**Alumni Impact Study Data Report**
**2022-23 and 2023-24 Academic Year**

## Introduction

The Queens College EPP aims to ensure that our completers have a positive impact on P-12 student learning and development (Standard R4). At Transition 4: *Post-Graduation Follow-Up*, the EPP currently uses two measures to evaluate program impact. The first measure is the Alumni Follow-Up survey, which completers submit one year after graduation (R4.3). The EPP also uses the Employer Survey (R4.2) to evaluate the effectiveness of our programs, including how we prepare candidates to have a positive impact on student learning These measures have been successful in evaluating the satisfaction of completers and their employers.

The Alumni Impact Study (AIS)[i] supplements the aforementioned T4 measures. The AIS is a research plan that draws on multiple data sources designed to examine the impact that our completers have on student learning. The QC EPP defines *impact* as a process by which completers engage in reflective and data informed decision making to improve their instruction and student-interactions that lead to student growth in both cognitive (e.g. academic) and non-cognitive (e.g. social, emotional, and physical) domains (R1.1). The measurement of impact in academic domains are grounded in New York State and national content-specific standards. In line with the mission and conceptual framework that centers on Equity, Excellent, and Ethics, the EPP is also concerned with the impact completers have on diversity, equity and inclusion in student learning and growth (R1.1).

In alignment with measures outlined in the Queens College Teacher Portfolio Assessment (QCTPA), the AIS will answer the question: **What impact do our completers have on student learning through teaching, assessment, and reflective practice?**

## Methods

The Alumni Impact Study will take a nested case study approach. Within this approach, cases are nested within other cases. In other words, while each participating alumni is viewed as a case, the total cases come together to form a larger case composed of all participating alumni. This approach allows for both within- and cross-case analyses to answer the study question and sub-questions.

### Participant Selection

Participants for this study are selected based on two criteria. First, participating alumni must have completed their initial certification program two years prior. Therefore, participants will be in their third year of teaching. Second, the participating alumni must be teaching in a public school in New York State.

| Participant Table 2022-2023AY (n=5) | | |
|---|---|---|
| **Male** | **Female** | **Programs** |
| | 1 | Childhood Education and Bilingual extension |
| | 1 | Childhood education, Grades 1-6 |
| 1 | | Music Education |
| | 1 | Physical Education |
| | 1 | Adolescent Science Education |

| Participant Table 2023-2024AY (n=2) | | |
|---|---|---|
| **Male** | **Female** | **Programs** |
| 1 | | Childhood education, Grades 1-6 |
| | 1 | Music Education |

**Data Collection**

The EPP collects interview data and assessment artifacts to answer the study question.

**Alumni Impact Interviews[ii].** Participants are interviewed with a semi-structured interview that focuses on their impact on student learning. The Alumni Impact Interviews focuses on three areas: (1) teaching an instructional unit, (2) assessment in one instructional unit, and (3) data analysis and use. Each interview takes approximately 20-30 minutes and is conducted over Zoom. The interviews are recorded with the Zoom transcription features.

**Instructional Artifacts.** Participants are asked to consider one unit that they recently taught and provide 1-3 teaching artifacts from that unit. Participants are asked to send pictures or scan of the artifacts prior to the interview.

**Assessment and Assessment Data.** Participants are asked to share at least one assessment from that unit prior to the interview. Participants are asked to share de-identified examples of student work on the assessment.

**Data Analysis**

The interviews, artifacts, and assessments are analyzed through a series of rubrics based on the QCTPA outline below.

**Results**

| Teaching Rubric Questions | Descriptor for Level 4 on the Rubric | Average Rubric Scores (1-4) 1=Needs Improvement 4= Advanced Proficiency |
|---|---|---|
| How does the candidate demonstrate a positive learning environment to support student learning? | Rapport with and respect for students. Candidate creates a welcoming and affirming classroom environment that fosters high learning expectations as outlined in the NYS Culturally Responsive-Sustaining Education Framework. | 4 |
| How does the candidate actively engage students in learning tasks? | There is evidence that students' prior knowledge and experience are central to the learning tasks. | 4 |
| How does the candidate promote comparisons and connections between the content being taught and the students' cultural and linguistic experiences? | Candidate's instruction provides multiple entry points for students to engage in making meaningful connections between the content being taught and their cultural and linguistic experiences. | 2.5 |
| How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs? | Candidate proposes changes by referencing evidence, or more than two artifacts, that address individual and collective learning needs related to the learning objectives that clearly support high expectations for learning. | 4 |

| Assessment Rubric Questions | Descriptor for Level 4 on the Rubric | Average Rubric Scores (1-4) 1=Needs Improvement 4= Advanced Proficiency |
|---|---|---|
| How are formative assessments designed to monitor student learning? | Formative assessments are strategically designed to link evaluation criteria and the learning objectives by allowing individuals and groups with specific needs to demonstrate their learning based on their prior knowledge and experiences. | 4 |
| How does the candidate analyze evidence of student learning? | Analysis uses specific examples from work samples that show evidence of student learning connected to the content standards and learning objectives. | 4 |
| What type of feedback does the candidate provide? | Feedback is specific and addresses both strengths AND needs related to the learning objectives. Feedback includes next steps for the learner to ensure mastery of the content. | 4 |

| Reflective Practice Rubric Questions | Descriptor for Level 4 on the Rubric | Average Rubric Scores (1-4) 1=Needs Improvement 4= Advanced Proficiency |
|---|---|---|
| Equity: Is there evidence that the candidate builds inclusive communities that nurture and challenge all learners? | Includes the selection of materials, design of activities, or engage in interactions that promote a welcoming and affirming environment to advance an understanding of learning experiences that meet the needs of individuals, groups of students, and families. | 3.7 |
| Excellence: Does the candidate demonstrate professionalism, scholarship, self-efficacy, and the use of evidence-based and reflective practice? | Analyzes information from a variety of data sources (3 or more data sources) and supports the analysis with empirical research to discuss learning across groups of students that is reflective of their daily lives and interests. Reflects on their professional learning by identifying professional learning goals. | 4 |
| Ethics: Does the candidate demonstrate evidence that they value diversity, democracy, and social justice. | Uses respectful speech or asset-oriented language to discuss families, communities, and individual student learning and/or identities (race, gender, culture, exceptionalities). | 4 |

## Summary of Findings

Based on the rubric scores, the alumni (n=7) who participated in the AIS for the 2022-23AY and 2-23-24AY demonstrated positive impacts on student learning through teaching, assessment, and reflective practice. These alumni represented diverse programs across the EPP suggesting that the mission and conceptual framework of the EPP is integrated throughout our EPP programs.

The transcribed interviews show that the participants were articulate and reflective about their teaching and its impact on student learning as illustrated through the assessments that they provided for the study.

One area in which participants scored lower is in teaching, specifically in meeting the following criteria: Candidate's instruction provides multiple entry points for students to engage in making meaningful connections between the content being taught and their cultural and linguistic experiences. Based on the data provided, it was not always clear how the participants made connections to their students' cultural and linguistic backgrounds. The participants, however, were able to discuss how they individualized the lesson for students' access to content and to meet lesson objectives.

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[i] The outline of this study was based on and adapted from the alumni study conducted by the University of Vermont to address Standard 4.1-Impact on P-12 Student Learning and Development.
[ii] Adopted from University of Vermont: Standard 4.1 Impact on P-12 Student Learning and Development