

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

### **Employer Survey - MAT**

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

A representative sample of completer employers responded to the survey (Table 4.3.a.1). The proportion of respondents in urban districts (29%) is similar to completers working in urban districts (36.7%) across those three cohorts. Analyses suggest good reliability on the overall scale as well as on each of the subscales (see Table 4.3.a.2.). Overall, Employers rated 70% of completers as *Proficient* or *Exemplary* across all 4 domains. Going forward, we will share these findings, including needs for SEL, classroom management, and assessment practices support, into our continuous improvement cycle (Figure CE).

### **Milestones Survey - MAT**

The Completer Milestones survey was designed using CAEP guidelines for employment milestones including promotion and retention. We asked completers from 2014-2018 graduating cohorts to provide information on employment and career milestones achieved (Table 4.3.c.1.a). Survey respondents (n = 103; 28.9% response rate) are approximately representative of MAT completers and represent a variety of district settings. Some 59% of respondents indicated they remain employed in the district as initial hire, consistent with the statewide 4-year teacher retention rate of 58.9% (mobility rate 41.1%<sup>1</sup>). Less than 5% of respondents indicated they left teaching, far less than national 5-year teacher attrition rate (17%)<sup>2</sup>.

Overall, we are pleased with the milestones our completers achieved during their first 5 years as teachers of record. Whether through leadership roles (75.7%), additional certification (67.0%), providing professional development (43.7%; many on technology), and attending (45.6%) or presenting at (7.8%) conferences, completers' dedication to the profession and ongoing development in enhancing their practice is evident.

### **Employer Survey - EDL**

To assess satisfaction of EDL employers, an Employer Survey was sent to EDL candidates' direct supervisors. The survey was partially aligned to the latest Educational Leadership Constituent Council (ELCC) Standards and four domains of the Connecticut Leader Evaluation and Support (CLES) Rubric: Instructional Leadership, Talent Management, Organizational Systems and Culture & Climate. Respondents were asked to rate completers abilities as Below Standard (1), Developing (2), Proficient/Effective (3), or Exemplary/Highly Effective (4) for each item. The percent of completers within a cohort who were rated at a given level for a given item, are presented in turn.

Going forward we plan to review items within this survey to create a survey that is aligned with National Educational Leadership Preparation (NELP) Standards. Additionally, we will standardize timing

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<sup>1</sup> [https://portal.ct.gov/-/media/SDE/Talent\\_Office/ctequalityplan.pdf?la=en](https://portal.ct.gov/-/media/SDE/Talent_Office/ctequalityplan.pdf?la=en)

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

of survey data collection, and conduct response rate, and reliability and validity analyses, as needed, on this survey to ensure it is a robust measure of employers' perceptions of EDL completer performance. Overall, we find that employers are satisfied with EDL candidates' preparation and we have identified targets areas where the SOE can work to provide additional support during preparation.

### **Measure 3: Data Table Guide**

#### **Employer Survey - MAT**

Background Information on Employer Respondents (Table 4.3.a.1).....	p. 3
Alpha Reliability of Employer Survey (Table 4.3.2.1).....	p. 3
Ratings on Items Related to Learner and Learning (Table 4.3.a.3).....	p. 4
Percent of Employer Ratings in Each Performance Level on Items Related to the Learner and Learning (Table 4.3.a.4).....	p. 5
Ratings on Items Related to Content Knowledge (Table 4.3.a.5).....	p. 6
Percent of Employer Ratings in Each Performance Level on Items Related to Content Knowledge (Table 4.3.a.6).....	p. 6
Ratings on Items Related to Instructional Practice (Table 4.3.a.7).....	p. 7
Percent of Employer Ratings in Each Performance Level on Items Related to Instructional Practice (Table 4.3.a.8).....	p. 8
Ratings on Items Related to Professional Responsibilities (Table 4.3.a.9).....	p. 9
Percent of Employer Ratings in Each Performance Level on Items Related to Instructional Practice (Table 4.3.a.10).....	p. 10
Patterns of Responses to Prompt 1 (Table 4.3.a.11).....	p. 11
Patterns of Responses to Prompt 2 (Table 4.3.a.12).....	p. 12

