

Measure 4. Completer Surveys

The following document presents data and findings associated with Quinnipiac University School of Education Completer Surveys. These include the completer **Exit Survey** (Section 4.4.a) for both MAT and EDL programs and **One-Year Out** (Section 4.4.b), and **Two-Year Out** (Section 4.4.c) surveys for MAT completers.

The MAT surveys are 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. Completters are asked to self-report their 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 rated themselves 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.

The three MAT surveys are identical in nature, differing only in the timing of data collection. In this way, it is possible to meaningfully compare different cohorts' perceptions of their abilities on 10 InTasc Standards at various time points, as well as examine the stability of a particular cohort's perceptions over time (immediately upon program completion, and after the first and second years as teachers of record). Where possible, data for a given cohort at different time points is presented side-by-side within the same table.

To EDL exit survey was partially aligned to the latest ELCC Standards and four domains of the CLES Rubric. It includes 43, 4-point, Likert-scaled items and two open-ended prompts. Respondents were asked to rate their abilities after program completion. One limitation discovered as a result of analyzing this survey for the purposes of the Self-Study Report is the lack of clarity regarding items associated with candidates' EPP preparation versus their prior teaching experience. Going forward we will carefully review this survey to create a survey that is aligned with NELP standards and includes more specific language to help us understand the role of the EPP in completers' perceptions of preparedness. Overall, however, we find that EDL completers also report feeling well prepared in the skills and practices assessed in this survey.

Trends and External Benchmarks

We find that, overall, MAT completers report feeling well prepared in skills and practices associated with the 10 InTasc Standards and that those perceptions remain quite stable over the three years the survey data was collected. We find those same trends associated with consistency of completers perceptions over time to also be true for EDL completers. The Connecticut State Department of Education is currently in the process of developing and piloting completer surveys which will, in the future, permit comparison of our data against external benchmark. Meanwhile, since external benchmark data are currently unavailable for comparison, we can report that the surveys exceed the 20% CAEP minimum required response rates. The MAT Exit survey results also triangulate strongly with the one- and two- year out surveys as well as with Employer Surveys which ask completer employers to evaluate completers on the same constructs.

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MAT Completer Exit Survey

4.4.a. MAT Completer exit survey

Table 4.4.a.1. Background information on 2017, 2018, 2019, and 2020 completers who completed the exit survey

	2017 Completers (n = 19)	2018 Completers (n = 22)	2019 Completers (n = 50)	2020 Completers (n = 19)	2021 Completers (n = 25)
Response Rate	37%	55%	80%	26%	36.8%
Five year elementary	21%	55%	50%	73%	36%
Five year secondary	58%	23%	24%	16%	32%
Five semester elementary	16%	18%	10%	11%	28%
Five semester secondary	5%	4%	16%	0%	4%

Table 4.4.a.2. Alpha reliability of overall scales and subscales on completer exit survey (2017-2019 data)

	Cronbach's Alpha Reliability
The Learner and Learning Items	.86
Content Knowledge Items	.81
Instructional Practice Items	.89
Professional Responsibility Items	.79
All Items	.95

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Table 4.4.a.3. Completers' perception of preparedness to meet standards related to Learner and Learning: Exit Survey

	2017 Completers (n = 19) Mean (SD)	2018 Completers (n = 29) Mean (SD)	2019 Completers (n = 50) Mean (SD)	2020 Completers (n = 19) Mean (SD)	2021 Completers (n = 25) Mean (SD)
1. I understand how learners grow and develop	3.47 (.61)	3.77 (.43)	3.56 (.58)	3.58 (.51)	3.52 (.51)
2. I recognize that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas	3.53 (.51)	3.82~ ^a (.40)	3.84* (.42)	3.68 (.48)	3.76 (.44)
3. I design and implement developmentally appropriate and challenging learning experiences for learners	3.11 (.81)	3.77** (.43)	3.66** (.56)	3.53 (.51)	3.76 (.52)
4. I use the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	3.47 (.61)	3.77 (.43)	3.80* (.40)	3.53 (.51)	3.76 (.44)
5. I use understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	3.37 (.76)	3.50 (.67)	3.46 (.65)	3.42 (.61)	3.68 (.48)
6. I work with others to create environments that support individual and collaborative learning	3.68 (.48)	3.86 (.35)	3.92* (.27)	3.79 (.42)	3.84 (.37)
7. I work with others to create environments that encourage positive social interaction	3.74 (.45)	3.91 (.29)	3.82 (.39)	3.79 (.42)	3.88 (.33)
8. I work with others to create environments that encourage active engagement in learning	3.74 (.56)	3.86 (.35)	3.76 (.48)	3.74 (.45)	3.84 (.37)
9. I work with others to create environments that encourage self-motivation.	3.74 (.45)	3.82 (.39)	3.66 (.56)	3.68 (.48)	3.72 (.54)
Overall mean rating across learner and learning Items	3.54 (.46)	3.79~ (.29)	3.72 (.31)	3.64 (.48)	3.75 (.44)

~ $p \leq .10$; * $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

a. To be interpreted as a marginally significant difference between 2018 completers and 2017 completers. In all cases, the significant differences lie between the 2018 or 2019 completers and the 2017 completers

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4.4.a.4. Percent of Completers Self-Rated Performance Levels on Items Related to Learner and Learning: Exit Survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
1. I understand how learners grow and develop.	2017	19	0	5.3	42.1	52.6
	2018	22	0	0	22.7	77.3
	2019	50	0	4	36	60
	2020	19	0	0	42.1	57.9
	2021	25	0	0	48	52
	Total	116	0.0	1.7	37.1	61.2
2. I recognize that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional, and physical areas	2017	19	0	0	47.3	52.6
	2018	22	0	0	18.2	81.8
	2019	50	0	2	12	86
	2020	19	0	0	31.6	68.4
	2021	25	0	0	24	76
	Total	116	0.0	0.9	19.0	80.2
3. I design and implement developmentally appropriate and challenging learning experiences for learners	2017	19	0	26.3	36.8	36.8
	2018	22	0	0	22.7	77.3
	2019	50	0	4	26	70
	2020	19	0	0	47.4	52.6
	2021	25	0	4	16	80
	Total	116	0.0	2.6	26.7	70.7
4. I use the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	2017	19	0	5.3	42.1	52.6
	2018	22	0	0	22.7	77.3
	2019	50	0	0	20	80
	2020	19	0	0	47.4	52.6
	2021	25	0	0	24	76
	Total	116	0.0	0.0	25.9	74.1
5. I use understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2017	19	0	15.8	31.6	52.6
	2018	22	0	9.1	31.8	59.1
	2019	50	0	8	38	54
	2020	19	0	5.3	47.4	47.4
	2021	25	0	0	32	68
	Total	116	0.0	6.0	37.1	56.9
6. I work with others to create environments that support individual and collaborative learning	2017	19	0	0	31.6	68.4
	2018	22	0	0	13.6	86.4
	2019	50	0	0	8	92
	2020	19	0	0	21.1	78.9
	2021	25	0	0	16	84
	Total	116	0.0	0.0	12.9	87.1
7. I work with others to create environments that encourage positive social interaction	2017	19	0	0	26.3	73.7
	2018	22	0	0	9.1	90.9
	2019	50	0	0	18	82
	2020	19	0	0	21.1	78.9
	2021	25	0	0	12	88
	Total	116	0.0	0.0	15.5	84.5
8. I work with others to create environments that encourage active engagement in learning	2017	19	0	5.3	15.8	78.9
	2018	22	0	0	13.6	86.4
	2019	50	0	2	20	78
	2020	19	0	0	26.3	73.7
	2021	25	0	0	16	84
	Total	116	0.0	0.9	19.0	80.2

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9. I work with others to create environments that encourage self-motivation.	2017	19	0	0	26.3	73.7
	2018	22	0	0	18.2	81.8
	2019	50	0	4	26	70
	2020	19	0	0	31.6	68.4
	2021	25	0	4	20	76
	Total	116	0.0	2.6	24.1	73.3

Table 4.4.a.5. Completers' perception of preparedness to meet standards related to Content Knowledge: Exit Survey

	2017 Completers (n = 19) Mean (SD)	2018 Completers (n = 29) Mean (SD)	2019 Completers (n = 50) Mean (SD)	2020 Completers (n = 19) Mean (SD)	2021 Completers (n = 25) Mean (SD)
10. I understand the central concepts, tools of inquiry and the structures of the discipline(s) I teach.	3.47 (.70)	3.64 (.49)	3.64 (.53)	3.42 (.51)	3.52 (.51)
11. I create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.42 (.69)	3.73 (.46)	3.72 (.50)	3.42 (.51)	3.60 (.50)
12. I use differing perspectives to engage learners in critical thinking.	3.63 (.68)	3.68 (.48)	3.56 (.58)	3.37 (.60)	3.72 (.54)
13. I engage learners in collaborative problem solving related to authentic local and global issues.	3.37 (.76)	3.32 (.78)	3.34 (.76)	3.05 (.62)	3.64 (.57)
Overall mean rating across all content items	3.47 (.61)	3.59 (.44)	3.57 (.47)	3.32 (.56)	3.62 (.53)

4.4.a.6. Percent of Completers' Self-Rated Performance Levels on Items Related to Content Knowledge: Exit Survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
10. I understand the central concept, tools of inquiry and the structures of the discipline(s) I teach.	2017	19	0	10.5	31.6	57.9
	2018	22	0	0	36.4	63.6
	2019	50	0	2	32	66
	2020	19	0	0	57.9	42.1
	2021	25	0	0	48	52
	Total	116	0.0	0.9	40.5	58.6
11. I create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2017	19	0	10.5	36.8	52.6
	2018	22	0	0	27.3	72.7
	2019	50	0	2	24	74
	2020	19	0	0	57.9	42.1
	2021	25	0	0	40	60
	Total	116	0.0	0.9	33.6	65.5
12. I use differing perspectives to engage learners in critical thinking.	2017	19	0	15.8	31.6	52.6
	2018	22	0	18.2	31.8	50
	2019	50	2	12	36	50
	2020	19	0	5.3	52.7	42.1
	2021	25	0	4	20	76
	Total	116	0.9	10.4	34.5	54.3

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	2017	19	0	18.2	54.5	27.3
13. I engage learners in collaborative problem solving related to authentic local and global issues.	2018	22	5.6	16.7	66.7	11.1
	2019	50	0	6.7	66.7	26.7
	2020	19	0	0	47.4	52.6
	2021	25	0	4	28	68
	Total	116	1.1	6.9	55.2	36.9

Table 4.4.a.7. Completers' perception of preparedness to meet standards related to Instructional Practice: Exit Survey

