

The following document presents data and findings associated with Quinnipiac University School of Education (SOE) Employer and Milestones Surveys for both MAT and EDL.

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. Those open-ended prompt responses that have been coded at this time are shared below.

A representative sample of completer employers responded to the survey (Table 4.3.a.1). The proportion of respondents in urban districts (28%) is similar to that of completers working in urban districts (36.7%) from 2017-2019. Analyses suggest good reliability on the overall scale as well as on each of the subscales (see Table 4.3.a.2.). Overall, Employers rated 75% of completers as *Proficient* or *Exemplary* across all 4 domains, apart from 2 items where the proportion fell to 65%. Going forward, we will share these findings, including needs for SEL, classroom management, and assessment practices support, into our continuous improvement cycle.

Due to challenges associated with school closures and distance learning during the COVID-19 Pandemic, despite our best efforts it was not possible to collect updated data on our MAT completers' Milestones or from our EDL Completers' Employers during the 2020-2021 academic year. We are currently engaged in collecting data for the 2021-2022 academic year and look forward to updating this document by Fall 2022.

Milestones Survey – MAT

The Completer Milestones survey was designed using CAEP guidelines for employment milestones including promotion and retention. We asked completers from 2014-2018 graduating cohorts to provide information on employment and career milestones achieved (Table 4.3.c.1.a). Survey respondents (n = 103; 28.9% response rate) are approximately representative of MAT completers and represent a variety of district settings. Some 59% 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). Less than 5% of respondents indicated they left teaching, far less than 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 (75.7%), additional certification (67.0%), providing professional development (43.7%; many on technology), and attending (45.6%) or presenting at (7.8%) conferences, completers' dedication to the profession and ongoing development in enhancing their practice is evident.

Employer Survey - EDL

To assess satisfaction of EDL employers, an Employer Survey was sent to EDL candidates' direct supervisors. The survey was partially aligned to the latest Educational Leadership Constituent Council

¹ https://portal.ct.gov/-/media/SDE/Talent_Office/ctequalityplan.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>.

(ELCC) Standards and four domains of the Connecticut Leader Evaluation and Support (CLES) Rubric: Instructional Leadership, Talent Management, Organizational Systems and Culture & Climate. Respondents were asked to rate completers abilities as Below Standard (1), Developing (2), Proficient/Effective (3), or Exemplary/Highly Effective (4) for each item. The percent of completers within a cohort who were rated at a given level for a given item, are presented in turn.

Going forward we plan to review items within this survey to create a survey that is aligned with National Educational Leadership Preparation (NELP) Standards. 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. Overall, we find that employers are satisfied with EDL candidates' preparation and we have identified targets areas where the SOE can work to provide additional support during preparation.

Trends and External Benchmarks

In the absence of publicly available state data, and 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 the surveys exceed the 20% CAEP minimum required response rates and overall employers rated 70% of MAT completers as *Proficient* or *Exemplary* across all 4 InTasc domains in the MAT Employer Survey and rated 80% of EDL completers as *Proficient* or *Exemplary* across all 4 domains of the EDL survey. These trends were quite stable year-to-year regardless of cohort.

Additionally, within the MAT Milestones Survey, some 59% 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). Finally, less than 5% 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.

Measure 3: Data Table Guide

Employer Survey - MAT

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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 4.3.a.1. Background Information on Employer Respondents

| | Employers of 2017 Completers (n = 14) | Employers of 2018 Completers (n = 18) | Employers of 2019 Completers (n = 15) | Employers of 2020 Completers (n=10) |
|---------------------|---|---|---|---|
| Response Rate | 20.3 | 34.6% | 28.3% | 15.4% |
| Role in School | | | | |
| Principal | 93% | 100% | 93% | 90% |
| Assistant Principal | 7% | 0% | 7% | 10% |
| Type of School | | | | |
| Elementary | 71% | 50% | 67% | 40% |
| Secondary | 29% | 50% | 33% | 20% |
| Middle | - | - | - | 20% |
| K-8 | - | - | - | 20% |
| Urbanicity | | | | |
| Urban | 14% | 39% | 27% | 30% |
| Suburban | 79% | 56% | 66% | 60% |
| Rural | 7% | 6% | 7% | 10% |

Table 4.3.a.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 4.3.a.3. Employer Ratings on Items Related to Learner and Learning

| | Employers of 2017 Completers (n = 12) Mean (SD) | Employers of 2018 Completers (n = 18) Mean (SD) | Employers of 2019 Completers (n = 15) Mean (SD) | Employers of 2020 Completers (n=10) Mean (SD) |
|---|--|--|--|--|
| 1. The teacher understand how learners grow and develop. | 3.25 (.75) | 3.06 (.64) | 3.40 (.63) | 3.20 (0.63) |
| 2. The teacher recognizes that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas. | 3.33 (.65) | 3.11 (.68) | 3.47 (.52) | 3.30 (0.67) |
| 3. The teacher designs and implements developmentally appropriate and challenging learning experiences for learners. | 3.33 (.78) | 3.06 (.64) | 3.20 (.56) | 3.30 (0.67) |
| 4. The teacher uses the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards | 3.25 (.87) | 3.17 (.71) | 3.33 (.62) | 3.40 (0.84) |
| 5. The teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards | 3.00 (1.13) | 3.17 (.62) | 3.29 (.61) | 3.30 (0.67) |
| 6. The teacher works with others to create environments that support individual and collaborative learning. | 3.33 (.89) | 3.33 (.59) | 3.53 (.64) | 3.10 (0.99) |
| 7. The teacher works with others to create environments that encourage positive social interaction. | 3.58 (.52) | 3.33 (.59) | 3.53 (.64) | 3.10 (0.99) |
| 8. The teacher works with others to create environments that encourage active engagement in learning. | 3.25 (.62) | 3.39 (.61) | 3.60 (.63) | 3.40 (0.70) |
| 9. The teacher works with others to create environments that encourage self-motivation. | 3.17 (.72) | 3.17 (.62) | 3.21 (.80) | 3.20 (0.79) |
| Overall mean rating across learner and learning Items | 3.27 (.69) | 3.21 (.53) | 3.35 (.56) | 3.26 (0.76) |