#### **Milestone Survey - MAT**

Demographics of Milestones Survey Respondents (Table 4.3.c.1.a).....	p. 13
Reasons provided for leaving district of initial hire (Table 4.3.c.1.b).....	p. 13
Milestones Achieved by Quinnipiac SOE Completers (Table 4.3.c.2).....	p. 14

#### **Employer Survey - EDL**

Domain I: Instructional Leadership (Table BQ).....	p. 15
Domain II: Talent Manager (Table BR).....	p. 16
Domain III: Organizational Systems (Table BS).....	p. 16
Domain IV: Culture and Climate (Table BT).....	p. 17

### Employer Survey - MAT

Table 4.3.a.1. Background Information on Employer Respondents

	Employers of 2017 Completers (n = 14)	Employers of 2018 Completers (n = 18)	Employers of 2019 Completers (n = 15)
Response Rate	20.3	34.6%	28.3%
Role in School			
Principal	93%	100%	93%
Assistant Principal	7%	0%	7%
Type of School			
Elementary	71%	50%	67%
Secondary	29%	50%	33%
Elementary & Secondary Combined	0%	0%	0%
Urbanicity			
Urban	14%	39%	27%
Suburban	79%	56%	66%
Rural	7%	6%	7%

Table 4.3.a.2. Alpha Reliability of Employer Survey Subscale and Overall Scale

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

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

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

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

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
1. The teacher understands how learners grow and develop.	2017	12	0	16.7	41.7	41.7
	2018	18	0	16.7	61.1	22.2
	2019	15	0	6.7	46.7	46.7
	Total	45	0	13.3	51.1	35.6
2. The teacher recognizes that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas.	2017	12	0	8.3	50.0	41.7
	2018	18	0	16.7	55.6	27.8
	2019	15	0	0	53.3	46.7
	Total	45	0	8.9	53.3	37.8
3. The teacher designs and implements developmentally appropriate and challenging learning experiences for learners.	2017	12	0	16.7	33.3	50.0
	2018	18	0	16.7	61.1	22.2
	2019	15	0	6.7	66.7	26.7
	Total	45	0	13.3	55.6	31.1
4. The teacher uses the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	2017	12	0	25.0	25.0	50.0
	2018	18	0	16.7	50.0	33.3
	2019	15	0	6.7	53.3	40.0
	Total	45	0	15.6	44.4	40.0
5. The teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2017	12	8.3	33.3	8.3	50.0
	2018	18	0	11.1	61.1	27.8
	2019	14	0	7.1	57.1	35.7
	Total	44	2.3	15.9	45.5	36.4
6. The teacher works with others to create environments that support individual and collaborative learning.	2017	12	8.3	0	41.7	50.0
	2018	18	0	5.6	55.6	38.9
	2019	15	0	6.7	33.3	60.0
	Total	45	2.2	4.4	44.4	48.9
7. The teacher works with others to create environments that encourage positive social interaction.	2017	12	0	0	41.7	58.3
	2018	18	0	5.6	55.6	38.9
	2019	15	0	6.7	33.3	60.0
	Total	45	0	4.4	44.4	51.1
8. The teacher works with others to create environments that encourage active engagement in learning.	2017	12	0	8.3	58.3	33.3
	2018	18	0	5.6	50.0	44.4
	2019	15	0	6.7	26.7	66.7
	Total	45	0	6.7	44.4	48.9
9. The teacher works with others to create environments that encourage self-motivation.	2017	12	0	16.7	50	33.3
	2018	18	0	11.1	61.1	27.8
	2019	14	0	21.4	35.7	42.9
	Total	44	0	15.9	50.0	34.1