	2017 Completers (n = 19) Mean (SD)	2018 Completers (n = 29) Mean (SD)	2019 Completers (n = 50) Mean (SD)	2020 Completers (n = 19) Mean (SD)	2021 Completers (n = 25) Mean (SD)
14. I use multiple methods of assessment to engage learners in their own growth.	3.11 (.94)	3.77**a (.53)	3.70** (.58)	3.53 (.51)	3.76 (.57)
15. I use multiple methods of assessment to monitor learner progress.	3.26 (.81)	3.86** (.47)	3.72** (.50)	3.53 (.61)	3.80 (.41)
16. I use multiple methods of assessment to guide my decision making.	3.26 (.87)	3.77* (.43)	3.80** (.45)	3.47 (.61)	3.76 (.44)
17. I use multiple methods of assessment to guide the learners' decision making.	3.21 (.71)	3.73* (.46)	3.50 (.74)	3.21 (.63)	3.48 (.59)
18. I plan instruction that supports every student in meeting rigorous learning goals.	3.47 (.61)	3.82~ (.39)	3.72 (.45)	3.37 (.60)	3.56 (.51)
19. I plan instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	3.37 (.68)	3.64 (.49)	3.70~ (.51)	3.26 (.45)	3.68 (.48)
20. I plan instruction that draws upon the knowledge of learners and the context of the community.	3.26 (.73)	3.64 (.66)	3.66~ (.59)	3.47 (.51)	3.48 (.71)
21. I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	3.53 (.70)	3.73 (.46)	3.70 (.54)	3.47 (.61)	3.60 (.50)
22. I encourage learners to build skills and apply knowledge in meaningful and authentic ways.	3.58 (.69)	3.64 (.66)	3.84 (.47)	3.37 (.60)	3.80 (.41)
Overall mean rating across instructional practice items	3.34 (.57)	3.73** (.39)	3.70** (.36)	3.41 (.57)	3.66 (.49)

~ $p \leq .10$; * $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

a. To be interpreted as a significant difference between 2018 completers and 2017 completers. In all cases, the significant differences lie between the 2018 or 2019 completers and the 2017 completers

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4.4.a.8 Percent of Completers Self-Rated Performance Levels on Items Related to Instructional Practice: Exit Survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
15. I understand and use multiple methods of assessment to engage learners in their own growth.	2017	19	5.3	21.1	31.6	42.1
	2018	22	0	4.5	13.6	81.8
	2019	50	0	6	18	76
	2020	19	0	0	47.4	52.6
	2021	25	0	0	24	76
	Total	116	0.0	3.4	23.3	73.3
16. I understand and use multiple methods of assessment to monitor learner progress.	2017	19	5.3	5.3	47.4	42.1
	2018	22	0	4.5	4.5	90.9
	2019	50	0	2	24	74
	2020	19	0	5.3	36.8	57.9
	2021	25	0	0	20	80
	Total	116	0.0	2.6	21.5	75.9
17. I understand and use multiple methods of assessment to guide my decision making.	2017	19	5.3	10.5	36.8	47.4
	2018	22	0	0	22.7	77.3
	2019	50	0	2	16	82
	2020	19	0	5.3	42.1	52.6
	2021	25	0	0	24	76
	Total	116	0.0	1.7	23.3	75.0
18. I understand and use multiple methods of assessment to guide the learners' decision making.	2017	19	0	15.8	47.4	36.8
	2018	22	0	0	27.3	72.7
	2019	50	2	8	28	62
	2020	19	0	10.5	57.9	31.6
	2021	25	0	4	44	52
	Total	116	0.9	6.0	36.2	56.9
19. I plan instruction that supports every student in meeting rigorous learning goals.	2017	19	0	5.3	42.1	52.6
	2018	22	0	0	18.2	81.8
	2019	50	0	0	28	72
	2020	19	0	5.3	52.6	42.1
	2021	25	0	0	44	56
	Total	116	0.0	0.9	33.6	65.5
20. I plan instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	2017	19	0	10.5	42.1	47.4
	2018	22	0	0	36.4	63.6
	2019	50	0	2	26	72
	2020	19	0	0	73.7	26.3
	2021	25	0	0	32	68
	Total	116	0.0	0.9	37.1	62.1
21. I plan instruction that draws upon the knowledge of learners and the context of the community.	2017	19	0	15.8	42.1	42.1
	2018	22	0	9.1	18.2	72.7
	2019	50	0	6	22	72
	2020	19	0	0	52.6	47.4
	2021	25	0	12	28	60
	Total	116	0.0	6.9	27.6	65.5
22. I understand and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	2017	19	0	10.5	26.3	63.2
	2018	22	0	0	27.3	72.7
	2019	50	0	4	22	74
	2020	19	0	5.3	42.1	52.6
	2021	25	0	0	40	60
	Total	116	0.0	2.6	30.2	67.2
	2017	19	0	10.5	21.1	68.4

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	2018	22	0	9.1	18.2	72.7
23. I encourage learners to build skills and apply knowledge in meaningful and authentic ways.	2019	50	0	4	8	88
	2020	19	0	5.3	52.6	42.1
	2021	25	0	0	20	80
	Total	116	0.0	4.3	19.8	75.9

Table 4.4.a.9. Completers' perception of preparedness to meet standards related to Professional Responsibility: Exit Survey

	2017 Completers (n = 19) Mean (SD)	2018 Completers (n = 29) Mean (SD)	2019 Completers (n = 50) Mean (SD)	2020 Completers (n = 19) Mean (SD)	2021 Completers (n = 25) Mean (SD)
23. I engage in ongoing professional learning and use that learning to continually evaluate and adjust my practice.	3.68 (.58)	3.82 (.39)	3.84 (.42)	3.58 (.61)	3.68 (.56)
24. I seek opportunities to engage in professional growth to improve teaching and learning.	3.68 (.58)	3.86 (.35)	3.78 (.47)	3.47 (.51)	3.56 (.71)
25. I examine my practices and adjust that practice to meet the needs of each learner.	3.90 (.32)	3.86 (.35)	3.88 (.33)	3.53 (.61)	3.80 (.41)
26. I collaborate with learners, families, colleagues, other school professionals and community members to improve instructional practice.	3.74 (.45)	3.86 (.35)	3.82 (.44)	3.74 (.45)	3.56 (.71)
27. I am reflective and evaluate the effects of my choices and actions on others (learners, families, other professionals and the community).	3.84 (.38)	3.91 (.29)	3.92 (.27)	3.58 (.51)	3.76 (.44)
28. I collaborate with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	3.63 (.50)	3.73 (.63)	3.74 (.49)	3.58 (.61)	3.64 (.70)
29. I seek appropriate leadership roles in the school and community.	3.47 (.70)	3.55 (.67)	3.38 (.73)	3.37 (.76)	3.56 (.65)
30. I demonstrate leadership by modeling ethical behavior.	3.84 (.38)	3.96 (.21)	3.88 (.33)	3.63 (.50)	3.80 (.41)
Overall mean rating across professionalism items	3.72 (.34)	3.82 (.29)	3.78 (.28)	3.56 (.57)	3.67 (.57)

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4.4.a.10. Percent of Completers Self-Rated Performance Levels on Items Related to Professional Responsibility: Exit Survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
24. I engage in ongoing professional learning and uses that learning to continually evaluate and adjust my practice.	2017	19	0	5.3	21.1	73.7
	2018	22	0	0	18.2	81.8
	2019	50	0	2	12	86
	2020	19	0	5.3	31.6	63.2
	2021	25	0	4	24	72
	Total	116	0.0	2.6	19.0	78.5
25. I seek opportunities to engage in professional growth to improve teaching and learning.	2017	19	0	5.3	21.1	73.7
	2018	22	0	0	13.6	86.4
	2019	50	0	2	18	80
	2020	19	0	0	52.6	47.4
	2021	25	0	12	20	68
	Total	116	0.0	3.4	23.3	73.3
26. I examine my practice and adjusts that practice to meet the needs of each learner.	2017	19	0	0	10.5	89.5
	2018	22	0	0	13.6	86.4
	2019	50	0	0	12	88
	2020	19	0	5.3	36.8	57.9
	2021	25	0	0	20	80
	Total	116	0.0	0.9	18.1	81.0
27. I collaborate with learners, families, colleagues, other school professionals and community members to improve instructional practice.	2017	19	0	0	26.3	73.7
	2018	22	0	0	13.6	86.4
	2019	50	0	2	14	84
	2020	19	0	0	26.3	73.7
	2021	25	0	12	20	68
	Total	116	0.0	3.4	17.2	79.3
28. I am reflective and evaluate the effects of my choices and actions on others (learners, families, other professionals, and the community).	2017	19	0	0	15.8	84.2
	2018	22	0	0	9.1	90.9
	2019	50	0	0	8	92
	2020	19	0	0	42.1	57.9
	2021	25	0	0	24	76
	Total	116	0.0	0.0	17.2	82.8
29. I collaborate with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	2017	19	0	0	36.8	63.2
	2018	22	0	9.1	9.1	81.8
	2019	50	0	2	22	76
	2020	19	0	5.3	31.6	63.2
	2021	25	0	12	12	76
	Total	116	0.0	6.0	19.0	75.0
30. I seek appropriate leadership roles in the school and community.	2017	19	0	10.5	31.6	57.9
	2018	22	0	9.1	27.3	63.6
	2019	50	2	8	40	50
	2020	19	0	15.8	31.6	52.6
	2021	25	0	8	28	64
	Total	116	0.9	9.5	33.6	56.0
31. I demonstrate leadership by modeling ethical behavior.	2017	19	0	0	15.8	84.2
	2018	22	0	0	4.5	95.5
	2019	50	0	0	12	88
	2020	19	0	0	36.8	63.2
	2021	25	0	0	20	80
	Total	116	0.0	0.0	16.4	83.6

Table 4.4.a.11. Background information on respondents who completed exit survey open ended prompts

	2017 Completers (n = 19)	2018 Completers (n = 22)	2019 Completers (n = 50)	2020 Completers (n = 19)	2021 Completers (n=25)	Overall (n = 110)
Open-ended prompt 1	73.6%	68.2%	66.7%	100%	100%	78.7%
Open-ended prompt 2	78.9%	59.1%	76.0%	94.7%	100%	80.8%
Open-ended prompt 3	52.6%	40.9%	44.0%	57.9%	56.0%	55.6%

Table 4.4.a.12. Positive attributes of the program reported by completers (2017-21) in Prompt 1: Exit Survey

Theme	Description	Number of completers mentioning theme (of 87 total)	Example
Content, Pedagogical, and/or Pedagogical Content Knowledge	Completer felt positive about the content knowledge, pedagogical knowledge, and/or pedagogical they learned in the program	59	
Specific content, pedagogical, or pedagogical content knowledge mentioned	<p>Effective teaching methods/Instruction/Pedagogy (12)</p> <p>Lesson planning (12)</p> <p>Differentiation (9)</p> <p>Content (7)</p> <p>Diverse learners (8)</p> <p>Assessment (7)</p> <p>Classroom management (7)</p> <p>Internship seminar (4)</p> <p>Content not specified (4)</p> <p>Engagement (3)</p> <p>Relationship building (9)</p> <p>Learning, theories (4)</p> <p>Strategies (6)</p> <p>Responsive classroom (2)</p> <p>Coursework (2)</p> <p>Common programs (2)</p> <p>Classroom climate (3)</p> <p>Child development (3)</p> <p>Teaching content in accessible ways (4)</p> <p>Miscellaneous (each with 1 instance):</p> <p>Technology integration, information, courses, essential skills, time management, flexible thinking, discourse with students, discourse with families, organizing instruction, CCSS, socioemotional resources, materials, tools, upper elementary math course, C3 framework, mock parent conferences, PPTs, scaffolding</p>	NA	<p>“Quinnipiac has helped us develop effective differentiation and instruction into our lessons”. (Effective teaching methods/ Instruction/Pedagogy, Differentiation)</p> <p>“Going into my student teaching and internship year I felt very prepared for all aspects of lesson planning and informing instruction” (Lesson planning)</p> <p>“I feel comfortable creating lesson plans, differentiating instruction, and utilizing technology to transform student learning”. (Lesson planning, Differentiation, Technology integration)</p> <p>“I am extremely confident in my content and lesson planning abilities from the MAT program” (Content, Lesson planning)</p> <p>“The courses allowed me to gain information on classroom management as well as diversity in the classroom”. (Diversity, Classroom management)</p> <p>“The MAT program has helped me prepare to be a future educator by providing me with multiple ways on how to assess student work and use it to collect data”. (Assessment)</p>
Prepared	Completer felt prepared to be a teacher at end of program	46	“The MAT helped prepare me for my role as a teacher, learner, and leader in many ways. Going into my student teaching and internship year I felt very prepared for all aspects of lesson planning and informing instruction. I was ready to differentiate my teaching and knew the significance of getting to know my students as both a learner and a person outside of school. I was able to apply responsive classroom techniques to my teaching as well as my knowledge of different education pedagogy. I felt very prepared for the technical aspects of teaching such as planning and incorporating different learning styles into engaging and fun lessons”.

