“I would say the support I received from my cooperating teacher both during and after my internship also helped to make my transition easier, from checking in to see how I was doing to sending me resources or lesson plan ideas. Finally, I feel that the duration of the internship, as well as the many opportunities I had to teach “solo” (and substitute teach, after the conclusion of my internship), really prepared me for the realities and challenges of classroom and behavioral feel UNH prepared me well, both academically and professionally. My colleagues recognize this preparedness, and their positive feedback feeds my confidence.”

Elementary Education Graduate
“I view Stephanie as one of my leaders. She is well-rounded, wants to take on more leadership roles and is constantly looking for solutions.”

— High School Principal
Two-part study of Elementary and Secondary Program Graduates from 2016 and 2017

- Part I – Two Surveys
  - Graduate Survey
  - Principal Survey

- Part II – Interviews
  - Graduate Interview
  - Principal Interview

- New Hampshire Public Schools, private schools and public charters.
- The same survey Dr. Andrew created approximately thirty years prior with modifications encompassing updating terminology and including current trends in education.
- Interview guide written by Dr. Schram
The Graduate Survey Participants

- Initial database of 184 with valid email addresses
- Survey completed with Qualtrics Survey tool
- Final participation number was 35 (2016=9, 2017=26)
- Approximately a 19% response rate
- We asked graduates for permission to contact their principal to complete a survey – 12 said yes
- 15 graduates initially agreed to a follow up interview, ___ completed the interview
The Principal Survey Participants

- All 12 Principals were sent the survey
- 7 responded - a 58% return rate
- The return rate in 2016 for Principals was 67%
- The number of principals participating in the survey has declined – is this because teachers (graduates) are not indicating we can contact or other reasons? (survey length?)
- 6 Graduate/Principal pairs
Content of the Surveys

- Graduate survey was reduced to 58 questions
- Questions were modified to reflect current state standards/testing, competency-based learning and the graduates’ perceived impact upon their teaching. Modifications were also made to reflect expectations for graduates 2 years out instead of 5 years out.
- Principal survey was revised, with 16 questions, rating questions only
- Changes to the principal survey – went from “leadership” in curriculum development and staff development to “participation” in curriculum development and/or redesign and staff development
Teaching Full Time

- 2016: 87%
- 2018: 85.71%
Are you teaching in New Hampshire?

(Answer: Yes)

- 2016: 48, 75%
- 2018: 22, 62.90%
If you could start again, would you choose teaching as a career?
(Answer: Yes)
Graduate Survey Results

If you are teaching, do you plan to be teaching in ten years? (Answer: Yes)

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>51</td>
<td>85%</td>
</tr>
<tr>
<td>2018</td>
<td>28</td>
<td>82.35%</td>
</tr>
</tbody>
</table>

If you are teaching, do you plan to be teaching in ten years? (Answer: Yes)
Compared to your colleagues from other programs, how well do you think the UNH teacher education program prepared you for classroom teaching?

- More effectively: 2016: 35 (63.64%), 2018: 22 (68.75%)
- About the same: 2016: 18 (32.73%), 2018: 7 (21.88%)
- Less effectively: 2016: 2 (3.64%), 2018: 3 (9.38%)
## 20+-Year Graduate Trends

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Now teaching</td>
<td>85.3%</td>
<td>89.9%</td>
<td>88.9%</td>
<td>89.2%</td>
<td>96.8%</td>
<td>97.14%</td>
</tr>
<tr>
<td>Choose teaching again?</td>
<td>83.5%</td>
<td>79.2%</td>
<td>89.5%</td>
<td>90.2%</td>
<td>88.7%</td>
<td></td>
</tr>
<tr>
<td>Still plan on teaching in five years?</td>
<td>79.2%</td>
<td>77.2%</td>
<td>88.2%</td>
<td>88.4%</td>
<td>95.0%</td>
<td>82.35%</td>
</tr>
<tr>
<td>Still plan on teaching in ten years?</td>
<td>64.1%</td>
<td>66.0%</td>
<td>76.5%</td>
<td>81.3%</td>
<td>85.0%</td>
<td></td>
</tr>
<tr>
<td>Teaching in New Hampshire</td>
<td>60.5%</td>
<td>61.5%</td>
<td>64.6%</td>
<td>66%</td>
<td>75.0%</td>
<td>62.86%</td>
</tr>
<tr>
<td>Well prepared by program (very good and excellent)?</td>
<td>65.1%</td>
<td>64.6%</td>
<td>65.2%</td>
<td>89.3%</td>
<td>See ? Below</td>
<td>See ? Below</td>
</tr>
<tr>
<td>Compared to colleagues from other programs, how effectively did the UNH program prepare you to teach (about the same / more effectively)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32.7/63.6%</td>
<td>21.88/68.75</td>
</tr>
</tbody>
</table>
Is the school in which you teach or last taught

<table>
<thead>
<tr>
<th>Type</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public (traditional)</td>
<td>49</td>
<td>27</td>
</tr>
<tr>
<td>Public (charter)</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Private (independent)</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Private (parochial)</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Percentages:
- Public (traditional) 77.78%
- Public (charter) 2.86%
- Private (independent) 8.57%
- Private (parochial) 4.76%
- Other (please specify) 8.57%
Graduates rate themselves as | Poor | Fair | Good | Very Good | Excellent |
--- | --- | --- | --- | --- | --- |
Working effectively with ELL students | 9% | 18% | 41% | 26% | 6% |
Working effectively with children having a documented disability | 0% | 3% | 30% | 30% | 36% |
**UNH graduates are agents of change…**

<table>
<thead>
<tr>
<th>Graduates rate themselves as</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining a stance of inquiry as a teacher (e.g., using action research in your practices)</td>
<td>0</td>
<td>9%</td>
<td>33%</td>
<td>36%</td>
<td>21%</td>
</tr>
<tr>
<td>Functioning as an effective change agent in school improvements</td>
<td>3%</td>
<td>12%</td>
<td>33%</td>
<td>36%</td>
<td>15%</td>
</tr>
</tbody>
</table>
## UNH Graduates Seek growth opportunities

<table>
<thead>
<tr>
<th>Graduates indicate they</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend professional development conferences or meetings.</td>
<td>0</td>
<td>3%</td>
<td>12%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>After attending the above, share new knowledge with colleagues.</td>
<td>0</td>
<td>9%</td>
<td>30%</td>
<td>45%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Principal Survey Results

Survey trends show Principals rate UNH graduates ……

• High for effectively seeking and using feedback to improve instruction, seeking professional growth opportunities and acting in a professional and ethic manner.
• Could use further professional development with de-escalation techniques, classroom management and managing challenging special education students.
“I’ve been the principal here for the last five years and I can say the couple of teachers we have hired with a UNH background are among our best hires.”

Elementary School Principal