The following document presents data and findings associated with Quinnipiac University School of Education (SOE) Employer and Milestones Surveys for both MAT (Initial) and EDL (Advanced) as well as Stakeholder Involvement, as evidenced through Advisory Board Meeting Minutes. *Due to challenges associated with the COVID-19 Pandemic, there is a gap in MAT completers' milestones data for the 2020-2021 academic year.*

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 which have been coded and are shared below.

In recent years, we were increasingly concerned by the decreasing response rate on this survey. In May 2024, as we prepared to enter our data collection cycle for our CAEP Self-Study Report, we brought these concerns to our Advisory Council. Collectively, we theorized that the length of the survey (31-items) was too long for Employers to complete or that the timing of the survey (end of year) was problematic as employers may be too overwhelmed to complete the survey. Following this discussion, we sent the Employer Survey instrument to the Advisory Council members and asked them to give feedback on it before our fall 2024 meeting in time for a spring 2025 pilot. We received feedback via email or conversations from several board members as well as extensive feedback from our clinical placement coordinator. Feedback largely centered around items that could be eliminated, because they didn't align with expectations for first year teachers or consolidated due to redundancy. In the November 2024 meeting, we reviewed and discussed the proposed changes following which the board members came to an agreement recommending we adopt a 20-item survey. In the March 2025, in preparation for piloting the revised 20-item survey, the Board discussed distribution methods and suggested more personalized methods –sending the survey to our graduates to forward to someone for completion and/or sending personalized emails to each graduate's employer. We look forward to reporting on outcomes associated with these efforts in the 2024-25 Annual Report.

The data that we collected in 2024 associated with 2023 completers is included in Tables 2.3-2.6 as is the demographic data associated with the Employers who provided it (Table 2.1). While the data represents only a small sample, and has very low response rate, it is consistent with that we have collected since our 2018 graduating cohort and suggests our graduates are well-prepared and effective teachers. Due to the low response rate, rather than code respondent's comments and add them to Tables 2.7-2.8, the qualitative feedback is included following Tables 2.7 and 2.8. Overall, the respondents indicated that QU graduates are very well prepared and a hiring priority for their schools and districts. Among challenges the faced in their first year, the employers note that while no deficits in graduates' preparation were observed, it would be beneficial to continue to focus on developing skills around classroom management and self-care for teachers. The SOE will use this feedback to consider developing opportunities through which we might support our graduates and teachers at our partner districts in these areas.

Milestones Survey – MAT

The Completer Milestones survey was designed using CAEP guidelines for employment milestones including promotion and retention. We continue to build data collected from this survey and have now asked completers from 2014-2021 graduating cohorts to provide information on employment and career milestones achieved (Table 2.9-2.12). Survey respondents (n = 213; 30.7% response rate) are approximately representative of MAT completers and represent a variety of district settings. Currently 54.4% of respondents indicated they remain employed in the district as initial hire (45.6% attrition). This

is slightly lower than the 65.4% district retention rate reported in 2024 for teachers in nine large districts with less than 7 years of teaching experience[1]. Among Milestones Survey respondents, we found 11% of respondents indicated they had left teaching at year 3 or later, well below the statewide 12% per year of teaching[2] (approximately 68% retention over 3 years) and slightly below national total 7-year teacher attrition rate (15%)[34]. Overall, we are pleased with the milestones our completers achieved during their first 5 years as teachers of record. Whether through leadership roles (71.1%), additional certification (67.8%), providing professional development (41.7%; many on technology or SEL), or earning honors related to teaching (22% in the most recent cohort) completers' dedication to the profession and ongoing development in enhancing their practice is evident.

Employer Survey – EDL

Since Fall 2022, the EPP has been working with the new EDL program director in support of our EDL candidates as well as around Assessment, Instruments, Surveys, and Continuous Improvement efforts. In Fall 2022, the EPP began collaborating with the new EDL program director around the development of an EDL employer survey. After reviewing a variety of instruments which were available online as shared by other EPPs, and with the support of our Advisory Board, we developed our own EDL Employer survey, aligned with CAEP and NELP standards, that we piloted in Spring 2023. Our pilot round of data collection with this instrument was very successful. For this instrument, we elected to collect data around EDL program completers who were approaching the One-Year Out time point (their first year after completing the EDL program). We sent the survey link directly to that cohort and asked them to please forward the survey/email to whomever they felt would be best positioned to assess their skills and dispositions over the past year (Principal, Assistant Principal, Team Lead, etc.). The EDL Employer Survey pilot was moderately successful with an 8.5% response rate and the data is shared in Tables 2.13-2.15 below. Across all items, EDL Employers responded that they were either "Very Satisfied" or "Extremely Satisfied" with the EDL candidates' preparation.

We are very pleased to report that in 2024 Quinnipiac purchased a university-wide Qualtrics account which provides the EPP with a more user-friendly platform for survey design and completion. We are hopeful that this new survey platform will continue to increase our response rates, which it has successfully done for our surveys associated with clinical experiences and dispositions. We look forward to sharing progress and reporting data associated with the EDL Employer survey in the 2024-25 Annual Report. Additionally, we will conduct reliability and validity analyses, as needed, on this survey to ensure it is a robust measure of employers' perceptions of EDL completer performance.

Advisory Board Meeting Minutes

EPP clinical partners include our Program Directors and faculty, our Curriculum and Assessment Review Committee (CARC), and the Advisory Board. The board, established in 2012, includes teachers and administrators from P-12 urban and suburban settings, recent completers, EPP faculty and administrators. The Board meets between three and four times per academic year to discuss and resolve issues such as candidate recruitment, admission, preparation, and outcomes. Such discussions often lead to changes in policy or procedures and, in this way, through the Advisory Board, the EPP's clinical partners share responsibility for improvement of candidate preparation and clinical experiences, including

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[1] https://www.erstrategies.org/tap/teacher-turnover-trends-analysis/#:~:text=On%20average%2C%2023%25%20of%20teachers,rookie%20teachers%20left%20their%20school.

[2] Need CT source

[3] 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.

[4] National Center for Education Statistics. (2024). Teacher Turnover: Stayers, Movers, and Leavers. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from https://nces.ed.gov/programs/coe/indicator/slc.

procedures, policies, assessments, and placements. Our strong relationships with clinical partners foster shared responsibility for completer outcomes. From 2017 to 2024, more than 25% of MAT completers were hired within the 17 local districts with which we partner (see Measure 4). Because of this, our clinical partners have a vested interest in supporting candidate preparation and improving completer outcomes. In turn, these robust community connections keep us apprised of the needs of the field, which informs our approach to candidate preparation. Partners also participate in our career preparation workshops, resume/cover letter sessions, and mock interviews sessions, are run by clinical partners, including recent completers, all of whom work in local P-12 schools. The role of the Advisory Board, and topics discussed, is more fully evidenced in the Advisory Board Meeting Minute included below.