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Clinical experiences	Completer felt that the clinical experiences throughout the program prepared them to be a teacher	25	"I feel the MAT program has given me enough classroom experience to feel comfortable in front of my students and confident in my abilities as an educator".
Confident	Completer felt confident in themselves as a teacher at end of program	24	"The MAT program has helped me gain more confidence in myself and skills in the classroom".
Leadership skills	Completer felt the program helped them to acquire leadership skills	12	"The MAT program provided me with strategies I can use to teach diverse students, many opportunities for growth as an educator, and the management skills necessary to be a leader in and out of the classroom".
Life-long learner	Completer felt that the program taught them the importance of and how to be a life-long learner	14	"The MAT program helped prepare me for my role as a teacher, learner, and leader by educating me, not only on how to teach, what to teach, and effective ways of teaching and assessing, but on how to be a lifelong learner and grow as an educator through my students and colleagues".
Supportive faculty/administration	Completer felt that the faculty and/or administration was supportive	13	"I always felt supported by the faculty and truly credit these individuals for getting me to where I am today. Thank you!"
Reflective	Completer felt that the program prepared them to be a reflective practitioner	10	"The courses that we took prepared us to be all of these things. Not only did they develop our teaching abilities and leadership skills, but they also encouraged us to become reflective practitioners".
Competitive in interviews/job search	Completer felt that the experiences in the program made them competitive in/prepared for interviews and the job search	8	"The MAT Program is singlehandedly the reason that I was able to get my first job so quickly. I was prepared for interviews, and I knew exactly who I was as a teacher".
Identity as a teacher	Completer felt that they had developed their identity as a teacher through the program	5	"Through the MAT program, I have discovered what type of teacher I am meant to be, and this program has helped me to get there".
Passion	Completer felt that the program taught them to be a passionate teacher	3	"The MAT program gave me the framework of what it meant to be an effective and passionate teacher".

Table 4.4.a.12. Challenges reported by completers in Prompt 2: Exit Survey

Theme	Description	Number of completers mentioning theme (of 88 total)	Example
Behavior/Classroom management	Completer encountered challenges in the field with classroom and/or behavior management <i>2017 Completers:</i> Did cover classroom management but still a challenge* <i>2018 Completer:</i> Responsive classroom course should be full semester course <i>2019 Completers:</i> Need more skills to deal with behaviors/management (11), need a separate course on behavior/classroom management (10), need skills for dealing with severe/extreme behaviors (5), need more than/alternative approaches to Responsive Classroom (4), need more than guest speakers/workshops (3), classroom discourse course was good but did not go in-depth enough (2), need to know how to deal with defiant students (1), need to know how to manage behavior fairly (1), need practice with classroom management (1), how to manage a classroom as a substitute (1)	36 (two 2017, one 2018, 26 2019 two 2020, and five 2021 completers)*	<p>“I have faced a lot of behavior challenges in my internship that I felt I was not prepared for”.</p> <p>“Some of the challenges I faced during my student teaching was classroom management of my students and reaching some students. The school of education taught us several strategies, but I think a modeling of a classroom with a variety of situations and have people practice acting the scenarios out. This will help us see what we can do and the actions you can take in order to truly address it in the classroom. But that is just a suggestion, because the School of Education did a fairly good job preparing us for challenges similar to those, it was unfortunately most of the time out of my control as the teacher in some of the cases I faced.”</p> <p>“I feel we did not learn about classroom management and behavior of teenagers. It seems like the SOE focused more on elementary education and us secondary people were kind of set to the side. Elementary students and secondary students are far different and I feel we did not spend a lot of time learning about teenagers and their behaviors.”</p> <p>“I struggle with classroom management. Responsive classroom is amazing, but I do wish Quinnipiac prepared me a little more with more tools on how to manage students who do not respond to the Responsive model.”</p> <p>“I think that the MAT program should make the Classroom Management course a fall or spring course during our field study’s because we are exposed to situations where classroom management was necessary starting junior year. I feel this would be necessary to take fall or spring of senior year so that students have the opportunity take about what they experienced in the current classrooms in the course and have classroom management techniques fresh in their minds.”</p>

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No challenges	Completer reported that they have not encountered any challenges in the field they felt unprepared to address	15	<p>"I felt like I was given the skills to be able to handle any situation I faced in class".</p> <p>"I did not face any challenges in the classroom because the school really prepared me"</p> <p>"There is honestly not one aspect of teaching that I have encountered in which I cannot draw and some piece of information I learned from Quinnipiac."</p> <p>"I have not yet begun my first teaching job, but as a student teacher and intern I certainly drew on classroom management and lesson planning skills learned at QU."</p>
Special education issues	Completer encountered challenges in the field related to special education	5	<p>"One thing that was tough was dealing with students who have extreme behaviors. I know this program is not meant for that but I feel as though my SPED class wasn't in depth as I needed it to be. It covered the basics but I wish we had more real hands on experiences with this. I've learned a lot about 504's and IEPs but I think I learned more about it through my own internship experience (which also isn't a bad thing because it's at first hand)".</p> <p>"I wish we learned more in-depth about special education."</p>
Being a professional	Completer encountered various challenges in the field related to being a professional teacher, including one instance of each of the following: building relationships with other teachers, being a member of a team, working with administration, understanding contracts, school budgeting	4	<p>"I think better preparation for things outside of the classroom, such as the teaching profession as a "job," like working with a team, working with administration, how contracts work, etc".</p> <p>"How to appropriately deal with peers who don't act in a professional manner around diversity, equity, and inclusion would be great. Or better yet, expanding on the diversity course that was offered fully online."</p>
Assessment	Completer encountered challenges in the field related to assessment	4 (two 2017 completers, one 2019 completer, one 2021 completer)*	<p>"I am not prepared to create meaningful assessments"</p> <p>"I know that QU emphasizes evaluating the progress of our students, but I would have loved to have spent more time learning about different grading strategies. Grading is such a huge responsibility, and I felt unprepared to take on that responsibility during my student teacher."</p>
Parent communication	Completer encountered challenges in the field related to communication with parents	5 (three 2017 completers, three 2020 completers,	<p>"Parent-teacher communication. Perhaps putting together authentic scenarios and creating an open dialogue in the classroom for how they should be addressed"</p>

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		one 2021 completer)*	<p>"I wish we had more practice with parent teacher conferences."</p> <p>"...Also the best ways to communicate with parents the importance of attendance and completing assignments."</p> <p>"Some challenges I have met include...the lack of support of families in their child's education. How to work with this? How to support students who are not supported at home?"</p>
Lack of familiarity with content/curricula	Completer encountered challenges related to knowledge of the content and/or curricula they were expected to teach	7 (five 2020 completers, two 2021 completers)	<p>"One of the biggest challenges I faced was learning the curriculum. We are taught how to teach, but when it comes to what exactly to teach, I was at a loss. I hadn't learned these things since I was in elementary school, so if I had been prepared not only for how to teach these concepts, but also what exactly we will be teaching. I can't differentiate and accommodate and assess if I am unfamiliar with the content that the entire lesson is based on".</p> <p>"A challenge I faced this year was implementing the provided/required curriculum. I did not have a curriculum in the district where I completed my student teaching, so this was a new learning challenge for me."</p> <p>"I would have liked to have maybe had more time with the methods course that related to our specific content area. I feel like I could have used more time focusing on education in regards to my specific content area."</p> <p>"I believe that the graduate math courses should have a larger focus on direct instruction of math. For example, more opportunities to practice teaching math skills or even on vocabulary."</p>
Virtual Learning/Digital Tools	Completer encountered challenges related to virtual teaching and digital tools during the COVID-19 Pandemic	10 (five 2020 completers, five 2021 completers)	<p>"The challenges that I currently face are mainly in regards to the way we are teaching during this COVID pandemic, which I do not believe is something the School of Education could have prepared us for because no teacher in the state or country was prepared for that."</p> <p>"Some challenges I have faced would be with delivering quality learning experiences virtually. Even with the hopeful decline of the pandemic, making sure that there is a course centered solely on technology from the point of view of a student who is not physically in the classroom would be extremely helpful."</p>

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			<p>“The only challenge is due to Covid technology is a big part of the school year. I’m hoping in the future there is a class teaching students about online programs to prepare them”</p> <p>“Covid- virtual classes”</p> <p>“ This year was a hard year because of COVID Guidelines. Of course, nobody could have prepared us for this. I faced a lot of challenges such as creating a classroom environment in the class when we are all separated and there was no rug or group work.”</p> <p>“The biggest challenge this year was remote learning and dealing with the changing environment due to COVID. However, I felt prepared to handle this challenge because I knew that I had a lot of "tools in my teacher toolbox" from my classes at Quinnipiac.”</p>
Transparency and communication from SOE faculty/ administration with students and/or schools	Completer encountered challenges with transparency and communication with the SOE faculty and/or administration	5	<p>“The challenges of transparency and communication were present in my experiences. I believe the School of Education could strengthen their presence in the schools they partner with for the program. Having that constant communication would ensure the transparency that lacked”.</p> <p>“Some challenges I have faced in the MAT program is not hearing back from some professors via email.”</p>
Certification Tests (Praxis, edTPA)	Completer encountered challenges feeling prepared to take or complete licensure exams	3 (all 2021 completers)	<p>“Personally one of the challenges I am still facing is passing my Praxis exams. I wish that for the program we had to pass them by junior year or was told ahead of time to take them during our junior year or going into our senior year. I was told vaguely on how to sign up or even which ones to specially take up until it was the last second we had to get them done. I know that senior year the classes we take prepare us for the Praxis sections but I do wish we were told ahead of time about them more so that people like me who are bad at taking test have a lot more time to prepare for them.”</p> <p>“ In addition, there was little to no guidance on taking the Praxis. Many students felt that they were unprepared and/or unaware of the timeline in which we were expected to complete it. I highly suggest that you schedule a Praxis seminar, just like you do for edTPA. It’s such a crucial part of</p>

