



Annual Report for 2025

Provider/Program Name:	Bushnell University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2031

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Mission:

Bushnell's teacher education and counseling programs are integrated with a broad Christian liberal arts academic experience. From this, teacher and school counseling candidates learn about foundations of education and education theory pertinent to their respective pathways, child and adolescent development, program specific methodologies and best practices in their chosen field, and educational systems/structures and legal issues as they prepare for the profession. Coursework culminates with an examination of faith and working in a public setting as an integral part of vocation and calling. Within the School of Education, students are provided with relevant field experiences in a purposeful and intentional way. Preparation addresses needs and priorities of PK-12 teachers and school counselors, and the professional dispositions required of successful educators today and in the future.

Context:

Bushnell's educator preparation program (EPP) is aligned with the overall mission and vision of the university providing candidates with a high-quality experience that is grounded in Christian principles and prepares graduates for a long and successful career in their chosen vocation. Since its inception, and with unwavering support from the university, the School of Education has grown from a single, non- license bearing, program to offering undergraduate and graduate degrees that lead to preliminary licensure in both teacher education and school counseling.

The School of Education benefits from a positive working relationship with the state licensing agency (TSPC) who comes alongside to support and encourage program implementation, development, and innovation. This support, coupled with forward-thinking faculty and staff, has been instrumental in the ongoing growth and program enhancement that has occurred over the years. Bushnell further enjoys positive and ongoing engagement with local organizations, schools/districts, and educators to ensure effective partnerships and high-quality clinical practices, which are central to candidate preparation so that candidates develop the

knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all PreK-12 students' learning and development. These partners contribute to overall program effectiveness and inform on-going improvement initiatives through such things as program advisory councils, consortium membership, clinical practices, guest presenters, completion of surveys, and innovations unique to individual districts.

As an Oregon EPP, Bushnell's School of Education offers two undergraduate teacher education majors and licensure programs: a Bachelor of Arts or a Bachelor of Science. Our school also offers two graduate licensure programs: a Master of Arts in Teaching (MAT) and a Master of Arts in School Counseling (MSC). Additionally, advanced programs include a master's in education (M.Ed.) as well as endorsements in elementary multiple subjects, secondary single subjects, Special Education, ESOL, Physical Education, Reading Interventionist, and School Counseling.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.bushnell.edu/aaqep-report>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

<i>PROGRAM SPECIFICATION TABLE</i>			
Column A	Column B	Column C	Column D
Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates Enrolled in most recently completed academic year	Number of Completers in most recently completed academic year (12 months ending 06/30/25)

		(12 months ending 06/30/25)	*a PCR was issued as per Oregon TSPC
Programs that lead to initial teaching credentials			
Bachelor of Arts and Master of Arts in Teaching	<i>Initial Certification: World Languages; Spanish (Grades 6-12)</i>	1	0
Bachelor of Science and Master of Arts in Teaching	<i>Initial Certification: Integrated Science (Grades 6-12)</i>	3	1
	<i>Initial Certification: English Language Arts (Grades 6-12)</i>	9	7
	<i>Initial Certification: Foundational Mathematics (Grades 6-12)</i>	3	0
	<i>Initial Certification: Advanced Mathematics (Grades 6-12)</i>	1	0
	<i>Initial Certification: Social Studies (Grades 6-12)</i>	8	4
	<i>Initial Certification: Health (Grades 6-12)</i>	7	4
	<i>Initial Certification: Physical Education (Grades PreK-12)</i>	10	4
	<i>Initial Certification: Elementary Multiple Subjects (Grades K-5)</i>	26	9
Total for programs that lead to initial credentials		68	29
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education in English for Speakers of Other Languages	<i>Specialty Certification: ESOL PreK-12</i>	0	0
Master of Education in Special Education	<i>Specialty Certification: SPED PreK-12</i>	0	0
Master of Education in Physical Education	<i>Specialty Certification: PE PreK-12</i>	0	0
Master of Education in Reading Intervention	<i>Specialty Certification: Reading Interventionist PreK-12</i>	3	2
Certificate only	<i>Specialty Certification: ESOL PreK-12</i>	2	0
Certificate only	<i>Specialty Certification: SPED PreK-12</i>	0	0
Certificate only	<i>Specialty Certification: PE PreK-12</i>	9	8
Certificate only	<i>Specialty Certification: Reading Interventionist PreK-12</i>	0	0
Total for programs that lead to additional/advanced credentials		14	10

