies, ways to work with struggling students
- I was able to incorporate many ideas into my classroom: modification and accommodations for identified students, classroom technology, thinking strategies to encourage divergent thinking, PBL, etc.
- Yes - grouping, games and "fun" activities for my math classes, ways to individualize to meet learner needs
- Many strategies: grouping ideas, accommodations for my students with disabilities, assessment ideas

7. Thinking back to your teacher preparation at Bethel, what aspects of the program best prepared you for your first years of teaching?"
- Creating and implementing lessons. That was much more beneficial than papers on theory.
- The different examples of things that we could use. Also, having field placements starting in freshman year. The more experience the better in my opinion.
- The lesson plans. Even though they seemed tiresome at the time, they truly helped me think out my course of action, to look back on data, and how to connect every lesson.
- The parts of the planning
- Observing in multiple schools and classroom settings
- I was very prepared for the instructional side of teaching. I know how to put together a good lesson and to reflect on it afterwards.
- The lesson plans. Even though they seemed tedious at the time, they truly helped me think out my course of action, to look back on data, and how to connect every lesson.

- For my first year of teaching there were two aspects of the program that benefitted me. First was the fieldwork program as it acquainted me with the classroom environment whereas before I had absolutely no experience. I was able to learn while also begin to apply some of the basic teaching ideas learned in class (unit planning and small scale assessing). Second was the student teaching experience which gave me a full glimpse into what the profession would look like.
- It was great that I had a university supervisor to observe me frequently in the classroom.
- Methods Block, student teaching, and field work best prepared me for my first year of teaching.
- My content courses helped prepare me and the pedagogy courses
- Fieldwork was helpful - great to get in the classroom with students. Student teaching and the Wednesday evening class were also helpful.
- Time in the field, discussions or times in class when we could ask questions in our education courses and de-brief and ensure we were on the right path. I also learned a lot from all the reading and then responding in class.
- Learning the theories in the classroom, the information was very helpful and then we were able to practice it with our cooperating teachers.
- My education courses and the those for Health/PE helped me know what to do with my classes.
- The education courses helped me know how to handle a classroom
- Methods block, other fieldwork, special ed. courses
- Ed. Ped I and II, along with Methods Block, as well as the special education courses
- "Ed. Ped. 1 and 2, methods block and student teaching
- These courses taught me a great deal about instruction and assessment and planning for diverse student needs. "
- I felt like I had good professor who helped me know how to teach and meet student needs
- The time in Methods Block was very helpful. I also thought Teaching in the Primary Grades and the Ed. Ped. courses gave me great ideas for working with my students.
- The activities in our classes, fieldwork, practice teaching in the classroom in front of our class
- Upper level education courses - we had great discussions and were able to apply what we learned with students
- I started before I was done with the program. The material I learned has really helped me, I have many idea for grouping students, varying my instruction to learner needs, assessment
- I have good professors who knew what is was like in the classroom and shared great ideas for managing the classroom and working with students.
- The courses helped with the knowledge I needed in the classroom: classroom management, differentiating instruction, etc.
- The courses were helpful and the support from the Bethel professor who came to my classroom was great.
- The courses really helped me know how to prepare and plan. This was a struggle even with the courses - I don't know what I would have done without this help.

8. How did your field experience at Bethel University prepare you for teaching?"
- It put me in realistic situations.
- Seeing things that veteran teachers would do showed me how I wanted or did NOT want my classroom to run.
- I learned so much from so many different teachers. My classroom has pieces of what I learned from all of them.
- N/A
- Field experience was the most meaningful part of the program in my opinion. I was paired with great teachers, and a lot of the strategies I use are ones I picked up from these teachers.
- I learned so much from so many different teachers. My classroom has pieces of what I learned from all of them.
- My field experience at Bethel University prepared me for teaching by allowing me to apply what I was learning in a classroom setting. Field Experience at Bethel also placed me with an experienced and wonderfully patient educator who helped me learn how to teach in the middle school environment and also how to be intentional in my teaching.
- I was already teaching during my "fieldwork" experience.
- The teachers let me be hands on and work directly with students. If I had questions they were willing to answer them. I also found that the teachers I had communicated well with me and enjoyed having me. Field work was so fun! I always looked forward to field placement days.
- I had good teachers in the classroom that helped me and teaching in front of the class was good preparation for student teaching and my first job
- very helpful – actually getting to work with student and try the strategies we discussed in class. It was also helpful to be in several different schools and see how each school has its own "feel".
- This was so helpful, actually being with students. I had practical experience being in front of a class and being in charge of everything.
- The time with students was very beneficial. Also most of the assignments we had helped me learn to teach or work with students.
- Field experiences really helped me, being able to take what I learned in my courses and apply it to the actual classroom was very beneficial.
- Fieldwork was valuable in learning how to work with all students (differing abilities) and diverse backgrounds.

- got me in front of student and helped me feel more at ease
- Helped me gain confidence working with students of all levels
- they gave me the opportunity to work with students and develop my "teacher sense".
- They gave me confidence to continue on and know I can handle the classroom
- When I started I was pretty nervous and the fieldwork experiences helped me become more comfortable as the teacher
- It helped me become more comfortable and able to teach
- It helped me know what to expect in student teaching and when I got a teaching job
- I did fieldwork on the job and I had a good faculty member from Bethel that came and helped me.
- I did not have a separate field experience. I believe this was part of my teaching/job. I did have a person from Bethel that came out and helped me. I liked that – it was extremely helpful.
- My fieldwork was in my own classroom and I appreciated the supportive person from Bethel who came and offered guidance. I would have liked them to come more often.
- I did not have fieldwork - I was teaching. The fieldwork person who came out was great.
- Field experience was just fine - thankful I could do it in my classroom. The Bethel person who came out to my school was nice and gave good ideas.

9. How did your coursework help prepare you for teaching?"
- It gave me the tools and knowledge to thoroughly plan not just lessons, but daily routine and procedures.
- Having my special ed minor has really helped me read IEPs at a glance and all of those classes really helped me understand the "behind the scenes" of teaching as well.
- My coursework helped prepare me because it was very student focused.
- N/A
- Diversity in the classroom and teaching exceptional learners probably prepared any more than educational pedagogy and foundations of ed. My content professors did a good job of preparing me for how to teach my content.
- The coursework prepared for the academic teaching part. I think it would benefit if there were more coursework about the social/emotional side of teaching, both in regard to teachers and students. If I were designing an education program, I would want an entire class about classroom management going through different strategies and another psychology class related to behavior and response.
- My coursework helped prepare me because it was very student focused.
- My coursework prepared me for teaching by making me familiar with the standard language of the profession. I was also introduced to concepts and suggested practices that I try or have adapted to fit my teaching style.
- I learned how to create good lessons and assessments.
- The math courses helped prepare by ensuring I knew the content needed.
- I felt prepared and the things we learned in class helped me feel liked I was ready for teaching. The lesson planning, ideas for instruction and how to assess my students all helped me.
- I learned a great deal in my content courses and felt very prepared to teach.
- The math courses I had really helped me. The coursework was practical and prepared me for the content exam and the classroom.
- The Health/PE courses helped me know what to teach and how to teach it. There did seem to be a few too many courses.
- My science courses helped prepare me to teach the standards and meet the learning goals. My professors showed me how to run labs and make sure students are safe and progressing academically.
- learned practical ways to manage the classroom and ideas for instruction
- Helped me pass the content exams and feel prepared for the demands of the classroom
- passed by content and pedagogy exams and learned a lot about how to teach
- My courses have me the knowledge that I needed. When we have our grade level meetings, I feel like I know how to help our students and can share ideas that help the team.
- My coursework gave me strategies and ideas for working with my students
- This gave me the knowledge I needed
- The courses helped me know how to organize and set up my classroom and how to plan instruction
- I felt like I learned a lot. I learned how to teach.
- All the courses were packed with great ideas that I use all the time.
- The coursework gave me the confidence to know I had the skills to teach. I already had the content from my first degree, this program helped me learn how to teach.
- I did learn from my courses and they helped me be able to teach
- I learned how to teach and was able to practice teach in the courses.

10. How did your teacher preparation program prepare you to differentiate for various learners in your classroom?"
- Differentiation was not heavily focused on.
- All of the examples that were given helped a lot.