As we entered year one of our Self-Study Report data collection cycle, we initiated a conversation with our Advisory Board members in May 2024 to indicate we were taking this opportunity to restructure the board and asked about their interest and commitment to remain on the board at least through the next Site Visit and CAEP Accreditation determination in 2028. Two board members (privately) shared that they had enjoyed their time as members of the Advisory Board but felt it was time for them to step down from this commitment. Five inactive members, who had been included on the email invitations and communications but had not attended a meeting in two academic years or responded to emails regarding meetings or feedback were sent a note thanking them for their contributions with an indication we were restructuring the board going forward. The remaining ten board members, who were not full time faculty, indicated a firm and enthusiastic commitment to remain active members through 2028. We are extremely grateful to our Advisory Board for their commitment to support the School of Education and our candidates, for the feedback and support they provided around the revision of our K-12 Student Surveys, EDL Employer Survey, MAT Employer Survey, and insights into how to more effectively collect this data. In the 2024-2025 meetings, we have engaged in discussion around how to collect data from completers around impact and effectiveness and are eager to implement their suggestions in time for the 2024-2025 Annual Report and data collection for our upcoming Self-Study Report (2027).

Trends and External Benchmarks

First, we report that most surveys exceed the 20% CAEP minimum required response rates, and those that do not are undergoing revision. In the absence of publicly available state data, and due to the differences in metrics used to assess teaching effectiveness by regional SOEs, we are unable to make direct comparisons in employer satisfaction between our SOE and other regional SOEs. Despite the low response rate, across all items, EDL Employers survey respondents indicated they were either "Very Satisfied" or "Extremely Satisfied" with the EDL candidates preparation. In the MAT Employer Survey, overall respondents rated 80% or more of MAT completers as *Proficient* or *Exemplary* across InTasc domain Learning and Learning and all but one item in Professional Responsibility. Overall, respondents rated 70% or more of MAT completers as *Proficient* or *Exemplary* across InTasc domain Content Knowledge and all but two items in Instructional Practice. Please note that the three items in which respondents marked fewer than 70% of candidates as *Proficient* or *Exemplary* were identified by the Advisory Board (independently of this data) as constructs that were redundant with other items or, in the case of seeking leadership roles, not an appropriate expectation for a first-year teacher. The positive trends we observe in the MAT Employer Survey have been largely stable year-to-year regardless of cohort and the associated qualitative data continues to indicate that QU graduates are very well prepared and a hiring priority for their schools and districts. This is consistent with our Milestones data which indicates 56% of respondents remain employed in the district as initial hire and only 10% of respondents indicated they left teaching, an important benchmark to highlight which suggests high levels of both employer and completer satisfaction.

Measure 2: Data Table Guide

Employer Survey - MAT

Table 2.1. Background Information on Employer Respondents

	Employers of 2018 Completers (n = 18)	Employers of 2019 Completers (n = 15)	Employers of 2020 Completers (n=10)	Employers of 2021 Completers (n=7)	Employers of 2022 Completers (n=6)	Employers of 2023 Completers (n=4)
Response Rate	34.6%	28.3%	15.4%	11.7%	9.1%	7.1%
Role in School						
Principal	100%	93%	90%	85.7%	100%	100%
Assistant Principal	0%	7%	10%	14.3%	0%	0%
Type of School						
Elementary	50%	67%	40%	85.7%	66.6%	50%
Secondary	50%	33%	20%	14.3%	16.7%	50%
Middle	-	-	20%	0%	16.7%	0%
K-8	-	-	20%	0%	0%	
Urbanicity						0%
Urban	39%	27%	30%	42.9%	33.3%	0%
Suburban	56%	66%	60%	57.1%	66.6%	100%
Rural	6%	7%	10%	0%	0%	0%

Table 2.2. Alpha Reliability of Employer Survey Subscale and Overall Scale (2017-2019 data)

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

Table 2.3 Percent of Employer Ratings by Performance Level: Items Related to Learner and Learning

	Cohort Year	N	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
1. The teacher understands how learners grow and develop.	2018	18	0.0	16.7	61.1	22.2
	2019	15	0.0	6.7	46.7	46.7
	2020	10	0.0	10.0	60.0	30.0
	2021	7	0.0	14.3	85.7	0.0
	2022	6	0.0	0.0	100.0	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	60	0.0	11.7	65.0	23.3
2. The teacher recognizes that patterns of learning and development vary individually and across the cognitive, linguistic, social, emotional and physical areas.	2018	18	0.0	16.7	55.6	27.8
	2019	15	0.0	0.0	53.3	46.7
	2020	10	0.0	10.0	50.0	40.0
	2021	7	0.0	14.3	85.7	0.0
	2022	6	0.0	33.3	66.7	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	60	0.0	13.3	60.0	26.7
3. The teacher designs and implements developmentally appropriate and challenging learning experiences for learners.	2018	18	0.0	16.7	61.1	22.2
	2019	15	0.0	6.7	66.7	26.7
	2020	10	0.0	10.0	50.0	40.0
	2021	7	0.0	28.8	71.4	0.0
	2022	6	0.0	66.7	16.7	16.7
	2023	4	0.0	25.0	50.0	25.0
	Total	60	0.0	20.0	56.7	23.3
4. The teacher uses the understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards	2018	18	0.0	16.7	50.0	33.3
	2019	15	0.0	6.7	53.3	40.0
	2020	10	0.0	20.0	20.0	60.0
	2021	7	0.0	28.8	57.1	14.3
	2022	6	0.0	50.0	33.3	16.7
	2023	4	0.0	25.0	75.0	0.0
	Total	60	0.0	20.0	46.7	33.3
5. The teacher uses understanding of diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2018	18	0.0	11.1	61.1	27.8
	2019	14	0.0	7.1	57.1	35.7
	2020	10	0.0	10.0	50.0	40.0
	2021	7	0.0	14.3	71.4	14.3
	2022	6	0.0	33.3	66.7	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	59	0.0	13.5	61.0	25.4