Programs that lead to credentials for other school professionals or to no specific credential			
Master of School Counseling	<i>Initial School Counselor Certificate (Grades PreK-12)</i>	16	7
*Certificate of School Counseling (postgraduate)	<i>Initial School Counselor Certificate (Grades PreK-12)</i>	1	0
Total for additional programs		17	7
TOTAL enrollment and productivity for all programs		99	46
UNDUPLICATED total of all program candidates and completers		67	30

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

None

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
67
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
30
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
18

Note: A number of licensure recommendations were completed in July, just after the June 30 deadline. This was based on the conferral process and verification of degrees at the university.

D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Completers who finished in expected time frame (2 years):

Teacher Education - 93%

School Counseling- 88%⁵

Additional Endorsements/Certificates- 83%

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Performance Assessment (edTPA)

95% of candidates passed the edTPA assessment (n=19). One student did not take the test. Elementary completers average scores were above the minimum of 42 and the secondary scores were well- above the minimum score of 37.

Population	Score Averages
Combined	44.7
Elementary	45.2
Secondary	43.5

On the EdTPA assessment, completers must, on average, score a 2.5 per category. Candidates, on average, scored 2.69 on the evaluations. Pertinent examples are noted in the table below.

Category	Score
Planning 3-Using knowledge of students to inform Teaching and Learning	3.1
Instruction 6-Learning Environment	2.9
Assessment 15	3.1

Candidates mean score was 2.44 in the category -*Instruction 07-Engaging Students in Learning*. This will be a point of emphasis in the coming year.

ORELA / Praxis Content Exams

89% of candidates passed the Orela / Praxis content exams for the 2024-2025 cohort in the teacher education preparation program. This included passing on original takes, re-takes, and in a few cases the application of TSPC-approved multiple measures program which includes a near-passing score with additional documentation of content, grades, and field evaluations.

F. Explanation of evidence available from program completers, with a characterization of findings.

All candidates completed the same exit survey to assess the degree to which candidates feel the Teacher Education Program has prepared them for core educator duties and responsibilities. The exit surveys are electronically administered during the final weeks of student teaching, just prior to licensure.

For the teacher education candidates, 100% of candidates surveyed in an exit survey and additionally in interviews (n=17) felt prepared to enter the professional world of teaching. Candidates on average scored above the minimum requirement of 3.0 on the evaluations. Key strengths of program that were indicated included the following: collaboration with others, such as para-educators and other teachers, in meeting the needs of students with disabilities and engaging in professional learning to impact practice, continuously reflecting on their own actions.

For the school counseling candidates, all counselors indicated on the survey and in exit interviews that they felt prepared. All were hired within three months and employed as SCOUN by the next school year. The comments section showed appreciation by candidates of two key items: 1) the teaching practicum for building awareness and empathy and 2) the support of the faculty. Candidates (n=5) met the criteria and had mean scores well above the 3.0 on the evaluations. Key strengths of the program are using strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion as well as engaging in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

Employers of program completers were given an opportunity to give valuable feedback. The employers of program completers are given surveys that are electronically administered during the final weeks of student teaching for the current year. For the school of education teaching candidates (n=10), completers, on average, scored, on average, a minimum of 3 of 4 on 100% of the categories. This meets the goal specified in the School of Education for the Completer Employer Survey. Data was collected at the end of the 24-25 school year for the 23-24 candidates (given the first year of teaching culminated in 24-25). Employers indicated key strengths as the following: 1) the respect for individual differences and diversity of students, and 2) engagement in professional learning to impact practice, continuously reflecting on their own actions.