- Classes such as teaching in the primary grades, where we couldn't use worksheets as part of projects really helped me to think outside the box to differentiate learning for my students.
- I had to read to find out.
- Differentiation is also a struggle for me. I work with the special education teacher a lot and also talk with the counselors. I learned a few strategies for differentiation but there's not enough time to differentiate in all the ways I'd like to.
- Classes such as teaching in the primary grades, where we couldn't use worksheets as part of projects really helped me to think outside the box to differentiate learning for my students.
- The Transition - to - Teaching program prepared me to differentiate for various learners in my classroom by helping me keep in mind that everyone thinks differently or may comprehend material differently. For instance, a lesson over a primary source may be worked with differently in each class period of mine in order make sure students of all levels can achieve the same learning outcome but tailored to their style. The program unveiled different methods I could use to differentiate a lesson like analyzing a primary source.
- I learned about different types of learners and got ideas on how I could differentiate for all of them.
- The only part that helped prepare me to differentiate was lesson planning. When I was student teaching I had to differentiate.
- I remember ideas shared in Ed. Ped. II and methods for diff. Instruction. We used these in planning and with students.
- The classes we had that talked about different types of students and their needs helped to prepare me by sharing ideas and also the discussions that emphasized our role in making sure all students are valued.
- I remember having to think through how our lessons would meet various learners and what strategies we would incorporate to make sure all students learned the lesson/objective.
- We discussed ways to differentiate in several courses and this really helped me when it came to running my own classroom and meeting my students needs.
- This was emphasized in my courses and the professors shared how to structure lessons for all leaners. We were taught to value all learners and take them from where they are to where they need to be.
- I learned to integrate a variety of instructional strategies to meet learner needs based on my content and the product the student are completing.
- learned many ideas to meet students' needs, lots of strategies
- I remember many assignments and class conversations/discussions about adjusting instruction to meet students' needs by using different strategies or employing strategies that focus on student strengths (mult. intell)
- "I learned how to choose strategies to differentiate instruction and ensure all learners are involved in the lesson in meaningful ways."
- This was something that was emphasized in all my classes, adjusting your instruction to meet students needs. Making adjustment in what I teach, how I teach and what students produce at the end has worked well.
- I feel like the experiences I had gave me lots of strategies to differentiate for my students and make sure I'm meeting them at their level
- We had a lot of assignments where we had to think about how to meet various learners needs
- I felt like I learned strategies for working with various learner - struggling, gifted, ESL, etc.
- There were many times in my courses that we had to specifically plan for various learner needs.
- In our classes, we talked about differentiating instruction all the time. We had many ideas to meet our students' needs.
- I learned many ways to work with a broad range of learners and support their needs.
- We discussed lots of way to differentiate and I had to plan for this in my lesson planning.
- Our professors gave us ideas to meet learner needs. This was then used in lesson planning and when we were in our classrooms.

11. How did your teacher preparation program prepare you to work with a diverse population of students?"
- It gave information on varying backgrounds of students and prepared me for supporting students that come from unstable home environments.
- It taught me to make sure that my teaching is accessible for all learners and to make sure that everyone feels connected and included in the classroom.
- Because I had the opportunity to do fieldwork in a variety of schools, I was able to work with diverse groups of students. It was a very easy part of the transition into being the real teacher.
- I had experience
- Not enough
- Diversity in the classroom prepared me to experience lots of types of diversity. Our school also has a strong emphasis on being a globally competent teacher, which further develops what started at Bethel.
- Because I had the opportunity to do fieldwork in a variety of schools, I was able to work with diverse groups of students. It was a very easy part of the transition into being the real teacher.

- The Transition - to - Teaching program prepared me to work with a diverse population of students by showing me how I can bring in everyone's diverse thoughts about a subject to a lesson. The students when we work through a skills practice in 7th Grade Social Studies together bring in different perspectives when we analyze the past based on their experiences or environment. Using this diverse population I bring all together in order to facilitate a healthy discussion about our topic at the time.
- I learned about multiple types of diversity but don't feel like I was specifically prepared to work with diverse populations. My current district has very little racial, economic, or religious diversity.
- When I was assigned to Brown Intermediate school I was very well introduced to a diverse setting. That field work was the best example of how I was prepared at Bethel. It helped me the most because it was a new environment I had never been in before. It was nice to learn from these students. They gave me a different perspective on school.
- Discussed various learners and their needs. we discussed strategies on how to honor students with varying backgrounds, and those from different ethnic groups.
- Same as above - The classes we had that talked about different types of students and their needs helped to prepare me by sharing ideas and also the discussions that emphasized our role in making sure all students are valued.
- The fieldwork I had was in schools with diverse students - each of these classrooms had a great deal of diversity (ethnic, socio-economic, ESL, etc.). We also had times in our classes that allowed us to discuss how to deal with various student populations. We read about, discussed, and shared ideas in class and then were able to practice in fieldwork.
- We talked a lot about different student populations and how we meet their needs. The coursework gave me practical ideas to use in the classroom.
- See #10: This was emphasized in my courses and the professors shared how to structure lessons for all leaners. We were taught to value all learners and take them from where they are to where they need to be.
- The courses and time in classrooms helped me work with all types of learners and meet their needs. I felt it was emphasized that it was important to meet each student and help them learn the most they can, regardless of what may stand in the way of learning (poverty, second language, IEP, etc.)
- learned how to design and adapts my instruction to address each student's diverse learning strengths and needs
- We read about and discussed diverse populations of students and were able to work with them in our classroom placements. We specifically investigated how to meet how we can support our students and make our classrooms a safe learning environment.
- My courses taught me how to plan for the needs of diverse learners when planning and adjusting instruction.
- I had lots of different placements in schools with different students and felt like I could work with anyone.
- I was made aware of many ideas and also where to go to access information for working with diverse groups of students.
- We had a lot of assignments where we had to think about how to meet diverse student needs
- The classes discussed our responsibility and the fieldwork have us the opportunity to practice
- There were many times in my courses that we had to specifically plan for various learner needs.
- The last course we took dealt specifically with this topic. It was a little part of other - but this one really got into it and gave us ways to work with all students.
- We discussed many different groups of students and how we can best support them and honor their unique contributions to our classroom.
- Where I work is very diverse, my courses gave me good ideas for working with all students and helping them feel included and a part of the whole.
- I teach in a very diverse school and I learned ways to celebrate our diversity and help my students feel a part of our classroom.

12. How did your teacher preparation program prepare you to use student data to improve instruction?"
- It prepared me to review data and give varying assessments when needed.
- It helped me know how to read the data and how to then use that data to group my students and understand how to help them.
- In writing lesson plans, connecting the learning taught me to use student data, as well as building a unit in science methods and the ISL project during student teaching.
- To use remediation
- Being a math teacher, data is used every day in my classroom. My math classes prepared for the importance on knowing how my students are doing.
- In writing lesson plans, connecting the learning taught me to use student data, as well as building a unit in science methods and the ISL project during student teaching.
- The Transition - to - Teaching program at Bethel prepared me to use student data to improve instruction in the following ways. First I realized that data can come in the form of something other than numbers. I use mainly the written work of my students in our skills practices, formative, and summative assessments in order to remediate students who need extra help with the essential skills of the class or so that those who have mastered the skill at the

present level are ready for the "next level." Second, I use student data, usually written responses, to show me what the "next level" will look like in applying our essential skills.
- I had specific assignments that required me to collect data and form instruction based on that data.
- The biggest thing that helped was ISL 5 - this helped me begin to understand dealing with student data.
- All the ISL assignments in Ed. Ped. and my methods courses helped prepare me to deal with student data.
- We read about and discussed student data. We also planned units that required us to implement lessons and create assessments and interpret the data, and then create new lessons based on the data. This practice allowed me to develop a solid understanding of the instructional cycle using data to support student learning.
- Several courses discussed using data to guide instruction and tailor it to students' needs.
- We talked about using data to plan for instruction. This helped me as I used data to ensure students have mastered needed skills before moving on.
- Data was (is) a way to ensure the lesson is based on student need
- "our professional learning community works to use
- data to guide the design of the lessons we create
- It was emphasized that I need to use multiple sources of data to look at the impact of my instruction "
- Methods block and student teaching included activities/assignments that integrated the use of assessment data to help plan instruction
- The courses I took helped me learn how to use student data to reflect on my instruction and student performance and then differentiate instruction.
- I remember working with data quite a bit in student teaching and the ISL assignment we had, this helped me.
- I remember learning that when a challenge comes up in the classroom, data should be one of the first things we look at to identify and diagnose the problem/situation.
- We learned that we should use all the data we have to gage student understanding and then plan our lessons.
- We used data to plan instruction. Dr. Fish emphasized this for our last assignment
- We use data in our school quite a bit and the courses I took also emphasized this.
- I had to do this for my evaluation and what I learned in my courses helped me. I was ahead of others who had been teaching many years.
- This was something that my school emphasized and the coursework at Bethel aligned nicely with what I was required to do in my classroom (using data to plan for instruction). We also had to tie the data and instruction into our evaluation process.
- Data is a huge part of our program at school and I learned how to use data to plan and implement lessons in my coursework. I was able to help others in my school.
- This was something we did in student teaching. This helped me in my classroom.

13. How did your teacher preparation program prepare you to integrate technology into your instruction and/or classroom?"
- By showing different online resources that can be used for teaching, assessment, educational games. I was able to compile a list of valuable resources that can be implemented in various ways.
- By giving different platforms to use. It was especially helpful while teaching during a pandemic.
- Having to incorporate technology into all methods lesson plans and being introduced to so many types of apps and websites was such a blessing. I went into virtual teaching being one of very few teachers that new about the program (SeeSaw) that the district was using for assignments. I am now my building's technology ambassador, a SeeSaw ambassador with the activities I've created reaching almost 20,000 students worldwide, a certified Apple teacher, and as of August, a certified Apple Learning Coach.
- We searched programs
- it was great at this. My cooperating teachers in the different schools I went to were also excellent at showing this and teaching me about new websites and tricks to use.
- I learned a lot about technology in my first year of teaching because of the pandemic. I would have benefited even more work with technology. Even having a class dedicated to exploring different tools would be helpful. There are great resources like Edulastic.com that are free and amazingly helpful.
- Having to incorporate technology into all methods lesson plans and being introduced to so many types of apps and websites was such a blessing. I went into virtual teaching being one of very few teachers that new about the program (SeeSaw) that the district was using for assignments. I am now my building's technology ambassador, a SeeSaw ambassador with the activities I've created reaching almost 20,000 students worldwide, a certified Apple teacher, and as of August, a certified Apple Learning Coach.
- The Transition - to - Teaching program at Bethel prepared me to integrate technology in both instruction and in the classroom by allowing me to be open minded to the concept of using technology. Before the program I was skeptical of technology's use in the classroom or rather I should say misinformed. During the program I learned to try new technologies and apply them which I learned help students even more so. As a result of this experience, I learned that it is best to just try new technologies in the classroom and do not be nervous to try them out.
- We had presentations about specific technologies that we could use in our classrooms.