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			our certification, and it feels like it was really glossed over.”
Unnecessary courses	Completer encountered challenges with courses they felt were unnecessary for their learning.	2	“The only challenges that I faced were taking courses during my graduate year that served no purpose in furthering my career as a teacher. By being required to take a course on learning Complex Variables instead of learning how to teach mathematics I felt the course served no purpose on furthering my education towards my career of being a teacher”.
ELL course	Completer encountered challenges meeting the needs of English learners in their field placement.	3 (one 2017 completer, one 2019 completer, one 2020 completer)*	“I could use more help with classroom management strategies, strategies for English Language Learners, and differentiation for students with severe disabilities” “The challenges I have had in my first year are all related to virtual learning. Especially keeping students engaged and finding ways to reach students that are learning English as a second language.”
Differentiation in practice	Completer encountered challenges differentiating to meet the needs of all children in the classroom.	7 (one 2017 completer, one 2019 completer, three 2020 completers, two 2021 completers)*	“Differentiating is much easier said than done. Maybe have a QU alum speak about how they put these methods to practice in the classroom”. “My biggest challenge right now is balancing the range of levels that I have in my classroom. To give some context, I have some students that are reading at a kindergarten level, and a gifted student reading at a high school level. The MAT program absolutely addressed how to handle a range of abilities in the classroom, which has helped me greatly! The range I am dealing with is just more intense than practiced.” “I’ve struggled with what to do when students aren’t grasping a concept after trying multiple ways of teaching and re-teaching it. Thankfully, I’ve been able to rely on my colleagues for new ideas or strategies but at times it can be stressful when you feel like students just aren’t getting it.” “Something that I struggled with this year was finding the perfect middle-ground with assignments. I found that I made things either too easy or too hard.”
Issues with internship/internship school	Completer encountered challenges with their internship or internship school.	3	“Clearer communication of expectations for interns is critical, as schools take advantage of interns and there are schools where students learn nothing. Last year my internship was fabulous and I learned valuable lessons and

had transformational experiences as a future teacher. This is because Cheshire welcomes interns and treats them as a member of the school, and expects interns to be in the classroom working with their cooperating teacher or observing. However, this year I was in one of the most difficult (behaviorally) schools in the area and was “just a sub.” I had almost no contact with my cooperating teacher until student teaching, no observation, no contact with my content area department, and was not considered part of the school, just a day to day sub. Rather than allowing interns to sub AND learn with faculty (as we are there to do), interns must sub every period of every day, with no downtime even for the bathroom. Even on the first day of school, I subbed the full day. When there are free periods, we are not allowed to work with our content area or ANY teachers and must work as hall monitors”. (NOTE: This response was much longer—this is just an excerpt). “Working with a teacher who was not prepared to have a student-teacher.”

*The number of completers in a given year is provided for themes where programmatic changes related to that theme have been instituted in recent years, making it likely that responses would be different across years.

Completer One-Year-Out Survey

4.4.b. Completer one-year-out survey

Table 4.4.b.1. Program type and duration for 2017, 2018, 2019, & 2020 completers who responded to the One-Year Out survey.

	2017 completers One-Year Out Survey (n = 12)	2018 completers One-Year Out Survey (n = 16)	2019 completers One-Year Out Survey (n = 17)	2020 completers One-Year Out Survey (n = 24)
Response Rate	-	-	-	32.4%
Five year elementary	25%	55%	29%	46%
Five year secondary	33.33%	23%	29%	12.5%
Five semester elementary	33.33%	18%	24%	16.7%
Five semester secondary	8.33%	4%	18%	16.7%
Cross-endorsed	-	-	-	8.1%

Table 4.4.b.2. Alpha reliability of overall scales and subscales on One-Year Out survey (2017-19 data)

	Cronbach's Alpha Reliability
The Learner and Learning Items	.83
Content Knowledge Items	.80
Instructional Practice Items	.89
Professional Responsibility Items	.84
All Items	.94

Table 4.4.b.3. Completers' perception on ability to meet standards related to the Learner and Learning: One-Year Out Survey

	2017 Completers One-Year Out Survey (n = 12) Mean (SD)	2018 Completers One-Year Out Survey (n = 18) Mean (SD)	2019 Completers One-Year Out Survey (n = 17) Mean (SD)	2020 Completers One-Year Out Survey (n = 24) Mean (SD)
1. I understand how learners grow and develop	3.50 (.52)	3.56 (.51)	3.53 (.51)	3.58 (.50)
2. I recognize that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas	3.50 (.67)	3.72 (.46)	3.82 (.39)	3.58 (.50)
3. I design and implement developmentally appropriate and challenging learning experiences for learners	3.50 (.67)	3.50 (.51)	3.47 (.51)	3.42 (.58)
4. I use the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	3.42 (.67)	3.61 (.50)	3.65 (.49)	3.54 (.59)
5. I use understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	3.67 (.49)	3.50 (.71)	3.53 (.62)	3.25 (.68)
6. I work with others to create environments that support individual and collaborative learning	3.75 (.45)	3.78 (.43)	3.83 (.53)	3.63 (.58)
7. I work with others to create environments that encourage positive social interaction	3.75 (.45)	3.83 (.38)	3.88 (.33)	3.58 (.65)
8. I work with others to create environments that encourage active engagement in learning	3.67 (.65)	3.78 (.43)	3.71 (.59)	3.50 (.66)
9. I work with others to create environments that encourage self-motivation.	3.50 (.67)	3.50 (.62)	3.71 (.59)	3.54 (.66)
Overall mean rating across learner and learning Items	3.58 (.45)	3.64 (.32)	3.68 (.30)	3.51 (.60)

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4.4.b.4. Percent of 2017, 2018, 2019, and 2020 completers self-rated performance levels on items related to the Learner and Learning: One-Year Out (OYO) Survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
1. I understand how learners grow and develop.	2017 OYO	12	0	0	50	50
	2018 OYO	18	0	0	44.4	55.6
	2019 OYO	17	0	0	47.1	52.9
	2020 OYO	24	0	0	41.7	58.3
	Total OYO	71	0.0	0.0	45.1	54.9
2. I recognize that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas	2017 OYO	12	0	8.3	33.3	58.3
	2018 OYO	18	0	0	27.8	72.2
	2019 OYO	17	0	0	17.6	82.4
	2020 OYO	24	0	0	41.7	58.3
	Total OYO	71	0.0	1.4	31.0	67.6
3. I design and implement developmentally appropriate and challenging learning experiences for learners	2017 OYO	12	0	8.3	33.3	58.3
	2018 OYO	18	0	0	50	50
	2019 OYO	17	0	0	52.9	47.1
	2020 OYO	24	0	4.2	50	45.8
	Total OYO	71	0.0	2.8	47.9	49.3
4. I use the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	2017 OYO	12	0	8.3	41.7	50
	2018 OYO	18	0	0	38.9	61.1
	2019 OYO	17	0	0	35.3	64.7
	2020 OYO	24	0	4.2	37.5	58.3
	Total OYO	71	0.0	2.8	38.0	59.1
5. I use understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2017 OYO	12	0	0	33.3	66.7
	2018 OYO	18	0	11.1	27.8	61.1
	2019 OYO	17	0	5.9	35.3	58.8
	2020 OYO	24	0	12.5	50	37.5
	Total OYO	71	0.0	8.5	38.0	53.5
6. I work with others to create environments that support individual and collaborative learning	2017 OYO	12	0	0	25	75
	2018 OYO	18	0	0	22.2	77.8
	2019 OYO	17	0	5.9	5.9	88.2
	2020 OYO	24	0	4.2	29.2	66.7
	Total OYO	71	0.0	2.8	21.1	76.1
7. I work with others to create environments that encourage positive social interaction	2017 OYO	12	0	0	25	75
	2018 OYO	18	0	0	16.7	83.3
	2019 OYO	17	0	0	11.8	88.2
	2020 OYO	24	0	8.3	25	66.7
	Total OYO	71	0.0	2.8	19.7	77.5
8. I work with others to create environments that encourage active engagement in learning	2017 OYO	12	0	8.3	16.7	75
	2018 OYO	18	0	0	22.2	77.8
	2019 OYO	17	0	5.9	17.6	76.5
	2020 OYO	24	0	8.3	33.3	58.3
	Total OYO	71	0.0	5.6	23.9	70.4
9. I work with others to create environments that encourage self-motivation.	2017 OYO	12	0	8.3	33.3	58.3
	2018 OYO	18	0	5.6	38.9	55.6
	2019 OYO	17	0	5.9	17.6	76.5
	2020 OYO	24	0	8.3	28.2	62.5
	Total OYO	71	0.0	7.0	29.2	63.4

Table 4.4.b.5. Completers' perception on their ability to meet standards related to Content Knowledge: One-Year Out (OYO) survey

	2017 Completers One-Year Out Survey (n = 12) Mean (SD)	2018 Completers One-Year Out Survey (n = 16) Mean (SD)	2019 Completers One-Year Out Survey (n = 17) Mean (SD)	2020 Completers One-Year Out Survey (n = 24) Mean (SD)
10. I understand the central concepts, tools of inquiry and the structures of the discipline(s) I teach.	3.33 (.65)	3.63 (.50)	3.59 (.51)	3.54 (.51)
11. I create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.50 (.52)	3.63 (.50)	3.53 (.62)	3.42 (.50)
12. I use differing perspectives to engage learners in critical thinking.	3.25 (.75)	3.38 (.72)	3.53 (.52)	3.33 (.70)
13. I engage learners in collaborative problem solving related to authentic local and global issues.	3.25 (.75)	3.13 (.72)	3.35 (.61)	3.25 (.74)
Overall mean rating across all content items	3.33 (.58)	3.44 (.44)	3.50 (.47)	3.39 (.61)

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4.4.b.6. Percent of 2017, 2018, 2019, and 2020 completers self-rated performance levels on items related to Content Knowledge: One-Year Out (OYO) Survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
10. I understand the central concept, tools of inquiry and the structures of the discipline(s) I teach.	2017 OYO	12	0	8.3	50	41.7
	2018 OYO	18	0	0	37.5	62.5
	2019 OYO	17	0	0	41.2	58.8
	2020 OYO	24	0	0	45.8	54.2
	Total OYO	71	0.0	1.4	43.3	55.3
11. I create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2017 OYO	12	0	0	50	50
	2018 OYO	16	0	0	37.5	62.5
	2019 OYO	17	0	5.9	35.3	58.8
	2020 OYO	24	0	0	58.3	41.7
	Total OYO	69	0.0	1.5	46.4	52.2
12. I use differing perspectives to engage learners in critical thinking.	2017 OYO	12	0	16.7	41.7	41.7
	2018 OYO	16	0	12.5	37.5	50
	2019 OYO	17	0	0	47.1	52.9
	2020 OYO	24	0	4.2	41.7	54.2
	Total OYO	69	0.0	7.3	42.1	50.7
13. I engage learners in collaborative problem solving related to authentic local and global issues.	2017 OYO	12	0	16.7	41.7	41.7
	2018 OYO	16	0	18.8	50	31.3
	2019 OYO	17	0	5.9	52.9	41.2
	2020 OYO	24	0	12.5	41.7	45.8
	Total OYO	69	0.0	13.1	46.4	40.6

Table 4.4.b.7. Completers' perception on their ability to meet standards related to Instructional Practice: One-Year Out (OYO) survey

