

Measure 2 - Satisfaction of Employers and Stakeholder Involvement - R4.2 - R5.3 - RA4.1 (2024-2025)

CAEP Standard: R.4.1 Completer Effectiveness: *The provider demonstrates that program completers effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.*

CAEP Standard: R.4.2 Satisfaction of Employers *The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.*

ADMINISTRATOR SURVEY: SATISFACTION OF EMPLOYERS, R4.2

The Administrator Survey was developed by the Teacher Education Coordinators and the Education Advisory Council in Fall of 2019. This survey provided evidence emphasizing CAEP Standard 4.3 on the satisfaction of employers. The Administrator Survey was administered in March 2024 via Microsoft Survey Forms. The Chair of the Education Department and the Licensure Officer and Placement Coordinator compiled contact information of administrators in districts where completers from the last 5 years taught.

Ten administrators (who supervised 20+ Bethany alumni teachers) participated in the survey.

Survey Validity: The Education Department Team initially developed 31 potential survey questions aligned to program outcomes and competencies on the Student Teaching Evaluation. The questions were written clearly, collaboratively, and avoided bias. The Advisory Council used Lawshe's method to assess each item as "essential", "important but not essential", or "not essential." The "essential" ratings were then measured on a 5-point Likert scale to rate the understandability and clarity of the language of each of the survey items. These "essential" items were narrowed to a list of 15. At the following meeting, Teacher Education Coordinators committee members (a panel of 10 experts) employed Lawshe's Method of Content Validity and used a Likert scale to evaluate the remaining 15 items. The survey questions were finalized to 10 items with two open-ended optional questions. The Administrator Survey resulted in a CVI total of 0.88, which met the critical value of .800 for Content Validity. As a result of this process, the EPP is confident that the content of this survey is significant for data analysis.

Rationale for Data Elements: All survey questions were specific in addressing professional knowledge, skills, and dispositions that corresponded with teaching effectiveness, interacting with diverse learners, and working with colleagues and others. The survey questions correlated with CAEP standards and the EPP's program outcomes.

Knowledge Base: (Questions) #1 Content, #3 Technology, #7 Respects Diverse Learners

Teaching Strategies & Applications: (Questions) #2 Strategies, #4 Instruction, #5 Assessment, #6 Classroom Environment

Professional Attitudes & Values: (Questions) #8 Classroom Management, #9 Relationships, #10 Professional Responsibilities

The survey questions were formatted on a 5-point Likert scale for quantitative data analysis, (5-Strongly Agree, 4-Agree, 3- Neutral or Undecided, 2-Disagree, 1- Strongly Disagree) and to measure the degree in which employers perceived Bethany completers' preparation as sufficient for their job responsibilities.

Survey directions: *“As an employer of a graduate of the Bethany College Teacher Education Program, we respectfully request your feedback as we strive for continuous improvement. Please complete this survey regarding your satisfaction with Bethany graduate teachers in your employment. Your responses will remain anonymous.”*

The survey prompt for Administrators was *“Bethany’s teacher graduates are sufficient in their job responsibilities and performance as shown by their abilities to... “*

1. Give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills, or techniques.
2. Use a variety of strategies for critical and creative thinking, problem solving, and skill development.
3. Implement technology and relevant resources that expand or deepen learning experiences.
4. Use learning objectives and standards to plan instruction that is developmentally appropriate and challenging.
5. Assess learners in various ways to check for student understanding, measure progress, and inform instruction.
6. Develop an inclusive, safe, and respectful environment that supports students’ well-being and learning.
7. Show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.
8. Use effective classroom management strategies that reinforce and address learner behavior and self-regulation.
9. Build relationships through positive interactions with students, colleagues, administrators, staff, and parents.
10. Fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth.
11. (Text response) Of the Bethany teaching graduates in your employment, how many years have they taught in your school?
12. (Text response) What grade level or subject areas are they teaching?

Interpretation of Data: Administrator Survey

Knowledge Base (#1, 3, and 7)

- 100% of respondents agreed or strongly agreed that Bethany alumni give accurate instruction in content knowledge, vocabulary, and interrelated concepts, skills or techniques.

- 100% of respondents agreed or strongly agreed that Bethany alumni implement technology, and relevant resources that expand or deepen learning experiences.
- 100% of respondents agreed or strongly agreed that Bethany alumni show unbiased treatment of all students regardless of race, gender, culture, sexual orientation, or socio-economic status.