- All our lesson plans required us to incorporate technology - this helped me think about tech and always including it in my lessons.
- The technology investigations we did and reporting on specific tools to improve student engagement and achievement were helpful. I felt very prepared, other teachers came to me for help when I started teaching.
- We had to include technology in all lessons and this made it a natural thing for me to do when I got my own classroom - I always think about how to use technology.
- It seemed like all our courses discussed and integrated technology that helped me know how to engage students and make me more efficient.
- This is something I work at and try to use. The program opened my eyes to many ways to integrate technology into my classroom. I often use it for formative assessments or assessments at the end of a unit.
- We had lots of opportunities to explore technology integration, many assignments to explore ways to involve students and assess their learning.
- In our education courses we discussed using technology to support our students' understanding and skill development
- Most (maybe all) of our education courses talked about using technology to increase student achievement and help the teacher become more efficient (assignments and discussion). This has really helped me in the my first year to keep me in the frame of mind to include tech.
- The courses I took help me know how to support students and model effective use of classroom technology to engage students and increase achievement.
- I had many experiences using technology with students and making sure it was a part of every lesson. It was natural for me when I started teaching.
- I had lots of experiences with technology and having students use it as a part of the learning process. I felt very comfortable using it in my classroom.
- I had to investigate and review many different tools and apps.
- We saw our professor use technology and also were expected to incorporate it.
- Every course discussed ways to integrate technology for student engagement and to improve instruction.
- I learned lots of ways to integrate technology and our school has many resources that help me.
- Our school had many resources for using technology; all our students have devices. The program gave me some good tools for dealing with issues that came up. My professors were also doing the same things in their classrooms and that helped me.
- We use technology a lot in my classroom and several good ideas were shared in my classes. The professors are using this and they were a great resource.
- In our courses, we looked into a lot of different ways to use tech. in the classroom.

14. In what ways could the teacher preparation program at Bethel University have better prepared you for the challenges of a classroom?"
- I think the only thing I wasn't necessarily prepared for was the mental toll that making countless decisions each day takes. The constant multi-tasking and high expectations, growing list of responsibilities despite lack of time, money, and resources has been an immense challenge. I'm not sure that Bethel could have fully prepared me for that. Overall, I loved the program.
- I felt as if some of the placements could have been in rougher classrooms. All of the classrooms I visited were in nice school and there was little problem behaviors. Having more experience with classroom management would have been helpful.
- I think it would be great to have more scenarios of things that actually happen in the classroom and to have students talk about what they would do. Also, a mock parent teacher conference would be wonderful!
- It will be more helpful to present school situations and come up with solutions.
- Hold students hands a little more when it comes to their Contin and pedagogy tests and what it takes to do licensing. And foundations of edit with the test we're just mention is this big thing that we're gonna cost money and they were gonna be hard and we had to take them before student teaching. And then I came to the semester before student teaching and they were like oh yeah you have to take these. So a little more introduction and explanation about the licensing process would've been great.
- My time at Bethel showed me that life will always bring challenges but there are reasons to keep trying and never give up. I developed good friendships that support me in those times. I just met up with Dr. Fish a few weeks ago and felt very encouraged in my struggles that I am not alone and there are reasons to keep going even when teaching is very discouraging right now. The teaching world is very difficult with the challenges COVID has brought and I don't want to give up, but I also want to acknowledge how hard it's been.
- I think it would be great to have more scenarios of things that actually happen in the classroom and to have students talk about what they would do. Also, a mock parent teacher conference would be wonderful!
- The Transition - to - Teaching program at Bethel was excellent in that it provided a basic foundation of what was essential for the teaching profession. It matched perfectly with my history degree I received at Bethel so I was able to blend the two together in order to bring historical thinking to my classes and also be able to learn how to apply my

major into the profession by learning the standard language of education and how to develop units, curriculum, and being able to reach out to all students.
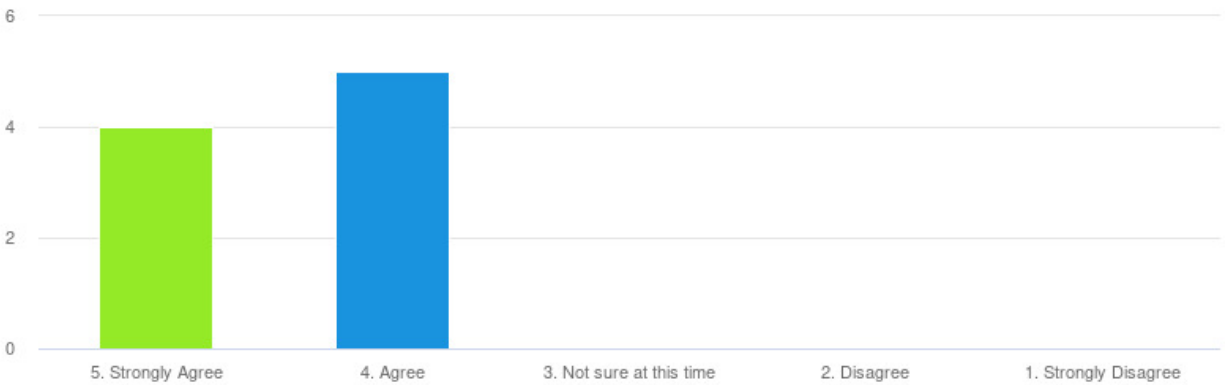
- More classroom management strategies and examples could have been helpful.
- I feel I could have better been prepared by hearing from actual teachers as to what their job entails. I went to a private Christian school K-12. Working in a public school is NOTHING like what my school experience was. I never knew the severity of the behaviors that would be in the classroom. The social and emotional problems I see I was not prepared for. Sometimes I feel like if we shared this information on the reality of teaching to college students not many people would want to go into teaching. I've seen several teachers already quit the profession. It is a risk we take when we talk to college students about the reality of teaching, but I feel like they should know what they are getting themselves into.
- I felt well prepared for teaching. I could have used more time on classroom management. We did discuss it, however more time on specific examples in my classroom would help.
- I felt prepared when I started my teaching position.
- For the most part, I felt prepared for teaching.
- Working relationships (what to do when co-workers don't get along).
- I felt prepared for the classroom.
- I don't think anyone could have prepared us for the pandemic
- the demands or time management
- I really felt prepared for the classroom.
- I think I was pretty well prepared for the classroom and what I have had to do.
- I think I was prepared. Maybe more time on how to do eLearning.
- So far I feel pretty good about my preparation and how things are going. COVID was tough - hopefully we're through the worst of that.
- Nothing
- I would have liked more ideas for technology in my classroom.
- The program was very fast paced - but manageable.
- Sometimes it felt like there was too much going on. There were too many assignments. Make fewer assignments.
- I know the program is fast-paced, and I was informed about this initially; I wonder if any of the assignments could be streamlined.
- I'm good!
- More support or visits from the Bethel person who came into my room - that was so helpful.

Survey Results of Principals
who Supervise Teacher Education Completers (n=9)

1. Came to us with a strong basic knowledge of the subject or grade level.
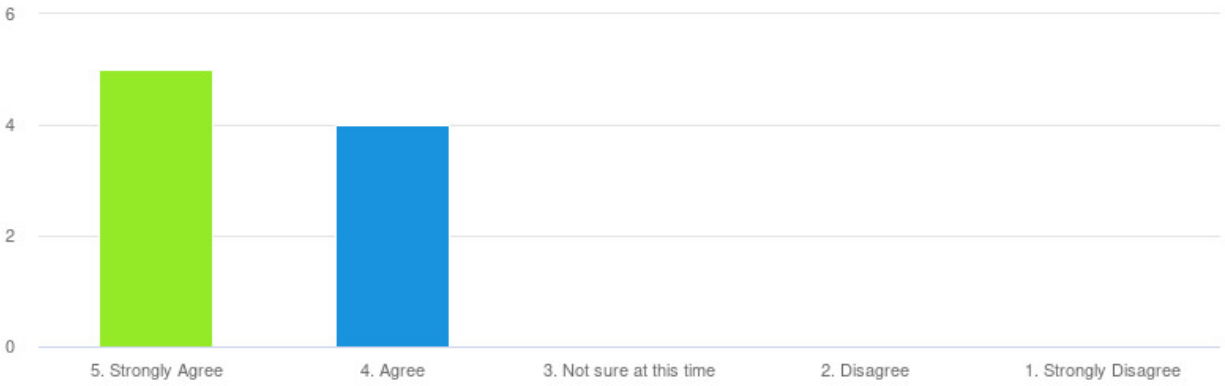
2. Able to evaluate student growth and learning.