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6. The teacher works with others to create environments that support individual and collaborative learning.	2018	18	0.0	5.6	55.6	38.9
	2019	15	0.0	6.7	33.3	60.0
	2020	10	10.0	10.0	40.0	40.0
	2021	7	0.0	28.6	42.9	28.6
	2022	6	0.0	0.0	83.3	16.7
	2023	4	0.0	25.0	25.0	50.0
	Total	60	1.7	10.0	46.7	41.7
7. The teacher works with others to create environments that encourage positive social interaction.	2018	18	0.0	5.6	55.6	38.9
	2019	15	0.0	6.7	33.3	60.0
	2020	10	10.0	10.0	40.0	40.0
	2021	7	0.0	14.3	71.4	14.3
	2022	6	0.0	0.0	83.3	16.7
	2023	4	0.0	0.0	75.0	25.0
	Total	60	1.7	6.7	53.3	38.3
8. The teacher works with others to create environments that encourage active engagement in learning.	2018	18	0.0	5.6	50.0	44.4
	2019	15	0.0	6.7	26.7	66.7
	2020	10	0.0	10.0	40.0	50.0
	2021	7	0.0	14.3	85.7	0.0
	2022	6	0.0	16.7	66.7	16.7
	2023	4	0.0	25.0	25.0	50.0
	Total	60	0.0	10.0	46.7	43.3
9. The teacher works with others to create environments that encourage self-motivation.	2018	18	0.0	11.1	61.1	27.8
	2019	14	0.0	21.4	35.7	42.9
	2020	10	0.0	20.0	40.0	40.0
	2021	7	0.0	14.3	85.7	0.0
	2022	6	0.0	0.0	100.0	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	59	0.0	15.2	57.6	27.1

Table 2.4 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.	2018	18	0.0	16.7	72.2	11.1
	2019	15	0.0	6.7	53.3	40.0
	2020	10	0.0	10.0	60.0	30.0
	2021	7	0.0	14.3	85.7	0.0
	2022	6	0.0	16.7	83.3	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	60	0.0	13.4	66.7	20.0
11. The teacher creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2018	18	0.0	22.2	61.1	16.7
	2019	15	6.7	0.0	53.3	40.0
	2020	10	0.0	30.0	50.0	20.0
	2021	7	0.0	28.6	71.4	0.0
	2022	6	0.0	50.0	50.0	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	60	1.7	21.7	56.7	20.0
12. The teacher uses differing perspectives to engage learners in critical thinking.	2018	18	0.0	16.7	66.7	16.7
	2019	15	0.0	6.7	60.0	33.3
	2020	10	0.0	20.0	60.0	20.0
	2021	7	0.0	42.9	57.1	0.0
	2022	6	0.0	33.3	66.7	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	60	0.0	20.0	61.7	18.3
13. The teacher engages learners in collaborative problem solving related to authentic local and global issues.	2018	18	5.6	16.7	66.7	11.1
	2019	15	0.0	6.7	66.7	26.7
	2020	10	10.0	20.0	50.0	20.0
	2021	7	0.0	42.9	57.1	0.0
	2022	6	0.0	50.0	50.0	0.0
	2023	4	0.0	25.0	25.0	50.0
	Total	60	3.3	21.7	58.3	16.7
14. The teacher understands how to connect concepts within the content area and with other discipline areas.	2018	18	5.6	16.7	66.7	11.1
	2019	15	0.0	6.7	60.0	33.3
	2020	10	0.0	40.0	40.0	20.0
	2021	7	0.0	42.9	57.1	0.0
	2022	6	0.0	50.0	50.0	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	60	1.7	25.0	58.3	15.0

Table 2.5 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.	2018	18	0.0	27.8	50.0	22.2
	2019	14	0.0	14.3	42.9	42.9
	2020	10	0.0	20.0	50.0	30.0
	2021	7	0.0	28.6	57.1	14.3
	2022	6	0.0	33.3	66.7	0.0
	2023	4	0.0	25.0	25.0	50.0
	Total	59	0.0	23.7	49.2	27.1
16. The teacher understands and uses multiple methods of assessment to monitor learner progress.	2018	18	0.0	27.8	44.4	27.8
	2019	14	0.0	14.3	50.0	35.7
	2020	10	0.0	40.0	40.0	20.0
	2021	7	0.0	28.6	57.1	14.3
	2022	6	0.0	33.3	66.7	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	59	0.0	27.1	49.1	23.7
17. The teacher understands and uses multiple methods of assessment to guide his/her decision making.	2018	18	0.0	27.8	55.6	16.7
	2019	14	7.1	7.1	42.9	42.9
	2020	10	0.0	50.0	30.0	20.0
	2021	7	0.0	28.6	57.1	14.3
	2022	6	0.0	50.0	50.0	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	59	1.7	28.8	47.5	22.1
18. The teacher understands and uses multiple methods of assessment to guide the learners' decision making.	2018	18	11.1	16.7	66.7	5.6
	2019	15	6.7	20.0	40.0	33.3
	2020	10	0.0	50.0	30.0	20.0
	2021	7	0.0	28.6	57.1	14.3
	2022	6	0.0	33.3	66.7	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	60	5.0	26.7	53.3	15.0
19. The teacher plans instruction that supports every student in meeting rigorous learning goals.	2018	18	0.0	22.2	50.0	27.8
	2019	15	0.0	13.3	46.7	40.0
	2020	10	0.0	20.0	50.0	30.0
	2021	7	0.0	42.9	57.1	0.0
	2022	6	0.0	66.7	16.7	16.7
	2023	4	0.0	25.0	50.0	25.0
	Total	60	0.0	26.7	46.7	26.7

20. The teacher plans instruction that draws upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.	2018	18	0.0	22.2	61.1	16.7
	2019	15	0.0	20.0	53.3	26.7
	2020	10	0.0	30.0	50.0	20.0
	2021	7	0.0	42.9	57.1	0.0
	2022	6	0.0	16.7	83.3	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	60	0.0	25.0	58.3	16.7
21. The teacher plans instruction that draws upon the knowledge of learners and the context of the community.	2018	18	0.0	16.7	72.2	11.1
	2019	15	0.0	6.7	60.0	33.3
	2020	10	0.0	30.0	40.0	30.0
	2021	7	0.0	14.3	85.7	0.0
	2022	6	0.0	16.7	83.3	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	60	0.0	16.7	65.0	18.3
22. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.	2018	18	5.6	27.8	50.0	16.7
	2019	15	0.0	6.7	60.0	33.3
	2020	10	0.0	20.0	30.0	50.0
	2021	7	0.0	28.6	71.4	0.0
	2022	6	0.0	66.7	33.3	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	60	1.7	25.0	50.0	23.3
23. The teacher encourages learners to build skills and apply knowledge in meaningful and authentic ways.	2018	18	5.6	16.7	50.0	27.8
	2019	15	0.0	13.3	40.0	46.7
	2020	10	0.0	20.0	40.0	40.0
	2021	7	0.0	14.3	85.7	0.0
	2022	6	0.0	16.7	83.3	0.0
	2023	4	0.0	25.0	50.0	25.0
	Total	60	1.7	16.7	53.3	28.3