	2017 Completers One-Year Out Survey (n =12) Mean (SD)	2018 Completers One-Year Out Survey (n =16) Mean (SD)	2019 Completers One-Year Out Survey (n = 17) Mean (SD)	2020 Completers One-Year Out Survey (n = 24) Mean (SD)
14. I use multiple methods of assessment to engage learners in their own growth.	3.25 (.75)	3.63 (.50)	3.47 (.62)	3.46 (.66)
15. I use multiple methods of assessment to monitor learner progress.	3.50 (.67)	3.50 (.52)	3.41 (.71)	3.71 (.55)
16. I use multiple methods of assessment to guide my decision making.	3.42 (.79)	3.63 (.50)	3.47 (.51)	3.54 (.51)
17. I use multiple methods of assessment to guide the learners' decision making.	3.08 (.79)	3.25 (.58)	3.20 (.66)	3.33 (.64)
18. I plan instruction that supports every student in meeting rigorous learning goals.	3.50 (.67)	3.50 (.52)	3.24 (.66)	3.42 (.65)
19. I plan instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	3.50 (.67)	3.56 (.63)	3.71 (.47)	3.33 (.64)
20. I plan instruction that draws upon the knowledge of learners and the context of the community.	3.50 (.80)	3.38 (.62)	3.53 (.51)	3.33 (.64)
21. I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	3.50 (.80)	3.44 (.73)	3.53 (.63)	3.42 (.58)
22. I encourage learners to build skills and apply knowledge in meaningful and authentic ways.	3.75 (.45)	3.56 (.51)	3.76 (.44)	3.50 (.59)
Overall mean rating across instructional practice items	3.44 (.61)	3.49 (.34)	3.48 (.42)	3.45 (.61)

4.4.b.8. Percent of 2017, 2018, 2019, and 2020 completers self-rated performance levels on items related to Instructional Practice: One-Year Out (OYO) survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
14. I understand and use multiple methods of assessment to engage learners in their own growth.	2017 OYO	12	0	16.7	41.7	41.7
	2018 OYO	16	0	0	37.5	62.5
	2019 OYO	17	0	5.9	41.2	52.9
	2020 OYO	24	0	8.3	37.5	53.2
	Total OYO	69	0.0	7.2	39.1	53.3
15. I understand and use multiple methods of assessment to monitor learner progress.	2017 OYO	12	0	8.3	33.3	58.3
	2018 OYO	16	0	0	50	50
	2019 OYO	17	0	11.8	35.3	52.9
	2020 OYO	24	0	4.2	20.8	75
	Total OYO	69	0.0	5.8	33.3	60.9
16. I understand and use multiple methods of assessment to guide my decision making.	2017 OYO	12	0	16.7	25	58.3
	2018 OYO	16	0	0	37.5	62.5
	2019 OYO	17	0	0	52.9	47.1
	2020 OYO	24	0	0	45.8	54.2
	Total OYO	69	0.0	2.9	42.0	55.1
17. I understand and use multiple methods of assessment to guide the learners' decision making.	2017 OYO	12	0	25	41.7	33.3
	2018 OYO	16	0	6.3	62.5	31.3
	2019 OYO	17	0	11.8	52.9	35.3
	2020 OYO	24	0	8.3	50	41.7
	Total OYO	69	0.0	11.6	52.2	36.3
18. I plan instruction that supports every student in meeting rigorous learning goals.	2017 OYO	12	0	8.3	33.3	15.6
	2018 OYO	16	0	0	50	17.8
	2019 OYO	17	0	11.8	52.9	13.3
	2020 OYO	24	0	8.3	41.7	50
	Total OYO	69	0.0	7.2	44.9	27.5
19. I plan instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	2017 OYO	12	0	8.3	33.3	58.3
	2018 OYO	16	0	6.3	31.3	62.5
	2019 OYO	17	0	0	29.4	70.6
	2020 OYO	24	0	8.3	50	41.7
	Total OYO	69	0.0	5.8	37.7	56.5
20. I plan instruction that draws upon the knowledge of learners and the context of the community.	2017 OYO	12	0	16.7	16.7	66.7
	2018 OYO	16	0	6.3	50	43.8
	2019 OYO	17	0	0	47.1	52.9
	2020 OYO	24	0	8.3	41.7	50
	Total OYO	69	0.0	7.3	40.6	52.2
21. I understand and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	2017 OYO	12	0	16.7	16.7	66.7
	2018 OYO	16	0	12.5	31.3	56.3
	2019 OYO	17	0	5.9	35.3	58.8
	2020 OYO	24	0	4.2	50	45.8
	Total OYO	69	0.0	8.7	36.3	55.1
22. I encourage learners to build skills and apply knowledge in meaningful and authentic ways.	2017 OYO	12	0	0	25	75
	2018 OYO	16	0	0	43.8	56.3
	2019 OYO	17	0	0	23.5	76.5
	2020 OYO	24	0	4.2	41.7	54.2
	Total OYO	69	0.0	1.5	34.8	63.8

Table 4.4.b.9. Completers' perception on ability to meet standards related to Professional Responsibility: One-Year Out (OYO) survey

	2017 Completers One-Year Out Survey (n = 12) Mean (SD)	2018 Completers One-Year Out Survey (n = 16) Mean (SD)	2019 Completers One-Year Out Survey (n = 17) Mean (SD)	2020 Completers One-Year Out Survey (n = 24) Mean (SD)
23. I engage in ongoing professional learning and use that learning to continually evaluate and adjust my practice.	3.75 (.45)	3.60 (.51)	3.47 (.72)	3.54 (.51)
24. I seek opportunities to engage in professional growth to improve teaching and learning.	3.50 (.52)	3.53 (.64)	3.83 (.39)	3.46 (.59)
25. I examine my practices and adjust that practice to meet the needs of each learner.	3.58 (.52)	3.53 (.52)	3.88 (.33)	3.71 (.46)
26. I collaborate with learners, families, colleagues, other school professionals and community members to improve instructional practice.	3.67 (.65)	3.80 (.41)	3.71 (.59)	3.54 (.66)
27. I am reflective and evaluate the effects of my choices and actions on others (learners, families, other professionals and the community).	3.67 (.49)	3.67 (.62)	3.94 (.24)	3.67 (.48)
28. I collaborate with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	3.58 (.51)	3.53 (.74)	3.82 (.53)	3.46 (.72)
29. I seek appropriate leadership roles in the school and community.	3.08 (.79)	3.27 (.70)	3.77 (.44)	3.17 (.70)
30. I demonstrate leadership by modeling ethical behavior.	3.83 (.39)	3.87 (.35)	3.88 (.33)	3.71 (.46)
Overall mean rating across professionalism items	3.58 (.37)	3.60 (.42)	3.79 (.31)	3.53 (.57)

4.4.b.10. Percent of 2017, 2018, 2019, and 2020 completers self-rated performance levels on items related to Professional Responsibility: One-Year Out (OYO) survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
24. I engage in ongoing professional learning and uses that learning to continually evaluate and adjust my practice.	2017 OYO	12	0	0	25	75
	2018 OYO	15	0	0	40	60
	2019 OYO	17	0	11.8	29.4	58.8
	2020 OYO	24	0	0	45.8	54.2
	Total OYO	68	0.0	3.0	36.8	60.3
25. I seek opportunities to engage in professional growth to improve teaching and learning.	2017 OYO	12	0	0	50	50
	2018 OYO	15	0	6.7	33.3	60
	2019 OYO	17	0	0	17.6	82.4
	2020 OYO	24	0	4.2	45.8	50
	Total OYO	68	0.0	3.0	36.7	60.3
26. I examine my practice and adjusts that practice to meet the needs of each learner.	2017 OYO	12	0	0	41.7	58.3
	2018 OYO	15	0	0	46.7	53.3
	2019 OYO	17	0	0	11.8	88.2
	2020 OYO	24	0	0	29.2	70.8
	Total OYO	68	0.0	0.0	30.9	69.1
27. I collaborate with learners, families, colleagues, other school professionals and community members to improve instructional practice.	2017 OYO	12	0	8.3	16.7	75
	2018 OYO	15	0	0	20	80
	2019 OYO	17	0	5.9	17.6	76.5
	2020 OYO	24	0	8.3	29.2	62.5
	Total OYO	68	0.0	5.9	22.1	72.1
28. I am reflective and evaluate the effects of my choices and actions on others (learners, families, other professionals, and the community).	2017 OYO	12	0	0	33.3	66.7
	2018 OYO	15	0	6.7	20	73.3
	2019 OYO	17	0	0	5.9	94.1
	2020 OYO	24	0	0	33.3	66.7
	Total OYO	68	0.0	1.5	23.5	75.0
29. I collaborates with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	2017 OYO	12	0	0	41.7	58.3
	2018 OYO	15	0	13.3	20	66.7
	2019 OYO	17	0	5.9	5.9	88.2
	2020 OYO	24	0	12.5	29.2	58.3
	Total OYO	68	0.0	8.8	23.6	67.6
30. I seek appropriate leadership roles in the school and community.	2017 OYO	12	0	25	41.7	33.3
	2018 OYO	15	0	13.3	46.7	40
	2019 OYO	17	0	0	23.5	76.5
	2020 OYO	24	0	16.7	50	33.3
	Total OYO	68	0.0	13.2	41.2	45.6
31. I demonstrate leadership by modeling ethical behavior.	2017 OYO	12	0	0	16.7	83.3
	2018 OYO	15	0	0	13.3	86.7
	2019 OYO	17	0	0	11.8	88.2
	2020 OYO	24	0	0	29.2	70.8
	Total OYO	68	0.0	0.0	19.1	80.9

Table 4.4.b.11. Background information on 2017, 2018, 2019, and 2020 completers who completed the one-year out survey open ended prompts

	2017 Completers (n = 12)	2018 Completers (n = 18)	2019 Completers (n = 17)	2020 Completers (n = 24)	Overall (n = 71)
Open-ended prompt 1	75.0%	61.1%	76.5%	95.8%	70.2%
Open-ended prompt 2	75.0%	61.1%	76.5%	100%	70.2%
Open-ended prompt 3	58.3%	33.3%	47.0%	70.8%	44.6%

4.4.b.12. Positive responses from 2017, 2018, and 2019 completers to prompt 1: One Year Out Survey

Theme	Description	Number of completers mentioning theme	Example
Content, Pedagogical, and/or Pedagogical Content Knowledge	Completer felt positive about the content knowledge, pedagogical knowledge, and/or pedagogical they learned in the program	52 (total codes outnumber respondents because responses could be coded in multiple ways)	
Specific content, pedagogical, or pedagogical content knowledge mentioned	Classroom management/climate (11) Differentiation/Supporting all learners (6) Effective teaching methods/Instruction/Pedagogy (12) Lesson planning (7) Assessment (7) Content (6) Miscellaneous (each with 1 instance): understanding of child development, comfort with distance learning, engagement, constructivist approach, focus on CCSS	NA	<p>“The school of education has helped me develop effective lesson plan structure, learn different strategies for engaging students, and helped me develop my own classroom management strategies” (Classroom management/climate, engagement, Lesson planning)</p> <p>“The MAT program also taught me how to design lessons plans that were active, engaging, informative, rigorous, and HIGHLY differentiated, mainly through the use of a workshop model. In our math courses, we were shown how to conduct a math workshop with varying leveled math small groups for ultimate differentiated instruction of mathematical strategies. In our literacy courses, we were taught the different components of Balanced Literature to fully teach all types of readers at any level. In my first year of teaching I implemented such models into my own classroom and was able to see amazing academic and social progress from beginning to end” (Differentiation/Supporting all learners, Content, Lesson planning)</p>
Field experiences	Completer felt that the field experiences throughout the program prepared them to be a teacher	21	<p>“The MAT program gave a plethora of field experiences that allowed me to be prepared to work in a public school dynamic. Because I was so prepared for the daily professional interactions that being an educator requires, I could focus on bettering my instruction and serving on multiple school-wide committees in my first year”</p> <p>“Being able to use the internship programs was my biggest benefit from the MAT program. Being in the classroom was absolutely the best way to learn.”</p> <p>“...I think one of the most valuable aspects of the MAT program was my internship experience. I think I wouldn't be nearly as confident and comfortable teaching my own class if</p>