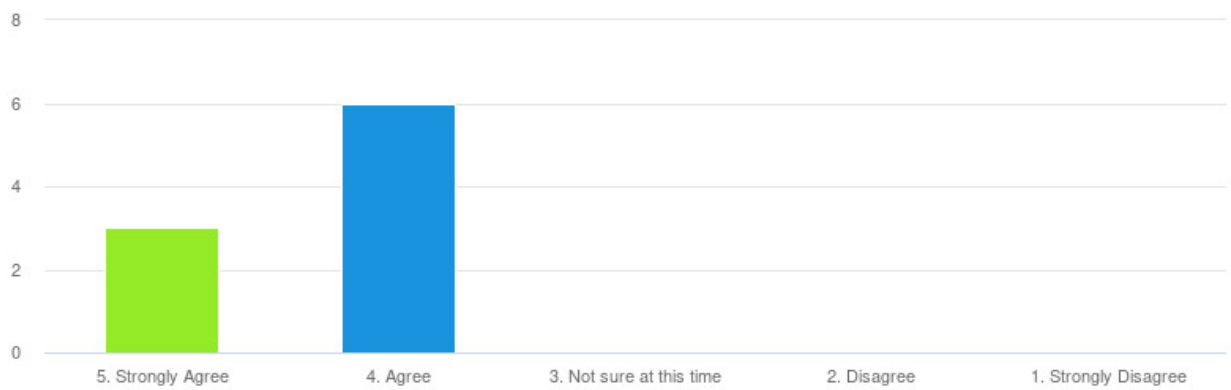## 3. Meets the needs of students by using differentiated instruction.
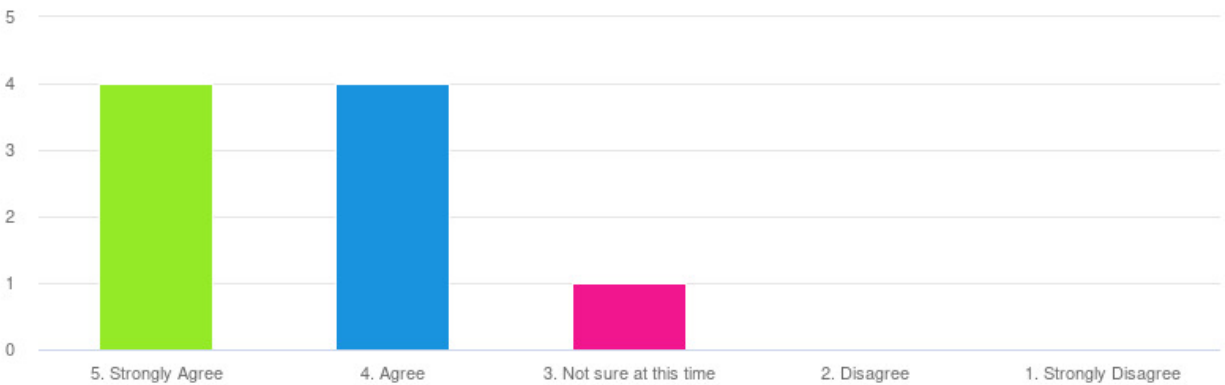
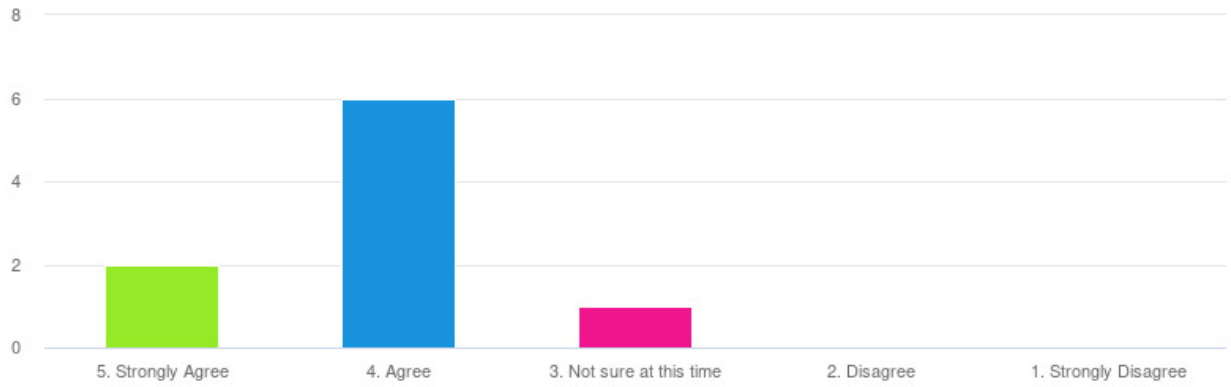## 4. Creates an inclusive environment for diverse learners.

| | 5. Strongly Agree | 4. Agree | 3. Not sure at this time | 2. Disagree | 1. Strongly Disagree |
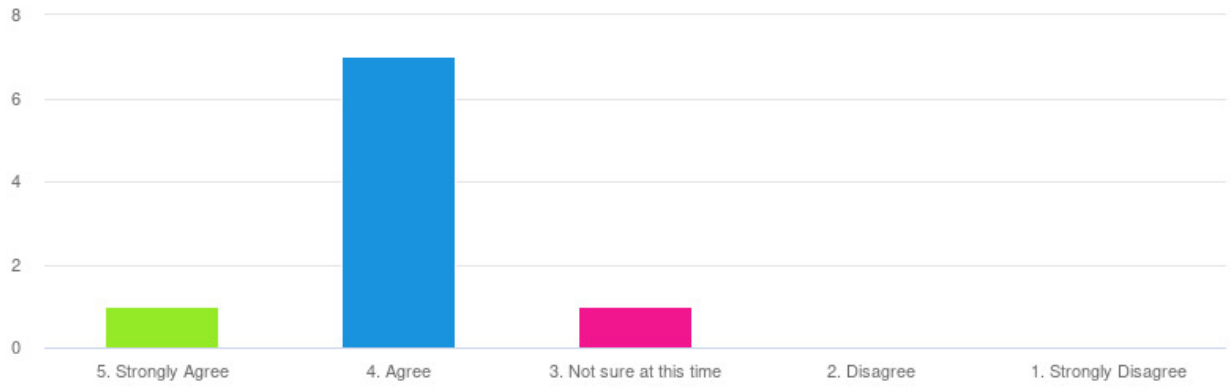
5. Uses a variety of learning strategies and experiences.

| | 5. Strongly Agree | 4. Agree | 3. Not sure at this time | 2. Disagree | 1. Strongly Disagree |
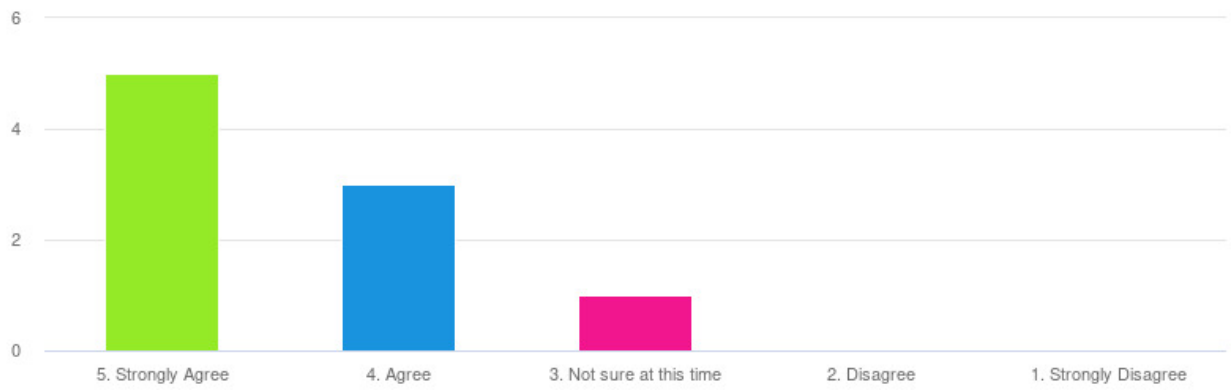
6. Manages the classroom efficiently.

| | 5. Strongly Agree | 4. Agree | 3. Not sure at this time | 2. Disagree | 1. Strongly Disagree |

7. Plans both short- and long-term lessons effectively.

Response	Count
5. Strongly Agree	2
4. Agree	6
3. Not sure at this time	1
2. Disagree	0
1. Strongly Disagree	0

8. Lessons are paced and well presented.

Response	Count
5. Strongly Agree	2
4. Agree	7
3. Not sure at this time	0
2. Disagree	0
1. Strongly Disagree	0
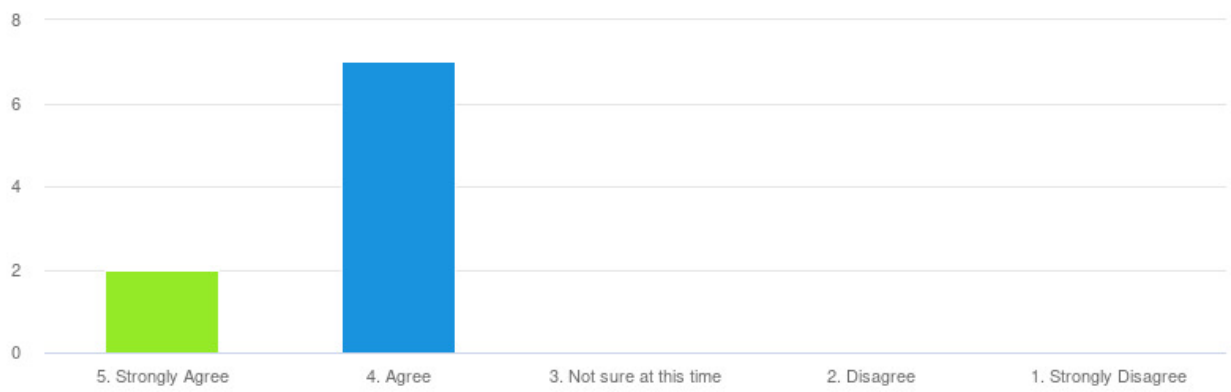
9. Meets professional ethics expectations and acts responsibly.

