

The following document presents data and findings associated with Quinnipiac University School of Education (SOE) Employer and Milestones Surveys for both MAT (Initial) and EDL (Advanced) as well as Stakeholder Involvement, as evidenced through Advisory Board Meeting Minutes. ***Due to challenges associated with the COVID-19 Pandemic, there is a gap in MAT completers' milestones data for the 2020-2021 academic year.***

Employer Survey - MAT

The MAT Employer Surveys is aligned to the **10 InTasc Standards** (considered to be the knowledge, skills, and dispositions expected of effective teachers) organized and presented by the four categories: Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility. Employers were asked to report completers' ability as Below Standard (1), Developing (2), Proficient (3), or Exemplary (4) for each item. Cohort mean scores for each item, as well as the percent of completers within a cohort who were rated at a given level for a given item, are presented in turn. The surveys also include three open-ended prompts which have been coded and are shared below.

A representative sample of completer Employers responded to the survey (Table 2.1-2.8). The proportion of respondents in urban districts (~30.4%) is similar to that of completers working in urban districts (36.7%) from 2017-2022. Analyses suggest good reliability on the overall scale as well as on each of the subscales (Table 2.2) Overall, Employers rated 70% of completers as *Proficient* or *Exemplary* across all items in all 4 domains. Among 2022 completers, classroom management was again identified as an area where Employers indicated completers would benefit from additional support. Employers highlighted that completers would benefit from development of skills around differentiation, student-led learning, and providing SEL support to students in trauma/high needs contexts. We are quite concerned about the decreasing response rate year-upon-year. We plan to engage in continuous improvement efforts around the MAT Employer Survey to address this troubling trend.

Milestones Survey – MAT

The Completer Milestones survey was designed using CAEP guidelines for employment milestones including promotion and retention. We continue to build data collected from this survey and have now asked completers from 2014-2020 graduating cohorts to provide information on employment and career milestones achieved (Table 2.9-2.11). Survey respondents (n = 166; 27.1% response rate) are approximately representative of MAT completers and represent a variety of district settings. Currently 56.2% of respondents indicated they remain employed in the district as initial hire, consistent with the statewide 4-year teacher retention rate of 58.9% (mobility rate 41.1%¹). Only 10.3% of respondents indicated they left teaching, half the national 5-year teacher attrition rate (17%)². Overall, we are pleased with the milestones our completers achieved during their first 5 years as teachers of record. Whether through leadership roles (73.5%), additional certification (68.7%), providing professional development (43.2%; many on technology or SEL), and attending or presenting at conferences (35.1%), completers' dedication to the profession and ongoing development in enhancing their practice is evident.

Employer Survey - EDL

We are very pleased to share that in Fall 2022, the EPP hired a Director for our Educational Leadership program which has been without an official program director since Summer 2020 due to budget cuts. The EPP has since been working with the new director in support of our EDL candidates as well as around Assessment, Instruments, Surveys, and Continuous Improvement efforts. In Fall 2022, the

¹ https://portal.ct.gov/-/media/SDE/Talent_Office/cteequityplan.pdf?la=en

² Gray, L., and Taie, S. (2015). Public School Teacher Attrition and Mobility in the First Five Years: Results From the First Through Fifth Waves of the 2007–08 Beginning Teacher Longitudinal Study (NCES 2015-337). U.S. DOE Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>.

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EPP began collaborating with the new EDL program director around the development of an EDL employer survey. After reviewing a variety of instruments which were available online as shared by other EPPs, and with the support of our Advisory Board, we developed our own EDL Employer survey, aligned with CAEP and NELP standards, that we piloted in Spring 2023. We look forward to sharing progress and reporting data associated with this instrument in the 2023-24 Annual Report. Additionally, we will standardize timing of survey data collection, and conduct response rate, and reliability and validity analyses, as needed, on this survey to ensure it is a robust measure of employers' perceptions of EDL completer performance.

Advisory Board Meeting Minutes

EPP clinical partners include our Program Directors and faculty, our Curriculum and Assessment Review Committee (CARC), and the Advisory Board. The board, established in 2012, includes teachers and administrators from P-12 urban and suburban settings, recent completers, EPP faculty and administrators. The Board meets between three and four times per academic year to discuss and resolve issues such as candidate recruitment, admission, preparation, and outcomes. Such discussions often lead to changes in policy or procedures and, in this way, through the Advisory Board, the EPP's clinical partners share responsibility for improvement of candidate preparation and clinical experiences, including procedures, policies, assessments, and placements.