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			I hadn't had those two years (well, almost two years) of experience working in a middle school and high school. My experiences there, from helping out in a classroom, substituting, leading my own lessons, or observing another teacher we're extremely helpful in teaching me some great teaching practices and developing my own skills as a teacher."
Position Self As Both a learner and a teacher	Completer felt that the program taught them to be both a teacher and a learner, giving them confidence and motivation to seek out PD, contribute to PD, and be a valuable member of their professional learning community	10 (NOTE: Seven of these comments came from 2019 completers, 2 from 2020 completers)	"I also would like to thank Quinnipiac for continuing to emphasize growth as a learner; the program inspired time to seek out multiple professional development opportunities in my first year of teaching to add skills and tools to my repertoire". "As a learner, I know that I am always learning and looking for new ways to engage my students and make learning meaningful for them."
Reflective	Completer felt that the program prepared them to be a reflective practitioner	8	"This contemporary education combined with the reflective practices instilled during my time as an MAT student have created a lifelong learner and evolving practitioner" "Also, a strong teacher is always willing to reflect and change their instructional practices and the students' approach to learning when truly necessary."
Learned Current Practices	Completer felt that in the MAT program they learned current and up-to-date practices that would be immediately useful to them.	3	"The philosophies taught in the School of Education directly aligned to the practice at my school, I felt confident that I was applying the correct instructional strategies to help all students reach their goals".
Supportive faculty/administration	Completer felt that the faculty and/or administration was supportive	3	"The faculty was very supportive even beyond graduation to ensure I was successful in my career" "The MAT program provided me with multiple opportunities for exposure to different learning environments throughout my internships/teaching experiences. With the overly generous and helpful staff, I felt like I was walking away from the program with a whole bag of strategies that would prepare me to be the best teacher I can be."
Competitive in interviews/job search	Completer felt that the experiences in the program made them competitive in/prepared for interviews and the job search	1	"I learned many essential skills throughout the program that helped me feel prepared for the interview process as well as to take on the role as a teacher in my own classroom".
Relationship Building	Completer felt that their experiences in the MAT program helped them to successfully build relationships with colleagues, students, and families.	6	"Some of my strengths in this first year of teaching have included family involvement/parent communication, group centers for math and classroom management/responsive classroom techniques." "The program taught me how to effectively work collaboratively and reach out to experienced teachers for guidance."

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Social Emotional Learning	Completer felt that their experiences in the MAT program helped them to successfully support students in areas of social and emotional learning (SEL).	2* (one 2019 and one 2020 completer)	“Quinnipiac helped prepare me for the social emotional aspect of learning and teaching that came with this school year.” “ I was able to use the skills the MAT program taught me about instruction, differentiation and SEL to successfully teach....”
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Table 4.4.b.13. Challenges reported by one-year out survey respondents in Prompt 2: One Year Out Survey

Theme	Description	Number of completers mentioning theme	Example
Behavior/Classroom management	Completer encountered challenges in the field with classroom and/or behavior management	10	<p>“During my internship, the student behaviors I encountered in my school were not consist with the behaviors QU was teaching me to manage. To better prepare future teachers to do well in these situations, Quinnipiac should teach multiple ways to handle student behaviors, not only responsive classroom techniques. Also responsive classroom techniques work extremely well (I implement them in my own classroom) they do not work for every student. Providing future teachers will more skills for these student behaviors would be very beneficial” (2018 completer).</p> <p>“The only challenge is a classroom management and I think more realistic ways to do classroom management would be helpful.”</p> <p>“Biggest challenge was student engagement, but this was largely due to the pandemic and distance learning.”</p> <p>“Some challenges I faced was relating to students with different cultural upbringings and past life experiences. Also working to connect with students and revamp their social skills post pandemic once schools started re-opening. There is a huge gap in their social emotional intelligence and development.”</p> <p>“While keeping kids engaged in an online class is tricky, the hardest part of this year was trying to reach the many students who have fallen behind, don't attend class often, or don't turn in the majority of their assignments. I have 27-30 students in each class, and in some classes there have been 10 students failing, because their attendance is so low and they have turned in so little work. The MAT program taught us a lot about good teaching practices, how to differentiate to individual learners, and even how to handle behavior issues - but I don't remember learning much about how to deal with students who are severely failing or falling behind so badly.”</p>
	Completer specifically challenges around student engagement and post-pandemic behavior challenges.	5	

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More experience with/creating curricula	Completers noted that they wanted more exposure to existing curricula and/or wanted experience creating curricula	4	“One of the challenges I have had was working at a school with a very open curriculum. I would have loved to learn how to plan your own curriculum”.
Connecting with parents	Completers reported having challenges with parents	3 (2 completers from 2017 and 1 from 2018)	“Some challenges that I faced were connecting more with the parents and community. It is a challenge that over time I will feel more comfortable engaging in however it would be helpful if within the program we did simulations in order to have guidelines that can be used in these situations” (2017 completer)
Meeting the needs of students with special needs	Completers encountered challenges in the field related to meeting the needs of their students with special needs	4	“My biggest challenges included properly accommodating for special education students, particularly severe learning deficits--such as high spectrum autism” (2019 completer) “ I struggle with parent contact and understanding IEPs. The School of Education could better prepare those to meet challenges by incorporating more instruction/discussions regarding realistic situations that teachers deal with on a day to day basis with both students and coworkers.”
Preparation for the more realistic/pragmatic aspects of teaching	Completers expressed challenges with the pragmatics of schools and classrooms and/or the mismatch between how schools were portrayed during the MAT program and the reality	5	“I wish the school told us about the more behind the scene work of teaching. I wish I knew about TEAM training, cum folders, and other paperwork that teachers need to fill out and keep throughout the school year. I also wish we learned more about dealing with DCF and how to get a child extra services when they are struggling such as tiered intervention, special education services, and TAP programs. It would be nice to know what to document and keep”. “Also just a conversation towards the end of our program about what it’s really like to be a first year teacher. I have grown so much but just wish I had heard from previous first year teachers that yes it will be the most overwhelming year and some advice on getting through it”. “ One of my biggest challenges was how to pace our unit objectives- making sure I wasn’t “overcommitting” to each lesson. It would have been beneficial to say here is this objective for a unit, how will you achieve it over time, not just in one lesson.”

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			<p>“ Although we always spoke about not teaching for the test, I felt a lot of testing pressure on me from many angles. Test taking in education is unfortunately very prevalent and I think it would be helpful to learn how to teach test taking strategies in an engaging way, as I feel this would improve learning in many different ways.”</p>
Specific aspects of English Language Arts instruction	Completers spoke about challenges with English Language Arts instruction, including more about conferring during Writer’s Workshop, more hands on literacy materials, more grade level texts for ELA, focus on small group reading and writing lessons, and mini-lessons.	3	<p>“Since I teach only Language Arts I have noticed a gap in what is taught in Language arts in the classroom vs. what is taught at QU. There should be a focus on pulling small groups for reading and writing. There should also be a focus for QU students to create mini lessons for reading and writing, rather than focusing on theories in this area” (2019 completer).</p>
Support with technology that is used in schools	Completers spoke about challenges with technology they needed to engage with and use when teaching that they did not have exposure to in the MAT program (e.g., Macbooks, Powerschool, engaging with/talking to students in an online environment).	13* (*10 from 2020 completers)	<p>“One issues I faced this year was having to learn how to work with Apple technology. My school is 1:1 with MacBooks which I had never worked with before. I had to learn their software and how different programs work on there so that I would be able to help my students. A technology workshop showing students how to work with different types of laptops such as MacBooks or Chromebooks and even some of the educational software that students use in schools today would have been helpful to have”. “I think due to covid there was a huge shift in how much technology was used in the classroom. Although we had to incorporate technology in our lesson planning, I think there should be requirements to use things like google classroom, seesaw, nearpod, etc. I think it's important to understand the use of technology on both the teachers end and the student end. In order to better prepare teachers moving forward I think having students use these apps not just write about them is essential.”</p>
Differentiation in practice	Completers encountered challenges differentiating to meet the needs of all children in the classroom.	2	<p>“In the classroom, I have experienced the challenge of differentiating to meet the needs of all learners. I think it would be very beneficial to take two courses on the topic as well as discuss how to progress monitor and collect data in the classroom. Although we touched upon these topics in a few of the classes, it could be beneficial to go into</p>

these topics if more detail” (2018 completer).

“I have struggled with differentiation. We spoke a lot about it, but not much of it was applicable to the current state of schools and how things work. Yes, it’s easy enough to switch papers for the kid who needs lines, but how do we fairly and equitably adjust the assignment for the child who’s struggling in math?” (2019 completer)

Miscellaneous	<p>Completers spoke about a number of other challenges they faced, but only one person mentioned this challenge. They are as follows: Supporting students who have had trauma, focus on fostering grit/self-motivation, implementing student technology use policies, MAT program should have a more flexible approach to instruction, how to flourish when there is no grade level team/they are not supportive, differentiation including progress monitoring and data collection (2017 completer), financial challenges of the internship/residency year, helping students cope with death of family member, more work on socioemotional learning, need for a QU faculty member in the secondary Spanish program who can teach the “Comprehensible Input” approach, more focus on pacing across the year rather than only on individual lessons, how to connect social studies/history to modern day,</p>	12
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*The number of completers in a given year is provided for themes where programmatic changes related to that theme have been instituted in recent years, making it likely that responses would be different across years

**Standard 4.4 Satisfaction with preparation
Completer Two-Year-Out Survey**

4.4.c. Completer two-year-out survey

Table 4.4.c.1. Program type and duration for 2017 completers who completed the Two-Year Out survey

	2017 Completers Two-Year Out Survey (n = 36)	2019 Completers Two-Year Out Survey (n = 17*)
Response Rate	-	22.9%
Five year elementary	31%	52.9%
Five year secondary	28%	23.5%
Five semester elementary	28%	11.8%
Five semester secondary	13%	11.8%

*Includes one 2018 completer who responded to the 2021 survey. A TYO survey was not sent in spring 2020.