Table 4.3.a.4 Percent of Employer Ratings in Each Performance Level on Items Related to the Learner and Learning

| | Cohort Year | N | Below Standard (1) | Developing (2) | Proficient (3) | Exemplary (4) |
|---|-------------|----|--------------------|----------------|----------------|---------------|
| 1. The teacher understands how learners grow and develop. | 2017 | 12 | 0 | 16.7 | 41.7 | 41.7 |
| | 2018 | 18 | 0 | 16.7 | 61.1 | 22.2 |
| | 2019 | 15 | 0 | 6.7 | 46.7 | 46.7 |
| | 2020 | 10 | 0 | 10.0 | 60.0 | 30.0 |
| | Total | 55 | 0.0 | 12.8 | 52.7 | 34.6 |
| 2. The teacher recognizes that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas. | 2017 | 12 | 0 | 8.3 | 50.0 | 41.7 |
| | 2018 | 18 | 0 | 16.7 | 55.6 | 27.8 |
| | 2019 | 15 | 0 | 0 | 53.3 | 46.7 |
| | 2020 | 10 | 0 | 10.0 | 50.0 | 40.0 |
| | Total | 55 | 0.0 | 9.1 | 52.7 | 38.2 |
| 3. The teacher designs and implements developmentally appropriate and challenging learning experiences for learners. | 2017 | 12 | 0 | 16.7 | 33.3 | 50.0 |
| | 2018 | 18 | 0 | 16.7 | 61.1 | 22.2 |
| | 2019 | 15 | 0 | 6.7 | 66.7 | 26.7 |
| | 2020 | 10 | 0 | 10.0 | 50.0 | 40.0 |
| | Total | 55 | 0.0 | 12.8 | 54.5 | 32.7 |
| 4. The teacher uses the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards | 2017 | 12 | 0 | 25.0 | 25.0 | 50.0 |
| | 2018 | 18 | 0 | 16.7 | 50.0 | 33.3 |
| | 2019 | 15 | 0 | 6.7 | 53.3 | 40.0 |
| | 2020 | 10 | 0 | 20.0 | 20.0 | 60.0 |
| | Total | 55 | 0.0 | 16.4 | 40.0 | 43.6 |
| 5. The teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards | 2017 | 12 | 8.3 | 33.3 | 8.3 | 50.0 |
| | 2018 | 18 | 0 | 11.1 | 61.1 | 27.8 |
| | 2019 | 14 | 0 | 7.1 | 57.1 | 35.7 |
| | 2020 | 10 | 0 | 10.0 | 50.0 | 40.0 |
| | Total | 54 | 1.8 | 14.8 | 46.3 | 37.0 |
| 6. The teacher works with others to create environments that support individual and collaborative learning. | 2017 | 12 | 8.3 | 0 | 41.7 | 50.0 |
| | 2018 | 18 | 0 | 5.6 | 55.6 | 38.9 |
| | 2019 | 15 | 0 | 6.7 | 33.3 | 60.0 |
| | 2020 | 10 | 10.0 | 10.0 | 40.0 | 40.0 |
| | Total | 55 | 3.6 | 5.5 | 43.6 | 47.3 |
| 7. The teacher works with others to create environments that encourage positive social interaction. | 2017 | 12 | 0 | 0 | 41.7 | 58.3 |
| | 2018 | 18 | 0 | 5.6 | 55.6 | 38.9 |
| | 2019 | 15 | 0 | 6.7 | 33.3 | 60.0 |
| | 2020 | 10 | 10.0 | 10.0 | 40.0 | 40.0 |
| | Total | 55 | 1.8 | 5.5 | 43.6 | 49.1 |
| 8. The teacher works with others to create environments that encourage active engagement in learning. | 2017 | 12 | 0 | 8.3 | 58.3 | 33.3 |
| | 2018 | 18 | 0 | 5.6 | 50.0 | 44.4 |
| | 2019 | 15 | 0 | 6.7 | 26.7 | 66.7 |
| | 2020 | 10 | 0 | 10.0 | 40.0 | 50.0 |
| | Total | 55 | 0.0 | 7.3 | 43.6 | 49.1 |
| 9. The teacher works with others to create environments that encourage self-motivation. | 2017 | 12 | 0 | 16.7 | 50 | 33.3 |
| | 2018 | 18 | 0 | 11.1 | 61.1 | 27.8 |
| | 2019 | 14 | 0 | 21.4 | 35.7 | 42.9 |
| | 2020 | 10 | 0 | 20.0 | 40.0 | 40.0 |
| | Total | 54 | 0.0 | 16.7 | 48.1 | 35.2 |

Table 4.3.a.5. Employer Ratings on Items Related to Content Knowledge

| | Employers of 2017 Completers (n = 12) Mean (SD) | Employers of 2018 Completers (n = 18) Mean (SD) | Employers of 2019 Completers (n = 15) Mean (SD) | Employers of 2020 Completers (n=10) Mean (SD) |
|---|--|--|--|--|
| 10. The teacher understands the central concept, tools of inquiry and the structures of the discipline(s) he or she teaches. | 3.00 (.78) | 2.94 (.54) | 3.33 (.62) | 3.20 (0.63) |
| 11. The teacher creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | 3.09 (1.04) | 2.94 (.64) | 3.27 (.80) | 2.90 (0.74) |
| 12. The teacher uses differing perspectives to engage learners in critical thinking. | 3.00 (1.10) | 3.00 (.59) | 3.27 (.59) | 2.80 (0.92) |
| 13. The teacher engages learners in collaborative problem solving related to authentic local and global issues. | 3.09 (.70) | 2.83 (.71) | 3.20 (.56) | 2.80 (0.79) |
| 14. The teacher understands how to connect concepts within the content area and with other discipline areas. | 3.00 (.89) | 2.83 (.71) | 3.27 (.59) | 3.00 (0.67) |
| Overall mean rating across content knowledge items | 3.04 (.85) | 2.89 (.59) | 3.25 (.57) | 2.94 (0.75) |