Our strong relationships with clinical partners foster shared responsibility for completer outcomes. From 2017 to 2022, more than 20% of MAT completers were hired within the 17 local districts with which we partner. Because of this, our clinical partners have a vested interest in supporting candidate preparation and improving completer outcomes. In turn, these robust community connections keep us in touch with the needs of the clinical partners and professionals in the field, which informs our approach to candidate preparation. Partners also participate in our career preparation workshops, resume/cover letter sessions, and mock interviews sessions, are run by clinical partners, including recent completers, all of whom work in local P-12 schools. The role of the Advisory Board, and topics discussed, is more fully evidenced in the Advisory Board Meeting Minute included below.

Trends and External Benchmarks

In the absence of publicly available state data, and due to the differences in metrics used to assess teaching effectiveness by regional SOEs, we are unable to make direct comparisons in employer satisfaction between our SOE and other regional SOEs. We can report that most surveys exceed the 20% CAEP minimum required response rates, and those that do not are under review. Overall employers rated 70% of MAT completers as *Proficient* or *Exemplary* across all 4 InTasc domains in the MAT Employer Survey. These trends were stable year-to-year regardless of cohort. Additionally, within the MAT Milestones Survey, some 56% of respondents indicated they remain employed in the district as initial hire, consistent with the statewide 4-year teacher retention rate of 58.9% (mobility rate 41.1%³). The proportion is particularly high (66%) for the 2020 graduating cohort. Finally, only 10% of respondents indicated they left teaching, far less than national 5-year teacher attrition rate (17%)⁴, an important benchmark to highlight which suggests a high level both employer and completer satisfaction.

³ https://portal.ct.gov/-/media/SDE/Talent_Office/ctequalityplan.pdf?la=en

⁴ Gray, L., and Taie, S. (2015). Public School Teacher Attrition and Mobility in the First Five Years: Results From the First Through Fifth Waves of the 2007–08 Beginning Teacher Longitudinal Study (NCES 2015-337). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 22 2020 from <http://nces.ed.gov/pubsearch>.

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Employer Survey - MAT

Table 2.1. Background Information on Employer Respondents

	Employers of 2018 Completers (n = 18)	Employers of 2019 Completers (n = 15)	Employers of 2020 Completers (n=10)	Employers of 2021 Completers (n=7)	Employers of 2022 Completers (n=6)
Response Rate	34.6%	28.3%	15.4%	11.7%	9.1%
Role in School					
Principal	100%	93%	90%	85.7%	100%
Assistant Principal	0%	7%	10%	14.3%	0%
Type of School					
Elementary	50%	67%	40%	85.7%	66.6%
Secondary	50%	33%	20%	14.3%	16.7%
Middle	-	-	20%	0%	16.7%
K-8	-	-	20%	0%	0%
Urbanicity					
Urban	39%	27%	30%	42.9%	33.3%
Suburban	56%	66%	60%	57.1%	66.6%
Rural	6%	7%	10%	0%	0%

Table 2.2. Alpha Reliability of Employer Survey Subscale and Overall Scale (2017-2019 data)

	Number of Items	Cronbach's Alpha Reliability
The Learner and Learning Items	9	.95
Content Knowledge Items	5	.91
Instructional Practice Items	9	.96
Professional Responsibility Items	8	.93
All Items	31	.98

Table 2.3 Percent of Employer Ratings by Performance Level: Items Related to Learner and Learning

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
1. The teacher understands how learners grow and develop.	2018	18	0	16.7	61.1	22.2
	2019	15	0	6.7	46.7	46.7
	2020	10	0	10	60	30
	2021	7	0	14.3	85.7	0
	2022	6	0.0	0.0	100.0	0.0
	Total	56	0.0	10.7	64.3	25.0
2. The teacher recognizes that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas.	2018	18	0	16.7	55.6	27.8
	2019	15	0	0	53.3	46.7
	2020	10	0	10	50	40
	2021	7	0	14.3	85.7	0
	2022	6	0.0	33.3	66.7	0.0
	Total	56	0.0	12.5	58.9	28.6
3. The teacher designs and implements developmentally appropriate and challenging learning experiences for learners.	2018	18	0	16.7	61.1	22.2
	2019	15	0	6.7	66.7	26.7
	2020	10	0	10	50	40
	2021	7	0	28.8	71.4	0
	2022	6	0.0	66.7	16.7	16.7
	Total	56	0.0	19.7	57.1	23.2
4. The teacher uses the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	2018	18	0	16.7	50	33.3
	2019	15	0	6.7	53.3	40
	2020	10	0	20	20	60
	2021	7	0	28.8	57.1	14.3
	2022	6	0.0	50.0	33.3	16.7
	Total	56	0.0	19.7	44.6	35.7
5. The teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2018	18	0	11.1	61.1	27.8
	2019	14	0	7.1	57.1	35.7
	2020	10	0	10	50	40
	2021	7	0	14.3	71.4	14.3
	2022	6	0.0	33.3	66.7	0.0
	Total	55	0.0	12.7	60.0	27.3
6. The teacher works with others to create environments that support individual and collaborative learning.	2018	18	0	5.6	55.6	38.9
	2019	15	0	6.7	33.3	60
	2020	10	10	10	40	40
	2021	7	0	28.6	42.9	28.6
	2022	6	0.0	0.0	83.3	16.7
	Total	56	1.8	9.0	48.2	41.1

