

**The North Carolina
Recent Graduate Survey Report
2012-2013**

University of North Carolina – Asheville

Education Policy Initiative at Carolina

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Recent Graduate Survey and Teacher Ratings for UNCA

Table 3 displays the results for UNCA for both the survey of recent graduates and teachers' ratings on the North Carolina Educator Evaluation System. As Table 3 indicates, the average (mean) evaluation ratings for UNCA graduates on all standards were similar to those for first year teachers from all other UNC programs and all non-UNC sources.

Table 3: Recent Graduate Survey and Teacher Evaluation Results

Teacher Groups	Recent Graduate Survey Results					Teacher Evaluation Results				
	Standard One	Standard Two	Standard Three	Standard Four	Standard Five	Standard One	Standard Two	Standard Three	Standard Four	Standard Five
UNCA	3.958 (0.838)	4.333 (0.535)	4.367 (0.584)	4.350 (0.527)	4.350 (0.410)	3.500 (0.674)	3.417 (0.669)	3.250 (0.622)	3.417 (0.669)	3.417 (0.793)
All Other UNC	3.812 (0.734)	4.340 (0.641)	4.340 (0.628)	4.252 (0.639)	4.201 (0.639)	3.084+ (0.512)	3.162 (0.557)	3.055 (0.528)	3.066+ (0.529)	3.059 (0.512)
All Non-UNC	3.788 (0.755)	4.399 (0.608)	4.341 (0.625)	4.268 (0.648)	4.239 (0.614)	3.035* (0.521)	3.099 (0.573)	2.992 (0.511)	2.996+ (0.556)	3.046 (0.530)

*Note: This table presents mean recent graduate survey responses and evaluation ratings for the five North Carolina Professional Teaching Standards. The standard deviation is included in parentheses. +Indicates statistically significant differences (compared to UNCA) at the 0.10 level. *Indicates statistically significant differences (compared to UNCA) at the 0.05 level.*

Turning to the evaluation results, the average (mean) evaluation ratings for UNCA graduates on Standard 1 (leadership) and Standard 4 (facilitating learning) were significantly higher than those for all other UNC and all non-UNC teacher preparation graduates. UNCA graduates' ratings were similar to those for first year teachers from all other UNC programs and all non-UNC sources for the remaining three standards.

A new feature of this year's report is a detailed analysis of each item in the Professional Preparation section of the 2012-2013 Recent Graduate Survey. As can be seen in Tables 4 through 8, each item in the survey was crafted to address one of the five North Carolina Educator Evaluation Standards. Below each of these tables is an explanation of any statistically significant results.

Table 4: Standard 1 (Teachers Demonstrate Leadership)

Standard 1: Leadership	UNCA	All Other UNC	All Non-UNC
Lead in my classroom by establishing a safe and orderly environment for my students	4.333 (1.073)	4.368 (0.815)	4.374 (0.804)
Play an active leadership role in my school (e.g., participate in the school improvement team and lead professional development)	3.833 (1.193)	3.643 (0.976)	3.590 (1.015)
Play an active role in the profession (e.g., present at professional meetings and serve on regional or statewide advisory committees)	4.000 (1.128)	3.525 (1.030)	3.437 (1.083)
Advocate for policies and practices to improve education for students	3.667 (0.778)	3.712 (0.949)	3.752 (0.937)

*Note: This table presents mean recent graduate survey responses for Standard 1 survey items. The standard deviation is included in parentheses. +Indicates statistically significant differences (compared to UNCA) at the 0.10 level. *Indicates statistically significant differences (compared to UNCA) at the 0.05 level.*

UNCA graduates' responses to each of the items addressing Standard 1 of the North Carolina Educator Evaluation System were not statistically different from the responses of all other UNC program graduates and all non-UNC program graduates.

Table 5: Standard 2 (Teachers Establish a Respectful Environment)

Standard 2: Classroom Environment	UNCA	All Other UNC	All Non-UNC
Develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures	4.417 (0.669)	4.148 (0.822)	4.200 (0.800)
Establish a rapport with my students	4.417 (0.669)	4.514 (0.691)	4.574 (0.678)
Treat my students as individuals by appreciating differences and valuing contributions	4.750 (0.452)	4.558 (0.683)	4.619 (0.650)
Develop teaching strategies for my students with learning disabilities	3.667 (1.371)	4.123 (0.926)	4.194 (0.868)
Collaborate with colleagues, administrators, and families to understand and support student learning	4.417 (0.900)	4.357 (0.808)	4.409 (0.742)

*Note: This table presents mean recent graduate survey responses for Standard 2 survey items. The standard deviation is included in parentheses. +Indicates statistically significant differences (compared to UNCA) at the 0.10 level. *Indicates statistically significant differences (compared to UNCA) at the 0.05 level.*

UNCA graduates' responses to each of the items addressing Standard 2 of the North Carolina Educator Evaluation System were not statistically different from the responses of all other UNC program graduates and all non-UNC program graduates.

Table 6: Standard 3 (Teachers Know the Content They Teach)

Standard 3: Content Knowledge	UNCA	All Other UNC	All Non-UNC
Align my teaching with the North Carolina Standard Course of Study and/or Common Core Standards	4.667 (0.651)	4.499 (0.719)	4.415 (0.808)
Understand the core concepts of my subject and/or grade level	4.333 (0.888)	4.387 (0.769)	4.405 (0.735)
Plan interdisciplinary lessons	3.917 (0.900)	4.110 (0.849)	4.100 (0.866)
Plan relevant and meaningful lessons	4.417 (0.669)	4.392 (0.709)	4.408 (0.708)
Incorporate life skills into my teaching (e.g., responsibility and leadership)	4.500 (0.674)	4.314 (0.798)	4.377 (0.775)

*Note: This table presents mean recent graduate survey responses for Standard 3 survey items. The standard deviation is included in parentheses. +Indicates statistically significant differences (compared to UNCA) at the 0.10 level. *Indicates statistically significant differences (compared to UNCA) at the 0.05 level.*

UNCA graduates' responses to each of the items addressing Standard 3 of the North Carolina Educator Evaluation System were not statistically different from the responses of all other UNC program graduates and all non-UNC program graduates.