Table 4.4.c.2. Alpha reliability of overall scales and subscales Two-Year Out survey (2017 data)

	Cronbach's Alpha Reliability
The Learner and Learning Items	.91
Content Knowledge Items	.85
Instructional Practice Items	.93
Professional Responsibility Items	.83
All Items	.96

Table 4.4.c.3. Completers' perception on ability to meet standards related to the Learner and Learning: Two Year Out (TYO) Survey

	2017 Completers Two-Year Out Survey (n = 36) Mean (SD)	2019 Completers Two-Year Out Survey (n = 17) Mean (SD)
1. I understand how learners grow and develop	3.39 (.60)	3.41 (.51)
2. I recognize that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas	3.58 (.55)	3.82 (.39)
3. I design and implement developmentally appropriate and challenging learning experiences for learners	3.47 (.65)	3.59 (.51)
4. I use the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	3.50 (.61)	3.71 (.47)
5. I use understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	3.47 (.64)	3.53 (.62)
6. I work with others to create environments that support individual and collaborative learning	3.72 (.51)	3.82 (.39)
7. I work with others to create environments that encourage positive social interaction	3.78 (.42)	3.82 (.39)
8. I work with others to create environments that encourage active engagement in learning	3.69 (.47)	3.65 (.49)
9. I work with others to create environments that encourage self-motivation.	3.53 (.61)	3.47 (.51)
Overall mean rating across learner and learning Items	3.57 (.57)	3.65 (.48)

4.4.c.4. Percent of completers self-rated performance levels on items related to the Learner and Learning: Two Year Out (TYO) Survey

	Cohort Year	N	Below Standard	Developing	Proficient	Exemplary
			(1)	(2)	(3)	(4)
1. I understand how learners grow and develop.	2017 TYO	36	0	5.6	50	44.4
	2019 TYO	17	0	0	58.8	41.2
	Total	53	0.0	3.8	52.8	43.4
2. I recognize that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas	2017 TYO	36	0	2.8	36.1	61.1
	2019 TYO	17	0	0	17.7	82.3
	Total	53	0.0	1.9	30.2	67.9
3. I design and implement developmentally appropriate and challenging learning experiences for learners	2017 TYO	36	0	8.3	36.1	55.6
	2019 TYO	17	0	0	41.2	58.8
	Total	53	0.0	5.6	37.7	56.6
4. I use the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	2017 TYO	36	0	5.6	38.9	55.6
	2019 TYO	17	0	0	29.4	70.6
	Total	53	0.0	3.8	35.9	60.4
5. I use understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2017 TYO	36	0	8.3	36.1	55.6
	2019 TYO	17	0	5.9	35.3	58.8
	Total	53	0.0	7.5	35.8	56.6
6. I work with others to create environments that support individual and collaborative learning	2017 TYO	36	0	2.8	22.2	75
	2019 TYO	17	0	0	17.7	82.3
	Total	53	0.0	1.9	20.8	77.3
7. I work with others to create environments that encourage positive social interaction	2017 TYO	36	0	0	22.2	77.8
	2019 TYO	17	0	0	17.7	82.4
	Total	53	0.0	0.0	20.8	79.3
8. I work with others to create environments that encourage active engagement in learning	2017 TYO	36	0	0	30.6	69.4
	2019 TYO	17	0	0	35.3	64.7
	Total	53	0.0	0.0	32.1	67.9
9. I work with others to create environments that encourage self-motivation.	2017 TYO	36	0	5.6	36.1	58.3
	2019 TYO	17	0	0	52.9	47.1
	Total	53	0.0	3.8	41.5	54.7

Table 4.4.c.5. Completers' perception on ability to meet standards related to Content Knowledge:
Two Year Out (TYO) Survey

	2017 Completers Two-Year Out Survey (n = 36) Mean (SD)	2019 Completers Two-Year Out Survey (n = 17) Mean (SD)
10. I understand the central concepts, tools of inquiry and the structures of the discipline(s) I teach.	3.44 (.77)	3.47 (.51)
11. I create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	3.42 (.69)	3.59 (.62)
12. I use differing perspectives to engage learners in critical thinking.	3.36 (.64)	3.53 (.62)
13. I engage learners in collaborative problem solving related to authentic local and global issues.	3.19 (.92)	3.29 (.77)
Overall mean rating across all content items	3.35 (.76)	3.47 (.63)

4.4.c.6. Percent of completers self-rated performance levels on items related to Content Knowledge: Two Year Out (TYO) Surveys

	Cohort Year	N	Below Standard	Developing	Proficient	Exemplary
			(1)	(2)	(3)	(4)
10. I understand the central concept, tools of inquiry and the structures of the discipline(s) I teach.	2017 TYO	36	2.8	8.3	30.6	58.3
	2019 TYO	17	0	0	52.9	47.1
	Total	53	1.9	5.6	37.8	54.7
11. I create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2017 TYO	36	0	11.1	36.1	52.8
	2019 TYO	17	0	5.9	29.4	64.7
	Total	53	0.0	9.4	34.0	56.6
12. I use differing perspectives to engage learners in critical thinking.	2017 TYO	36	0	8.3	47.2	44.4
	2019 TYO	17	0	5.9	35.3	58.8
	Total	53	0.0	7.5	43.4	49.0
13. I engage learners in collaborative problem solving related to authentic local and global issues.	2017 TYO	36	2.8	25	22.2	50
	2019 TYO	17	0	17.7	35.3	47.1
	Total	53	1.9	22.7	26.4	49.1

Table 4.4.c.7. Completers' perception on ability to meet standards related to Instructional Practice: Two Year Out (TYO) Survey

	2017 Completers Two-Year Out Survey (n = 36) Mean (SD)	2019 Completers Two-Year Out Survey (n = 17) Mean (SD)
14. I use multiple methods of assessment to engage learners in their own growth.	3.42 (.77)	3.41 (.51)
15. I use multiple methods of assessment to monitor learner progress.	3.33 (.79)	3.59 (.51)
16. I use multiple methods of assessment to guide my decision making.	3.28 (.88)	3.41 (.51)
17. I use multiple methods of assessment to guide the learners' decision making.	3.14 (.83)	3.29 (.59)
18. I plan instruction that supports every student in meeting rigorous learning goals.	3.44 (.61)	3.41 (.51)
19. I plan instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	3.36 (.76)	3.29 (.47)
20. I plan instruction that draws upon the knowledge of learners and the context of the community.	3.31 (.75)	3.41 (.62)
21. I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	3.47 (.81)	3.47 (.51)
22. I encourage learners to build skills and apply knowledge in meaningful and authentic ways.	3.39 (.64)	3.59 (.62)
Overall mean rating across instructional practice items	3.35 (.76)	3.43 (.54)

4.4.c.8. Percent of completers self-rated performance levels on items related to Instructional Practice: Two Year Out (TYO) Survey

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
14. I understand and use multiple methods of assessment to engage learners in their own growth.	2017 TYO	36	2.8	8.3	33.3	55.6
	2019 TYO	17	0	0	58.8	41.2
	Total	53	1.9	5.6	41.5	51.0
15. I understand and use multiple methods of assessment to monitor learner progress.	2017 TYO	36	2.8	11.1	36.1	50
	2019 TYO	17	0	0	41.2	58.8
	Total	53	1.9	7.5	37.7	52.8
16. I understand and use multiple methods of assessment to guide my decision making.	2017 TYO	36	5.6	11.1	33.3	50
	2019 TYO	17	0	0	58.8	41.2
	Total	53	3.8	7.5	41.5	47.2
17. I understand and use multiple methods of assessment to guide the learners' decision making.	2017 TYO	36	2.8	19.4	38.9	38.9
	2019 TYO	17	0	5.9	58.8	35.3
	Total	53	1.9	15.1	45.3	37.7
18. I plan instruction that supports every student in meeting rigorous learning goals.	2017 TYO	36	0	5.6	44.4	50
	2019 TYO	17	0	0	58.8	41.2
	Total	53	0.0	3.8	49.0	47.2
19. I plan instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	2017 TYO	36	0	16.7	30.6	52.8
	2019 TYO	17	0	0	70.6	29.4
	Total	53	0.0	11.3	43.4	45.3
20. I plan instruction that draws upon the knowledge of learners and the context of the community.	2017 TYO	36	2.8	8.3	44.4	44.4
	2019 TYO	17	0	5.9	47	47.1
	Total	53	1.9	7.5	45.2	45.3
21. I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	2017 TYO	36	2.8	11.1	22.2	63.9
	2019 TYO	17	0	0	52.9	47.1
	Total	53	1.9	7.5	32.0	58.5
22. I encourage learners to build skills and apply knowledge in meaningful and authentic ways.	2017 TYO	36	0	8.3	44.4	47.2
	2019 TYO	17	0	5.9	29.4	64.7
	Total	53	0.0	7.5	39.6	52.8

Table 4.4.c.9. Completers' perception on ability to meet standards related to Professional Responsibility: Two Year Out (TYO) Surveys

	2017 Completers Two- Year Out Survey (n = 36) Mean (SD)	2019 Completers Two-Year Out Survey (n = 17) Mean (SD)
23. I engage in ongoing professional learning and use that learning to continually evaluate and adjust my practice.	3.62 (.65)	3.71 (.69)
24. I seek opportunities to engage in professional growth to improve teaching and learning.	3.59 (.66)	3.76 (.66)
25. I examine my practices and adjust that practice to meet the needs of each learner.	3.68 (.48)	3.65 (.49)
26. I collaborate with learners, families, colleagues, other school professionals and community members to improve instructional practice.	3.79 (.41)	3.88 (.33)
27. I am reflective and evaluate the effects of my choices and actions on others (learners, families, other professionals and the community).	3.76 (.43)	3.82 (.39)
28. I collaborate with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	3.47 (.75)	3.65 (.49)
29. I seek appropriate leadership roles in the school and community.	3.18 (.90)	3.65 (.49)
30. I demonstrate leadership by modeling ethical behavior.	3.77 (.43)	3.76 (.44)
Overall mean rating across professionalism items	3.61 (.59)	3.71 (.51)

4.4.c.10. Percent of completers self-rated performance levels on items related to Professional Responsibility: Two Year Out (TYO) Survey

	Cohort Year	N	Below Standard	Developing	Proficient	Exemplary
			(1)	(2)	(3)	(4)
24. I engage in ongoing professional learning and use that learning to continually evaluate and adjust my practice.	2017 TYO	34	2.9	0	29.4	67.6
	2019 TYO	17	0	11.8	5.9	82.4
	Total	51	1.9	3.9	21.6	72.5
25. I seek opportunities to engage in professional growth to improve teaching and learning.	2017 TYO	34	0	8.8	23.5	67.6
	2019 TYO	17	0	11.8	0	88.2
	Total	51	0.0	9.8	15.7	74.5
26. I examine my practice and adjust that practice to meet the needs of each learner.	2017 TYO	34	0	0	32.4	67.6
	2019 TYO	17	0	0	35.3	64.7
	Total	51	0.0	0.0	33.4	66.6
27. I collaborate with learners, families, colleagues, other school professionals and community members to improve instructional practice.	2017 TYO	34	0	0	20.6	79.4
	2019 TYO	17	0	0	11.8	88.2
	Total	51	0.0	0.0	17.7	82.3
28. I am reflective and evaluate the effects of my choices and actions on others (learners, families, other professionals, and the community).	2017 TYO	34	0	0	23.5	76.5
	2019 TYO	17	0	0	17.6	82.4
	Total	51	0.0	0.0	21.5	78.5
29. I collaborate with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	2017 TYO	34	0	14.7	23.5	61.8
	2019 TYO		0	0	35.3	64.7
	Total	34	0.0	14.7	23.5	61.8
30. I seek appropriate leadership roles in the school and community.	2017 TYO	34	2.9	23.5	26.5	47.1
	2019 TYO	17	0	5.9	47.1	47.1
	Total	51	1.9	17.6	33.4	47.1
31. I demonstrate leadership by modeling ethical behavior.	2017 TYO	34	0	0	23.5	76.5
	2019 TYO	17	0	0	23.5	76.5
	Total	51	0.0	0.0	23.5	76.5

4.4.d EDL Completer Exit Surveys

Table 4.4.d.1. Background information on 2021 EDL completers who completed the exit survey

	EDL 2021 Completers (n = 4)
Response Rate	25%
Role in School	
Teacher	0%
Teacher with Leadership Responsibilities	50%
Department Chair	0%
Assistant Principal	0%
District-Wide Administrator	25%
Other	25%
Level of Responsibilities*	
Elementary	50%
Middle/Intermediate	50%
Secondary	50%
District-Wide (PK-12)	25%
Urbanicity	
Urban	50%
Suburban	50%
Rural	0%

*Respondents could choose more than one response to this item which results in totals greater than 100%.