Table 4.3.a.6 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. | 2017 | 11 | 0 | 27.3 | 45.5 | 27.3 |
| | 2018 | 18 | 0 | 16.7 | 72.2 | 11.1 |
| | 2019 | 15 | 0 | 6.7 | 53.3 | 40.0 |
| | 2020 | 10 | 0 | 10.0 | 60.0 | 30.0 |
| | Total | 54 | 0.0 | 14.8 | 59.3 | 25.9 |
| 11. The teacher creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | 2017 | 11 | 9.1 | 18.2 | 27.3 | 45.5 |
| | 2018 | 18 | 0 | 22.2 | 61.1 | 16.7 |
| | 2019 | 15 | 6.7 | 0 | 53.3 | 40.0 |
| | 2020 | 10 | 0 | 30.0 | 50.0 | 20.0 |
| | Total | 54 | 3.7 | 16.7 | 50.0 | 29.7 |
| 12. The teacher uses differing perspectives to engage learners in critical thinking. | 2017 | 11 | 9.1 | 27.3 | 18.2 | 45.5 |
| | 2018 | 18 | 0 | 16.7 | 66.7 | 16.7 |
| | 2019 | 15 | 0 | 6.7 | 60.0 | 33.3 |
| | 2020 | 10 | 0 | 20.0 | 60.0 | 20.0 |
| | Total | 54 | 1.9 | 16.7 | 53.7 | 27.8 |
| 13. The teacher engages learners in collaborative problem solving related to authentic local and global issues. | 2017 | 11 | 0 | 18.2 | 54.5 | 27.3 |
| | 2018 | 18 | 5.6 | 16.7 | 66.7 | 11.1 |
| | 2019 | 15 | 0 | 6.7 | 66.7 | 26.7 |
| | 2020 | 10 | 10.0 | 20.0 | 50.0 | 20.0 |
| | Total | 54 | 3.7 | 14.8 | 61.1 | 20.4 |
| 14. The teacher understands how to connect concepts within the content area and with other discipline areas. | 2017 | 11 | 0 | 36.4 | 27.3 | 36.4 |
| | 2018 | 18 | 5.6 | 16.7 | 66.7 | 11.1 |
| | 2019 | 15 | 0 | 6.7 | 60.0 | 33.3 |
| | 2020 | 10 | 0 | 40.0 | 40.0 | 20.0 |
| | Total | 54 | 1.9 | 22.3 | 51.9 | 24.1 |

Table 4.3.a.7. Employer Ratings on Items Related to Instructional Practice

| | Employers of 2017 Completers (n = 12) Mean (SD) | Employers of 2018 Completers (n = 18) Mean (SD) | Employers of 2019 Completers (n = 15) Mean (SD) | Employers of 2020 Completers (n=10) Mean (SD) |
|--|--|--|--|--|
| 15. The teacher understands and uses multiple methods of assessment to engage learners in their own growth. | 2.82 (.75) | 2.94 (.73) | 3.29 (.73) | 3.10 (0.74) |
| 16. The teacher understands and uses multiple methods of assessment to monitor learner progress. | 2.91 (.94) | 3.00 (.77) | 3.21 (.70) | 2.80 (0.79) |
| 17. The teacher understands and uses multiple methods of assessment to guide his/her decision making. | 3.17 (1.03) | 2.89 (.68) | 3.21 (.89) | 2.70 (0.82) |
| 18. The teacher understands and uses multiple methods of assessment to guide the learners' decision making. | 2.83 (.94) | 2.67 (.77) | 3.00 (.93) | 2.80 (0.82) |
| 19. The teacher plans instruction that supports every student in meeting rigorous learning goals. | 3.17 (.84) | 3.06 (.73) | 3.27 (.70) | 3.10 (0.74) |
| 20. The teacher plans instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy. | 3.00 (.95) | 2.94 (.64) | 3.00 (.70) | 2.90 (0.74) |
| 21. The teacher plans instruction that draws upon the knowledge of learners and the context of the community. | 3.17 (.84) | 2.94 (.54) | 3.27 (.59) | 3.00 (0.82) |
| 22. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. | 3.17 (.94) | 2.78 (.81) | 3.27 (.59) | 3.30 (0.82) |
| 23. The teacher encourages learners to build skills and apply knowledge in meaningful and authentic ways. | 3.17 (.94) | 3.00 (.84) | 3.33 (.72) | 3.20 (0.79) |
| Overall mean rating across instructional practice items | 2.98 (.81) | 2.91 (.60) | 3.23 (.68) | 2.98 (0.78) |