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7. The teacher works with others to create environments that encourage positive social interaction.	2018	18	0	5.6	55.6	38.9
	2019	15	0	6.7	33.3	60
	2020	10	10	10	40	40
	2021	7	0	14.3	71.4	14.3
	2022	6	0.0	0.0	83.3	16.7
	Total	56	1.8	7.2	51.8	39.3
8. The teacher works with others to create environments that encourage active engagement in learning.	2018	18	0	5.6	50	44.4
	2019	15	0	6.7	26.7	66.7
	2020	10	0	10	40	50
	2021	7	0	14.3	85.7	0
	2022	6	0	16.7	66.7	16.7
	Total	56	0.0	9.0	48.2	42.9
9. The teacher works with others to create environments that encourage self-motivation.	2018	18	0	11.1	61.1	27.8
	2019	14	0	21.4	35.7	42.9
	2020	10	0	20	40	40
	2021	7	0	14.3	85.7	0
	2022	6	0	0	100.0	0
	Total	55	0.0	14.5	58.2	27.3

Table 2.4 Percent of Employer Ratings in Each Performance Level on Items Related to Content Knowledge

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
10. The teacher understands the central concept, tools of inquiry and the structures of the discipline(s) he or she teaches.	2018	18	0	16.7	72.2	11.1
	2019	15	0	6.7	53.3	40
	2020	10	0	10	60	30
	2021	7	0	14.3	85.7	0
	2022	6	0.0	16.7	83.3	0.0
	Total	56	0.0	12.5	67.8	19.6
11. The teacher creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2018	18	0	22.2	61.1	16.7
	2019	15	6.7	0	53.3	40
	2020	10	0	30	50	20
	2021	7	0	28.6	71.4	0
	2022	6	0.0	50.0	50.0	0.0
	Total	56	1.8	21.4	57.1	19.7
12. The teacher uses differing perspectives to engage learners in critical thinking.	2018	18	0	16.7	66.7	16.7
	2019	15	0	6.7	60	33.3
	2020	10	0	20	60	20
	2021	7	0	42.9	57.1	0
	2022	6	0.0	33.3	66.7	0.0
	Total	56	0.0	19.7	62.5	17.9
13. The teacher engages learners in collaborative problem solving related to authentic local and global issues.	2018	18	5.6	16.7	66.7	11.1
	2019	15	0	6.7	66.7	26.7
	2020	10	10	20	50	20
	2021	7	0	42.9	57.1	0
	2022	6	0.0	50.0	50.0	0.0
	Total	56	3.6	21.5	60.7	14.3
14. The teacher understands how to connect concepts within the content area and with other discipline areas.	2018	18	5.6	16.7	66.7	11.1
	2019	15	0	6.7	60	33.3
	2020	10	0	40	40	20
	2021	7	0	42.9	57.1	0
	2022	6	0.0	50.0	50.0	0.0
	Total	56	1.8	25.0	57.1	16.1

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 Table 2.5 Percent of Employer Ratings in Each Performance Level on Items Related to Instructional Practice