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

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

Table 4.3.a.6 Percent of Employer Ratings in Each Performance Level on Items Related to Content Knowledge

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
10. The teacher understands the central concept, tools of inquiry and the structures of the discipline(s) he or she teaches.	2017	11	0	27.3	45.5	27.3
	2018	18	0	16.7	72.2	11.1
	2019	15	0	6.7	53.3	40.0
	Total	44	0	15.9	59.1	25
11. The teacher creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2017	11	9.1	18.2	27.3	45.5
	2018	18	0	22.2	61.1	16.7
	2019	15	6.7	0	53.3	40.0
	Total	44	4.5	13.6	50	31.8
12. The teacher uses differing perspectives to engage learners in critical thinking.	2017	11	9.1	27.3	18.2	45.5
	2018	18	0	16.7	66.7	16.7
	2019	15	0	6.7	60.0	33.3
	Total	44	2.3	15.9	52.3	29.5
13. The teacher engages learners in collaborative problem solving related to authentic local and global issues.	2017	11	0	18.2	54.5	27.3
	2018	18	5.6	16.7	66.7	11.1
	2019	15	0	6.7	66.7	26.7
	Total	44	2.3	13.6	63.6	20.5
14. The teacher understands how to connect concepts within the content area and with other discipline areas.	2017	11	0	36.4	27.3	36.4
	2018	18	5.6	16.7	66.7	11.1
	2019	15	0	6.7	60.0	33.3
	Total	44	2.3	18.2	54.5	25

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

	Employers of 2017 Completers (n = 12) Mean (SD)	Employers of 2018 Completers (n = 18) Mean (SD)	Employers of 2019 Completers (n = 15) Mean (SD)
15. The teacher understands and uses multiple methods of assessment to engage learners in their own growth.	2.82 (.75)	2.94 (.73)	3.29 (.73)
16. The teacher understands and uses multiple methods of assessment to monitor learner progress.	2.91 (.94)	3.00 (.77)	3.21 (.70)
17. The teacher understands and uses multiple methods of assessment to guide his/her decision making.	3.17 (1.03)	2.89 (.68)	3.21 (.89)
18. The teacher understands and uses multiple methods of assessment to guide the learners' decision making.	2.83 (.94)	2.67 (.77)	3.00 (.93)
19. The teacher plans instruction that supports every student in meeting rigorous learning goals.	3.17 (.84)	3.06 (.73)	3.27 (.70)
20. The teacher plans instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	3.00 (.95)	2.94 (.64)	3.0 (.70)
21. The teacher plans instruction that draws upon the knowledge of learners and the context of the community.	3.17 (.84)	2.94 (.54)	3.27 (.59)
22. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	3.17 (.94)	2.78 (.81)	3.27 (.59)
23. The teacher encourages learners to build skills and apply knowledge in meaningful and authentic ways.	3.17 (.94)	3.00 (.84)	3.33 (.72)
Overall mean rating across instructional practice items	2.98 (.81)	2.91 (.60)	3.23 (.68)

Table 4.3.a.8 Percent of Employer Ratings in Each Performance Level on Items Related to Instructional Practice

