

Meeting Standard 4.1

SECTION 4: ANNUAL REPORTING MEASURE 1

QUINNIPIAC SCHOOL OF EDUCATION'S MEASURING OUR GRADUATES' IMPACT ON P-12 LEARNING

The state of Connecticut requires standardized testing of students at various points during their school years, however, the Connecticut State Department of Education made the decision not to share this student testing data with the public or Schools of Education. Many states use student scores to measure teacher performance and in return, teacher preparation programs' performance. To demonstrate our graduates' impact on student learning, the QU SOE is analyzing data from self-reported SLOs (Student Learning Objectives) that all CT teachers must create for their students. We are also analyzing student data from our graduates' students in MA, NY and NJ. The surveys, created by a group of professors, staff and administrative stakeholders, was sent out in May, 2018, to all of our graduates who were hired in CT, MA, NY and NJ for the 2017-2018 school year (N=41). The survey asked graduates for their Student Learning Outcomes and for the percentage of students meeting target.

What Are SLOs?

“At the heart of an SLO is a specific learning goal and a specific measure of student learning used to track progress toward that goal. There are many options for student growth measures. It is possible to use large scale standardized tests, even state standards tests for SLOs. However, it is also possible to use other methods for assessing learning, such as end of course exams in secondary courses, student performance demonstrations in electives like art or music, and diagnostic pre-and post-tests in primary grades or other relevant settings.

Teachers, principals and other administrators and their supervisors can set SLOs for any subject, grade or group of students. Groups of teachers in the same subject or grade or in the same school or district can set them as well. With their supervisors, principals can set objectives focused on school-wide learning goals and district-level administrators can develop SLOS with district goals in mind.” (<https://www2.ed.gov/programs/racetothetop/communities/slo-targeting-growth.pdf>)

Here are the survey and results.

Student Learning Outcomes and Teacher Observation Ratings for a Sample of Quinnipiac University School of Education MAT Completers, J.Dwyer, 3-6-19

Section 1. Completers' Self-Reported Student Learning Outcomes (SLO)

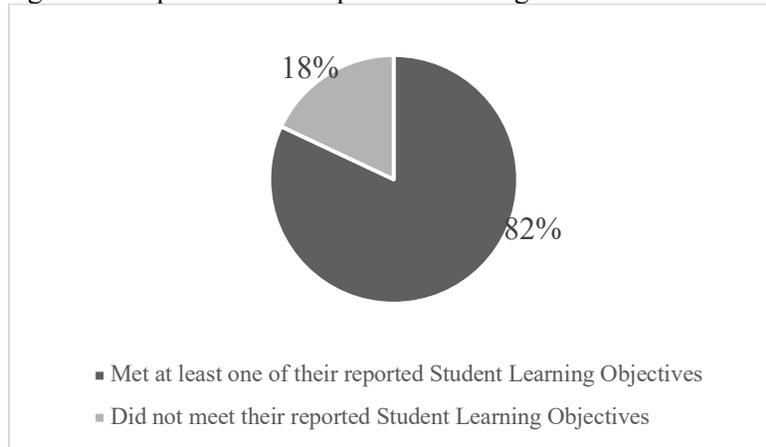
Background

Nineteen MAT completers provided data on at least one SLO. Two were removed because the data provided was unclear, leaving a total of 17 completers with reliable SLO data. Eleven of the completers who provided SLOs completed the Elementary MAT program and six completed the Secondary MAT program (2 Math, 2 English, 1 Biology, 1 History).

Findings

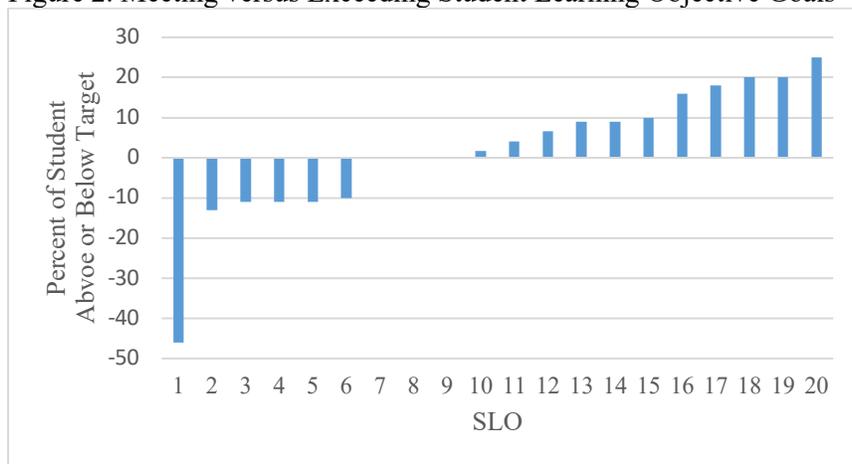
1) We found that eighty-two percent of completers met at least one of their stated SLOs (see Figure 1).

Figure 1. Proportion of Completers' Meeting at Least One of Their SLOs (n=17)



2) Of completers who met at least one of their reported student learning outcomes (reporting SLOs 7-20 on Figure 2), 21% met their goal exactly and 79% *exceeded* at least one of their stated SLO goals (SLOs 10-20 on Figure 2). Of those who exceeded their goals, on average they had 12.67% more students meet their stated goal than expected (the range was 1.62-25% above the stated goal) (see Figure 2).

Figure 2. Meeting versus Exceeding Student Learning Objective Goals



PUPIL BENCHMARK ASSESSMENTS

In addition to the SLOs, the School of Education is collecting the results of pupil district benchmark assessments in literacy and mathematics from the students of nine of our teacher graduates at one of our urban Professional Development K-8 Schools. All teachers have agreed to share the pre-assessment data, the mid-year data and the post-assessment data of all of their pupils, with student names redacted. The teacher group is comprised of two kindergarten teachers, one grade 2 and one grade 3 teacher, two grade 4 and two grade 5 teachers and one

middle school 7 & 8th grade English teacher. The teachers graduated from the School of Education in 2014, 2015, 2016, 2017 and 2018. In addition to the quantitative data, the teachers are being separately interviewed in the spring of 2019 and will participate in a focus group to discuss the data and the findings in the summer of 2019. Once findings are coded and analyzed, they will be shared with faculty and the Advisory Board members,