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
15. The teacher understands and uses multiple methods of assessment to engage learners in their own growth.	2018	18	0	27.8	50	22.2
	2019	14	0	14.3	42.9	42.9
	2020	10	0	20	50	30
	2021	7	0	28.6	57.1	14.3
	2022	6	0.0	33.3	66.7	0.0
	Total	55	0.0	23.7	50.9	25.5
16. The teacher understands and uses multiple methods of assessment to monitor learner progress.	2018	18	0	27.8	44.4	27.8
	2019	14	0	14.3	50	35.7
	2020	10	0	40	40	20
	2021	7	0	28.6	57.1	14.3
	2022	6	0.0	33.3	66.7	0.0
	Total	55	0.0	27.3	49.1	23.6
17. The teacher understands and uses multiple methods of assessment to guide his/her decision making.	2018	18	0	27.8	55.6	16.7
	2019	14	7.1	7.1	42.9	42.9
	2020	10	0	50	30	20
	2021	7	0	28.6	57.1	14.3
	2022	6	0.0	50.0	50.0	0.0
	Total	55	1.8	29.1	47.3	21.8
18. The teacher understands and uses multiple methods of assessment to guide the learners' decision making.	2018	18	11.1	16.7	66.7	5.6
	2019	15	6.7	20	40	33.3
	2020	10	0	50	30	20
	2021	7	0	28.6	57.1	14.3
	2022	6	0.0	33.3	66.7	0.0
	Total	56	5.4	26.8	51.8	16.1
19. The teacher plans instruction that supports every student in meeting rigorous learning goals.	2018	18	0	22.2	50	27.8
	2019	15	0	13.3	46.7	40
	2020	10	0	20	50	30
	2021	7	0	42.9	57.1	0
	2022	6	0.0	66.7	16.7	16.7
	Total	56	0.0	26.8	46.4	26.8
20. The teacher plans instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	2018	18	0	22.2	61.1	16.7
	2019	15	0	20	53.3	26.7
	2020	10	0	30	50	20
	2021	7	0	42.9	57.1	0
	2022	6	0.0	16.7	83.3	0.0
	Total	56	0.0	25.0	58.9	16.1

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21. The teacher plans instruction that draws upon the knowledge of learners and the context of the community.	2018	18	0	16.7	72.2	11.1
	2019	15	0	6.7	60	33.3
	2020	10	0	30	40	30
	2021	7	0	14.3	85.7	0
	2022	6	0.0	16.7	83.3	0.0
	Total	56	0.0	16.1	66.1	17.8
22. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	2018	18	5.6	27.8	50	16.7
	2019	15	0	6.7	60	33.3
	2020	10	0	20	30	50
	2021	7	0	28.6	71.4	0
	2022	6	0.0	66.7	33.3	0.0
	Total	56	1.8	25.0	50.0	23.2
23. The teacher encourages learners to build skills and apply knowledge in meaningful and authentic ways.	2018	18	5.6	16.7	50	27.8
	2019	15	0	13.3	40	46.7
	2020	10	0	20	40	40
	2021	7	0	14.3	85.7	0
	2022	6	0.0	16.7	83.3	0.0
	Total	56	1.8	16.1	53.6	28.6

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 Table 2.6 Percent of Employer Ratings in Each Performance Level on Items Related to Professional Responsibility

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
24. The teacher engages in ongoing professional learning and uses that learning to continually evaluate and adjust his/her practice.	2018	17	0	5.9	64.7	29.4
	2019	14	0	7.1	42.9	50
	2020	10	10	0	50	40
	2021	7	0	28.6	57.1	14.3
	2022	6	0.0	0.0	100.0	0.0
	Total	54	1.9	7.4	59.3	31.5
25. The teacher seeks opportunities to engage in professional growth to improve teaching and learning.	2018	18	0	11.1	44.4	44.4
	2019	15	0	6.7	26.7	66.7
	2020	10	10	0	50	40
	2021	7	0	28.6	42.9	28.6
	2022	6	0.0	0.0	100.0	0.0
	Total	56	1.8	8.9	46.4	42.9
26. The teacher examines his/her practice and adjusts that practice to meet the needs of each learner.	2018	18	0	11.1	72.2	16.7
	2019	15	6.7	0	33.3	60
	2020	10	10	0	40	50
	2021	7	0	28.6	42.9	28.6
	2022	6	0.0	16.7	83.3	0.0
	Total	56	3.6	8.9	53.6	33.9
27. The teacher collaborates with learners, families, colleagues, other school professionals and community members to improve instructional practice.	2018	18	0	11.1	50	38.9
	2019	15	0	6.7	40	53.3
	2020	10	10	0	50	40
	2021	7	0	28.6	57.1	14.3
	2022	6	0.0	0.0	83.3	16.7
	Total	56	1.8	8.9	51.8	37.5
28. The teacher is reflective and evaluates the effects of his/her choices and actions on others (learners, families, other professionals, and the community).	2018	17	0	11.8	58.8	29.4
	2019	15	6.7	0	46.7	46.7
	2020	10	10	0	50	40
	2021	7	0	14.3	71.4	14.3
	2022	6	0.0	33.3	50.0	16.7
	Total	55	3.6	9.1	54.5	32.7
29. The teacher collaborates with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	2018	18	0	5.6	61.1	33.3
	2019	15	6.7	0	53.3	40
	2020	10	10	0	50	40
	2021	7	0	28.6	57.1	14.3
	2022	6	0.0	16.7	83.3	0.0
	Total	56	3.6	7.2	58.9	30.3