Table 4.3.a.8 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. | 2017 | 11 | 9.1 | 9.1 | 72.7 | 9.1 |
| | 2018 | 18 | 0 | 27.8 | 50.0 | 22.2 |
| | 2019 | 14 | 0 | 14.3 | 42.9 | 42.9 |
| | 2020 | 10 | 0 | 20.0 | 50.0 | 30.0 |
| | Total | 53 | 1.9 | 18.9 | 52.8 | 26.4 |
| 16. The teacher understands and uses multiple methods of assessment to monitor learner progress. | 2017 | 11 | 9.1 | 18.2 | 45.5 | 27.3 |
| | 2018 | 18 | 0 | 27.8 | 44.4 | 27.8 |
| | 2019 | 14 | 0 | 14.3 | 50.0 | 35.7 |
| | 2020 | 10 | 0 | 40.0 | 40.0 | 20.0 |
| | Total | 53 | 1.9 | 24.5 | 45.3 | 28.3 |
| 17. The teacher understands and uses multiple methods of assessment to guide his/her decision making. | 2017 | 12 | 8.3 | 16.7 | 25.0 | 50.0 |
| | 2018 | 18 | 0 | 27.8 | 55.6 | 16.7 |
| | 2019 | 14 | 7.1 | 7.1 | 42.9 | 42.9 |
| | 2020 | 10 | 0 | 50.0 | 30.0 | 20.0 |
| | Total | 54 | 3.7 | 24.1 | 40.8 | 31.5 |
| 18. The teacher understands and uses multiple methods of assessment to guide the learners' decision making. | 2017 | 12 | 8.3 | 25.0 | 41.7 | 25.0 |
| | 2018 | 18 | 11.1 | 16.7 | 66.7 | 5.6 |
| | 2019 | 15 | 6.7 | 20.0 | 40.0 | 33.3 |
| | 2020 | 10 | 0 | 50.0 | 30.0 | 20.0 |
| | Total | 55 | 7.3 | 25.5 | 47.3 | 20.0 |
| 19. The teacher plans instruction that supports every student in meeting rigorous learning goals. | 2017 | 12 | 0 | 25 | 33.3 | 41.7 |
| | 2018 | 18 | 0 | 22.2 | 50.0 | 27.8 |
| | 2019 | 15 | 0 | 13.3 | 46.7 | 40.0 |
| | 2020 | 10 | 0 | 20.0 | 50.0 | 30.0 |
| | Total | 55 | 0.0 | 20.0 | 45.5 | 34.6 |
| 20. The teacher plans instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy. | 2017 | 12 | 8.3 | 16.7 | 41.7 | 33.3 |
| | 2018 | 18 | 0 | 22.2 | 61.1 | 16.7 |
| | 2019 | 15 | 0 | 20.0 | 53.3 | 26.7 |
| | 2020 | 10 | 0 | 30.0 | 50.0 | 20.0 |
| | Total | 55 | 1.8 | 21.8 | 52.7 | 23.6 |
| 21. The teacher plans instruction that draws upon the knowledge of learners and the context of the community. | 2017 | 12 | 0 | 25.0 | 33.3 | 41.7 |
| | 2018 | 18 | 0 | 16.7 | 72.2 | 11.1 |
| | 2019 | 15 | 0 | 6.7 | 60.0 | 33.3 |
| | 2020 | 10 | 0 | 30.0 | 40.0 | 30.0 |
| | Total | 55 | 0.0 | 18.2 | 54.5 | 27.3 |
| 22. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. | 2017 | 12 | 8.3 | 8.3 | 41.7 | 41.7 |
| | 2018 | 18 | 5.6 | 27.8 | 50.0 | 16.7 |
| | 2019 | 15 | 0 | 6.7 | 60.0 | 33.3 |
| | 2020 | 10 | 0 | 20.0 | 30.0 | 50.0 |
| | Total | 55 | 3.6 | 16.4 | 47.3 | 32.7 |
| 23. The teacher encourages learners to build skills and apply knowledge in meaningful and authentic ways. | 2017 | 12 | 8.3 | 8.3 | 41.7 | 41.7 |
| | 2018 | 18 | 5.6 | 16.7 | 50.0 | 27.8 |
| | 2019 | 15 | 0 | 13.3 | 40.0 | 46.7 |
| | 2020 | 10 | 0 | 20.0 | 40.0 | 40.0 |
| | Total | 55 | 3.6 | 14.5 | 43.6 | 38.2 |

Table 4.3.a.9. Employer Ratings on Items Related to Professional Responsibility

| | Employers of 2017 Completers (n = 12) Mean (SD) | Employers of 2018 Completers (n = 18) Mean (SD) | Employers of 2019 Completers (n = 15) Mean (SD) | Employers of 2020 Completers (n = 10) Mean (SD) |
|--|--|--|--|--|
| 24. The teacher engages in ongoing professional learning and uses that learning to continually evaluate and adjust his/her practice. | 3.25 (.62) | 3.24 (.56) | 3.43 (.65) | 3.20 (0.92) |
| 25. The teacher seeks opportunities to engage in professional growth to improve teaching and learning. | 3.33 (.65) | 3.33 (.69) | 3.60 (.63) | 3.20 (0.92) |
| 26. The teacher examines his/her practice and adjusts that practice to meet the needs of each learner. | 3.17 (1.03) | 3.06 (.54) | 3.47 (.83) | 3.30 (0.95) |
| 27. The teacher collaborates with learners, families, colleagues, other school professionals and community members to improve instructional practice. | 3.42 (.67) | 3.28 (.67) | 3.47 (.64) | 3.20 (0.92) |
| 28. The teacher is reflective and evaluates the effects of his/her choices and actions on others (learners, families, other professionals, and the community). | 3.42 (.79) | 3.18 (.64) | 3.33 (.82) | 3.20 (0.92) |
| 29. The teacher collaborates with learners, families, colleagues, other school professionals and community members to advance the teaching profession. | 3.17 (.84) | 3.28 (.58) | 3.27 (.80) | 3.20 (0.92) |
| 30. The teacher seeks appropriate leadership roles in the school and community. | 2.83 (1.19) | 2.89 (.68) | 2.93 (.88) | 3.10 (0.88) |
| 31. The teacher demonstrates leadership by modeling ethical behavior. | 3.64 (.67) | 3.41 (.71) | 3.47 (.64) | 3.10 (0.99) |
| Overall mean rating across professional responsibility items | 3.34 (.69) | 3.19 (.52) | 3.37 (.69) | 3.19 (0.93) |