For school counseling candidates, an employer survey was sent out, but the number (n) was too small to calculate any significant findings. Anecdotally, employers have shared many positives about the readiness of school counselor completers.
H. Explanation of how the program investigates employment rates for program completers , with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.
During the final week of the 24-25 academic year, the School of Education Program Director and School Counseling Program Lead conduct exit interviews which include employment questions and tracking. This accounts for the first round of employment tracking. During the summer, the field supervisor has contact with the graduates to firm up any PCR (program completion reporting) and at that time will survey completers as to employment. The school counseling students are easier to follow as most have been hired prior to graduation. The remaining few often have counseling related jobs in their local districts and are then employed as school counselors for the upcoming year.
The School of Education completers also receive communication asking for employment data in late-August. Bushnell promotes the M.Ed. program and often will have a small portion of students continue to obtain further credentials. In the past two years, there was one completer from 23-24 and one from 24-25 who came back to obtain their M.Ed. (2 of 38 = (5%).
I. Explanation of how the staffing capacity for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.
In the summer of 2024, Bushnell University combined the School of Education program into a new college within the system as the School of Education's dean retired. One of the current faculty members was hired to provide leadership, but the role was changed from Dean to Program Director, The new organizational structure was formed as the College of Professional Studies which included the School of Education and School of Business. A new dean was named.
This proved to be very helpful as the School of Education saw a transition in its leadership. The School of Counseling's program lead professor also went back into K-12 school counseling, and a new part-time program lead was hired for the School Counseling program. Additionally, the field placement coordinator retired, and a new field placement coordinator was hired. Also, the administrative assistant departed as well. A new administrative assistant was hired in November, and the title was changed to School of Education Coordinator. The new coordinator was also qualified to teach in the department for future needs.
With reduced numbers of faculty in the School of Education, Bushnell leaned heavily on current faculty to take additional roles as well as former instructors, who were familiar with the program, to take on key courses.

At the end of the year, the Dean of the College of Professional Studies, departed to another university to provide leadership as the Vice President of Academic Affairs. The School of Education has not added any additional full-time faculty or staff members.

Bushnell has added a few part-time field supervisors and one additional adjunct specialty professor for ESOL programming.

With the re-alignment of key courses and responsibilities, Bushnell has maintained its ability to monitor quality assurance in its programming throughout the School of Education.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Teacher Education: Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation					
<p>Student Teaching Field Evaluation</p> <p>The student teaching evaluation instrument is aligned to TSPC teaching standards and is organized into 6 sections containing a total of 45 assessment components:</p> <p>1. Planning for instruction</p> <p>2. Establishing classroom climate</p> <p>3. Engaging students</p> <p>4. Evaluating Student progress</p> <p>5. Exhibiting professional behavior</p>	<p>Teacher candidates are scored, in each of the above areas, on a 4-point Lickert scale using the following descriptors:</p> <ul style="list-style-type: none"><i>No Evidence</i>; does not demonstrate knowledge / skill<i>Minimal</i>; demonstrates knowledge occasionally or lacks application<i>Emerging</i>; mostly prepared for first year of teaching	<p>95% of candidates (n=19) met the targets specified in the field evaluation instrument. Candidates on average scored well above the 3.0 on the evaluations. Pertinent examples and points of emphasis regarding department initiatives and completer performance are noted in the table.</p> <table><tr><td>Student Teaching 2024-2025</td><td>Field Evaluation</td></tr><tr><td>Planning for Instruction</td><td>3.6</td></tr></table>		Student Teaching 2024-2025	Field Evaluation	Planning for Instruction	3.6
Student Teaching 2024-2025	Field Evaluation						
Planning for Instruction	3.6						

6. Employing pedagogical content knowledge (7 components)	<ul style="list-style-type: none"><i>Proficient</i>; fully prepared for first year of teaching <p><i>A score of 3 or 4 is considered to be passing. Attaining a “Pass” in each field experience is a program completion requirement. To pass, the candidate must earn an average score of three in at least 80% of the components identified on the evaluation.</i></p>	Establishing Classroom Climate	3.6	
		Engaging Students	3.5	
		Evaluating Student Progress	3.5	
Lesson Plans		97% of the candidates (both BS and MAT students) met the target. Candidates’ mean scores were well above the 3.0 on the evaluations. Pertinent examples and points of emphasis are noted in the table.		
Teacher candidates develop lesson plans for each methods course. Plans are scored using a rubric aligned with the TSPC teaching standards. Components of the lesson plan rubric include: 1. Alignment to the state <i>standards</i> 2. Well-defined, measurable <i>objectives</i> 3. <i>Resources</i> needed for the lesson 4. <i>Anticipatory set</i> : engaging opening activity activating prior knowledge 5. <i>Instructional strategies</i> 6. Step by step <i>procedures</i> 7. <i>Assessment</i> aligned to the objective 8. Plans for <i>differentiated instruction</i> to meet the needs of all populations.	Common rubrics are used across all program types. Data is pulled from all populations for initial licensure candidates. Lesson plans are scored using a 4-point Likert scale; earning a minimum mean score of 3 out of 4 on all nine criteria constitutes a passing score. Lesson plans are included in every methods course across the system.	Lesson Plan Data	ELEM	SEC
		Assessment BS	3.7	3.8
		Assessment MAT	4.0	4.0
		Planning for Instruction BS	3.7	3.7
		Planning for Instruction BS	4.0	3.4
		Instructional Strategies MAT	3.8	3.4
		Instructional Strategies MAT	3.8	3.4