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
15. The teacher understands and uses multiple methods of assessment to engage learners in their own growth.	2017	11	9.1	9.1	72.7	9.1
	2018	18	0	27.8	50.0	22.2
	2019	14	0	14.3	42.9	42.9
	Total	43	2.3	18.6	53.5	25.6
16. The teacher understands and uses multiple methods of assessment to monitor learner progress.	2017	11	9.1	18.2	45.5	27.3
	2018	18	0	27.8	44.4	27.8
	2019	14	0	14.3	50.0	35.7
	Total	43	2.3	20.9	46.5	30.2
17. The teacher understands and uses multiple methods of assessment to guide his/her decision making.	2017	12	8.3	16.7	25.0	50.0
	2018	18	0	27.8	55.6	16.7
	2019	14	7.1	7.1	42.9	42.9
	Total	44	4.5	18.2	43.2	34.1
18. The teacher understands and uses multiple methods of assessment to guide the learners' decision making.	2017	12	8.3	25.0	41.7	25.0
	2018	18	11.1	16.7	66.7	5.6
	2019	15	6.7	20.0	40.0	33.3
	Total	45	8.9	20.0	51.1	20
19. The teacher plans instruction that supports every student in meeting rigorous learning goals.	2017	12	0	25	33.3	41.7
	2018	18	0	22.2	50.0	27.8
	2019	15	0	13.3	46.7	40.0
	Total	45	0	20.0	44.4	35.6
20. The teacher plans instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	2017	12	8.3	16.7	41.7	33.3
	2018	18	0	22.2	61.1	16.7
	2019	15	0	20.0	53.3	26.7
	Total	45	2.2	20.0	53.3	24.4
21. The teacher plans instruction that draws upon the knowledge of learners and the context of the community.	2017	12	0	25.0	33.3	41.7
	2018	18	0	16.7	72.2	11.1
	2019	15	0	6.7	60.0	33.3
	Total	45	0	15.6	57.8	26.7
22. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	2017	12	8.3	8.3	41.7	41.7
	2018	18	5.6	27.8	50.0	16.7
	2019	15	0	6.7	60.0	33.3
	Total	45	4.4	15.6	51.1	28.9
23. The teacher encourages learners to build skills and apply knowledge in meaningful and authentic ways.	2017	12	8.3	8.3	41.7	41.7
	2018	18	5.6	16.7	50.0	27.8
	2019	15	0	13.3	40.0	46.7
	Total	45	4.4	13.3	44.4	37.8

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

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

Table 4.3.a.10. Percent of Employer Ratings in Each Performance Level on Items Related to Professional Responsibility

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
24. The teacher engages in ongoing professional learning and uses that learning to continually evaluate and adjust his/her practice.	2017	12	0	8.3	58.3	33.3
	2018	17	0	5.9	64.7	29.4
	2019	14	0	7.1	42.9	50.0
	Total	43	0	7.0	55.8	37.2
25. The teacher seeks opportunities to engage in professional growth to improve teaching and learning.	2017	12	0	8.3	50.0	41.7
	2018	18	0	11.1	44.4	44.4
	2019	15	0	6.7	26.7	66.7
	Total	45	0	8.9	40.0	51.1
26. The teacher examines his/her practice and adjusts that practice to meet the needs of each learner.	2017	12	8.3	16.7	25.0	50.0
	2018	18	0	11.1	72.2	16.7
	2019	15	6.7	0	33.3	60.0
	Total	45	4.4	8.9	46.7	40.0
27. The teacher collaborates with learners, families, colleagues, other school professionals and community members to improve instructional practice.	2017	12	0	8.3	41.7	50.0
	2018	18	0	11.1	50.0	38.9
	2019	15	0	6.7	40.0	53.3
	Total	45	0	8.9	44.4	46.7
28. The teacher is reflective and evaluates the effects of his/her choices and actions on others (learners, families, other professionals, and the community).	2017	12	0	16.7	25.0	58.3
	2018	17	0	11.8	58.8	29.4
	2019	15	6.7	0.0	46.7	46.7
	Total	44	2.3	9.1	45.5	43.2
29. The teacher collaborates with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	2017	12	0	25.0	33.4	41.7
	2018	18	0	5.6	61.1	33.3
	2019	15	6.7	0	53.3	40.0
	Total	45	2.2	8.9	51.1	37.8
30. The teacher seeks appropriate leadership roles in the school and community.	2017	12	0	25.0	33.3	33.3
	2018	18	0	27.8	55.6	16.7
	2019	15	6.7	20.0	46.7	26.7
	Total	45	2.2	24.4	46.7	24.4
31. The teacher demonstrates leadership by modeling ethical behavior.	2017	11	0	9.1	18.2	72.7
	2018	17	0	11.8	35.3	52.9
	2019	15	0	6.7	40.0	53.3
	Total	43	0	9.3	32.6	58.1