Table 7: Standard 4 (Teachers Facilitate Learning for their Students)

Standard 4: Facilitating Learning	UNCA	All Other UNC	All Non-UNC
Incorporate 21st Century content into my teaching (e.g., global awareness and financial literacy)	4.417 (0.900)	4.207 (0.781)	4.195 (0.860)
Understand the learning and development processes appropriate for my students	4.167 (0.937)	4.249 (0.717)	4.254 (0.738)
Help students work in teams to develop leadership qualities	4.417 (0.515)	4.257 (0.770)	4.254 (0.781)
Use technology in the classroom	4.583 (0.669)	4.331 (0.783)	4.383 (0.793)
Use technology to promote student inquiry and engagement	4.167 (0.718)	4.214 (0.845)	4.256 (0.854)

*Note: This table presents mean recent graduate survey responses for Standard 4 survey items. The standard deviation is included in parentheses. +Indicates statistically significant differences (compared to UNCA) at the 0.10 level. *Indicates statistically significant differences (compared to UNCA) at the 0.05 level.*

UNCA graduates' responses to each of the items addressing Standard 4 of the North Carolina Educator Evaluation System were not statistically different from the responses of all other UNC program graduates and all non-UNC program graduates.

Table 8: Standard 5 (Teachers Reflect on their Practice)

Standard 5: Reflecting on Practice	UNCA	All Other UNC	All Non-UNC
Use a variety of methods to assess student learning	4.250 (0.622)	4.272 (0.734)	4.276 (0.722)
Use a variety of instructional strategies to foster student learning	4.333 (0.651)	4.295 (0.699)	4.343 (0.686)
Use student assessment and other data to guide decisions about my teaching	4.500 (0.522)	4.226+ (0.799)	4.260 (0.767)
Adapt my teaching practices based on research	4.250 (0.452)	4.016 (0.810)	4.063 (0.819)
Seek resources to support my professional development (e.g. professional literature and workshops).	4.417 (0.515)	4.195 (0.819)	4.251 (0.762)

*Note: This table presents mean recent graduate survey responses for Standard 5 survey items. The standard deviation is included in parentheses. +Indicates statistically significant differences (compared to UNCA) at the 0.10 level. *Indicates statistically significant differences (compared to UNCA) at the 0.05 level.*

As can be seen in Table 8, the UNCA graduates' average (mean) responses concerning whether their preparation program prepared them well to use student assessment and other data to guide decisions about their teaching were significantly higher than those of all other UNC institutions' graduates. While this item has a statistically significant result, it does not affect the statistical significance of Standard 5 overall, as can be seen in Table 3. For the remaining Standard 5 items, there were not statistically significant differences between the responses of UNCA graduates and those of all other UNC or all non-UNC prepared teachers.

Before closing this section, we should note one surprising and substantively important finding concerning these assessments of first year teachers' preparedness: the correlations between teachers' evaluation ratings and their own ratings of how well their programs had prepared them were positive but strikingly low. By design, all correlation coefficients range between -1 and +1, with a negative 1 indicating that across all respondents, the highest possible values on one variable always go with the lowest possible values on the other, and a positive 1 indicating that the highest possible values on one variable always go with the highest possible value on the other. As Table 9 reflects, all correlations for both UNC and non-UNC respondents fell below 0.2, conventionally viewed as a low positive correlation. In other words, new teachers' ratings of how well their programs had prepared them did not match or correspond to their evaluation ratings.

Table 9: Correlations between Survey Responses and Principals' Ratings

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
All Responses	0.129	0.068	0.065	0.091	0.061
All UNC Responses	0.091	0.077	0.084	0.103	0.069
All Non-UNC Responses	0.149	0.068	0.054	0.086	0.057

School Context

As indicated earlier, in addition to surveying first year teachers about their teacher preparation programs, we also asked them to respond to a series of items about four dimensions of the contexts in which they were teaching: peer collaboration, professional development, school leadership, and parental involvement. As Table 10 shows, on average, UNCA graduates rated their schools similarly to all other UNC graduates and all non-UNC sources on three constructs, but significantly lower than all other UNC and all non-UNC prepared teachers rated their schools on parental involvement. In general, all new teachers rated their schools reasonably favorably on three of the four constructs (from just below 4 to better than 4.5 on a 5 point scale), but tended to rate them lower on parental involvement.

Table 10: Recent Graduate Survey School Context

	Peer Collaboration	Professional Development	School Leadership	Parental Involvement
UNCA	3.867 (0.689)	3.938 (0.675)	4.479 (0.494)	2.417 (1.026)
All Other UNC	3.969 (0.769)	3.896 (0.711)	4.493 (0.613)	3.041+ (1.038)
All Non-UNC	3.945 (0.806)	3.895 (0.716)	4.481 (0.608)	2.958+ (1.028)

*Note: This table presents mean school context ratings for the constructs of peer collaboration, professional development, school leadership, and parental involvement. The standard deviation is included in parentheses. +Indicates statistically significant differences (compared to UNCA) at the 0.10 level. *Indicates statistically significant differences (compared to UNCA) at the 0.05 level.*