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30. The teacher seeks appropriate leadership roles in the school and community.	2018	18	0	27.8	55.6	16.7
	2019	15	6.7	20	46.7	26.7
	2020	10	0	30	30	40
	2021	7	0	42.9	42.9	14.3
	2022	6	0.0	50.0	50.0	0.0
	Total	56	1.8	30.4	46.5	21.5
31. The teacher demonstrates leadership by modeling ethical behavior.	2018	17	0	11.8	35.3	52.9
	2019	15	0	6.7	40	53.3
	2020	10	10	10	40	40
	2021	7	0	14.3	57.1	28.6
	2022	6	0.0	0.0	100.0	0.0
	Total	55	1.8	9.1	47.3	41.8

Table 2.7. Patterns of Responses to Prompt 1 From Employers of 2018-2020, 2022, 2023 Completers

Comment about positive aspect of completers' preparedness	Percent of Responses of Principals of 2018 Completers (n = 16)	Percent of Responses of Principals of 2019 Completers (n = 15)	Percent of Responses of Principals of 2020 Completers (n = 10)	Percent of Responses of Principals of 2021 Completers (n = 7)	Percent of Responses of Principals of 2022 Completers (n = 6)
Planning effective lesson plans	6.3%	0%	10%	14.3%	16.7%
Differentiation	6.3%	6.7%	30%	0%	0%
Assessment	25%	0%	20%	0%	0%
Content	6.3%	6.7%	10%	0%	0%
Implementing engaging and effective instruction	12.5%	20%	10%	0%	0%
Interacting successfully with parents	6.3%	6.7%	0%	0%	0%
Connecting with students	0%	6.7%	10%	28.6%	16.7%
Reflecting on and working to improve their own practice	6.3%	20%	0%	0%	0%
Open to/seeks feedback	0%	6.7%	10%	14.3%	0%
Carefully developing curriculum	6.3%	6.7%	0%	0%	0%
Collaboration with colleagues	12.5%	13.3%	20%	42.9%	0%
Effective implementation of Responsive classroom	12.5%		10%	0%	0%
Interviewing well	0%	0%	0%	0%	0%
Professionalism	0%	6.7%	10%	28.6%	16.7%
Commitment to/passion for teaching.	6.3%	20%	20%	14.3%	0%
Effective Social Emotional Skills	n/a	n/a	n/a	14.3%	0%
Sets High Expectations	n/a	n/a	n/a	14.3%	0%
Well Prepared for Teaching	n/a	n/a	n/a	42.9%	100%

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Table 2.8. Patterns of Responses to Prompt 2 From Principals of 2017, 2018, 2019, 2021, and 2022 Completers

	Percent of Responses of Principals of 2018 Completers (n = 16)	Percent of Responses of Principals of 2019 Completers (n = 15)	Percent of Responses of Principals of 2020 Completers (n = 10)	Percent of Responses of Principals of 2021 Completers (n = 7)	Percent of Responses of Principals of 2022 Completers (n = 6)
Behavior/classroom management	12.5%	13.3%	20%	0%	33%
Interacting with challenging parents	6.3%	6.6%	0%	14.3%	0%
Trauma informed practice/knowledge of challenging student backgrounds	25%	0%	0%	0%	0%
How to address high needs/sped students with classroom management, instructional supports, and socioemotional learning	12.5%	6.6%	0%	14.3%	16.7%
Content knowledge	0%	0%	0%	0%	0%
Balance of structure and freedom	12.5%	0%	0%	0%	0%
Confidence	12.5%	0%	0%	14.3%	0%
Performance-based assessments to drive ongoing instruction and guided groups	6.3%	6.6%	10%	14.3%	16.7%
Cultural competency	6.3%	0%	0%	0%	0%
Anxiety around/avoidance of feedback from administrators/departments leaders and collaboration with colleagues	6.3%	6.6%	10%	0%	0%
Time management	6.3%	6.6%	10%	0%	0%
Instructional practice	6.3%	0%	0%	14.3%	16%
Organization	6.3%	0%	0%	0%	0%
Data analysis and usage	0%	0%	0%	14.3%	0%
Need for basic school before more complex skills	0%	6.6%	0%	0%	0%
More instruction on teaching reading skills	0%	6.6%	0%	0%	0%
Professional development	0%	6.6%	0%	14.3%	0%
Being an effective team member	0%	0%	0%	14.3%	0%
Maintaining personal well-being in face of wide range of school issues (SEL, mental health, safety)	n/a	n/a	n/a	28.6%	0%

Milestones Survey - MAT

Due to challenges associated with the COVID-19 Pandemic, there is a gap in MAT completers' milestones data for the 2020-2021 academic year.