4.4.d.2. Percent of EDL completers self-rated performance levels on Exit Survey: Domain I (Instructional Leadership) items.

To what extent are you 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	6	0	0	0	100
	2018	8	0	0	42.9	57.1
	2019	19	0	0	25	75.0
	2021	4	0	0	50	50.0
	Total	37	0.0	0.0	27.5	72.5
understand the complexity of human diversity and have the ability to provide an instructional program that is responsive to the needs of diverse students?	2017	6	0	0	0	100
	2018	8	0	14.3	57.1	28.6
	2019	19	0	0	56.3	43.8
	2021	4	0	0	25	75
	Total	37	0.0	3.1	44.0	53.0
use technology to enhance the teaching and learning process?	2017	6	0	0	40	60
	2018	8	0	42.9	14.3	42.9
	2019	19	0	6.3	31.3	62.5
	2021	4	0	0	25	75
	Total	37	0.0	12.5	28.4	59.2
manage and engage students in meaningful learning activities?	2017	6	0	0	0	100
	2018	8	0	0	14.3	85.7
	2019	19	0	0	37.5	62.5
	2021	4	0	0	25	75
	Total	37	0.0	0.0	25.1	74.9
assess student learning and plan instruction based on students' strengths and weaknesses?	2017	6	0	0	0	100
	2018	8	0	0	42.9	57.1
	2019	19	0	0	37.5	62.5
	2021	4	0	0	25	75
	Total	37	0.0	0.0	31.2	68.8
involve students in self-assessment of their own progress?	2017	6	0	0	0	100
	2018	8	0	0	85.7	14.3
	2019	19	0	0	81.3	18.8
	2021	4	0	0	50	50.0
	Total	37	0.0	0.0	65.7	34.4
facilitate the learning of English Language Learners (ELL)?	2017	6	0	0	60	40
	2018	8	14.3	28.6	42.9	14.3
	2019	19	0	25	56.3	18.8
	2021	4	0	25	50	50
	Total	37	3.1	21.7	53.3	24.6
work and communicate with parents/guardians/caregivers?	2017	6	0	0	0	100
	2018	8	0	0	14.3	85.7
	2019	19	0	0	43.8	56.3
	2021	4	0	0	25	75
	Total	37	0.0	0.0	28.3	71.8
develop performance-based assessments?	2017	6	0	0	0	100
	2018	8	0	0	57.1	42.9
	2019	19	0	0	43.8	56.3
	2021	4	0	0	50	50
	Total	37	0.0	0.0	40.2	59.8
facilitate the learning of special needs?	2017	6	0	0	20	80
	2018	8	0	0	57.1	42.9
	2019	19	0	0	43.8	56.3
	2021	4	0	0	25	75
	Total	37	0.0	0.0	40.8	59.3

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use data to assess and improve student learning?	2017	6	0	0	0	100
	2018	8	0	0	14.3	85.7
	2019	19	0	0	18.8	81.3
	2021	4	0	0	25	75
	Total	37	0.0	0.0	15.4	84.6

4.4.d.3. Percent of EDL completers self-rated performance levels on Exit Survey: Domain II (Talent Manager) items.

To what extent do you:	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
observe other teachers in your school or other schools?	2017	6	0.0	0.0	40.0	40.0	20.0
	2018	8	42.9	0.0	0.0	28.6	28.6
	2019	19	12.5	18.8	37.5	6.3	25.0
	2021	4	25.0	0.0	50.0	0.0	25.0
	Total	37	18.4	9.7	31.1	15.9	25.0
engage in some form of action research, individually or in collaboration with other teachers or leaders in your school or other schools on your district?	2017	6	0.0	20.0	20.0	20.0	40.0
	2018	8	0.0	14.3	14.3	28.6	42.9
	2019	19	0.0	12.5	37.5	31.3	18.8
	2021	4	0.0	50.0	50.0	0.0	0.0
	Total	37	0.0	18.2	31.0	25.5	25.4
collaborate with teachers or leaders on issues of curriculum and /or instruction?	2017	6	0.0	0.0	40.0	0.0	60.0
	2018	8	0.0	14.3	28.6	0.0	57.1
	2019	19	0.0	0.0	12.5	12.5	75.0
	2021	4	0.0	0.0	75.0	0.0	25.0
	Total	37	0.0	3.1	27.2	6.4	63.3
participate in professional development opportunities, both those required by your school district and/or district, as well as those you sought out and attended voluntarily?	2017	6	0.0	0.0	20.0	20.0	60.0
	2018	8	0.0	0.0	14.3	28.6	57.1
	2019	19	0.0	0.0	18.8	25.0	56.3
	2021	4	0.0	0.0	25.0	25.0	50.0
	Total	37	0.0	0.0	18.7	25.0	56.4

4.4.d.4. Percent of EDL completers self-rated performance levels on Exit Survey: Domain III (Organizational Systems) items.

To what level do you feel able to:	Cohort Year	N	Below Standard	Developing	Proficient or Effective	Exemplary or Highly Effective
work collaboratively with others to develop a school/district vision that promotes success for all students?	2017	6	0	0	0	100
	2018	8	0	0	14.3	85.7
	2019	19	0	0	50	50.0
	2021	4	0	0	75	25.0
	Total	37	0.0	0.0	36.9	63.1
communicate the school/district vision so that all students are successful?	2017	6	0	0	20	80
	2018	8	0	0	28.6	71.4
	2019	19	0	0	43.8	56.3
	2021	4	0	0	50	50
	Total	37	0.0	0.0	37.3	62.7
assume the stewardship of the school/district vision to improve student learning?	2017	6	0	0	20	80
	2018	8	0	28.6	14.3	57.1
	2019	19	0	6.3	43.8	50
	2021	4	0	0	50	50
	Total	37	0.0	9.4	34.2	56.4
promote a positive school culture that focuses on student learning?	2017	6	0	0	20	80
	2018	8	0	0	28.6	71.4
	2019	19	0	0	43.8	56.3
	2021	4	0	0	50	50
	Total	37	0.0	0.0	37.3	62.7
design an effective instructional program that meets the needs of all learners?	2017	6	0	0	20	80
	2018	8	0	0	57.1	42.9
	2019	19	0	6.3	43.8	50
	2021	4	0	0	75	25
	Total	37	0.0	3.2	46.2	50.6
facilitate a meeting of teachers as they review student work and devise plans to improve student learning?	2017	6	0	0	40	60
	2018	8	0	14.3	28.6	57.1
	2019	19	0	0	47.5	62.5
	2021	4	0	0	50	50
	Total	37	0.0	3.1	42.5	59.6
use observation and collaborative reflection to develop professional growth plans with teachers and other personnel?	2017	6	0	0	40	60
	2018	8	0	0	57.1	42.9
	2019	19	0	0	43.8	56.3
	2021	4	0	0	75	25
	Total	37	0.0	0.0	49.4	50.6
manage or assist in the management of the school organization such as budgeting, scheduling, or facilities that would have a positive impact on student learning?	2017	6	0	0	60	40
	2018	8	0	14.3	57.1	28.6
	2019	19	0	25	43.8	31.3
	2021	4	0	0	75	25
	Total	37	0.0	15.9	52.7	31.4
manage or assist in the management of school operations such as establishing communication systems, defining procedures, or aligning school practices with district policies and state laws that would have a positive impact on student learning?	2017	6	0	0	20	80
	2018	8	0	28.6	42.9	28.6
	2019	19	0	25	37.5	37.5
	2021	4	0	0	75	25
	Total	37	0.0	19.0	39.9	41.1
manage or assist in the management of school resources by strategically allocating resources, seeking out new revenue sources (grants, foundations), or by increasing efficiencies with current resources (such as technology) in order to improve student learning?	2017	6	0	0	40	60
	2018	8	0	14.3	71.4	14.3
	2019	19	6.3	31.3	37.5	25
	2021	4	0	0	75	25
	Total	37	3.2	19.2	49.3	28.4

4.4.d.5. Percent of EDL completers self-rated performance levels on Exit Survey: Domain IV (Organizational Systems) items.

To what extent do you feel able to:	Cohort Year	N	Below Standard	Developing	Proficient or Effective	Exemplary or Highly Effective
collaborate with families and the community and solicit their perspectives in order to meet needs of all students?	2017	6	0	0	20	80
	2018	8	0	0	33.3	66.7
	2019	19	0	6.3	43.8	50.0
	2021	4	0	0	75	25.0
	Total	37	0.0	3.2	41.0	55.8
collaborate with families and the community and solicit their perspectives in order to meet needs of all students?	2017	6	0	0	20	80
	2018	8	0	0	50	50
	2019	19	0	6.3	43.8	50
	2021	4	0	0	75	25.0
	Total	37	0.0	3.2	44.7	52.2
engage students, parents, and the community in advocating the adoption of school or district policies and laws to promote equitable learning opportunities and success for all students?	2017	6	0	0	80	20
	2018	8	0	0	66.7	33.3
	2019	19	0	18.8	62.5	18.8
	2021	4	0	0	75	25.0
	Total	37	0.0	9.7	67.6	22.8
act fairly, by being impartial and sensitive to student diversity?	2017	6	0	0	0	100
	2018	8	0	0	33.3	66.7
	2019	19	0	6.3	18.8	75
	2021	4	0	0	50	50
	Total	37	0.0	3.2	22.3	74.6
act with integrity, by demonstrating a respect for the rights of others and by engaging in honest communications?	2017	6	0	0	0	100
	2018	8	0	0	16.7	83.3
	2019	19	0	0	12.5	87.5
	2021	4	0	0	50	50
	Total	37	0.0	0.0	15.4	84.6
act ethically, by making and explaining decisions based on ethical and legal principles?	2017	6	0	0	0	100
	2018	8	0	0	33.3	66.7
	2019	19	0	6.3	12.5	81.3
	2021	4	0	0	50	50
	Total	37	0.0	3.2	19.0	77.8
promote success for all students by understanding policies, laws, and regulations enacted by local, state, and federal authorities?	2017	6	0	0	20	80
	2018	8	0	16.7	16.7	66.7
	2019	19	0	0	62.5	37.5
	2021	4	0	0	100	0
	Total	37	0.0	3.6	49.8	46.7
dialogue with members of the community about current issues, trends, or potential changes that might impact schools and student learning?	2017	6	0	0	0	100
	2018	8	0	0	50	50
	2019	19	0	0	56.3	43.8
	2021	4	0	0	100	0
	Total	37	0.0	0.0	50.5	49.5