

Results of Preparation: ONE YEAR OUT SURVEY 2017 GRADUATES

CAEP Standard 4

Standard 4: Program Impact – the provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development

Satisfaction of Employers

4.4 Required component- the provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Evidence from Completers (component 4.4)

- Completer satisfaction surveys (includes instrument, sampling, response rate, timing);
- Completer satisfaction interviews
- Completer satisfaction Focus groups
- Provider focus groups of completers (include population represented, response rates, instrument content, timing)
- Completer satisfaction case studies

The data used for component 4.4 are taken from the One Year Out Survey of MAT 2017 Graduates.

The One Year Out Survey of 2017 MAT graduates was administered in August of 2018 and included 12 graduates. The respondents included 10 teachers in Connecticut, 1 in New York and 1 in Massachusetts. 58% of the respondents teach in the Elementary grades while 42% teach in Middle or High School. Of the Elementary school teachers 25% participated in the Five Year Elementary Program and 33% participated in the Five Semester Elementary Program. 17% of respondents have a SPED certification. The survey included 37 items. The first 3 items generated demographic data. Items 4 through 34 were likert scale items (that ranged from 1- below standard to 4-exceeds expectations) and 3 qualitative items that were coded and the data quantified and analyzed. The data generated from this survey can be deemed valid and reliable according to the parameters set forth in the CAEP handbook as it meets the evidence criteria for a valid instrument.

One Year Out Survey 2017 Graduates

See graphs and charts associated with this survey

35. Please tell us how the MAT program helped prepare you for your role as a teacher, learner, and leader.

100% of the respondents that answered this item believed that the MAT program adequately prepared them to be effective teachers.

88% of the respondents that answered this item referenced the internship experience as an essential component of their preparation.

36. Please share some of the challenges you faced in the classroom and/or in the schools. How can we in the School of Education better prepare you to meet these challenges?

This item had a wide range of responses.

35% of respondents stated that dealing with difficult parents was the most challenging first year experience

35% of respondents stated that dealing with students with special needs was the most challenging first year experience.

37. Other comments that you would like to share with us:

80% of respondents that answered this question stated that Quinnipiac University was essential in preparing them to be successful first year teachers.

15% of respondents stated that Quinnipiac needed to improve on working with out of state students to get out of state certifications.

Tentative conclusions/observations

100% of completers reported that they demonstrate leadership by modeling ethical behavior.

100% reported that they met or exceeded expectations for reflection on choices and actions on others.

No one gave themselves a below standard on any item.

Recommendations:

- Do surveys for the next 2 years to get longitudinal data to meet the evidence requirements.
- Increase urban school participation (this information was extracted from the optional demographic information that completers shared). Perhaps a question about whether the school is in an urban or suburban area, like the employer survey may be appropriate.
- Increase high school participation in Year Out Surveys

Comments from 2017 graduates copied directly from the survey responses:

- Please tell us how the MAT program helped prepare you for your role as teacher, learner, and leader. (In the school of Education Conceptual Framework, effective in 2007 and revised in 2012, and again in 2014, we define an educator as a teacher, learner, leader and state that all those who serve in the role as educator have a responsibility to focus on each dimension.)
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- The Quinnipiac MAT program help to prepare me for my role as a teacher through building my knowledge of how to create lesson plans that support all learners within my classroom. I also learned how to effectively reflect on my teaching practices in order to better support my students learning.
- 8/9/2018 9:14 AM [Add tags](#) – [View respondent's answers](#)
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- The most useful aspect of the MAT program, that helped prepare me to teach was the in field work that was done during our internship and how it was directly related to what we were learning in our course work.
- 8/3/2018 6:55 PM [Add tags](#) – [View respondent's answers](#)
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- The MAT Program helped prepare me by teaching me to be reflective of both my work and the work of my students. It helps me gear my lessons to fit the needs of my students and differentiate my small work groups. Our focus on CCSS helped me to make sure to relate everything to the standard and make my student goals measurable.
- 8/2/2018 7:33 PM [Add tags](#) – [View respondent's answers](#)
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- The MAT Program absolutely prepared me to work with young adults. Between the professors I was able to work with and the setup of the program, I felt more prepared than peers I know that went through other programs. Having the opportunity to be in a school system every day for a full school year and work with students and other professional every day was truly eye-opening and gave me more experience in a school community.
- 8/1/2018 9:37 PM [Add tags](#) – [View respondent's answers](#)
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- The school of education has prepared to be a teacher. During my time in the MAT program, I recognized that students need to be treated as individuals, with different learning needs compared to their classmates. I learned of different strategies to differentiate and seek help if I was not able to provide a rigorous and challenging academic experience
- 8/1/2018 5:41 PM [Add tags](#) – [View respondent's answers](#)
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- The classes I took and the professors I had helped shape me into the teacher I am today. I learned so much in my classes about classroom management and discipline. However, I learned the most during my student teaching experience. The QU MAT program ensured that I had plenty of classroom experience before having my own classroom. The fieldwork and student teaching experiences were essential in the my development as an effective teacher.

- 8/1/2018 3:19 PM [Add tags](#) – [View respondent's answers](#)
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- 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
- 8/1/2018 3:12 PM [Add tags](#) – [View respondent's answers](#)
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- The education program allowed me to understand how being a teacher is not just about lectures and speaking in front of students, but rather interacting with them, allowing them to build creative and inquiry based minds, and explore new learning aspects that can impact any type of student!
- 8/1/2018 2:35 PM [Add tags](#) – [View respondent's answers](#)
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- The MAT program solidified my idea that being a teacher includes many, many roles. One specific role that I continue to try and demonstrate is an ethical, kind role model. In our Discourse class, we were taught how to speak to children effectively so that our kindness and respect levels could then be rubbed off onto them for their future life. 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.