Response	Count
5. Strongly Agree	6
4. Agree	3
3. Not sure at this time	0
2. Disagree	0
1. Strongly Disagree	0
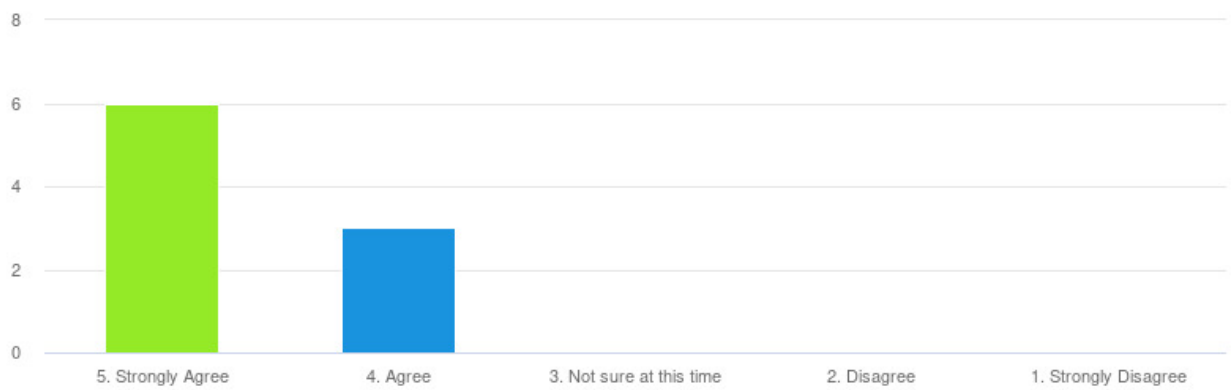
10. Works effectively with parents and the community.

Response	Count
5. Strongly Agree	6
4. Agree	3
3. Not sure at this time	0
2. Disagree	0
1. Strongly Disagree	0
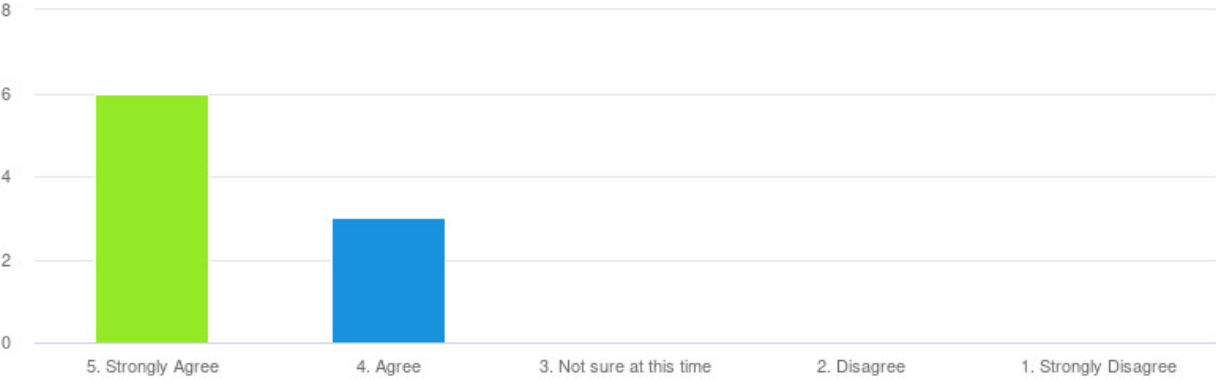
11. Shows empathy and sensitivity to all learners.

Response	Count
5. Strongly Agree	4
4. Agree	5
3. Not sure at this time	0
2. Disagree	0
1. Strongly Disagree	0
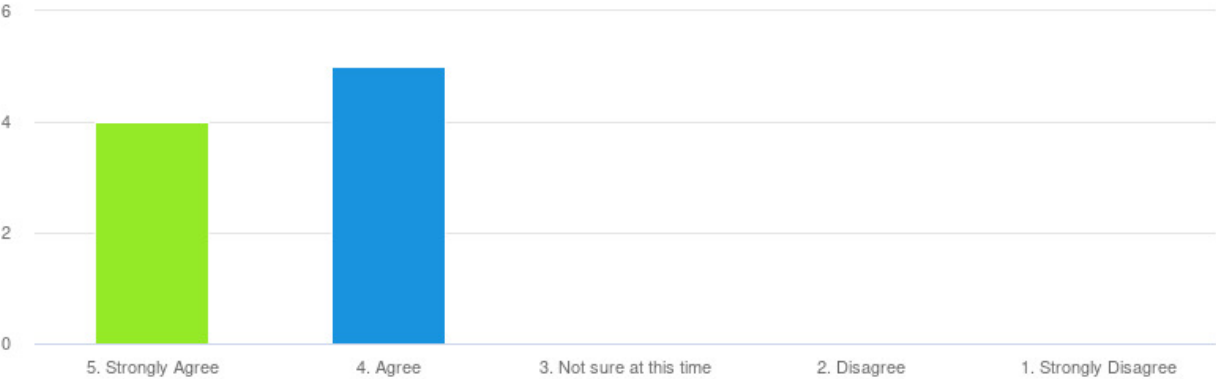
12. Demonstrates leadership, initiative, and willingness to grow professionally.