Table 4.3.a.11. Patterns of Responses to Prompt 1 From Employers of 2017, 2018, and 2019 Completers

Comment about positive aspect of completers' preparedness	Percent of Responses of Principals of 2017 Completers (n = 9)	Percent of Responses of Principals of 2018 Completers (n = 16)	Percent of Responses of Principals of 2019 Completers (n = 15)
Planning effective lesson plans	11.1%	6.3%	0%
Differentiation	11.1%	6.3%	6.7%
Assessment	0%	25%	0%
Content	0%	6.3%	6.7%
Implementing engaging and effective instruction	11.1%	12.5%	20%
Interacting successfully with parents	11.1%	6.3%	6.7%
Connecting with children	11.1%	0%	6.7%
Reflecting on and working to improve their own practice	11.1%	6.3%	20%
Open to/seeks feedback	11.1%	0%	6.7%
Carefully developing curriculum	11.1%	6.3%	6.7%
Collaboration with colleagues	11.1%	12.5%	13.3%
Effective implementation of Responsive classroom	0%	12.5%	
Interviewing well	11.1%	0%	0%
Professionalism	0%	0%	6.7%
Commitment to/passion for teaching.	0%	6.3%	20%

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

	Percent of Responses of Principals of 2017 Completers (n = 9)	Percent of Responses of Principals of 2018 Completers (n = 16)	Percent of Responses of Principals of 2019 Completers (n = 15)
Behavior/classroom management	22.2%	12.5%	13.3%
Interacting with challenging parents	11.1%	6.3%	6.6%
Trauma informed practice/knowledge of challenging student backgrounds	0%	25%	0%
How to address high needs/sped students with classroom management, instructional supports, and socioemotional learning	0%	12.5%	6.6%
Content knowledge	22%	0%	0%
Balance of structure and freedom	0%	12.5%	0%
Confidence	0%	12.5%	0%
Performance-based assessments to drive ongoing instruction and guided groups	0%	6.3%	6.6%
Cultural competency	11.1%	6.3%	0%
Anxiety around/avoidance of feedback from administrators/department leaders and collaboration with colleagues	0%	6.3%	6.6%
Time management	0%	6.3%	6.6%
Instructional practice	0%	6.3%	0%
Organization	0%	6.3%	0%
Data analysis and usage	11.1%	0%	0%
Need for basic school before more complex skills	0%	0%	6.6%
More instruction on teaching reading skills	0%	0%	6.6%
Professional development	0%	0%	6.6%
Being an effective team member	11.1%	0%	0%

### Milestones Survey - MAT

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

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

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

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

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

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

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

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

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

### Employer Survey – EDL

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

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

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

	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
To what extent is the graduate:							
able to observe other teachers in your school or other schools?	2017	6	0.0	0.0	33.3	33.3	33.3
	2018	8	12.5	0.0	37.5	12.5	37.5
	Total	14	7.1	0.0	35.7	21.4	35.7
engaging in some form of action research, individually or in collaboration with other teachers or leaders in your school, or in collaboration with staff in other schools?	2017	6	0.0	16.7	50.0	16.7	16.7
	2018	8	0.0	12.5	50.0	25.0	12.5
	Total	14	0.0	14.3	50.0	21.4	14.3
able to collaborate with teachers or leaders on issues of curriculum and /or instruction?	2017	6	0.0	0.0	16.7	33.3	50.0
	2018	8	0.0	0.0	12.5	12.5	75.0
	Total	14	0.0	0.0	14.3	21.4	64.3
participating in professional development opportunities, both those required by your school/district as well as those the graduate sought out to attend voluntarily?	2017	6	0.0	0.0	33.3	33.3	33.3
	2018	8	0.0	0.0	25.0	37.5	37.5
	Total	14	0.0	0.0	28.6	35.7	35.7

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

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

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

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