<p>The eight categories of the lesson plan have been consolidated into 3 key metrics for outcome reporting in 69 scored lesson plans:</p> <p>1) Assessment-lesson plan component 7</p> <p>2) Planning for Instruction-lesson plan components 1,2,3</p> <p>3) Instructional Strategies-lesson plan components 4,5,6.</p>														
<p>Educator Teacher Performance Assessment (edTPA)</p> <p>The ed-TPA assessment is designed with a focus on student learning and principles from research and theory. The tool is grounded in findings that successful teachers do the following:</p> <ul style="list-style-type: none">• Develop knowledge of subject matter, content standards, and subject-specific pedagogy• Develop and apply knowledge of varied students' needs• Consider research and theory about how students learn; and• Reflect on and analyze evidence of the effects of instruction on student learning	<p>Candidates must meet the cut score in the edTPA performance assessment:</p> <p>Elementary Multi-Subject: For <i>Elementary Education: Literacy with Mathematics</i>, there is an 18-rubric handbook that requires a passing score of 42.</p> <p>Secondary Single-Subject: For <i>Secondary Single-Subject</i> endorsements, there is a 15-rubric handbook that requires a passing score of 37.</p>	<p>95% of candidates passed the edTPA assessment (n=19). One student did not take the test. Elementary completers average scores were above the minimum score of 42, and the secondary scores were well- above the minimum score of 37.</p> <table><tr><td>Population</td><td>Score Averages</td></tr><tr><td>Combined</td><td>44.7</td></tr><tr><td>Elementary</td><td>45.2</td></tr><tr><td>Secondary</td><td>43.5</td></tr></table> <p>On the EdTPA assessment, completers must, on average, score a 2.5 per category. Candidates, on average, scored 2.69 on the evaluations. Pertinent examples are noted in the table below.</p> <table><tr><td>Category</td><td>Score</td></tr><tr><td>Planning 3-Using knowledge of students to</td><td>3.1</td></tr></table>	Population	Score Averages	Combined	44.7	Elementary	45.2	Secondary	43.5	Category	Score	Planning 3-Using knowledge of students to	3.1
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School Counseling: Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation						
Leadership Portfolio Within the leadership portfolio, school counseling interns present evidence demonstrating proficiency in successfully meeting all TSPC criteria required for completion of the program. As a culminating activity, candidates prepare a portfolio presentation to an audience of faculty, peers, and family to take place mid-way through Spring semester.	<p><i>Candidates are evaluated on a 4-point Likert scale, and a score of 3.0 meets the threshold of achievement.</i></p> <p>The Leadership Portfolio may be based on any of the 7 TSPC criteria:</p> <ol style="list-style-type: none">1. Foundational Knowledge, Skills2. Counseling Preventions and Interventions3. Diversity and Advocacy4. Assessment5. Research and Evaluations6. Academic Development7. Collaboration and Consultation	<p>Candidates (n=7) met the criteria and scored well above the 3.0 on all the evaluations. Key examples are included in the table below.</p> <table><tr><td>Evaluation Category</td><td>Score</td></tr><tr><td>Understanding Selected Criterion</td><td>3.8</td></tr><tr><td>Selection and Evidence</td><td>3.9</td></tr></table>	Evaluation Category	Score	Understanding Selected Criterion	3.8	Selection and Evidence	3.9
Evaluation Category	Score							
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Internship Field Evaluation	School counseling candidates are scored on a 4-point Likert Scale	In calculating the mean scores, candidates (n=7) met the criteria and scored well above the 105 minimum score and well above the 3.0 on the specific criteria and evaluations.						

