

CAEP Accountability Measure 2 summary:

The above program completer and first-year employer survey data (2016 to 2020) demonstrate the program completers indicators of teaching effectiveness.

Managing my classroom: 1) Employers (weighted average 3.13 on a 4-point scale) viewed graduates as stronger in this area than did the graduates themselves (weighted average 2.75 on a 4-point scale). 2) Both mentors and completers noted that completers demonstrate understanding of evolving nature of classroom management based on changing population and situation (e.g., Covid-19). 3) Demonstrates that perceptions of "managing my classroom" may be a skill that grows as teachers have more experience. 5) Comments from employers: "been impressed for a long time with her," "his room is a 'safe' room," "shown a lot of growth," and "positive classroom – her tone of voice and the lengths that she goes to build relationships.

Planning units and lessons: 1) In each of the indicators, the program completer weighted average was between 2.63 to 3.25, while the employer weighted average was between 2.63 and 3.38 (on a 4-point scale). 2) Planning units and lessons may have been impacted during the 2019-2020 and 2020-2021 school years by the school response to Covid-19. 3) Both mentors and completers address individualizing instruction to meet learner needs.

Understanding my learners: 1) There is no clear distinction between program completer view of self and mentor view of program completer in this area (back and forth between indicators). 2) For both program completers and employers, "Recognize the students mature and develop at different rates and stages in life" was the strongest indicator with weighted averages of 3.38 for both groups which has been consistent over time.

Utilizing methods of teaching and instruction: 1) Program completers (2.50) and mentors (2.75) provided similar overall average weighted rating on a 4-point scale. Data demonstrate that mentors view this category least positively (received the lowest average weighting by employers. 2) Comments in this area are highly individual; few commonalities other than generalized ability to meet needs of students is evident in program completers. 3) Again, it is difficult to ascertain the impact of school responses to Covid-19 in this area especially considering use of technology integration, the main mode of instruction for parts of the year for completers was ranked highest.

Assessing and tracking student performance: 1) Across the board, program completers and mentors view completer performance similarly. 2) Mentors indicate that the completer's strongest indicator of this category is "assessed learning through formative and summative assessments" (62.5% were rated as exemplary). 3) "Determining instructional approaches" is the highest indicator for the completers. 4) Disaggregated data demonstrate that as program completers gain experience, their view of competence in assessing student performance increases.



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Cross-cutting theme, Technology integration: 1) Both mentors and completers rated Technology Integration the highest of the indicators with a weighted average of 3.25 for the completers and a 3.50 for the mentors for the overall assessment. 2) It should be noted that due to Covid-19 during the 2020-2021 school year, many of the completers were teaching in a full remote or hybrid situation for at least a part of the school year, which may have impacted the response in this category.

Cross-cutting theme, Equity/All learners: 1) Both mentors and completers rated “Managing the learning environment to actively and equitably engage all learners” as the highest indicator within this category with a weighted rating of 3.38 and 3.13 respectively. 2) The overall weighted average for program completers was 2.86 on a 4-point scale and the overall weighted average for employers was 3.13 on a 4-point scale (minimal change from the prior year).

See the full reports on website:

[2021 Report on Employer Responses for the Bethel College Teacher Strengths Survey](#)

[2021 Report on Graduate Responses for the Bethel College Teacher Strengths Survey](#)