Response	Count
5. Strongly Agree	3
4. Agree	6
3. Not sure at this time	0
2. Disagree	0
1. Strongly Disagree	0
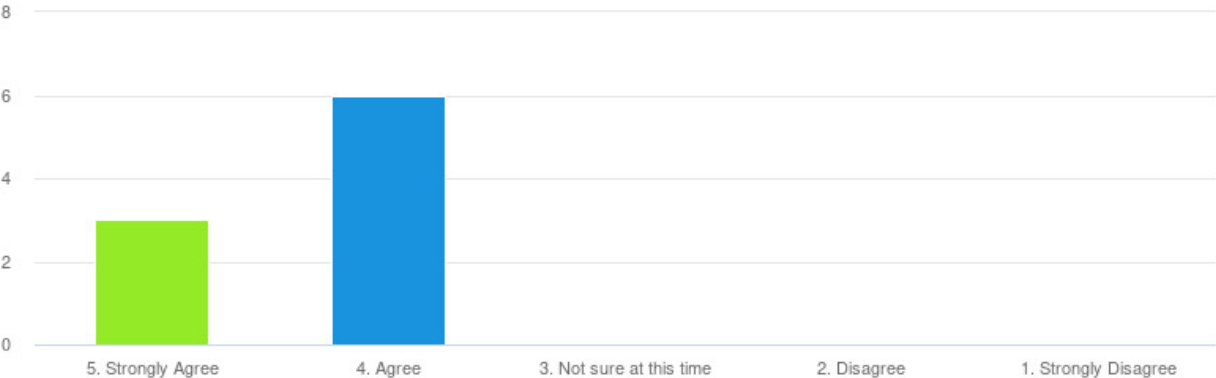
13. Demonstrates flexibility and teamwork.
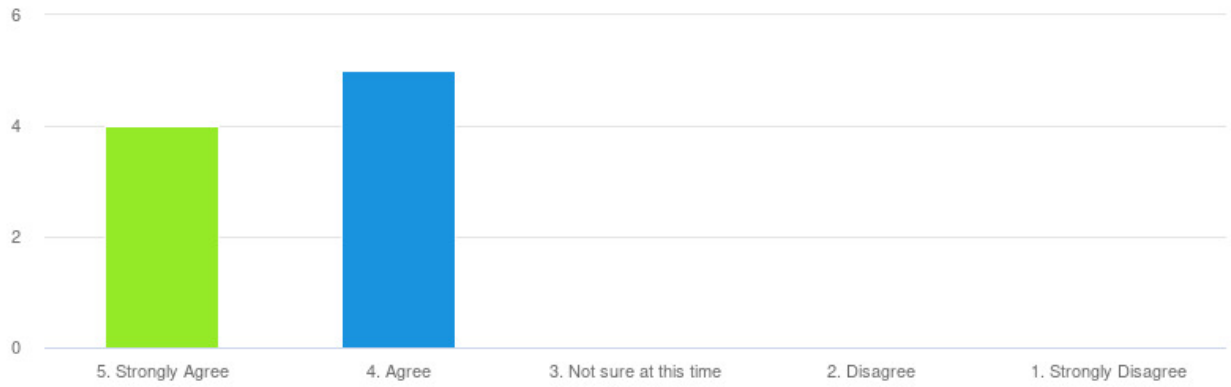
14. Oral communication is clear and meaningful.
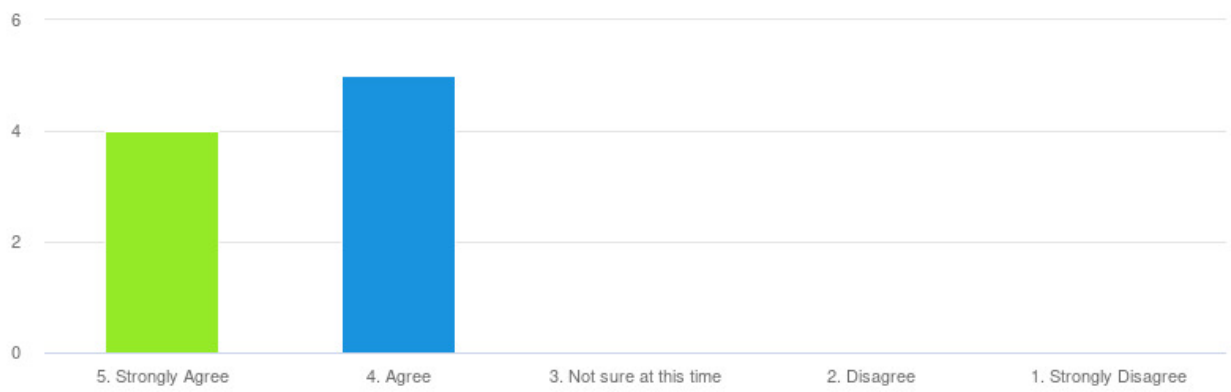
15. Written communication is clear and meaningful.
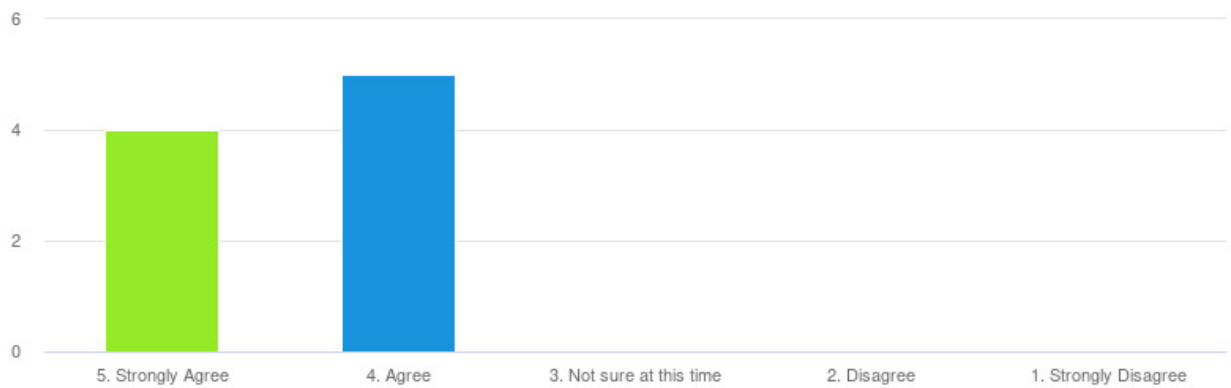
16. Uses technology effectively.

Response	Count
5. Strongly Agree	4
4. Agree	4
3. Not sure at this time	1
2. Disagree	0
1. Strongly Disagree	0
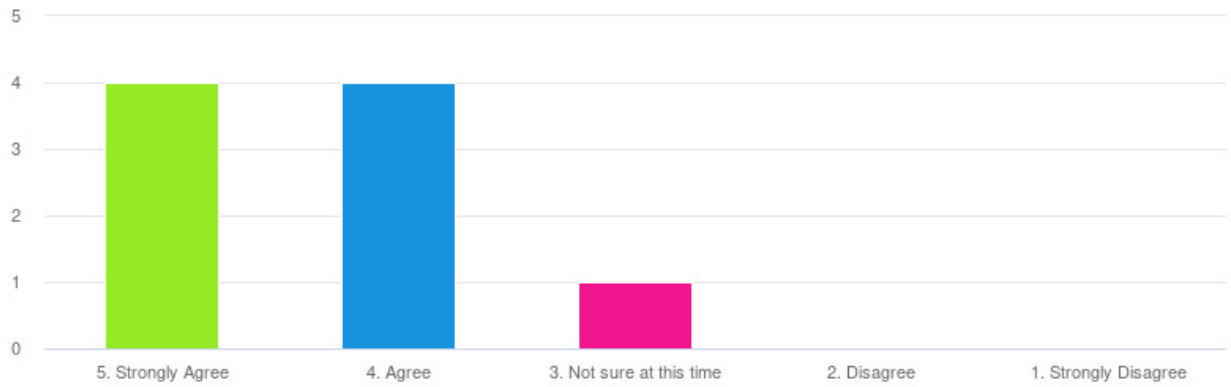
17. Plans lessons according to state standards.

Response	Count
5. Strongly Agree	5
4. Agree	4
3. Not sure at this time	0
2. Disagree	0
1. Strongly Disagree	0
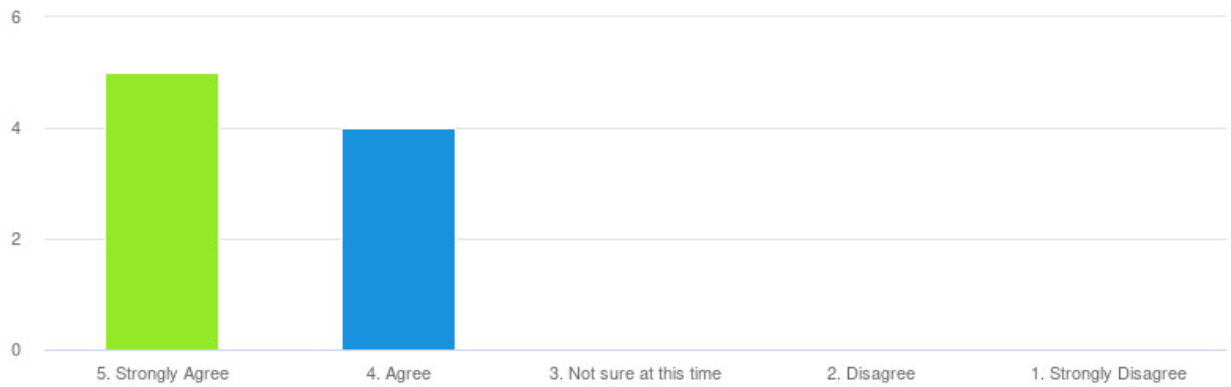
18. Reflects, monitors, and adjusts instruction based on student needs.