Table 2.9 Demographics of Milestones Survey Respondents*

Demographic Characteristic	2014 n = 33	2015 n = 37	2016 n = 14	2017 n = 42	2018 n = 31	2019 n = 22	2020 n = 6	2014-20 n = 185
Program Area at Quinnipiac								
4+1 Elementary	54.5%	43.2%	50%	28.6%	61.3%	50.0%	83.3%	47.6%
4+1 Secondary	30.3%	35.1%	35.7%	26.2%	19.4%	18.2%	0.0%	26.5%
GradMAT Elem	9.1%	13.5%	7.1%	26.2%	9.7%	13.6%	16.7%	14.6
GradMAT Sec	6.1%	8.1%	7.1%	19.0%	9.7%	18.2%	0.0%	11.3
School District Type								
Rural	15.2%	8.1%	7.1%	7.1%	9.7%	4.6%	0.0%	8.6
Suburban	39.4%	48.6%	50%	47.6%	61.3%	59.1%	16.7%	49.2
Urban	42.4%	35.1%	42.9%	33.3%	22.6%	27.3%	83.3%	35.1
Not Provided	3%	8.1%	0%	11.9%	6.5%	13.6%	0.0%	7.6
Employed in Title I or High-Needs School								
Yes	51.5%	32.4%	35.7%	47.6%	38.7%	36.4%	33.3%	41.4
No	48.5%	62.2%	57.1%	50.0%	58.1%	63.6%	66.7%	56.2
Don't Know	0%	5.4%	7.1%	2.4%	3.2%	0.0%	0.0%	2.7
Employed in Same District as Initial Hire								
Yes	63.6%	54.1%	71.4%	47.6%	54.8%	54.5%	66.7%	56.2
No	36.4%	45.9%	28.6%	52.4%	45.2%	45.5%	33.3%	43.8

Table 2.10 Reasons provided for leaving district of initial hire

If not employed in same district of initial hire, reasons for leaving (n = 78)	
Moved residence (n = 26)	33.3%
Budget cuts/low enrollment (n = 8)	10.2%
Moved from public to private/charter schools or opposite (n = 8)	10.3%
Moved to a permanent/full-time position (n = 8)	10.2%
Miscellaneous (n = 4)	5.1%
Dissatisfaction with district (n = 12)	15.4%
No longer teaching K-12 (n = 8)	10.3%
Went into special education (n = 2)	2.6%
Higher salary (n = 2)	2.6%

Quinnipiac University SOE Measure 2. Satisfaction of Employers and Stakeholder Involvement

Table 2.11. Career Milestones Achieved by Quinnipiac SOE Completers

Milestone	2014 (n = 33)	2015 (n = 37)	2016 (n = 14)	2017 (n = 42)	2018 (n = 25)	2019 (n=15)	2020 (n=6)	Average (n=185)
Certification Beyond Initial Certification	75.8%	75.7%	64.3%	61.9%	77.4%	54.5%	50.0%	68.7%
Completed Administrative Director Coursework	9.1%	2.7%	7.1%	11.9%	9.7%	4.6%	16.7%	8.1%
Assumed Leadership Roles in School/District	87.9%	73.0%	85.7%	66.7%	61.3%	72.8%	83.3%	73.5%
Presented at Conference(s)	12.1%	8.1%	0.0%	14.3%	3.2%	4.5%	0.0%	8.1%
Provided Professional Development	54.5%	40.5%	35.7%	40.5%	35.5%	50.0%	50.0%	43.2%
Earned Honors Related to Teaching	21.2%	5.4%	0.0%	16.7%	16.1%	13.7%	33.3%	14.1%

If taken on leadership roles, nature of the role (n = 92)	
Committee membership	68.5%
Team leader	
Cooperating/mentor teacher	
Lead student organization/activity/club	
Instructional coach	
If presented at conference, type of conference (n = 9)	
Local (n = 2)	22.2%
State (n = 5)	55.5%
Regional/National (n = 2)	22.2%

Quinnipiac University SOE Measure 2. Satisfaction of Employers and Stakeholder Involvement

