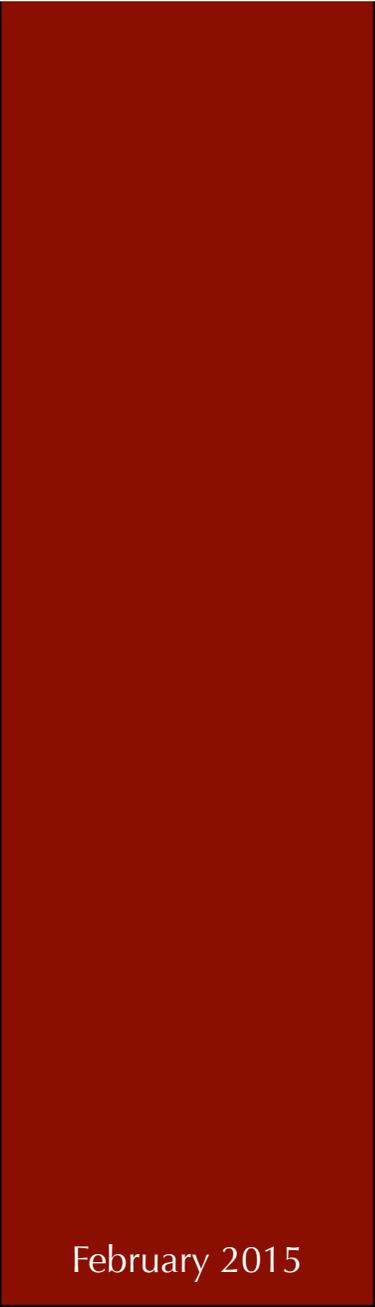




Oregon Association of Colleges for Teacher Education  
Alumni and Employer Survey, 2014

# Survey of PK-12 School Administrators



February 2015

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### OACTE Alumni and Employer Survey

February 2015

#### Oregon Association of Colleges for Teacher Education

The Oregon Association of Colleges for Teacher Education (OACTE) is a collaborative committed to excellence in teacher preparation. The membership is composed of public and private colleges and universities and is the state affiliate of the American Association of Colleges for Teacher Education (AACTE).

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## Executive Summary

Teaching is a tough profession, especially in the first years on the job. To evaluate the extent that new teachers in Oregon are starting their jobs prepared to help all students achieve, the Oregon Association of Colleges for Teacher Education (OACTE) undertook a unified effort to elicit feedback from recent alumni of all of Oregon's teacher preparation programs and their employers. This study's purpose is to help leaders at Oregon's teacher preparation institutions and their statewide regulatory and affiliated boards prioritize where program enhancement is most needed at this time.

This report focuses on administrators' survey responses.

All school principals who employed at least one new teacher who graduated from one of Oregon's teacher preparation institutions in 2012 or 2013 were invited to complete the survey. Due to challenges in timing and contact information responses from administrators were limited.

There were 94 viable surveys submitted by 58 individual administrators from 32 school districts throughout the state. The administrators who responded to the survey employed alumni from 17 of Oregon's 19 colleges and universities that offer teacher preparation programs.

## Teacher Preparation in Oregon

Administrators were asked how well prepared they thought specific teachers were to perform a number of job duties expected under the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, standards required by the Oregon Teacher Standards and Practices Commission for all Oregon-approved educator preparation programs. **The ten Standards are presented in four categories, measured with four corresponding multi-item scales.**

**The *Learner and Learning* category of Standards describes expectations of teachers' understanding and practices to support learners' unique learning and developmental patterns and to create a safe learning environment. On average, administrators indicated new teachers were best prepared, among the five scale items, to design and implement developmentally appropriate and challenging learning experiences. They were least prepared to incorporate language development strategies to make content accessible to English Language Learners.** The overall scale average for the Learner and Learning Standards was higher than the overall average for the other three categories of Standards.

The **teaching Standards in the *Content Knowledge* category describe the expectations for teachers to demonstrate they have a deep and flexible understanding of their discipline**

and its relationship to other fields and contexts. Among the five items developed to measure the Content Knowledge Standards, administrators thought their new teachers were, on average, best prepared to create learning experiences that enable students to master the concepts and methods of the discipline. Administrators thought their new teachers were least well prepared to identify strategies that promote critical thinking and creativity.

The Standards included in the *Instructional Practice* category describe the expectations for teachers to integrate assessment, planning and instructional strategies into their teaching. Administrators thought, on average, new teachers were best prepared to use technology to enhance instruction and engage learners. Conversely, new teachers were least well prepared to plan research-based instruction that integrates course content across disciplines. Teachers were rated lowest on this item among all 22 items across all four scales to measure teacher preparation for the InTASC Model Core Teaching Standards.