Response	Count
5. Strongly Agree	3
4. Agree	6
3. Not sure at this time	0
2. Disagree	0
1. Strongly Disagree	0
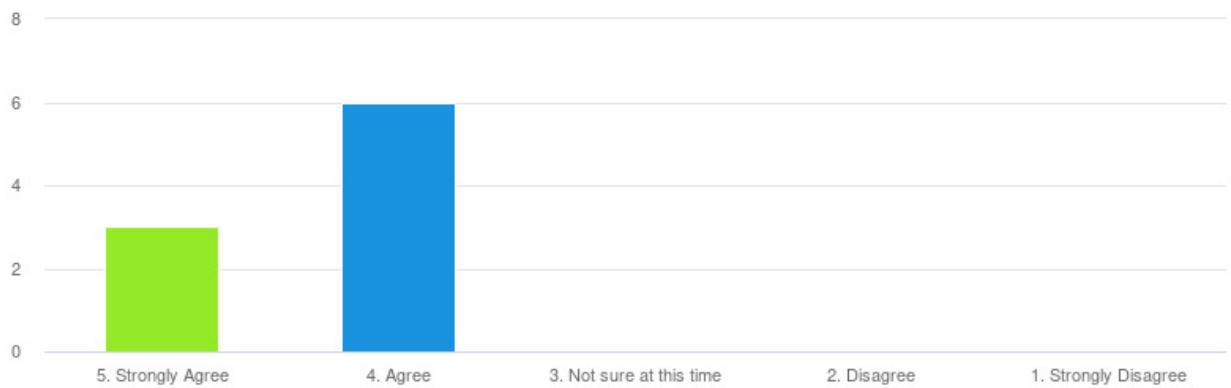
19. Creates a safe learning environment in the classroom.
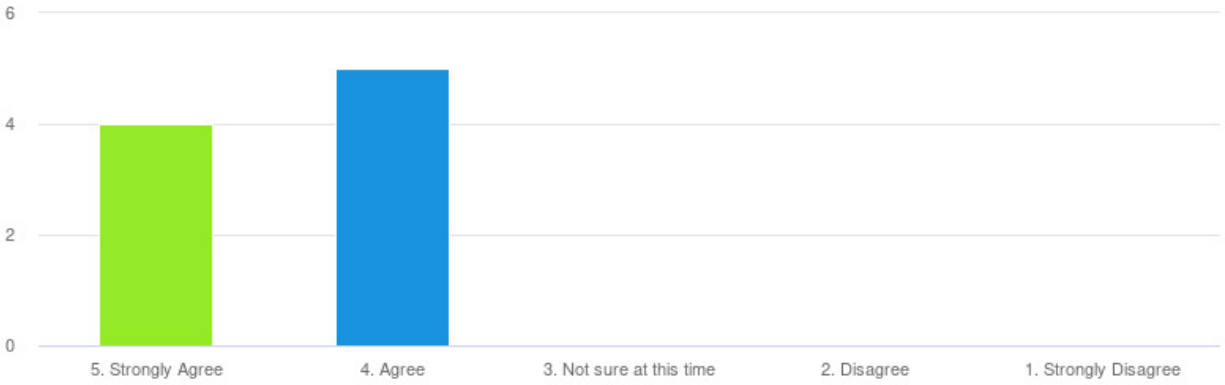
20. Teaches and relates well to students from diverse backgrounds.
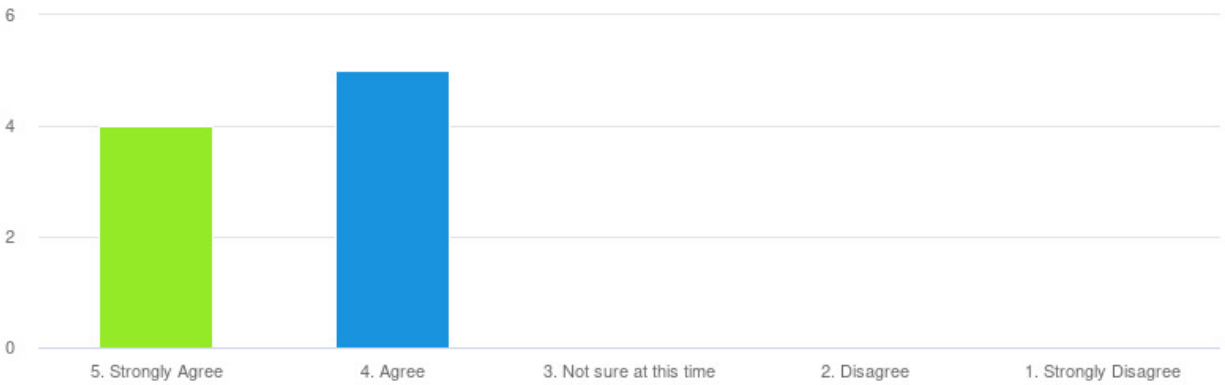
21. Meets the educational needs of diverse learners.
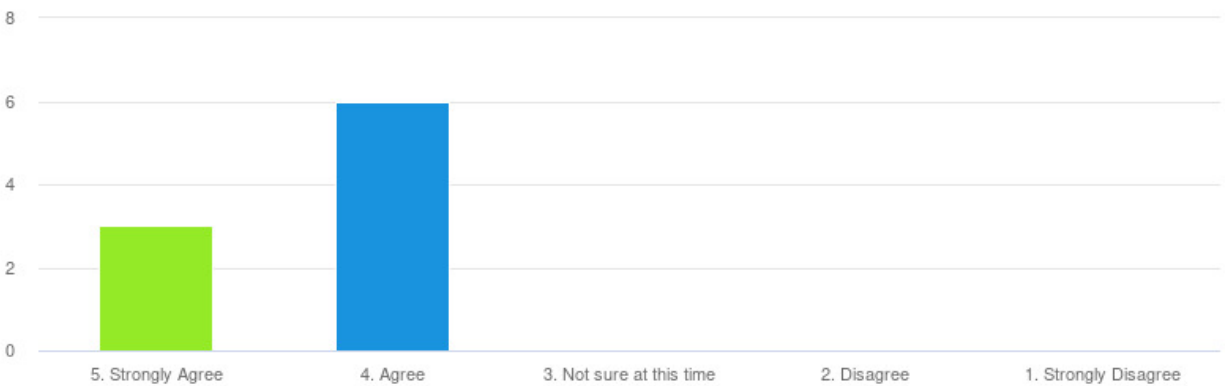
Survey Results of Educational Leadership Completers (n=10)

1. I was prepared to implement or support a school mission, vision, and implement the process for continuous improvement? (NELP Standard 1)
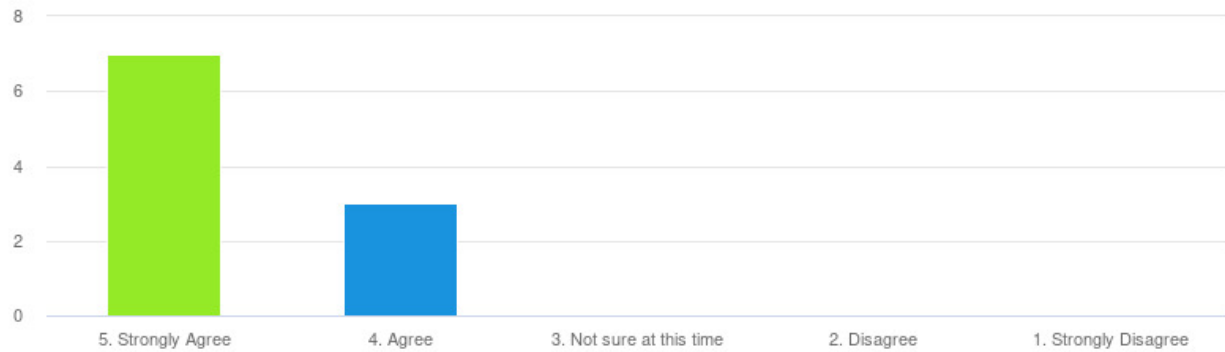
2. I was prepared to lead the improvement process in a school including use of data, design, implementation and evaluation? (NELP Standard 1)

3. I was prepared to promote and model professionalism and educational leadership components of collaboration and life- long learning? (NELP Standard 2)
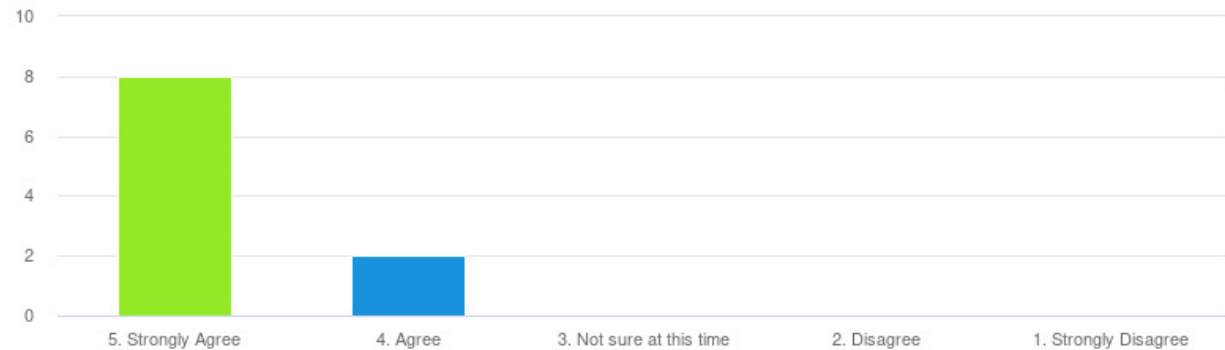
4. I was prepared to make the ethical and legal decisions expected of a building leader? (NELP Standard 2)
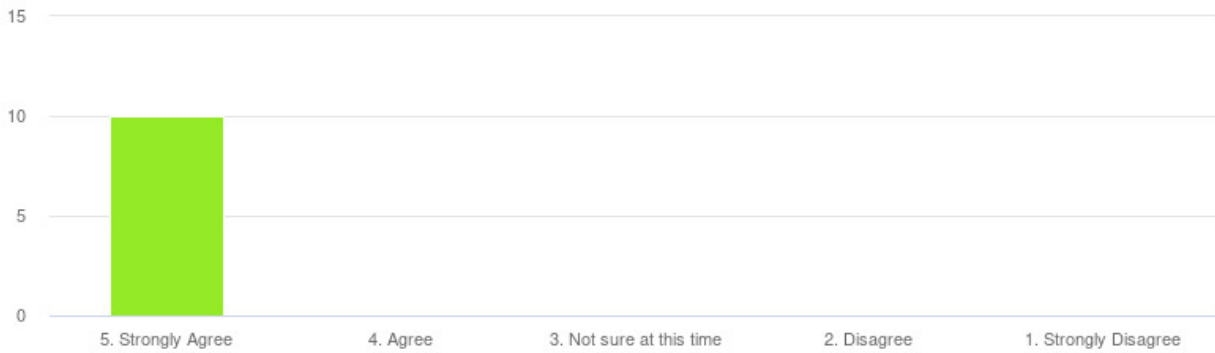
5. I was prepared to meet the teacher and student needs of diverse learners? (NELP Standard 3)
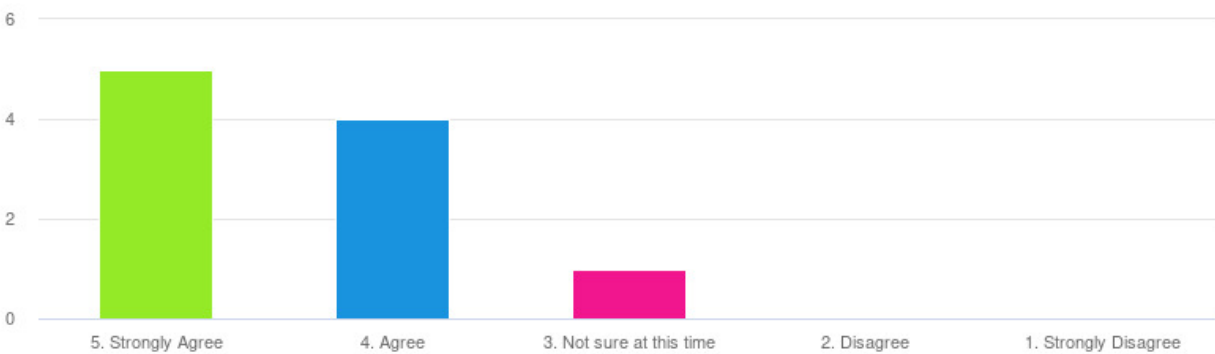
6. I was prepared to provide equitable services, resources, and opportunities to all students? (NELP Standard 3)