Attended local, regional, or national conference (n = 185)	
Yes (n = 65)	35.1%
No (n = 107)	57.8%
No response/NA (n = 13)	7.02%
Provided professional development within school or district (n = 185)	
Yes (n = 80)	43.2%
No (n = 105)	56.8%
Professional development topic provided within school or district (n = 79)	
Technology (n = 31)	38.8%
Literacy or Math	
Restorative practice	
SEL	
Classroom Management	
Earned honors/awards related to teaching (n = 185)	
Yes (n = 28)	15.1%
No (n = 157)	84.9%
Nature of honors/awards, if earned (n = 24)	
Teacher/Rookie of the year in school (n = 8)	33.3%
Excellence in teaching in school (n = 9)	37.5%
Teacher of the month (n = 3)	12.5%
Grant recipient (n = 1)	4.2%
Perfect attendance (n = 1)	4.2%

Employer Survey – EDL

We have successfully developed an EDL Employer Survey in collaboration with the newly hired EDL Program Director. The survey was successfully piloted in Spring 2024. We look forward sharing pilot data in the 2024-24 Annual Report. The content of the EDL Employer survey is included below.

EDL Graduate Employer Survey

* Satisfaction with Skills and Abilities of QU EDL Completer

Please mark your level of satisfaction associated with the QU EDL completer's skills associated with each criteria listed below based on your observations of, and interactions with, the individual.

Response Legend:

1 = Not at all Satisfied 2 = Slightly Satisfied 3 = Moderately Satisfied 4 = Very Satisfied 5 = Extremely Satisfied

	1	2	3	4	5	N/A
Demonstrates understanding of the principles and concepts appropriate to Educational Leadership						
Derives meaningful information from data						
Evaluates the accuracy of sources of data						
Uses and incorporates research appropriate to the field						
Uses data in ways that benefit teaching and learning in the school community						
Collaborates with peers, colleagues, families, teachers, staff, administrators						
Integrates technology to support continuous improvement of the school community						
Demonstrates an understanding of the educational laws associated with the rights and responsibilities of students						

	1	2	3	4	5	N/A
Serves as an advocate for the rights of all students						
Supports, respects, and values diverse learners						
Demonstrates capacity to advocate for ethical decision-making						
Enacts and exemplifies professional norms						

*** Please tell us your overall impression of how well the Quinnipiac School of Education’s Educational Leadership program helped prepare the graduate for their role as teacher, learner, and leader.**

No answer specified

*** Please share some of the challenges our graduate is facing in their current role. How can the School of Education better prepare them to meet these challenges?**

No answer specified

*** Do you have any additional questions or comments you'd like to share? If so, please share here:**

No answer specified

ADVISORY BOARD AGENDA

MAY 24, 2023

MEETING TO BE HELD IN THE POND VIEW ROOM WITH DINNER INCLUDED 5 TO 6:30

***Dinner at 5:00

***Meeting

A) New Member: Welcome Bill

B) Highlights from the Alumni Hockey Game and the Springtime Breakfast with Boomer. (Beth) Please log into QU_Guest on your computer or phone WiFi. I will send a Power Point of Pictures from the game and breakfast to your email.

C) To the Group: What ideas about possible micro-credential opportunities that would be of interest to our partners in public schools? Anne will introduce one or two ideas - but our plan is to begin to offer such opportunities as individualized PD for teachers/administrators. (Anne)

D) For secondary people- Let's have a conversation about needs in the concurrent and dual enrollment context. (Anne)

E) Sharing some themes/data that were included in the Annual Report (Anna)

F) Highlight successes in collecting EDLDA data during EDL internship, and review the plans for an EDL employer survey. (Anna)

G) New Facilitator for the Advisory Council (Anne)

H) It has been an awesome journey with all of you! Thanks for your help and support throughout the years. (Beth)

ADVISORY BOARD MEETING AGENDA

SEPTEMBER 28, 2022, 5 PM

- 1) Hamlet Hernandez, Interim Educational Leadership Program Director
- 2) Peter Gamwell event: October 26, 2022: “Thinker, Learner, Dreamer Doer: Innovative Pedagogies for Cultivation Every Student’s Potential”
 - a) 5:00 to 6:00 Reception in Education Suite
 - b) 6:00 to 7:00 Introduction: Hamlet Hernandez; Peter Gamwell talk in Medical School Auditorium
- 3) Alumni Council
 - a) Newsletter
 - b) SOE Bobcat Social
 - c) Mentor Bank
 - d) Baby Bobcats
 - e) Alumni Highlights
- 4) Data Updates
 - a) CAEP 8 Annual Measures shift to 4 Annual Measures
 - b) CARC Report
 - c) Results from Milestones Survey and EDL & MAT Exit Surveys.
- 5) New SPED Programs Leading to Initial Certification
 - a) 4+1 (Elementary & Secondary)
 - b) GradMAT (Elementary & Secondary)
- 6) REC
- 7) Educators Rising: Next Event: November 16, 2022