<p>In their internship experiences, candidates are assessed on how well they handle crisis that may impede student learning and on their knowledge of the assessments available to students to help determine the best support that need to be given to promote academic learning. The school counseling internship scoring rubric is aligned to TSPC counseling standards and is organized into eight criterion sections containing a total of 35 assessment components. The eight school counseling standards (sections) are:</p> <ol style="list-style-type: none">1. Foundation2. Counseling, Prevention, & Intervention3. Diversity & Advocacy4. Assessment5. Research & Evaluation6. Academic Development7. Collaboration & Consultation8. Leadership	<p>with a threshold of achievement being a score of 3 or above.</p> <p>Attaining a ‘Pass” in each field experience is a program completion requirement. To pass, a candidate must earn a score of 105 points or higher.</p>	<p>Key examples are included in the table below.</p> <table><tr><th>Criterion</th><th>Score</th></tr><tr><td>Ethical and Legal Issues sensitive and aware as they support students and seek counsel as needed</td><td>3.8</td></tr><tr><td>Collaboration and Consultation- Reliable member of the staff (willing to consult and collaborate)</td><td>3.8</td></tr><tr><td>Leadership and Professionalism- Overall exhibits behaviors and attitudes of a competent school counselor</td><td>3.8</td></tr><tr><td>Growth area- Academic Development: Time and experience serving student populations.</td><td>3.2</td></tr></table>	Criterion	Score	Ethical and Legal Issues sensitive and aware as they support students and seek counsel as needed	3.8	Collaboration and Consultation- Reliable member of the staff (willing to consult and collaborate)	3.8	Leadership and Professionalism- Overall exhibits behaviors and attitudes of a competent school counselor	3.8	Growth area- Academic Development: Time and experience serving student populations.	3.2
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<p>Completer Exit Survey</p>	<p>The survey utilizes a 4-point Likert scale with response choices ranging from ‘not at all prepared’ to ‘well prepared’.</p>	<p>Candidates (n=5) met the criteria and had mean scores well above the 3.0 on the evaluations. Key examples are included in the table below:</p> <table><tr><th>Exit Survey Criterion</th><th>Score</th></tr></table>	Exit Survey Criterion	Score								
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<p>All candidates complete the same exit survey to assess the degree to which candidates feel the School Counseling Program has prepared them for core educator duties and responsibilities. The exit survey is electronically administered during the final weeks of student teaching, just prior to licensure.</p>	<p>Surveys are anonymous and, therefore, there is no passing score. However, Bushnell University expects <i>at least 85% of candidates to feel sufficiently prepared on all exit survey items.</i></p> <p>All counselors were hired within three months and employed as SCOUN by the next school year. Comments section on the survey showed appreciation by candidates of two key themes:</p> <ol style="list-style-type: none"> 1. ...the teaching practicum in building awareness and empathy 2. ...the faculty and felt supported throughout their program. 	5. To what extent do you feel prepared to use strength-based counseling and relationship-building skills to support student growth and promote equity and inclusion?	3.8
		8. To what extent do you feel prepared to explain an appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program?	3.8
		9. To what extent do you feel prepared to engage in professional behavior that reflects ASCA Ethical Standards for School Counselors?	3.8
		Growth Area: 3. To what extent do you feel prepared to access school and community resources to make appropriate plans for students such as 504 plan referrals and student risk assessments?	3.2