7. I was prepared to be a curriculum leader in my building by implementing high quality equitable academic and non-academic instructional practices? (NELP Standard 4)

8. I was prepared to be a curriculum leader in my building by implementing high quality equitable assessments to evaluate your instructional practices? (NELP Standard 4)
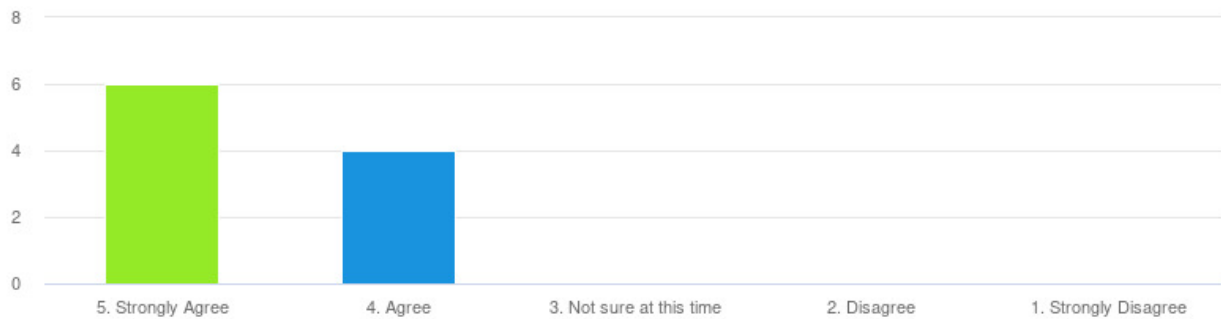

9. I was prepared to engage and work collaboratively and cultivate relationships with community members, partners, and families? (NELP Standard 5)
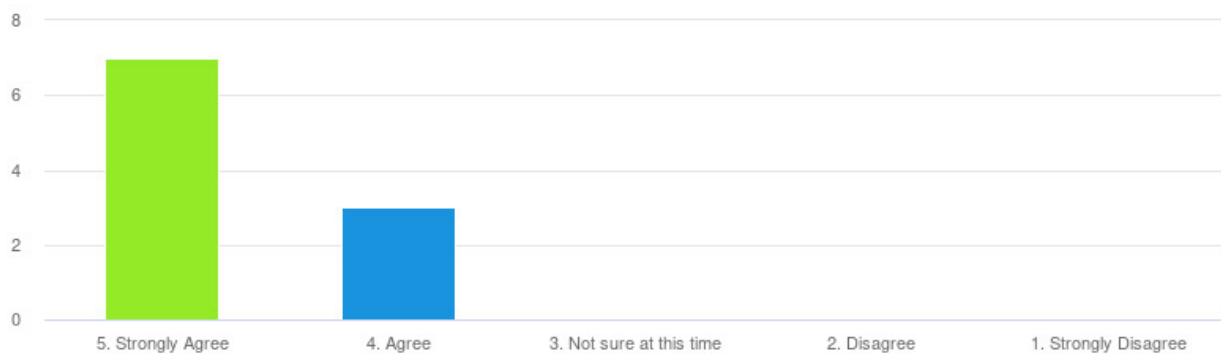
10. I was prepared to communicate clearly through a variety of means within the larger organization, community and political contexts when advocating for my school? (NELP Standard 5)


11. I was prepared to support the daily operations and management systems of the school building? (NELP Standard 6)
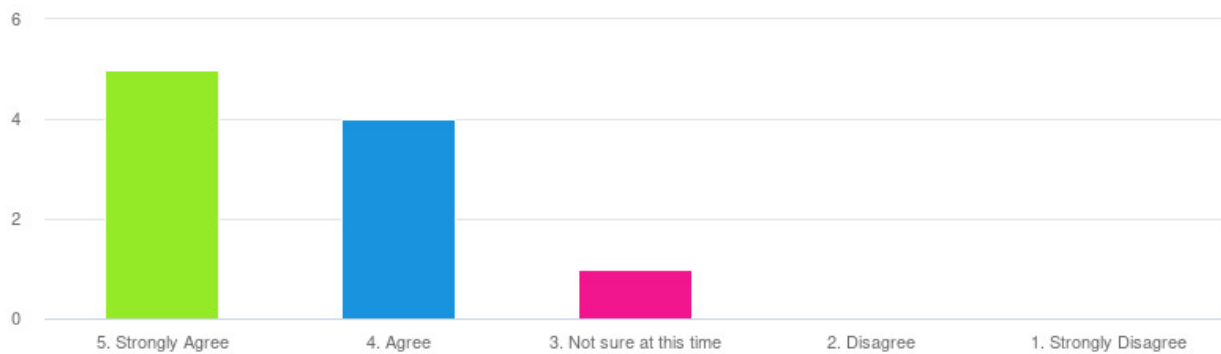
12. I was prepared to reflectively evaluate, communicate about, and implement laws, rights, and policies to promote student success and well-being? (NELP Standard 6)
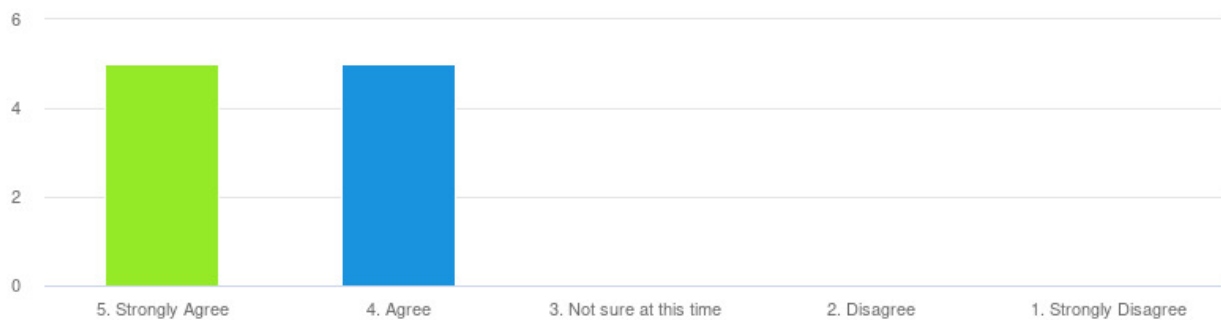
13. I was prepared to improve the capacity of the school through recruiting, selecting, and hiring staff? (NELP Standard 7)
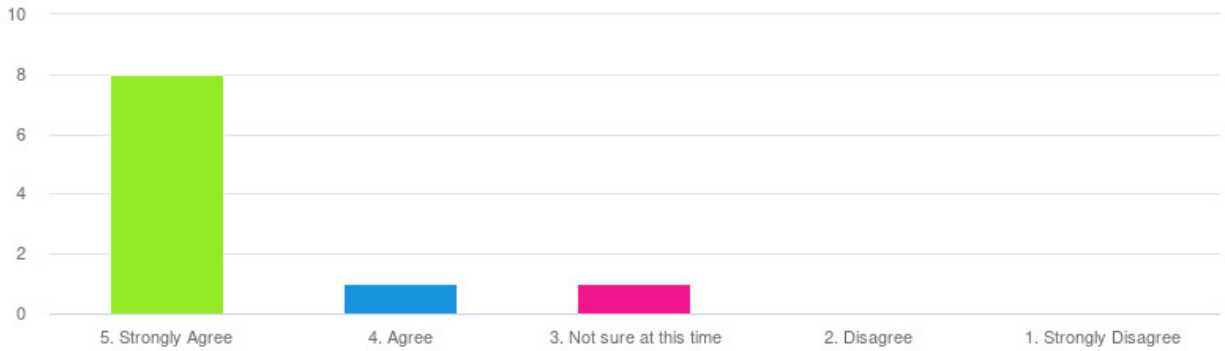
14. I was prepared to understand and evaluate, develop, and implement systems of supervision, support and evaluation? (NELP Standard 7)