Table 2.6 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.	2018	17	0.0	5.9	64.7	29.4
	2019	14	0.0	7.1	42.9	50.0
	2020	10	10.0	0.0	50.0	40.0
	2021	7	0.0	28.6	57.1	14.3
	2022	6	0.0	0.0	100.0	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	58	1.7	8.6	60.3	29.3
25. The teacher seeks opportunities to engage in professional growth to improve teaching and learning.	2018	18	0.0	11.1	44.4	44.4
	2019	15	0.0	6.7	26.7	66.7
	2020	10	10.0	0.0	50.0	40.0
	2021	7	0.0	28.6	42.9	28.6
	2022	6	0.0	0.0	100.0	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	60	1.7	10.0	48.3	40.0
26. The teacher examines his/her practice and adjusts that practice to meet the needs of each learner.	2018	18	0.0	11.1	72.2	16.7
	2019	15	6.7	0.0	33.3	60.0
	2020	10	10.0	0.0	40.0	50.0
	2021	7	0.0	28.6	42.9	28.6
	2022	6	0.0	16.7	83.3	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	60	3.3	10.0	55.0	31.7
27. The teacher collaborates with learners, families, colleagues, other school professionals and community members to improve instructional practice.	2018	18	0.0	11.1	50.0	38.9
	2019	15	0.0	6.7	40.0	53.3
	2020	10	10.0	0.0	50.0	40.0
	2021	7	0.0	28.6	57.1	14.3
	2022	6	0.0	0.0	83.3	16.7
	2023	4	0.0	25.0	50.0	25.0
	Total	60	1.7	10.0	51.7	36.7
28. The teacher is reflective and evaluates the effects of his/her choices and actions on others (learners, families, other professionals, and the community).	2018	17	0.0	11.8	58.8	29.4
	2019	15	6.7	0.0	46.7	46.7
	2020	10	10.0	0.0	50.0	40.0
	2021	7	0.0	14.3	71.4	14.3
	2022	6	0.0	33.3	50.0	16.7
	2023	4	0.0	25.0	75.0	0.0
	Total	59	3.4	10.2	55.9	30.5

Quinnipiac University SOE Measure 2. Satisfaction of Employers and Stakeholder Involvement

29. The teacher collaborates with learners, families, colleagues, other school professionals and community members to advance the teaching profession.	2018	18	0.0	5.6	61.1	33.3
	2019	15	6.7	0.0	53.3	40.0
	2020	10	10.0	0.0	50.0	40.0
	2021	7	0.0	28.6	57.1	14.3
	2022	6	0.0	16.7	83.3	0.0
	2023	4	0.0	25.0	75.0	0.0
	Total	60	3.3	8.4	60.0	28.3
30. The teacher seeks appropriate leadership roles in the school and community.	2018	18	0.0	27.8	55.6	16.7
	2019	15	6.7	20.0	46.7	26.7
	2020	10	0.0	30.0	30.0	40.0
	2021	7	0.0	42.9	42.9	14.3
	2022	6	0.0	50.0	50.0	0.0
	2023	4	0.0	50.0	25.0	25.0
	Total	60	1.7	31.7	45.0	21.7
31. The teacher demonstrates leadership by modeling ethical behavior.	2018	17	0.0	11.8	35.3	52.9
	2019	15	0.0	6.7	40.0	53.3
	2020	10	10.0	10.0	40.0	40.0
	2021	7	0.0	14.3	57.1	28.6
	2022	6	0.0	0.0	100.0	0.0
	2023	4	0.0	0.0	25.0	75.0
	Total	59	1.7	8.5	45.8	44.1

Table 2.7. Patterns of Responses to Prompt 1 From Employers of 2018-2020, 2022 Completers

Comment about positive aspect of completers' preparedness	Percent of Responses of Principals of 2018 Completers (n = 16)	Percent of Responses of Principals of 2019 Completers (n = 15)	Percent of Responses of Principals of 2020 Completers (n = 10)	Percent of Responses of Principals of 2021 Completers (n = 7)	Percent of Responses of Principals of 2022 Completers (n = 6)
Planning effective lesson plans	6.3%	0%	10%	14.3%	16.7%
Differentiation	6.3%	6.7%	30%	0%	0%
Assessment	25%	0%	20%	0%	0%
Content	6.3%	6.7%	10%	0%	0%
Implementing engaging and effective instruction	12.5%	20%	10%	0%	0%
Interacting successfully with parents	6.3%	6.7%	0%	0%	0%
Connecting with students	0%	6.7%	10%	28.6%	16.7%
Reflecting on and working to improve their own practice	6.3%	20%	0%	0%	0%
Open to/seeks feedback	0%	6.7%	10%	14.3%	0%
Carefully developing curriculum	6.3%	6.7%	0%	0%	0%
Collaboration with colleagues	12.5%	13.3%	20%	42.9%	0%
Effective implementation of Responsive classroom	12.5%		10%	0%	0%
Interviewing well	0%	0%	0%	0%	0%
Professionalism	0%	6.7%	10%	28.6%	16.7%
Commitment to/passion for teaching.	6.3%	20%	20%	14.3%	0%
Effective Social Emotional Skills	n/a	n/a	n/a	14.3%	0%
Sets High Expectations	n/a	n/a	n/a	14.3%	0%
Well Prepared for Teaching	n/a	n/a	n/a	42.9%	100%

Comments from Prompt 1 from Employers of 2023 Completers (n=4)

My overall impression is nothing but positive. The newly hired teacher was fully prepared for the demands presented in the classroom. The approach to ensuring students are engaged is refreshing as is the willingness to learn from others. The teacher is doing an excellent job. The ratings of proficient are intended to be accurate according to the very rigorous standards of the CCT and reflective of good practice for a novice teacher. As a first year teacher, I feel it is only fair to the individual to work with them in all areas as a learner, teacher and leader. As educators, we are continuously improving ourselves professionally and to have expectations in the area of exemplary for a first year teacher is not realistic. Encouraging our first year teacher to reach out for support, accept the support, and apply is where we are working with and where she is meeting with success. [Graduate] came with confidence in her ability to teach and that has carried her through the year. It is clear that she has a full understanding teaching techniques and practices. Once she was able to adjust to the level of the children, she has really done well! She continues to improve in her ability to reach the kids and keep their interest. Her lessons have grown in creativity and she is a great team player along side her colleagues.