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Teacher Education: Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation						
<p>Student Teaching Field Evaluation</p> <p>The student teaching evaluation instrument is aligned to TSPC teaching standards and is organized into 6 sections containing a total of 45 assessment components.</p> <p>The first four: instruction, classroom climate, engaging students, and evaluating student progress) were noted in the candidate performance section above. The following two categories will emphasize candidate/completer professional competence and growth.</p> <p>6. Exhibiting professional behavior (10 components)</p> <p>7. Employing pedagogical content and knowledge (7 components)</p>	<p>Teacher candidates are scored, in each of the above areas, on a 4-point Lickert scale using the following descriptors:</p> <ul style="list-style-type: none">• No Evidence; does not demonstrate knowledge and skill• Minimal; demonstrates knowledge occasionally or lacks application• Emerging; mostly prepared for first year of teaching• Proficient; fully prepared for first year of teaching <p><i>A score of 3 or 4 is considered to pass.</i> Attaining a “Pass” in each field experience is a program completion requirement. To pass, the candidate must earn <i>an average score of three in at least 80% of the components identified on the evaluation.</i></p>	<p>With an n=19, 95% candidates met the targets specified in the field evaluation instrument. Candidates on average scored well above the 3.0 on the evaluations. Pertinent examples and points of emphasis regarding department initiatives and completer performance are noted in the table.</p> <table><tr><td>Student Teaching 2024-2025</td><td>Field Evaluation</td></tr><tr><td>Exhibiting Professional Behavior</td><td>3.8</td></tr><tr><td>Employing Pedagogical Content and Knowledge</td><td>3.6</td></tr></table> <p>Although section 7, component C, meets the criteria (mean score of 3.4), it will be a point of emphasis in the coming year: <i>7c) evaluates students’ initial conceptions and provides opportunities to gain a deeper and more useful understanding</i></p>	Student Teaching 2024-2025	Field Evaluation	Exhibiting Professional Behavior	3.8	Employing Pedagogical Content and Knowledge	3.6
Student Teaching 2024-2025	Field Evaluation							
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Employing Pedagogical Content and Knowledge	3.6							

<p>Completer Employer Survey</p> <p>The Completer Employer Survey is an Educator Preparation Program (EPP)-created survey which measures employer perceptions of Bushnell University graduates whom they have hired.</p> <p>Surveys are administered during a completer’s first year of licensed teaching. The survey’s components are aligned to InTASC and TSPC (Teachers Standards and Practices Commission) and AAQEP (Association for Advancing Quality in Education Preparation) standards and reflect the EPP’s conceptual framework and beliefs.</p> <p>The data results from the survey will be used to assess the quality of Bushnell’s teacher education programs and the way programs have prepared candidates for their role as a beginning teacher. The EPP uses the results to improve the quality of the teacher education programs and their operational effectiveness.</p>	<p>The survey is administered online. The survey is completed anonymously with individual responses kept confidential.</p> <p>The survey asks sixteen questions based on two categories: instructional practice and professional responsibilities.</p> <p>The survey utilizes a 4-point Likert scale. Response choices range from disagree to agree using the following prompt for each question:</p> <p><i>Bushnell University prepares its teacher education graduates to:</i></p> <p>1 = Disagree 2 = Somewhat Disagree 3 = Somewhat Agree 4 = Agree</p> <p>Data was collected at the end of the 24-25 school year for the 23-24 candidates (given the first year of teaching culminated in 24-25).</p>	<p>Completers, on average, scored on average a minimum of 3 of 4 on 100% categories (n=10). This meets the goal specified in the School of Education for the Completer Employer Survey. Pertinent examples of demonstrated professionalism as well as growth points of emphasis are noted in the table.</p> <table><tr><th>Employer Survey Question</th><th>Score</th></tr><tr><td>Professionalism: Respect individual differences and diversity of students</td><td>3.7</td></tr><tr><td>Professionalism: Engage in professional learning to impact practice, continuously reflecting on their own actions</td><td>3.6</td></tr><tr><td>Growth: Use a variety of instructional strategies to foster deep understanding of the content and application</td><td>3.0</td></tr><tr><td>Growth” Use data to plan, differentiate, and modify instruction for students with special needs and diverse populations</td><td>3.1</td></tr></table>	Employer Survey Question	Score	Professionalism: Respect individual differences and diversity of students	3.7	Professionalism: Engage in professional learning to impact practice, continuously reflecting on their own actions	3.6	Growth: Use a variety of instructional strategies to foster deep understanding of the content and application	3.0	Growth” Use data to plan, differentiate, and modify instruction for students with special needs and diverse populations	3.1
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Growth” Use data to plan, differentiate, and modify instruction for students with special needs and diverse populations	3.1											
Completer Exit Survey		100% of candidates surveyed (n=17) felt prepared to enter the professional world of teaching. Candidates on average										