Table 4.3.a.10. 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. | 2017 | 12 | 0 | 8.3 | 58.3 | 33.3 |
| | 2018 | 17 | 0 | 5.9 | 64.7 | 29.4 |
| | 2019 | 14 | 0 | 7.1 | 42.9 | 50.0 |
| | 2020 | 10 | 10.0 | 0 | 50.0 | 40.0 |
| | Total | 53 | 1.9 | 5.6 | 54.7 | 37.7 |
| 25. The teacher seeks opportunities to engage in professional growth to improve teaching and learning. | 2017 | 12 | 0 | 8.3 | 50.0 | 41.7 |
| | 2018 | 18 | 0 | 11.1 | 44.4 | 44.4 |
| | 2019 | 15 | 0 | 6.7 | 26.7 | 66.7 |
| | 2020 | 10 | 10.0 | 0 | 50.0 | 40.0 |
| | Total | 55 | 1.8 | 7.3 | 41.8 | 49.1 |
| 26. The teacher examines his/her practice and adjusts that practice to meet the needs of each learner. | 2017 | 12 | 8.3 | 16.7 | 25.0 | 50.0 |
| | 2018 | 18 | 0 | 11.1 | 72.2 | 16.7 |
| | 2019 | 15 | 6.7 | 0 | 33.3 | 60.0 |
| | 2020 | 10 | 10.0 | 0 | 40.0 | 50.0 |
| | Total | 55 | 5.5 | 7.3 | 45.4 | 41.8 |
| 27. The teacher collaborates with learners, families, colleagues, other school professionals and community members to improve instructional practice. | 2017 | 12 | 0 | 8.3 | 41.7 | 50.0 |
| | 2018 | 18 | 0 | 11.1 | 50.0 | 38.9 |
| | 2019 | 15 | 0 | 6.7 | 40.0 | 53.3 |
| | 2020 | 10 | 10.0 | 0 | 50.0 | 40.0 |
| | Total | 55 | 1.8 | 7.3 | 45.5 | 45.4 |
| 28. The teacher is reflective and evaluates the effects of his/her choices and actions on others (learners, families, other professionals, and the community). | 2017 | 12 | 0 | 16.7 | 25.0 | 58.3 |
| | 2018 | 17 | 0 | 11.8 | 58.8 | 29.4 |
| | 2019 | 15 | 6.7 | 0 | 46.7 | 46.7 |
| | 2020 | 10 | 10.0 | 0 | 50.0 | 40.0 |
| | Total | 54 | 3.7 | 7.4 | 46.3 | 42.6 |
| 29. The teacher collaborates with learners, families, colleagues, other school professionals and community members to advance the teaching profession. | 2017 | 12 | 0 | 25.0 | 33.4 | 41.7 |
| | 2018 | 18 | 0 | 5.6 | 61.1 | 33.3 |
| | 2019 | 15 | 6.7 | 0 | 53.3 | 40.0 |
| | 2020 | 10 | 10.0 | 0 | 50.0 | 40.0 |
| | Total | 55 | 3.6 | 7.3 | 50.9 | 38.2 |
| 30. The teacher seeks appropriate leadership roles in the school and community. | 2017 | 12 | 0 | 25.0 | 33.3 | 33.3 |
| | 2018 | 18 | 0 | 27.8 | 55.6 | 16.7 |
| | 2019 | 15 | 6.7 | 20.0 | 46.7 | 26.7 |
| | 2020 | 10 | 0 | 30.0 | 30.0 | 40.0 |
| | Total | 55 | 1.8 | 25.5 | 43.7 | 27.3 |
| 31. The teacher demonstrates leadership by modeling ethical behavior. | 2017 | 11 | 0 | 9.1 | 18.2 | 72.7 |
| | 2018 | 17 | 0 | 11.8 | 35.3 | 52.9 |
| | 2019 | 15 | 0 | 6.7 | 40.0 | 53.3 |
| | 2020 | 10 | 10.0 | 10.0 | 40.0 | 40.0 |
| | Total | 53 | 1.9 | 9.5 | 34.0 | 54.7 |

Table 4.3.a.11. Patterns of Responses to Prompt 1 From Employers of 2017-2020 Completers

| Comment about positive aspect of completers' preparedness | Percent of Responses of Principals of 2017 Completers (n = 9) | 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) |
|---|---|--|--|--|
| Planning effective lesson plans | 11.1% | 6.3% | 0% | 10% |
| Differentiation | 11.1% | 6.3% | 6.7% | 30% |
| Assessment | 0% | 25% | 0% | 20% |
| Content | 0% | 6.3% | 6.7% | 10% |
| Implementing engaging and effective instruction | 11.1% | 12.5% | 20% | 10% |
| Interacting successfully with parents | 11.1% | 6.3% | 6.7% | 0% |
| Connecting with children | 11.1% | 0% | 6.7% | 10% |
| Reflecting on and working to improve their own practice | 11.1% | 6.3% | 20% | 0% |
| Open to/seeks feedback | 11.1% | 0% | 6.7% | 10% |
| Carefully developing curriculum | 11.1% | 6.3% | 6.7% | 0% |
| Collaboration with colleagues | 11.1% | 12.5% | 13.3% | 20% |
| Effective implementation of Responsive classroom | 0% | 12.5% | | 10% |
| Interviewing well | 11.1% | 0% | 0% | 0% |
| Professionalism | 0% | 0% | 6.7% | 10% |
| Commitment to/passion for teaching. | 0% | 6.3% | 20% | 20% |

Table 4.3.a.12. Patterns of Responses to Prompt 2 From Principals of 2017, 2018, and 2019 Completers

| | Percent of Responses of Principals of 2017 Completers (n = 9) | 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) |
|---|---|---|---|---|
| Behavior/classroom management | 22.2% | 12.5% | 13.3% | 20% |
| Interacting with challenging parents | 11.1% | 6.3% | 6.6% | 0% |
| Trauma informed practice/knowledge of challenging student backgrounds | 0% | 25% | 0% | 0% |
| How to address high needs/sped students with classroom management, instructional supports, and socioemotional learning | 0% | 12.5% | 6.6% | 0% |
| Content knowledge | 22% | 0% | 0% | 0% |
| Balance of structure and freedom | 0% | 12.5% | 0% | 0% |
| Confidence | 0% | 12.5% | 0% | 0% |
| Performance-based assessments to drive ongoing instruction and guided groups | 0% | 6.3% | 6.6% | 10% |
| Cultural competency | 11.1% | 6.3% | 0% | 0% |
| Anxiety around/avoidance of feedback from administrators/departments leaders and collaboration with colleagues | 0% | 6.3% | 6.6% | 10% |
| Time management | 0% | 6.3% | 6.6% | 10% |
| Instructional practice | 0% | 6.3% | 0% | 0% |
| Organization | 0% | 6.3% | 0% | 0% |
| Data analysis and usage | 11.1% | 0% | 0% | 0% |
| Need for basic school before more complex skills | 0% | 0% | 6.6% | 0% |
| More instruction on teaching reading skills | 0% | 0% | 6.6% | 0% |
| Professional development | 0% | 0% | 6.6% | 0% |
| Being an effective team member | 11.1% | 0% | 0% | 0% |

Milestones Survey - MAT

Due to challenges associated with school closures and distance learning during the COVID-19 Pandemic, despite our best efforts it was not possible to collect updated data on our Milestones during the 2020-2021 academic year. We are currently engaged in collecting data for the 2021-2022 academic year and look forward to updating this document by Fall 2022.