Table 2.8. Patterns of Responses to Prompt 2 From Principals of 2017, 2018, 2019, 2021, and 2022 Completers

	Percent of Responses of Principals of 2018 Completers (n = 16)	Percent of Responses of Principals of 2019 Completers (n = 15)	Percent of Responses of Principals of 2020 Completers (n = 10)	Percent of Responses of Principals of 2021 Completers (n = 7)	Percent of Responses of Principals of 2022 Completers (n = 6)
Behavior/classroom management	12.5%	13.3%	20%	0%	33%
Interacting with challenging parents	6.3%	6.6%	0%	14.3%	0%
Trauma informed practice/knowledge of challenging student backgrounds	25%	0%	0%	0%	0%
How to address high needs/sped students with classroom management, instructional supports, and socioemotional learning	12.5%	6.6%	0%	14.3%	16.7%
Content knowledge	0%	0%	0%	0%	0%
Balance of structure and freedom	12.5%	0%	0%	0%	0%
Confidence	12.5%	0%	0%	14.3%	0%
Performance-based assessments to drive ongoing instruction and guided groups	6.3%	6.6%	10%	14.3%	16.7%
Cultural competency	6.3%	0%	0%	0%	0%
Anxiety around/avoidance of feedback from administrators/department leaders and collaboration with colleagues	6.3%	6.6%	10%	0%	0%
Time management	6.3%	6.6%	10%	0%	0%
Instructional practice	6.3%	0%	0%	14.3%	16%
Organization	6.3%	0%	0%	0%	0%
Data analysis and usage	0%	0%	0%	14.3%	0%
Need for basic school before more complex skills	0%	6.6%	0%	0%	0%
More instruction on teaching reading skills	0%	6.6%	0%	0%	0%
Professional development	0%	6.6%	0%	14.3%	0%
Being an effective team member	0%	0%	0%	14.3%	0%
Maintaining personal well-being in face of wide range of school issues (SEL, mental health, safety)	n/a	n/a	n/a	28.6%	0%

Comments from Prompt 2 from Employers of 2023 Completers (n=4)

The greatest challenge is to prepare new teachers for the exhaustion that typically sets in around February and March. I am not sure what the School of Education can do about this. It is worth noting that this exhaustion does not only impact new teachers as it seems to impact most teachers. I suggest at the least, talking about this coupled with self-care with teachers as they progress through their preparation. There are no significant deficits with which the student needs support. The overall performance of teachers coming out of the QU program is excellent, which is why we ensure that QU applicants are at the top of our hiring lists. Classroom management is a key area of growth for all first year teachers. Encouraging teaching candidates to explore different techniques and strategies to find one that may be comfortable for that individual would be beneficial. I think just being realistic of the age of the children and where they start the year- having realistic understanding and expectations.

Milestones Survey – MAT

Due to challenges associated with the COVID-19 Pandemic, there is a gap in MAT completers' milestones data for the 2020-2021 academic year.

Table 2.9 Demographics of Milestones Survey Respondents*

Demographic Characteristic	2014 N=33	2015 N=37	2016 N=14	2017 N=42	2018 N=31	2019 N=33	2020 N=14	2021 N=9	Total N=213
Program Area at Quinnipiac									
4+1 Elementary	54.5%	43.2%	50.0%	28.6%	61.3%	51.5%	64.3%	44.4%	47.9%
4+1 Secondary	30.3%	35.1%	35.7%	26.2%	19.4%	21.2%	7.1%	22.2%	25.8%
GradMAT Elem	9.1%	13.5%	7.1%	26.2%	9.7%	12.1%	7.2%	0.0%	13.1%
GradMAT Sec	6.1%	8.1%	7.1%	19.0%	9.7%	15.2%	21.4%	33.3%	13.1%
School District Type									
Rural	15.2%	8.1%	7.1%	7.1%	9.7%	3.1%	0.0%	22.2%	8.5%
Suburban	39.4%	48.6%	50.0%	47.6%	61.3%	57.6%	14.3%	44.4%	47.9%
Urban	42.4%	35.1%	42.9%	33.3%	22.6%	24.3%	78.6%	22.2%	35.2%
Not Provided	3.0%	8.1%	0.0%	11.9%	6.5%	18.2%	7.1%	11.1%	8.9%
Employed in Title I or High-Needs School									
Yes	51.5%	32.4%	35.7%	47.6%	38.7%	42.4%	50.0%	33.3%	42.2%
No	48.5%	62.2%	57.1%	50.0%	58.1%	57.6%	50.0%	66.7%	55.4%
Don't Know	0.0%	5.4%	7.1%	2.4%	3.2%	0.0%	0.0%	0.0%	2.3%
Employed in Same District as Initial Hire									
Yes	63.6%	54.1%	71.4%	47.6%	54.8%	48.5%	42.9%	66.7%	54.4%
No	36.4%	45.9%	28.6%	52.4%	45.2%	51.5%	57.1%	33.3%	45.6%

Table 2.10 Reasons provided for leaving district of initial hire

If not employed in same district of initial hire, reasons for leaving (n = 82)	
Moved residence (n = 30)	36.6%
Budget cuts/low enrollment (n = 8)	9.8%
Moved from public to private/charter schools or opposite (n = 9)	11.0%
Moved to a permanent/full-time position (n = 10)	12.2%
Miscellaneous (n = 5)	6.1%
Dissatisfaction with district (n = 16)	19.5%
No longer teaching K-12 (n = 9)	11.0%
Went into special education (n = 3)	3.7%
Higher salary (n = 2)	2.4%

Table 2.11. Career Milestones Achieved by Quinnipiac SOE Completers

Milestone	2014	2015	2016	2017	2018	2019	2020	2021	Total
	33	37	14	42	25	26	14	9	200
Certification Beyond Initial Certification	75.8%	75.7%	64.3%	61.9%	77.4%	62.2%	64.3%	33.3%	67.8%
Completed Administrative Director Coursework	9.1%	2.7%	7.1%	11.9%	9.7%	6.5%	7.2%	11.1%	8.1%
Assumed Leadership Roles in School/District	87.9%	73.0%	85.7%	66.7%	61.3%	65.1%	71.4%	44.4%	71.1%
Presented at Conference(s)	12.1%	8.1%	0.0%	14.3%	3.2%	10.3%	0.0%	0.0%	8.2%
Provided Professional Development	54.5%	40.5%	35.7%	40.5%	35.5%	48.1%	35.7%	22.2%	41.7%
Earned Honors Related to Teaching	21.2%	5.4%	0.0%	16.7%	16.1%	11.8%	14.3%	22.2%	13.5%

Table 2.12 Articulation of Milestones Achieved By MAT Completers

If taken on leadership roles, nature of the role (n=106)
Committee membership Committee leadership Instructional Coach Team leader Taskforce leader Cooperating/mentor teacher Student organization/activity/Club Advisor Instructional coach

If presented at conference, type of conference (n = 11)	
Local (n = 3)	27.3%
State (n = 5)	45.5%
Regional/National (n =3)	27.3%

Attended local, regional, or national conference (n = 213)	
Yes (n = 69)	32.4%
No (n = 131)	61.5%
No response/NA (n = 13)	6.1%
Provided professional development within school or district (n = 213)	
Yes (n = 89)	41.8%
No (n = 124)	58.2%
Professional development topic provided within school or district (n = 88)	
Technology (n = 33)	37.5%
Literacy or Math	
Restorative practice	
SEL	
Classroom Management	
Earned honors/awards related to teaching (n = 213)	
Yes (n = 31)	14.6%
No (n = 182)	85.4%
Nature of honors/awards, if earned (n = 27)	
Teacher/Rookie of the year in school (n = 9)	33.3%
Excellence in teaching in school (n = 11)	40.7%
Teacher of the month (n = 3)	11.1%
Grant recipient (n = 1)	3.7%
Perfect attendance (n = 1)	3.7%

Employer Survey – EDL

We have successfully developed an EDL Employer Survey in collaboration with the newly hired EDL Program Director. The survey was successfully piloted in Spring 2024. We look forward sharing pilot data in the 2024-24 Annual Report. The content of the EDL Employer survey is included below.