The Standards measured by the *Professional Responsibility* category describe expectations for teachers' continuous improvement, including collaboration and leadership development. Responses from administrators indicated that, on average, new teachers were best prepared to work with colleagues to improve learner experiences and development, the highest-rated item among all 22 measures of teacher preparation for the InTASC Model Core Teaching Standards.

Administrators thought their new teacher was least well prepared, among the six items, to develop connections to community resources.

Most administrators (90 percent) thought the teacher upon whom they were reflecting was prepared to succeed as a first-year teacher. Similarly, nearly all administrators were satisfied with the new teacher (95 percent), and would hire the teacher again (94 percent).

### Partnerships and Support

All but one administrator surveyed indicated their district provides some type of support to help new teachers succeed. The vast majority indicated their district supports collaboration between new teachers and other teachers.

Twenty-three administrators (40 percent) reported their school was in a formal partnership with one or more of Oregon's educator preparation institutions. While school/university partnerships may have served more than one purpose, two-thirds (65 percent) of the existing partnerships were for clustering the partner program's student teachers at the same school site. A number of administrators whose schools had not entered into a partnership with any of Oregon's teacher preparation programs cited reasons why partnering with a teacher preparation institution might be beneficial, including better communication and expectations in advance of placements, more bilingual student teachers, and simply being able to host more student teachers.

## **Conclusions**

Overall, the reflections of administrators about their new teachers suggest that Oregon's teacher preparation institutions are providing them with a solid foundation to support Oregon's young learners.

In general, new teachers were not quite as well prepared for the Instructional Practice and Content Knowledge areas as they were for the Learner and Learning and Professional Responsibility focus areas.

More specific concerns brought forth by administrators concentrate on using assessments and standards, and on the increasing need to support multilingual / multicultural learners and teachers. These issues raised by school administrators are reflective of ongoing social and political changes in Oregon and across the nation. The observations and opinions shared by school administrators will assist OACTE in ensuring that all new teachers are ready to support all of Oregon's students amidst these challenges.



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## Oregon teachers have a tough job.

Students coming into Oregon's dynamic classrooms shoulder greater expectations to perform than ever. The rich cultures, experiences, and abilities they bring into their classrooms mean that no one instructional approach will help all students in a classroom achieve in the same way. Teachers must be agile and adept at discerning students' needs, learning styles, communication patterns, and inspirations. In support of Oregon's learners, leaders of Oregon's teacher training programs have come together to ensure new teachers are ready to help all their students succeed.

Recent changes in curriculum standards intended to improve outcomes for students in PK-12 education have been followed closely by changes in the standards expected of practicing teachers. The Interstate Teacher Assessment and Support Consortium (InTASC), a body of the Council of Chief State School Officers (CCSSO), outlined a set of guidelines describing practices that have been found to support student learning across all disciplines and grade levels. These guidelines are known as the InTASC Model Core Teaching Standards. Successful teachers should be able to demonstrate the performances, knowledge, and dispositions described by the new Standards.

The InTASC Model Core Teaching Standards were adopted by the CCSSO in 2011. In turn, the Oregon Teacher Standards and Practices Commission (TSPC) now requires Oregon's

teacher preparation programs to prepare teachers-in-training to meet these Standards by the time they are ready to apply for a teaching license. Likewise, the Oregon Department of Education (ODE) has adopted rules that require the performance of practicing teachers to be evaluated using these Standards. Subsequent adaptation of the Standards to the curricula in Oregon's 19 teacher preparation programs has been an emerging process.

To evaluate the extent that new teachers in Oregon are starting their jobs prepared to help all students achieve, the Oregon Association of Colleges for Teacher Education (OACTE) undertook a unified effort to elicit feedback from recent alumni of all of Oregon's teacher preparation programs and their employers. Two surveys were developed to map a battery of questions to the ten InTASC Model Core Teaching Standards and to identify specific areas for program development. Administrators were asked to reflect on the preparation of a specific new teacher; teachers were asked to reflect on their own experiences after beginning a new job in their own classrooms.

This evaluation assumes that curriculum adaptation is an evolutionary process. Some of the new teaching Standards may not have been fully integrated at all institutions by the time the alumni in the study population completed their educator credentials. This study's purpose is to help leaders at Oregon's teacher preparation institutions and their

statewide regulatory and affiliated boards prioritize where program developments are most needed at this time.