All candidates complete the same exit survey to assess the degree to which candidates feel the Teacher Education Program has prepared them for core educator duties and responsibilities. The exit survey is electronically administered during the final weeks of student teaching, just prior to licensure.	The survey utilizes a 4-point Likert scale with response choices ranging from ‘not at all prepared’ to ‘well prepared’. Surveys are anonymous and, therefore, there is no passing score. However, Bushnell University expects <i>at least 85% of candidates to feel sufficiently prepared on all exit survey items.</i>	scored above the minimum requirement of 3.0 on the evaluations. Pertinent examples of professionalism competence and growth areas are noted in the table below:										
		<table><tr><th>Survey Question</th><th>Score</th></tr><tr><td>Professional Competence: 10. To what extent were you prepared to engage and motivate students through learner-centered instruction?</td><td>3.5</td></tr><tr><td>Professional Competence: 21. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the needs of students with disabilities?</td><td>3.6</td></tr><tr><td>Growth Area 5. To what extent were you prepared to build and maintain positive rapport and two-way communication with student's families?</td><td>3.2</td></tr><tr><td>Growth Area 22. To what extent were you prepared to provide appropriate ways for ELL students to demonstrate their learning?</td><td>3.1</td></tr></table>	Survey Question	Score	Professional Competence: 10. To what extent were you prepared to engage and motivate students through learner-centered instruction?	3.5	Professional Competence: 21. To what extent were you prepared to collaborate with others, such as para-educators and other teachers, in meeting the needs of students with disabilities?	3.6	Growth Area 5. To what extent were you prepared to build and maintain positive rapport and two-way communication with student's families?	3.2	Growth Area 22. To what extent were you prepared to provide appropriate ways for ELL students to demonstrate their learning?	3.1
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School Counseling: Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation										
<p>Professional Development Plan</p> <p>Assessing what candidates have learned from Oregon’s Framework for Comprehensive School Counseling Programs, candidates write a formal professional development plan as if they are entering their first year as a school counselor.</p> <p>The professional development plan needs to include:</p> <ul style="list-style-type: none">• Five or more personal beliefs about students, families, teachers, and the educational process including how culture and diversity influence the educational process.• The candidate’s vision statement focuses on the desired outcome of a comprehensive school counseling program.	<p>Using a common scoring rubric, Bushnell faculty review the Professional Development Plans.</p> <p>Candidates are evaluated on <i>a 4-point Likert scale and a score of 3.0 meets the threshold of achievement.</i></p>	<p>The mean score for the candidates (n=10) met the minimum score of a 3 of 4 on 100% of the categories.</p> <p>This meets the goal specified in the School of Education for the Professional Development Plan.</p> <p>Pertinent examples of demonstrated professionalism are noted in the table.</p> <table><tr><td>Professional Development Plan Criteria</td><td>Score</td></tr><tr><td>Personal Beliefs</td><td>4.0</td></tr><tr><td>Vision Statement</td><td>4.0</td></tr><tr><td>Mission Statement</td><td>4.0</td></tr><tr><td>SMART Goals</td><td>3.9</td></tr></table>	Professional Development Plan Criteria	Score	Personal Beliefs	4.0	Vision Statement	4.0	Mission Statement	4.0	SMART Goals	3.9
Professional Development Plan Criteria	Score											
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Vision Statement	4.0											
Mission Statement	4.0											
SMART Goals	3.9											

<ul style="list-style-type: none">• The candidate’s mission statement provides the focus and direction to reach the stated vision statement.• At least three S.M.A.R.T. program goals that align with the vision and mission statement and address specific student outcomes through one or more of the four domains: academic, career, social/emotional and/or community involvement (including the student behavior and mindsets standards.										
<p>Theoretical Orientation Paper</p> <p>Candidates develop a personal theoretical orientation and present it in the form of a written, scholarly paper. The paper contains the following sections:</p> <ul style="list-style-type: none">• Candidate’s philosophical beliefs about the inherent nature of students, including basic human needs and basic human make-up regarding the change process.• Candidates’ developing counseling theory that is congruent with their philosophical beliefs about the inherent nature of	<p>Using a common scoring rubric, Bushnell faculty review the Theoretical Orientation Paper.</p> <p>Candidates were evaluated on a <i>4-point Likert 4 and a score of 3.0 meets the threshold of achievement.</i></p>	<p>The mean score for the candidates (n=9) met the minimum score of a 3 of 4 on 100% of the categories.</p> <p>This meets the goal specified in the School of Education for the Theoretical Orientation Paper.</p> <p>Pertinent examples of demonstrated professionalism are noted in the table.</p> <table><tr><td>Theoretical Orientation Categories</td><td>Score (Mean)</td></tr><tr><td>Counseling Theories</td><td>4</td></tr><tr><td>Philosophical Beliefs</td><td>3.9</td></tr><tr><td>Application of Personal Orientation</td><td>4</td></tr></table>	Theoretical Orientation Categories	Score (Mean)	Counseling Theories	4	Philosophical Beliefs	3.9	Application of Personal Orientation	4
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Philosophical Beliefs	3.9									
Application of Personal Orientation	4									