Table 4.3.c.1.a Demographics of Milestones Survey Respondents

| Demographic Characteristic | 2014 (n = 33) | 2015 (n = 37) | 2016 (n = 14) | 2017 (n = 15) | 2018 (n = 4) | Average Across Years |
|--|------------------|------------------|------------------|------------------|-----------------|----------------------------|
| Program at Quinnipiac | | | | | | |
| 5-Year Elementary | 54.5% | 43.2% | 50% | 26.7% | 75% | 46.6% |
| 5-Year Secondary | 30.3% | 35.1% | 35.7% | 20% | 25% | 31.1% |
| 5-Semester Elementary | 9.1% | 13.5% | 7.1% | 33.3% | 0% | 13.6% |
| 5-Semester Secondary | 6.1% | 8.1% | 7.1% | 20% | 0% | 8.1% |
| School District Type | | | | | | |
| Rural | 15.2% | 8.1% | 7.1% | 0% | 0% | 8.7% |
| Suburban | 39.4% | 48.6% | 50% | 53.3% | 75% | 47.6% |
| Urban | 42.4% | 35.1% | 42.9% | 33.3% | 25% | 37.9% |
| Not Provided | 3% | 8.1% | 0% | 13.3% | 0% | 5.8% |
| Employed in Title I or High-Needs School | | | | | | |
| Yes | 51.5% | 32.4% | 35.7% | 60% | 50% | 40.8% |
| No | 48.5% | 62.2% | 57.1% | 40% | 50% | 56.3% |
| Don't Know | 0% | 5.4% | 7.1% | 0% | 0% | 2.9% |
| Employed in Same District as Initial Hire | | | | | | |
| Yes | 63.6% | 54.1% | 71.4% | 53.3% | 50% | 59.2% |
| No | 36.4% | 45.9% | 28.6% | 46.7% | 50% | 40.8% |

4.3.c.1.b Reasons provided for leaving district of initial hire

| If not employed in same district of initial hire, reasons for leaving (n = 41) | |
|--|-------|
| Moved (n = 10) | 24.4% |
| Budget cuts/low enrollment (n = 6) | 14.6% |
| Moved from public to private/charter schools or opposite (n = 5) | 12.2% |
| Moved to a permanent/full-time position (n = 5) | 12.2% |
| Miscellaneous (n = 4) | 9.8% |
| Dissatisfaction with district (n = 3) | 7.3% |
| No longer teaching (n = 2) | 4.9% |
| Went into special education (n = 2) | 4.9% |
| Higher salary (n = 2) | 4.9% |
| Changed to have a shorter commute (n = 2) | 4.9% |

Table 4.3.c.2. Career Milestones Achieved by Quinnipiac SOE Completers

| Milestone | 2014 (n = 33) | 2015 (n = 37) | 2016 (n = 14) | 2017 (n = 15) | 2018 (n = 4) | Average 2014-18 |
|--|------------------|------------------|------------------|------------------|-----------------|--------------------|
| Certification Beyond Initial Certification | 75.8% | 75.7% | 64.3% | 40% | 25% | 67.0% |
| Completed Administrative Director Coursework | 9.1% | 2.7% | 7.1% | 0% | 0% | 4.9% |
| Assumed Leadership Roles in School/District | 87.9% | 73% | 85.7% | 53.3% | 50% | 75.7% |
| Presented at Conference(s) | 12.1% | 8.1% | 0% | 6.7% | 0% | 7.8% |
| Provided Professional Development | 54.5% | 40.5% | 35.7% | 40% | 25% | 43.7% |
| Earned Honors Related to Teaching | 21.2% | 5.4% | 0% | 0% | 25% | 9.7% |

| If taken on leadership roles, nature of the role (n = 78) | |
|---|-----|
| Committee membership (n = 49) | 63% |
| Team leader | |
| Cooperating/mentor teacher | |
| Lead student organization/activity/club | |
| Instructional coach | |

| If presented at conference, type of conference (n = 8) | |
|--|-------|
| Local (n = 2) | 25% |
| State (n = 5) | 62.5% |
| Regional/National (n = 1) | 12.5% |

| Attended local, regional, or national conference (n = 103) | |
|---|-------|
| Yes (n = 47) | 45.6% |
| No (n = 43) | 41.7% |
| No response/NA (n = 13) | 12.6% |
| Provided professional development within school or district (n = 103) | |
| Yes (n = 45) | 43.7% |
| No (n = 58) | 56.3% |
| Topic if provided professional development within school or district (n = 45) | |
| Technology (n = 17) | 37.8% |
| Literacy | |
| Math | |
| Restorative practice | |
| Earned honors/awards related to teaching (n = 103) | |
| Yes (n = 9) | 8.7% |
| No (n = 94) | 91.3% |
| Nature of honors/awards, if earned (n = 9) | |
| Teacher/Rookie of the year in school (n = 4) | 44.4% |
| Excellence in teaching in school (n = 2) | 22.2% |
| Teacher of the month (n = 1) | 11.1% |
| Grant recipient (n = 1) | 11.1% |
| Perfect attendance (n = 1) | 11.1% |

Due to challenges associated with school closures and distance learning during the COVID-19 Pandemic, despite our best efforts it was not possible to collect updated data from our EDL completers' Employers during the 2020-2021 academic year. We are currently engaged in collecting data for the 2021-2022 academic year and look forward to updating this document by Fall 2022.