Additionally, recent changes made by the Council for the Accreditation of Educator Preparation (CAEP), the accreditation body for Oregon's teacher preparation programs,<sup>1</sup> require postsecondary teacher preparation institutions to maintain strong relationships with PK-12 schools. To inform decisions and shape activities and that can improve relationships with Oregon's schools, administrators were also asked about their partnerships with colleges and universities.

This report focuses on administrators' survey responses.

## Procedures and Sample

All school principals who employed at least one new teacher<sup>2</sup> who graduated from one of Oregon's teacher preparation institutions in 2012 or 2013 were invited to complete the survey. Survey administration followed standard protocols, however challenges in timing and contact information attenuated the potential response.

Surveys were distributed to building administrators via e-mail. Contact information was provided by the Teacher Standards and Practices Commission, with employment information TSPC received from the Oregon Department of Education. As a thank you to participants, administrators who completed the survey were offered a \$5.00 e-gift card to Powell's Books online, and one administrator was selected at random to receive an additional \$50 e-gift card.

Some administrators employed more than one new teacher from the classes of 2011-12 and 2012-13. Administrators received one e-mail invitation for each new teacher in their building. Anticipating that busy administrators would have little time to reflect on teachers' experiences outside of the normal performance evaluation process, administrators were encouraged to forward each survey link to another administrator or senior teacher in the building.

Among the 1,339 alumni employed as educators in Oregon there were 689 unique administrators, of whom 501 (73 percent) had e-mail addresses available. An estimated 103 (21 percent) e-mail addresses were rejected as

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<sup>1</sup> While not all postsecondary teacher preparation programs in Oregon are accredited by CAEP, the Teacher Standards and Practices Commission reviews all programs.

<sup>2</sup> Teachers enrolled in district substitute pools with no other teaching positions were not included in the survey population.

non-deliverable, resulting in an **estimated 398 invitations delivered.**<sup>3</sup> Assuming that all e-mails that were not rejected were delivered to an active in-box, **approximately a third (30 percent) of new teachers in Oregon’s schools had a building administrator who received an invitation to complete the survey.** Fourteen administrators from 13 different school districts responded directly to the evaluation consultant indicating they were not employed in the school of record, and/or that they did not know the teacher(s) in question.

The survey was intended to be conducted during March and April of 2014. However, due to lack of availability of contact information surveys were distributed in late May 2014, approximately three and a half weeks prior to the close of the academic year for Oregon’s public schools.

**There were 94 viable<sup>4</sup> surveys submitted by 58 individual administrators from 32 school districts throughout the state.** Few administrators forwarded the survey link to someone else who was also familiar with the teacher’s work. Among those who did forward the survey it appears the same individual may have received all survey

invitations in most instances. Two-thirds (66 percent) of respondents submitted just one survey, while two respondents submitted five surveys.

<b>Administrator Response</b>		
Number of Responses Submitted	Frequency	Percent
One	38	65.52%
Two	9	15.52%
Three	8	13.79%
Four	1	1.72%
Five	2	3.45%
<b>Total</b>	<b>58</b>	<b>100.00%</b>

Results should be interpreted with caution. Survey findings are only generalizable to the extent that they are representative of the overall population of administrators who employed new teachers from Oregon’s teacher preparation programs. No statistical tests were conducted due to the difficulty in estimating generalizability when the response rate is low, and bias that can be introduced when responses are grouped as in the present survey design.

<sup>3</sup> The estimate of non-deliverable e-mail messages is imprecise at best, dependent on the algorithms and tracking procedures of the mail service, and the reasons messages are not delivered. Further, this estimate does not include messages that were delivered to inactive or unused e-mail accounts or filtered by a user’s personal mail client, which leave no evidence whether or not the messages are received.

<sup>4</sup> Surveys were considered viable if the respondent completed the first section of the survey about the pre-service preparation of a specific teacher. Some administrators did not supervise the teacher on record, and thus bypassed questions about teacher preparation and proceeded directly to questions about school-university partnerships.

Several measures can be taken to improve the response rate in future years. Obtaining administrators' contact information much earlier in the academic year and administering the survey between February and April, when administrators' schedules are not occupied with end-of-year activities would improve the response rate. Complete contact information for all administrators would also improve the response rate. Moreover, accurate contact information and accurate employment information (for both teachers and administrators) would improve the rate of response. Given the willingness for individuals to submit multiple surveys, the likelihood that administrators would respond may increase with a different survey design, wherein each administrator receives a single survey invitation that asks her or him to reflect upon multiple new teachers. Additionally, another major survey of Oregon teachers and

administrators was conducted in spring 2014. Administrators may have experienced survey fatigue by the time they received the survey invitation from OACTE.