ADVISORY MEETING AGENDA: MAY 24, 2022

4:30- 5:30/6:00

- 1) Welcome and thanks for joining us! (Beth)
- 2) *SOE Strategic Goal #1: To develop distinctive and distinguished new degree and certificate programs aligned with the mission of Quinnipiac University and the School of Education, while strengthening and improving current programs through data-driven analysis. (QU Goal #1)*
 - a. SPED Initial Certification June 1 (Judy/Anne)
 - b. IDN 4+1 (Ruth/Anne)
 - c. Residency Educator Certificate (Anne)
 - d. CARC (Anna)
 - e. Recommendations/Feedback?
- 3) *SOE Strategic Goal #2: To prepare School of Education graduates for success and distinction in the dynamic and ever-changing 21st century workplace. (QU Goal #1)*
 - a. Alumni Council Update (Beth) ← connects to Goal 4
 - b. MAT Update (Christina)
 - c. MAT Mock Interviews (Beth)
 - d. EDL Career Seminars (Beth)
 - e. Recommendations/Feedback?
- 4) *SOE Strategic Goal #3: To expand the visibility and outreach of the School of Education within the Quinnipiac University community as well in the local, regional, national and global communities. (QU Goal #3 & 4)*
 - a. Ed Rising April 27th (Anne)
 - b. QUADS (Anna)
 - c. Community Outreach Coordinator (Ed Rising, Community Colleges) (Judy P)
 - d. Recommendations/Feedback?
- 5) *SOE Strategic Goal #4: To build and continuously strengthen strategic partnerships with units and organizations within and beyond the Quinnipiac University community. (QU Goal # 3 & 4)*

- a. Recommendations/Feedback Requested (Anne)
- 6) SOE Strategic Goal #5: *To increase and diversify graduate enrollment and to diversify faculty and staff within the School of Education. (QU Goal #2)*
- a. EDL Updates: Admissions Numbers & Demographics (Beth)
 - b. Numbers in Other Programs (Anna)
 - c. Recommendations/Feedback Requested
- 7) SOE Strategic Goal #6: *To continue to enhance the culture and climate of the School of Education based on the values of inclusion and compassion, putting students first, and promoting social justice as crucial to our culture and our mission. (QU Goals # 2, 3 & 4)*
- a. Recommendations/Feedback Requested (Anne)

ADVISORY MEETING AGENDA: JANUARY 25, 2022

4:30- 5:30/6:00



- 1) Welcome and thanks for joining us! (Beth)
- 2) Milestones Survey: Advisory Board Feedback (Anna & Beth)
- 3) Elementary Survey: Changes made to elementary (Anna & Beth)
 - a) Original
 - b) Jenna's revisions
 - c) Final revisions
- 4) Alumni Council: New (Beth)
 - a) First Meeting: February 7
- 5) EDL Program Updates (Anne)
- 6) Community Outreach Position: New (Anne & Judy)
 - a) Ed Rising
 - b) Residency
 - c) Community College
 - d) High School Liaison
- 7) MAT Update (Christina)
- 8) IDN 4 + 1 Program (New) (Anne)
- 9) MAT/BIO/Science outreach (Anne)

ADVISORY BOARD MEETING AGENDA

OCTOBER 5, 2021

4:30 ZOOM MEETING

- 1) Introductions: New Members (Hamlet Hernandez, Monica Morales, Jenna Malkin)
- 2) CAEP: Accreditation Council Review: October 23, 2021 (We respond to clarifying questions from the CAEP Panel.) (Beth)
- 3) Educational Leadership Update (Anne)
- 4) CARC (Curriculum Assessment & Review Committee) Meetings (Beth)
 - a. Tech Module CARC Meeting (Christina & Anna)
 - b. Research Rubric CARC Meeting (Beth & Anna)
 - c. Curriculum Unit Rubric CARC Meeting (Christina & Anna)
- 5) Student Learning Outcomes Survey for alumni from years 2016-2020 (Beth)
- 6) New Initiatives (Anne)
 - a) Cross endorsement in bilingual education
 - b) Degree based program in Social & Emotional Learning
 - c) Doctorate in SEL & Equity