Employer Survey – EDL

Table BQ. EDL Candidates' Employer Survey Domain I: Instructional Leadership

| To what extent is the graduate able to: | Cohort Year | N | Below Standard | Developing | Proficient or Effective | Exemplary or Highly Effective |
|---|-------------|----|----------------|------------|-------------------------|-------------------------------|
| use a variety of instructional practices based upon principles of effective teaching? | 2017 | 7 | 0.0 | 0.0 | 57.1 | 42.9 |
| | 2018 | 10 | 0.0 | 0.0 | 10.0 | 90.0 |
| | Total | 17 | 0.0 | 0.0 | 29.4 | 70.6 |
| provide an instructional program that is responsive to the needs of diverse students? | 2017 | 7 | 0.0 | 0.0 | 71.4 | 28.6 |
| | 2018 | 10 | 0.0 | 0.0 | 60.0 | 40.0 |
| | Total | 17 | 0.0 | 0.0 | 64.7 | 35.3 |
| use technology to enhance the teaching and learning process? | 2017 | 7 | 0.0 | 14.3 | 28.6 | 57.1 |
| | 2018 | 10 | 0.0 | 0.0 | 0.0 | 100.0 |
| | Total | 17 | 0.0 | 5.9 | 11.8 | 82.4 |
| manage and engage students in meaningful learning activities? | 2017 | 7 | 0.0 | 0.0 | 28.6 | 71.4 |
| | 2018 | 10 | 0.0 | 0.0 | 0.0 | 100.0 |
| | Total | 17 | 0.0 | 0.0 | 11.8 | 88.2 |
| assess student learning and plan instruction based on students' strengths and weaknesses? | 2017 | 7 | 0.0 | 0.0 | 71.4 | 28.6 |
| | 2018 | 10 | 0.0 | 0.0 | 20.0 | 80.0 |
| | Total | 17 | 0.0 | 0.0 | 41.2 | 58.8 |
| involve students in self-assessment of their own progress? | 2017 | 7 | 0.0 | 14.3 | 57.1 | 28.6 |
| | 2018 | 10 | 0.0 | 0.0 | 40.0 | 60.0 |
| | Total | 17 | 0.0 | 5.9 | 47.1 | 47.1 |
| develop performance-based assessments? | 2017 | 7 | 0.0 | 0.0 | 71.4 | 28.6 |
| | 2018 | 10 | 0.0 | 0.0 | 0.0 | 100.0 |
| | Total | 17 | 0.0 | 0.0 | 29.4 | 70.6 |
| facilitate the learning of students with special needs? | 2017 | 7 | 0.0 | 0.0 | 71.4 | 28.6 |
| | 2018 | 10 | 0.0 | 0.0 | 50.0 | 50.0 |
| | Total | 17 | 0.0 | 0.0 | 58.8 | 41.2 |
| facilitate the learning of ELL (English Language Learners)? | 2017 | 7 | 0.0 | 14.3 | 57.1 | 28.6 |
| | 2018 | 10 | 10.0 | 0.0 | 50.0 | 40.0 |
| | Total | 17 | 5.9 | 5.9 | 52.9 | 35.3 |
| work with and communicate with parents/guardians/caregivers? | 2017 | 7 | 0.0 | 14.3 | 28.6 | 57.1 |
| | 2018 | 10 | 0.0 | 0.0 | 10.0 | 90.0 |
| | Total | 17 | 0.0 | 5.9 | 17.6 | 76.5 |
| use data to assess and improve student learning? | 2017 | 7 | 0.0 | 0.0 | 42.9 | 57.1 |
| | 2018 | 10 | 0.0 | 0.0 | 30.0 | 70.0 |
| | Total | 17 | 0.0 | 5.9 | 17.6 | 76.5 |

Table BR. EDL Candidates' Employer Survey Domain II: Talent Manager

| To what extent is the graduate: | Cohort Year | N | Never | Once or Twice a Year | Three or Four Times a Year | Five or Six Times a Year | Seven or More Times a Year |
|--|-------------|----|-------|----------------------|----------------------------|--------------------------|----------------------------|
| able to observe other teachers in your school or other schools? | 2017 | 6 | 0.0 | 0.0 | 33.3 | 33.3 | 33.3 |
| | 2018 | 8 | 12.5 | 0.0 | 37.5 | 12.5 | 37.5 |
| | Total | 14 | 7.1 | 0.0 | 35.7 | 21.4 | 35.7 |
| engaging in some form of action research, individually or in collaboration with other teachers or leaders in your school, or in collaboration with staff in other schools? | 2017 | 6 | 0.0 | 16.7 | 50.0 | 16.7 | 16.7 |
| | 2018 | 8 | 0.0 | 12.5 | 50.0 | 25.0 | 12.5 |
| | Total | 14 | 0.0 | 14.3 | 50.0 | 21.4 | 14.3 |
| able to collaborate with teachers or leaders on issues of curriculum and /or instruction? | 2017 | 6 | 0.0 | 0.0 | 16.7 | 33.3 | 50.0 |
| | 2018 | 8 | 0.0 | 0.0 | 12.5 | 12.5 | 75.0 |
| | Total | 14 | 0.0 | 0.0 | 14.3 | 21.4 | 64.3 |
| participating in professional development opportunities, both those required by your school/district as well as those the graduate sought out to attend voluntarily? | 2017 | 6 | 0.0 | 0.0 | 33.3 | 33.3 | 33.3 |
| | 2018 | 8 | 0.0 | 0.0 | 25.0 | 37.5 | 37.5 |
| | Total | 14 | 0.0 | 0.0 | 28.6 | 35.7 | 35.7 |