Most respondents (80 percent) were school principals. While half of respondents described their school's community character as a town or rural, some were described as more than one type of community by different administrators.<sup>5</sup>

The administrators who responded to the survey worked with alumni from 17 of Oregon's 19 colleges and universities that offer teacher preparation programs. Only Multnomah University and Warner Pacific College were not represented among the responses.

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<sup>5</sup> For example, Salem-Keizer School District was described as town or rural, suburban, and urban, while Woodburn School District was described as both town or rural as well as suburban.

<b>Administrator Survey Population and Response Rate by Educator Preparation Institution</b>				
<b>Institution</b>	<b>2012 &amp; 2013 Graduates Employed as Oregon Teachers</b>	<b>Percent of Survey Population</b>	<b>New Teachers Reviewed by Survey Respondents</b>	<b>Percent of Response</b>
Concordia University - Oregon	99	7.39%	5	5.32%
Corban University	21	1.57%	1	1.06%
Eastern Oregon University*	74	5.53%	8	8.51%
George Fox University	94	7.02%	3	3.19%
Lewis and Clark College*	94	7.02%	6	6.38%
Linfield College	15	1.12%	2	2.13%
Marylhurst University	16	1.19%	1	1.06%
Multnomah University	7	0.52%	0	0.00%
Northwest Christian University	19	1.42%	1	1.06%
Oregon State University*	111	8.29%	9	9.57%
Pacific University	87	6.50%	9	9.57%
Portland State University*	215	16.06%	12	12.77%
Southern Oregon University*	106	7.92%	7	7.45%
University of Oregon*	83	6.20%	7	7.45%
University of Phoenix - Oregon	23	1.72%	3	3.19%
University of Portland	36	2.69%	3	3.19%
Warner Pacific College	8	0.60%	0	0.00%
Western Oregon University	150	11.20%	11	11.70%
Willamette University	81	6.05%	6	6.38%
<b>Total</b>	<b>1339</b>	<b>100.00%</b>	<b>94</b>	<b>100.00%</b>

*\* Indicates at least one respondent reviewed more than one alumnus from the institution. The 94 responses were submitted by 58 individual administrators.*

## Teacher Preparation in Oregon

Administrators were asked how well prepared they thought specific teachers were to perform a number of the job duties expected under the InTASC Model Core Teaching Standards, as well as their overall satisfaction with the teachers' preparation. The purpose of these questions was not to review the job performance of new teachers. Rather, these questions were intended to reflect teachers' pre-service preparation so that institutional leaders can target areas for program development. Thus, it was important for an experienced colleague to respond, even if that colleague was not in a supervisory role.

Administrators shared their reflections regarding the preparation of 88 new teachers they worked with or supervised. Two-thirds (63 percent) of administrators had worked with the teacher for less than a year but for at least five months. The remainder (38 percent) worked with the teacher for more than a year. No one had worked with the teacher for fewer than five months. Nearly all respondents (97 percent) indicated that the teacher had been assigned to teach in the areas where she or he was authorized or endorsed.<sup>6</sup>

The ten InTASC Model Core Teaching Standards are categorized into four sections: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. Each of the ten Standards is complex. The Standards were not designed to be able to measure discrete actions (e.g., the number of times in a day the teacher provides individual attention to a student). Rather, the Standards were established to provide a set of expectations for general behaviors, habits, practices, knowledge, beliefs, and assumptions that research has found are linked with effective teaching. In short, the expectations are conceptual. There is no one set of questions or observations that could measure everything a teacher could do to demonstrate he or she is meeting the Standards. For this reason four multi-item scales were developed to measure each of the four InTASC categories of Core Teaching Standards. Administrators were asked to rate on a four-point scale how well prepared the teacher was to perform 22 general practices expected of effective teachers.

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<sup>6</sup> This response from administrators differs somewhat from information reported by teachers themselves, wherein 13 percent of respondents indicated they were teaching all or some of their classes in areas where they were not authorized or endorsed.