Table 2.13 Background Information on EDL Employer Respondents

	Employers of 2022-23 Completers (n = 6)
Response Rate	8.5%
Role in School	
Principal	16.7%
Assistant Principal	16.7%
Director	0%
Dept. Chair	16.7%
District Wide Admin.	16.7%
Other	33.3%
Type of School	
Elementary	25%
Secondary	50%
Other	25%
Urbanicity	
Urban	50%
Suburban	16.7%
Rural	16.7%
Other	16.7%

How would you best describe the current position of the EDL completer you are evaluating?

Completion Year	2022-23
Teacher Leader	33.3%
Department Chair	16.7%
District-Wide Administrator	16.7%
Other: Program Facilitator	16.7%
Other: Teacher	16.7%

EDL Graduate Employer Survey Pilot

Table 2.14. EDL Employer Ratings by Performance Level: Survey Pilot

Please mark your level of satisfaction associated with the QU EDL completer's skills associated with each criteria listed below based on your observations of, and interactions with, the individual.

	Cohort Year	N	Not at all Satisfied (1)	Slightly Satisfied (2)	Moderately Satisfied (3)	Very Satisfied (4)	Extremely Satisfied (5)
1. Demonstrates understanding of the principles and concepts appropriate to Educational Leadership	2022-23	6	0.0%	0.0%	0.0%	16.7%	83.3%
	Total	6	0.0%	0.0%	0.0%	16.7%	83.3%
2. Derives meaningful information from data.	2022-23	6	0.0%	0.0%	0.0%	0.0%	100.0%
	Total	6	0.0%	0.0%	0.0%	0.0%	100.0%
3. Evaluates the accuracy of sources of data	2022-23	6	0.0%	0.0%	0.0%	16.7%	83.3%
	Total	6	0.0%	0.0%	0.0%	16.7%	83.3%
4. Uses and incorporates research appropriate to the field.	2022-23	6	0.0%	0.0%	0.0%	16.7%	83.3%
	Total	6	0.0%	0.0%	0.0%	16.7%	83.3%
5. Uses data in ways that benefit teaching and learning in the school community	2022-23	6	0.0%	0.0%	0.0%	0.0%	100.0%
	Total	6	0.0%	0.0%	0.0%	0.0%	100.0%
6. Collaborates with peers, colleagues, families, teachers, staff, administrators	2022-23	6	0.0%	0.0%	0.0%	0.0%	100.0%
	Total	6	0.0%	0.0%	0.0%	0.0%	100.0%
7. Integrates technology to support continuous improvement of the school community	2022-23	6	0.0%	0.0%	0.0%	0.0%	100.0%
	Total	6	0.0%	0.0%	0.0%	0.0%	100.0%
8. Demonstrates an understanding of the educational laws associated with the rights and responsibilities of students.	2022-23	6	0.0%	0.0%	0.0%	16.7%	83.3%
	Total	6	0.0%	0.0%	0.0%	16.7%	83.3%
9. Serves as an advocate for the rights of all students	2022-23	6	0.0%	0.0%	0.0%	16.7%	83.3%
	Total	6	0.0%	0.0%	0.0%	16.7%	83.3%
10. Supports, respects, and values diverse learners	2022-23	6	0.0%	0.0%	0.0%	0.0%	100.0%
	Total	6	0.0%	0.0%	0.0%	0.0%	100.0%
11. Demonstrates capacity to advocate for ethical decision-making	2022-23	6	0.0%	0.0%	0.0%	16.7%	83.3%
	Total	6	0.0%	0.0%	0.0%	16.7%	83.3%
12. Enacts and exemplifies professional norms	2022-23	6	0.0%	0.0%	0.0%	0.0%	100.0%
	Total	6	0.0%	0.0%	0.0%	0.0%	100.0%

Please tell us your overall impression of how well the Quinnipiac School of Education's Educational Leadership program helped prepare the graduate for their role as teacher, learner, and leader.

Very well organized
He has a strong foundation of curriculum and instruction. As well as the ability to collaborate with others in the decision making process. Taking into consideration the perspectives of others.
As [they were] already an excellent employee the course work served to refine [their] application of [their] knowledge
Very thorough course content and relevant to todays needs
This person was in the role prior to earning this degree and [they were] excellent then. [They] talk about how the law course provided valuable information.
[Graduate] is leading [their] math data team with competence and integrity

Please share some of the challenges our graduate is facing in their current role. How can the School of Education better prepare them to meet these challenges?

The biggest challenge would be the shift in curriculum standards as well as equity and inclusivity work
Budgetary impacts that are affecting most districts and the ability to do more with less.
Getting an administration job
I would recommend that Adult Education become part of the regular curriculum. [Graduate] had to adjust some of the information in the course work to use in Adult Education.

Do you have any additional questions or comments you'd like to share? If so, please share here:

Any resume assistance?
Is QU considering a doctoral program for education?
It would be good for people working in the profession to speak with the students, many people graduating think discipline is the only part of administrative work they need to deal with. That is the easiest part but is also not good for accomplishing the real work of being and educational leader rather than a educational manager.