Teaching Strategies & Applications (#2, 4, 5, and 6)

- 88% of respondents agreed or strongly agreed that Bethany alumni use a variety of strategies for critical and creative thinking, problem solving, and skill development. One participant (17% responded “neutral”).
- 88% of respondents agreed or strongly agreed that Bethany alumni use learning objectives and standards to plan instruction that are developmentally appropriate and challenging. One participant (17% responded “neutral”).
- 100% of respondents agreed or strongly agreed that Bethany alumni assess learners in various ways to check for student understanding, measure progress, and inform instruction.
- 100% of respondents agreed or strongly agreed that Bethany alumni develop an inclusive, safe, and respectful environment that supports student well-being and learning.

Professional Attitudes & Values (#8, 9, and 10)

- 75% of respondents agreed or strongly agreed that Bethany alumni use effective classroom management strategies that reinforce and address learner behavior and self-regulation. Two participants (25%) responded “neutral”.
- 100% of respondents agreed or strongly agreed that Bethany alumni build relationships through positive interactions with students, colleagues, administrators, staff, and parents.
- 75% of respondents agreed or strongly agreed that Bethany alumni fulfill responsibilities by being dependable, prepared, reflective, and engaged in professional growth. Two participants (25%) responded “neutral”.

See 2025-2026 Education Surveys on the Education website:

<https://www.bethanylb.edu/education-department-accreditation>

EDUCATION ADVISORY COUNCIL: STAKEHOLDER INVOLVEMENT, R5.3

CAEP Standard: R5.3 Stakeholder Involvement *The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.*

The Education Advisory Council includes the Education Department Team, stakeholders, alums, adjuncts, representative students, educators, and administrators from partnering school districts. The Education Advisory Council helps review teacher education processes, including program data and assessments, and provides input on best practices of the teaching profession. The council advises the EPP especially on clinical practice and student field experiences. The council members’ feedback is thoughtfully integrated into the Bethany College Teacher Education program. The Advisory Council meets biannually in the Fall and Spring. The Advisory Council discusses trends in education and offers

suggestions to make candidates more prepared for today's classrooms. Topics such as teaching vacancies and district needs, diversity, technology, recruitment, and social emotional learning have informed the EPP on curriculum and professional development, which provides evidence of CAEP Standard 5.3 Stakeholder Involvement. (*Bethany Teacher Education Handbook and Assessment Manual*, p. 6)

Bethany Education Advisory Council Involvements

Fall meeting:

The Bethany College Education Advisory Council (EAC) met on October 29th, 2025. The first major topic was the Fall 2025 Cooperating Teacher/College Supervisor Midterm Evaluations. It was noted that the language of this assessment tool was updated from feedback from the EAC during the 2024-2025 school year. It was noted that responding to diverse learners seems to be a strength of Bethany's student teachers. Professional attitudes and values in general was noted to be a strength.

Next, time was devoted to examining the updated Teacher Vacancy Data in Kansas. It was noted that while the vacancy numbers are concerning, they're surprisingly improved from last year. Future recruiting strategies were brainstormed. Although nothing definitive was put into action, it was helpful to communicate to local stakeholders that Bethany is interested in aggressively and innovatively seeking out ways to recruit more prospective teachers.

Spring meeting:

The Bethany College Education Advisory Council (EAC) met on April 1, 2026. The first major topic was the Spring 2026 Cooperating Teacher/College Supervisor Midterm Evaluations. It was noted that there were several discrepancies between how the student teachers rated themselves and how their cooperating teachers and college supervisors rated them; these discrepancies were particularly apparent on the indicator that rated student teachers' use of a variety of teaching strategies. Several possible reasons for this discrepancy were posited (i.e., how different raters interpret the word "variety," whether or not the raters were including classroom management strategies, and adjusting to the needs of the students).

The second major topic of discussion was House Bill 2299, which had recently been signed into law. This law bans students' access to cell phones during the entirety of the school day. Discussion centered on the fact that no one was sure yet how the law would be interpreted, particularly regarding the word "access." One EAC member, a local superintendent, said that he had consulted multiple lawyers, and each one interpreted the law differently. As a result, he didn't feel that he could answer questions from the teachers in his district about how the law would be enforced. Other EAC members made similar comments about their school districts, and the discussion closed with the understanding that Bethany student teachers would adhere to the policies of their cooperating districts and teachers.

(2025-2026 Bethany Teacher Education Handbook and Assessment Manual, Summary of Teaching Program Changes, End of Year Reports, and 2025 Education Surveys can be found on the Bethany College Education Department website: <https://www.bethanylb.edu/education>)