## Learner and Learning Standards

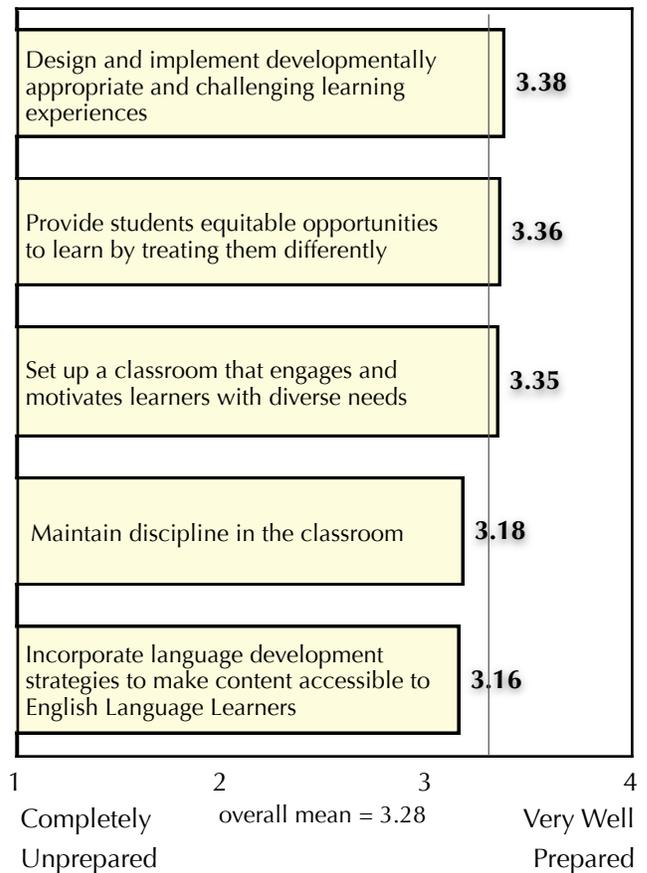
The Learner and Learning category of Standards describes expectations of teachers' understanding and practices to support learners' unique learning and developmental patterns and to create a safe learning environment. Five items were developed to measure the Learner and Learning Standards.

On average, new teachers were best prepared to design and implement developmentally appropriate and challenging learning experiences, among the five scale items. They were least prepared to incorporate language development strategies to make content accessible to English Language Learners.

Nearly all (90 percent) administrators rated the teacher they were reflecting upon three or four on a four-point scale—suggesting new teachers were well prepared—to provide students with equitable opportunities to learn by treating them differently and to design and implement developmentally appropriate and challenging learning experiences.

One in five respondents (19 percent), however, thought the new teacher was not as well prepared (rated one or two) to incorporate language development strategies to make the course content accessible to English Language Learners.