ADVISORY MEETING AGENDA:
March 11, 2025 4:30-6:00pm
Zoom

1. Welcome and thanks for joining us!

2. SOE Announcements

   a. Funding Awards

      i. Apprenticeship Grant Awarded $127,500: NBC News Clip

      ii. Noyce Scholarship (NSF) – two rounds of follow up

   b. SPED Director Search –

      i. Jacqueline Lubin - Asst. Prof of Special Ed. at Univ of Hartford - July 1

   c. Adopted changes for EDL Internship (Sp 25 for Su 26)

   d. SOE Alumni Council

      i. Feb 22 Hockey Game (over 30 participants)

      ii. Spring Breakfast will be planned

   e. SOE Newsletter

   f. Preparing MAT Candidates for Licensure exams

      i. Praxis II Bridge (Elementary)

      ii. Discussions at CSDE (Anne)

   g. 15-month Graduate MAT Program

      i. REC hiring eligibility Fall 2025 - How to better get the word out

      ii. Action Research Process

   h. Certification and Regulations Requirements Updates

3. CAEP Planning and Discussion

   a. K-12 Student Survey (Thank you!)

      i. 2024: Elem 86 responses; Secondary 31 responses

      ii. 2025: Elem 17 responses; Secondary 25 responses

   b. Exit, One, Two Year Out Surveys aligned w revised Employer Survey

      i. 2025: OYO 12%; TYO 9%, Milestones 11%

   c. Employer Survey – asking completers to forward it if they feel comfortable

   d. Timing of request for Teacher Evals (as discussed 11/14/24)

4. Open Discussion:

   a. Fulfilling teacher shortages

   b. Support of residencies

   c. Ways to more publicly to identify the programs that provide strong candidates versus those that don't & transparency about EPP quality from administrators' perspectives

ADVISORY MEETING AGENDA:
November 19, 2024 4:30-6:00pm
Zoom

1. Welcome and thanks for joining us!

2. SOE Announcements

    a. Launched 15-month Graduate MAT Program

        i. Student Catalyst Support

    b. SPED Director Search

        i. Judy Falaro Retiring Spring 2025

    c. Alumni Council

        i. Bobcat Weekend, Hockey Game (TBD)

    d. Preparing MAT Candidates for Licensure exams

        i. New Elementary Praxis II Alternative Assessment

    e. Certification and Regulations Requirements Updates

        i. New Certification Bands for Elementary and Secondary

    f. EDL Increasing Internship Hours

        i. Two Semester Plan

        ii. Begin with incoming January 25 Cohort

3. CAEP Planning and Discussion

    a. MAT Employer Survey

        i. Proposed Changes based on Feedback (Thank you!)

    b. New 2024-25 Teacher Evaluation (TEVAL) Plan

        i. What are you doing? How is it going?

4. Open Discussion:

    a. Connecticut Educator Preparation and Certification Board

        i. What's problematic in certification and licensure? What would you like to see happen/change?

ADVISORY MEETING AGENDA:
May 21, 2024 5-6:30pm

1. Welcome and thanks for joining us!

2. SOE Announcements

   a. Transition to a 15-month Graduate MAT Program

      i. As of July 2024, we will be starting our 1st cohort of candidates in our newly restructured 15-month Graduate MAT Program

      ii. Still 5 semesters (Summer II, Fall, Spring, Summer I, Summer II)

      iii. Aligns with REC program, competitive with other local Graduate MAT programs, and provides a personalized option for student teaching/induction support in 1st semester as teacher of record

   b. Preparing MAT Candidates for Licensure exams with Study.com

      i. Agreement with Study.com to provide candidates with licensure exam preparation materials. These will be connected to courses and candidates will complete practice tests/study materials to help identify areas where they need support and prepare them for their exams

      ii. If candidates have passed their exams, this will not be required of them.

   c. Piloting SchoolSims with EDL in Fall 2024 (Hamlet Hernandez)

      i. Fall 2024 will be piloting SchoolSims (simulated decision making online program) for EDL tied to Internship 607 to help give EDL candidates consistent experiences and opportunities to reflect more deeply on situations they will encounter in the future as school building leaders

   d. Dual Credit (Concurrent/Dual Enrollment) (Judy Puglisi)

      i. Working with a variety of districts to build more opportunities for Dual credit possibilities for high school students.

   e. ED Rising & Grant Application

   f. Certification and Regulations Requirements Updates

3. CAEP Data Cycle

   a. Beginning Data collection for 2028 Site Visit (2027 SSR)

   b. Restructuring Advisory Board

   c. Standard 4 Challenges

      i. K-12 Student & EDL Employer Survey Success (thank you!)

      ii. Impact on K-12 Learners

      iii. MAT Employer Survey Recommendations

4. Open Discussion:

    a. Current Challenges and Successes in Schools

    b. What are you seeing? How can we support?

ADVISORY MEETING AGENDA:
March 5, 2024 4:30- 6:00

1. Welcome and thanks for joining us!

2. Open Discussion:

   a. Current Challenges and Successes in Schools

   b. What are you seeing? How can we support?

3. *Save the Date*

   a. AACTE CT event on March 28 from 5-7 PM at QU: guest speaker Jonathan Costa

   b. Please come and invite your colleagues

4. Graduate MAT Program

   a. Transitioning to a 15-month Program

5. Monthly Scholarly Gatherings

   a. March 6th Seedlings Educators Collaborative 12:30pm (Lunch served)

6. Chemistry Program Update

   a. Approved by CSDE on 2/14/24

7. Preparing MAT Candidates for Licensure exams

   a. Study.com

8. Exploring use of Simulations to support EDL candidates

   a. SchoolSims – Simulation Based Experiential Learning

9. Micro credential Update

10. ED Rising & Possible Grant Application

11. Certification and Regulations Requirements for Teaching Under Discussion

    a. CT Coalition for Education Certification Group

    b. Praxis/Masters/Certification Board Membership & EPPs

    c. Open Session at State Department

ADVISORY MEETING AGENDA:
November 13, 2023 4:30- 6:00

1. Welcome and thanks for joining us!

2. *Save the Date*

    a. AACTE CT event on March 28 from 5-7 PM at QU: guest speaker Jonathan Costa

    b. Please come and invite your faculty

3. Monthly Scholarly Gatherings

    a. Oct 11th Generative AI: Educator's Friend or Foe

    b. Nov 15th 12:30pm Designing Inclusive Syllabi

    c. Something you'd like to present – informal lunch and learn

4. Chemistry Program Update

5. Micro credential Update (Anne)

    a. SEL – Jenn's talk and upcoming sessions

    b. IDN – for health professions

    c. Ideas about what might be useful in Micro-Credential

        i. De-escalation

        ii. Team teaching and co-teaching especially maximizing effectiveness of paras in the classroom

        iii. Differentiated phonics for primary grades

        iv. Tier 1 supports around differentiated instruction – seeing more gaps since covid – not as many teachers knowing how to work in classroom setting to address those gaps

        v. Tier 1 stays in Tier 1 and doesn't get farmed out to interventionists

        vi. Helping kids to advance their own EF skills – often at the high school we tell kids to go study but don't give them recommendations on how to study

        vii. Since we no longer have CEUs we want to have an array of choices that meet needs

        viii. Is there money in the budgets to support this? Seems like yes.

        ix. Could this be done with the whole faculty in schools? Possibly…

6. EDL Employer Survey Update

    a. Serves both as accountability as well as for continuous improvement

7. Trafficking Workshop Opportunity
    a. Raj Doering School of Law and Wallingford BOE
    b. State was going to offer it – canceled the 11/7 session; state presentation is long and video based
    c. Required for new hires
    d. Law school has been doing it for awhile
    e. Put it together, choose a date and will share it out
8. Concurrent vs Dual Enrollment Programs
    a. Offer up to 7-10 credits
    b. Next spring will have a course taught concurrently at MBA after school
9. ED Rising
10. New Certification Legislation
    a. Updates
    b. Concerns around testing/teacher prep
11. Certification and Regulations Requirements for Teaching Under Discussion
    a. CT Coalition for Education Certification Group
    b. What is critical for Licensure and Certification for teacher in CT?
12. Graduate MAT Ideas for New Market
13. How to promote Residencies to schools?