Table BS. EDL Candidates' Employer Survey Domain III: Organizational Systems

| To what level is the graduate is able to: | Cohort Year | N | Below Standard | Developing | Proficient or Effective | Exemplary or Highly Effective |
|---|-------------|----|----------------|------------|-------------------------|-------------------------------|
| work collaboratively with others to develop, articulate, implement and steward a shared vision of learning for your school? | 2017 | 6 | 0.0 | 16.7 | 0.0 | 83.3 |
| | 2018 | 8 | 0.0 | 0.0 | 25.0 | 75.0 |
| | Total | 14 | 0.0 | 7.1 | 14.3 | 78.6 |
| collect and analyze data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals? | 2017 | 6 | 0.0 | 0.0 | 66.7 | 33.3 |
| | 2018 | 8 | 0.0 | 0.0 | 25.0 | 75.0 |
| | Total | 14 | 0.0 | 0.0 | 42.9 | 57.1 |
| promote continual and sustainable school improvement? | 2017 | 6 | 0.0 | 0.0 | 66.7 | 33.3 |
| | 2018 | 8 | 0.0 | 0.0 | 37.5 | 62.5 |
| | Total | 14 | 0.0 | 0.0 | 50.0 | 50.0 |
| evaluate school progress and revise school plans supported by stakeholders? | 2017 | 6 | 0.0 | 16.7 | 66.7 | 16.7 |
| | 2018 | 8 | 0.0 | 0.0 | 50.0 | 50.0 |
| | Total | 14 | 0.0 | 7.1 | 57.1 | 35.7 |
| sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for all students? | 2017 | 6 | 0.0 | 0.0 | 83.3 | 16.7 |
| | 2018 | 8 | 0.0 | 0.0 | 25.0 | 75.0 |
| | Total | 14 | 0.0 | 0.0 | 50.0 | 50.0 |
| create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program? | 2017 | 6 | 0.0 | 0.0 | 66.7 | 33.3 |
| | 2018 | 8 | 0.0 | 0.0 | 37.5 | 62.5 |
| | Total | 14 | 0.0 | 0.0 | 50.0 | 50.0 |
| develop and supervise the instructional and leadership capacity of school staff? | 2017 | 6 | 0.0 | 33.3 | 50.0 | 16.7 |
| | 2018 | 8 | 0.0 | 0.0 | 62.5 | 37.5 |
| | Total | 14 | 0.0 | 14.3 | 57.1 | 28.6 |
| promote the most effective and appropriate technologies to support teaching and learning in a school environment? | 2017 | 6 | 0.0 | 0.0 | 66.7 | 33.3 |
| | 2018 | 8 | 0.0 | 0.0 | 0.0 | 100.0 |
| | Total | 14 | 0.0 | 0.0 | 28.6 | 71.4 |
| monitor and evaluate school management and operational systems? | 2017 | 6 | 0.0 | 50.0 | 33.3 | 16.7 |
| | 2018 | 8 | 0.0 | 0.0 | 50.0 | 50.0 |
| | Total | 14 | 0.0 | 21.4 | 42.9 | 35.7 |
| efficiently use human, fiscal, and technological resources to manage school operations? | 2017 | 6 | 16.7 | 33.3 | 33.3 | 16.7 |
| | 2018 | 8 | 0.0 | 0.0 | 37.5 | 62.5 |
| | Total | 14 | 7.1 | 14.3 | 35.7 | 42.9 |

Table BT. EDL Candidates' Employer Survey Domain IV: Culture and Climate

| To what extent is the graduate able to: | Cohort Year | N | Below Standard | Developing | Proficient or Effective | Exemplary or Highly Effective |
|--|-------------|----|----------------|------------|-------------------------|-------------------------------|
| develop school capacity for distributed leadership? | 2017 | 5 | 0 | 20.0 | 60.0 | 20.0 |
| | 2018 | 8 | 0 | 0.0 | 37.5 | 62.5 |
| | Total | 13 | 0 | 7.7 | 46.2 | 46.2 |
| ensure teacher and organizational time focusing on supporting high quality core instruction and student learning? | 2017 | 5 | 0 | 0.0 | 60.0 | 40.0 |
| | 2018 | 8 | 0 | 0.0 | 12.5 | 87.5 |
| | Total | 13 | 0 | 0.0 | 30.8 | 69.2 |
| collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment? | 2017 | 5 | 0 | 0.0 | 80.0 | 20.0 |
| | 2018 | 8 | 0 | 0.0 | 25.0 | 75.0 |
| | Total | 13 | 0 | 0.0 | 46.2 | 53.8 |
| mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community? | 2017 | 5 | 0 | 0.0 | 80.0 | 20.0 |
| | 2018 | 8 | 0 | 0.0 | 25.0 | 75.0 |
| | Total | 13 | 0 | 0.0 | 46.2 | 53.8 |
| respond to community interests and needs by building and sustaining positive school relationships with families and caregivers? | 2017 | 5 | 0 | 0.0 | 80.0 | 20.0 |
| | 2018 | 8 | 0 | 0.0 | 25.0 | 75.0 |
| | Total | 13 | 0 | 0.0 | 46.2 | 53.8 |
| respond to community interests and needs by building and sustaining productive school relationships with community partners? | 2017 | 5 | 0 | 0.0 | 80.0 | 20.0 |
| | 2018 | 8 | 0 | 0.0 | 37.5 | 62.5 |
| | Total | 13 | 0 | 0.0 | 53.8 | 46.2 |
| act with integrity and fairness to ensure a school system of accountability for every student's academic and social success? | 2017 | 5 | 0 | 0.0 | 80.0 | 20.0 |
| | 2018 | 8 | 0 | 0.0 | 12.5 | 87.5 |
| | Total | 13 | 0 | 0.0 | 38.5 | 61.5 |
| model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to your role within the school/district? | 2017 | 2 | 0 | 0.0 | 50.0 | 50.0 |
| | 2018 | 4 | 0 | 0.0 | 0.0 | 100.0 |
| | Total | 6 | 0 | 0.0 | 16.7 | 83.3 |
| safeguard the value and beliefs of democracy, equity, and diversity within the school? | 2017 | 5 | 0 | 0.0 | 60.0 | 40.0 |
| | 2018 | 8 | 0 | 0.0 | 0.0 | 100.0 |
| | Total | 13 | 0 | 0.0 | 23.1 | 76.9 |
| evaluate the potential moral and legal consequences of decision making in the school? | 2017 | 5 | 0 | 0.0 | 60.0 | 40.0 |
| | 2018 | 8 | 0 | 0.0 | 50.0 | 50.0 |
| | Total | 13 | 0 | 0.0 | 53.8 | 46.2 |
| promote social justice within the school to ensure that individual student needs inform all aspects of schooling? | 2017 | 5 | 0 | 0.0 | 60.0 | 40.0 |
| | 2018 | 8 | 0 | 0.0 | 12.5 | 87.5 |
| | Total | 13 | 0 | 0.0 | 30.8 | 69.2 |
| advocate for school students, families and caregivers? | 2017 | 5 | 0 | 0.0 | 60.0 | 40.0 |
| | 2018 | 8 | 0 | 0.0 | 0.0 | 100.0 |
| | Total | 13 | 0 | 0.0 | 23.1 | 76.9 |
| influence local, district, state, and national decisions affecting student learning in a school environment? | 2017 | 5 | 0 | 20.0 | 40.0 | 40.0 |
| | 2018 | 8 | 0 | 0.0 | 50.0 | 50.0 |
| | Total | 13 | 0 | 7.7 | 46.2 | 46.2 |
| anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies? | 2017 | 5 | 0 | 20.0 | 60.0 | 20.0 |
| | 2018 | 8 | 0 | 0.0 | 62.5 | 37.5 |
| | Total | 13 | 0 | 7.7 | 61.5 | 30.8 |