<p>children and how to counsel children.</p> <ul style="list-style-type: none"> • Candidates' beliefs regarding the role of faith and/or spirituality in the student's change process, and how they will integrate faith and/or spirituality in their counseling practice. • Candidates' beliefs regarding working with diverse students and how they may demonstrate multicultural competencies as they counsel. • Candidates' philosophy about how to apply their theoretical orientation to K-12 settings. 		Research	3.9
<p>Cultural Encounter Project</p> <p>Within the <i>Diversity and Advocacy</i> outcome, students are assessed on their professional and ethical standards as they work to ensure they are providing equitable services to all students.</p> <p>This assignment is designed to enhance candidates' ability to analyze a complex, diversity-related issue/situation that is likely to occur in an education setting, including their own biases and reactions to these issues, and discover potential action plans in response to the issue.</p>	<p>Using a common scoring rubric, Bushnell faculty review the Cultural Encounter Project.</p> <p><i>Candidates are evaluated on a 4-point Likert scale and a score of 3.0 meets the threshold of achievement.</i></p>	<p>With an n=10, the mean score for the candidates met the minimum score of a 3 of 4 on 100% of the categories.</p> <p>This meets the goal specified in the School of Education for the Cultural Encounter Project.</p> <p>Pertinent examples of demonstrated professionalism are noted in Criterion 3 Diversity and Advocacy including the change agent role, standing in the gap for students, analyzing complex situations, and proposing meaningful and relevant</p>	

For part one of this assignment, candidates choose an appropriate topic that counselors need to stand in the gap and become advocates for diverse students. Candidates collect relevant information and prepare a research paper that explores the analysis of the issue, including their personal reactions, suggested solutions as the school counselor in the role of a change agent, and provide research that supports their proposed solutions.		solutions. Candidates average a 4.0 (mean) in these categories.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

During the 24-125 school year, there were many interesting progress points, accomplishments:

First, SEL (Social Emotional Learning) standards were adopted. Crosswalks and curricular alignment tools were created and the standards began implementation during this current year. The standards mostly were aligned with a few key courses (Classroom Management, Faith Integration Seminar, and School Diversity). The faculty teamed up to make sure that all standards were implemented.

Second, the TSPC Literacy Standards initiative began. During the 24-25 academic year, the initial draft of the literacy standards proposal was created. Bushnell participated in the spring literacy symposium to begin this process alongside current EPP's in our region.

Third, the Bushnell School of Education made the decision to adjust the programming for traditional undergraduates to begin a semester earlier in their journey. This also included some minor adjustments to field practicums and experiences from 1080 hours to 850 hours. The prevailing thought was that undergraduates would have the opportunity to participate in endorsement programs such as SPED and ESOL with more flexible scheduling. Additionally, secondary candidates will have the opportunity to take more content-related classes to support their pursuits. This initiative had to go through the entire governance process at the university, new publications, staff training, and updated marketing emphasis.

Fourth, the Bushnell School of Education made the decision to pursue an online MAT (Master of Arts in Teaching) and online EUP (Evening Undergraduate Program) for the fall of 2026. This took most of the late-fall and spring to plan and gain faculty team buy-in. Many details were and action lists were created and that has been a large emphasis in the current year.

Lastly, the Bushnell School of Education re-launched the SPED program after it was dormant for a couple of years. This was based on more flexible undergraduate scheduling as well as a key adjunct faculty member retiring from public education to champion the program.