ADVISORY BOARD AGENDA
MAY 24, 2023
MEETING TO BE HELD IN THE POND VIEW ROOM WITH DINNER INCLUDED 5 TO 6:30
***Dinner at 5:00
***Meeting

A) New Member: Welcome Bill

B) Highlights from the Alumni Hockey Game and the Springtime Breakfast with Boomer. (Beth) Please log into QU_Guest on your computer or phone WiFi. I will send a Power Point of Pictures from the game and breakfast to your email.

C) To the Group: What ideas about possible micro-credential opportunities that would be of interest to our partners in public schools? Anne will introduce one or two ideas - but our plan is to begin to offer such opportunities as individualized PD for teachers/administrators. (Anne)

D) For secondary people- Let's have a conversation about needs in the concurrent and dual enrollment context. (Anne)

E) Sharing some themes/data that were included in the Annual Report (Anna)

F) Highlight successes in collecting EDLDA data during EDL internship, and review the plans for an EDL employer survey. (Anna)

G) New Facilitator for the Advisory Council (Anne)

H) It has been an awesome journey with all of you! Thanks for your help and support throughout the years. (Beth)

ADVISORY BOARD MEETING AGENDA
SEPTEMBER 28, 2022, 5 PM

1) Hamlet Hernandez, Interim Educational Leadership Program Director

2) Peter Gamwell event: October 26, 2022: "Thinker, Learner, Dreamer Doer: Innovative Pedagogies for Cultivation Every Student's Potential"
   a) 5:00 to 6:00 Reception in Education Suite
   b) 6:00 to 7:00 Introduction: Hamlet Hernandez; Peter Gamwell talk in Medical School Auditorium

3) Alumni Council
   a) Newsletter
   b) SOE Bobcat Social
   c) Mentor Bank
   d) Baby Bobcats
   e) Alumni Highlights

4) Data Updates
   a) CAEP 8 Annual Measures shift to 4 Annual Measures
   b) CARC Report
   c) Results from Milestones Survey and EDL & MAT Exit Surveys.

5) New SPED Programs Leading to Initial Certification
   a) 4+1 (Elementary & Secondary)
   b) GradMAT (Elementary & Secondary

6) REC

7) Educators Rising: Next Event: November 16, 2022

ADVISORY MEETING AGENDA: MAY 24, 2022
4:30- 5:30/6:00

1) Welcome and thanks for joining us! (Beth)

2) *SOE Strategic Goal #1: To develop distinctive and distinguished new degree and certificate programs aligned with the mission of Quinnipiac University and the School of Education, while strengthening and improving current programs through data-driven analysis. (QU Goal #1)*
   a. SPED Initial Certification June 1 (Judy/Anne)
   b. IDN 4+1 (Ruth/Anne)
   c. Residency Educator Certificate (Anne)
   d. CARC (Anna)
   e. Recommendations/Feedback?

3) *SOE Strategic Goal #2: To prepare School of Education graduates for success and distinction in the dynamic and ever-changing 21st century workplace. (QU Goal #1)*
   a. Alumni Council Update (Beth) ← connects to Goal 4
   b. MAT Update (Christina)
   c. MAT Mock Interviews (Beth)
   d. EDL Career Seminars (Beth)
   e. Recommendations/Feedback?

4) *SOE Strategic Goal #3: To expand the visibility and outreach of the School of Education within the Quinnipiac University community as well in the local, regional, national and global communities. (QU Goal #3 & 4)*
   a. Ed Rising April 27th (Anne)
   b. QUADS (Anna)
   c. Community Outreach Coordinator (Ed Rising, Community Colleges) (Judy P)
   d. Recommendations/Feedback?

5) SOE Strategic Goal #4: *To build and continuously strengthen strategic partnerships with units and organizations within and beyond the Quinnipiac University community. (QU Goal # 3 & 4)*
   a. Recommendations/Feedback Requested (Anne)

6) SOE Strategic Goal #5: *To increase and diversify graduate enrollment and to diversify faculty and staff within the School of Education. (QU Goal #2)*
   a. EDL Updates: Admissions Numbers & Demographics (Beth)
   b. Numbers in Other Programs (Anna)
   c. Recommendations/Feedback Requested

7) *SOE Strategic Goal #6: To continue to enhance the culture and climate of the School of Education based on the values of inclusion and compassion, putting students first, and promoting social justice as crucial to our culture and our mission. (QU Goals # 2, 3 & 4)*
   a. Recommendations/Feedback Requested (Anne)

ADVISORY MEETING AGENDA: JANUARY 25, 2022
4:30- 5:30/6:00

1) Welcome and thanks for joining us! (Beth)

2) Milestones Survey: Advisory Board Feedback (Anna & Beth)

3) Elementary Survey: Changes made to elementary (Anna & Beth)

   a) Original

   b) Jenna's revisions

   c) Final revisions

4) Alumni Council: New (Beth)

   a) First Meeting: February 7

5) EDL Program Updates (Anne)

6) Community Outreach Position: New (Anne & Judy)

   a) Ed Rising

   b) Residency

   c) Community College

   d) High School Liaison

7) MAT Update (Christina)

8) IDN 4 + 1 Program (New) (Anne)

9) MAT/BIO/Science outreach (Anne)

ADVISORY BOARD MEETING AGENDA

OCTOBER 5, 2021

4:30 ZOOM MEETING

1) Introductions: New Members (Hamlet Hernandez, Monica Morales, Jenna Malkin)

2) CAEP: Accreditation Council Review: October 23, 2021 (We respond to clarifying questions from the CAEP Panel.) (Beth)

3) Educational Leadership Update (Anne)

4) CARC (Curriculum Assessment & Review Committee) Meetings (Beth)

    a. Tech Module CARC Meeting (Christina & Anna)

    b. Research Rubric CARC Meeting (Beth & Anna)

    c. Curriculum Unit Rubric CARC Meeting (Christina & Anna)

5) Student Learning Outcomes Survey for alumni from years 2016-2020 (Beth)

6) New Initiatives (Anne)

    a) Cross endorsement in bilingual education

    b) Degree based program in Social & Emotional Learning

    c) Doctorate in SEL & Equity