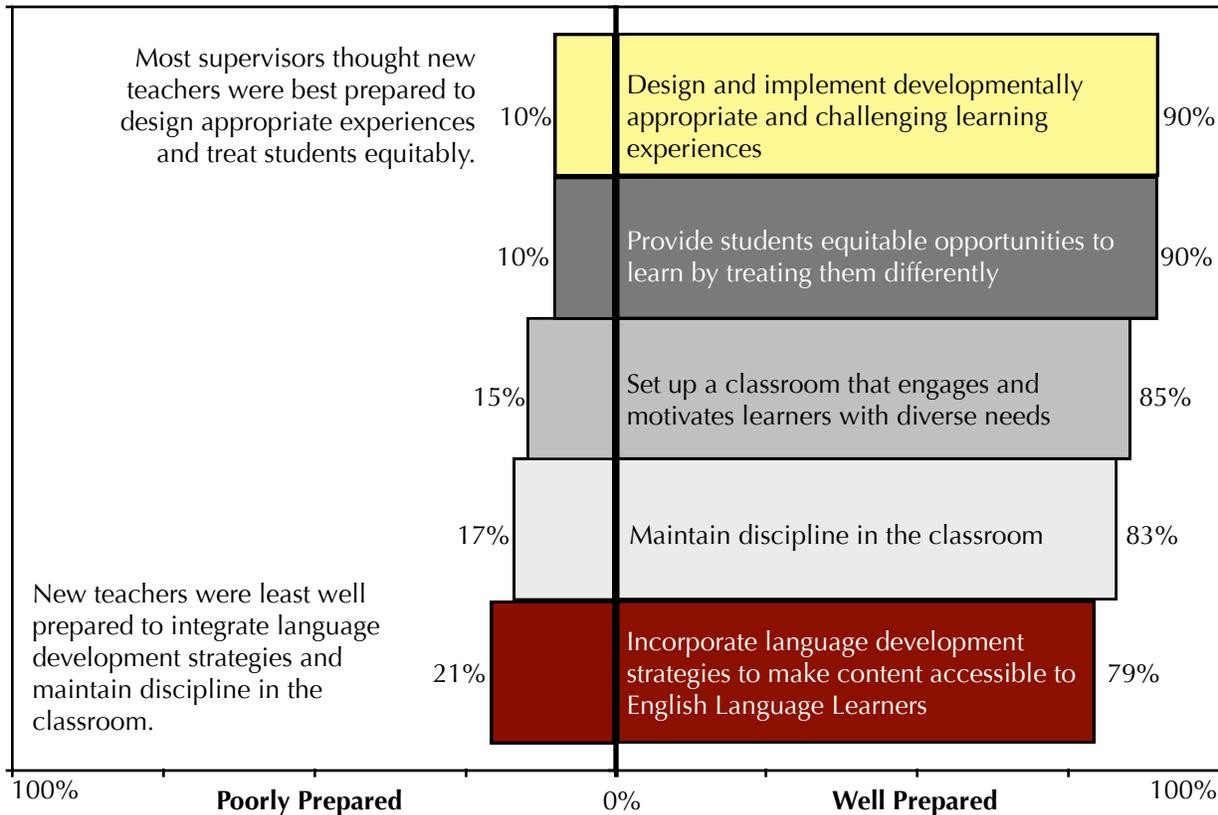
Learner and Learning Scale Means



The overall scale average for the Learner and Learning Standards was higher than the overall average for the other three categories of Standards, suggesting that administrators may believe that new teachers are better prepared to perform the expectations under Learner and Learning than the other InTASC Standards.

### Learner and Learning Standards

Percent of Administrators who thought New Teachers were Well or Poorly Prepared



## Content Knowledge Standards

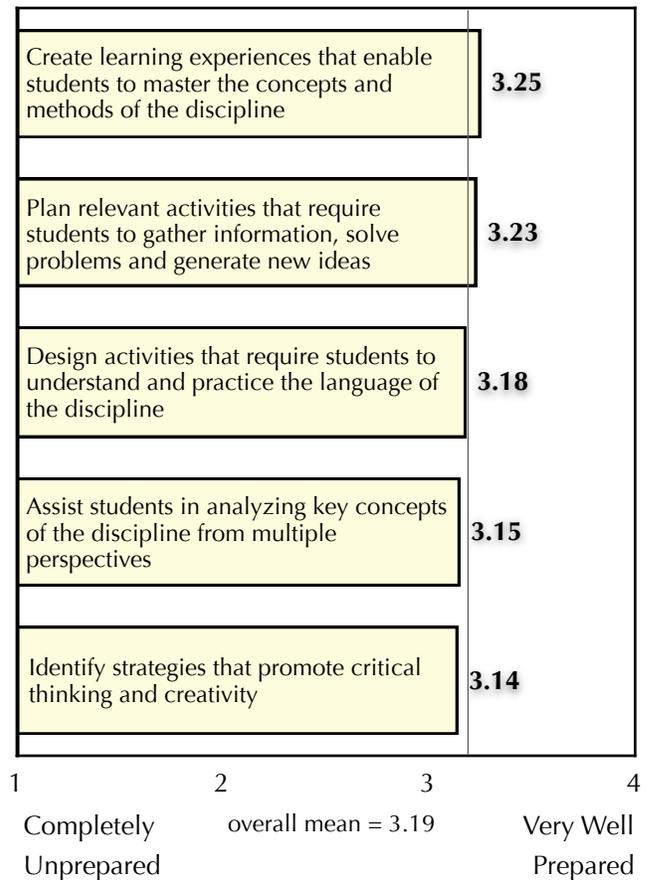
The teaching Standards in the Content Knowledge category describe the expectations for teachers to demonstrate they have a deep and flexible understanding of their academic discipline and its relationship to other fields and contexts. Five items were developed to measure the Content Knowledge Standards.

Among the five items to measure the Content Knowledge Standards, administrators thought their new teachers were, on average, best prepared to create learning experiences that enable students to master the concepts and methods of the discipline. Administrators thought their teachers were least well prepared to identify strategies that promote critical thinking and creativity.

Most administrators (87 percent) thought their new teachers were well prepared (rated three or four on a four-point scale) to create learning experiences that enable students to master the concepts and methods of the discipline.

One in five (20 percent) responses submitted indicated that new teachers were not as well prepared (rated one or two) to identify strategies that promote critical thinking and creativity. Nearly as many (19 percent) indicated teachers were not as well prepared to design activities that require students to understand and practice the language of the discipline.

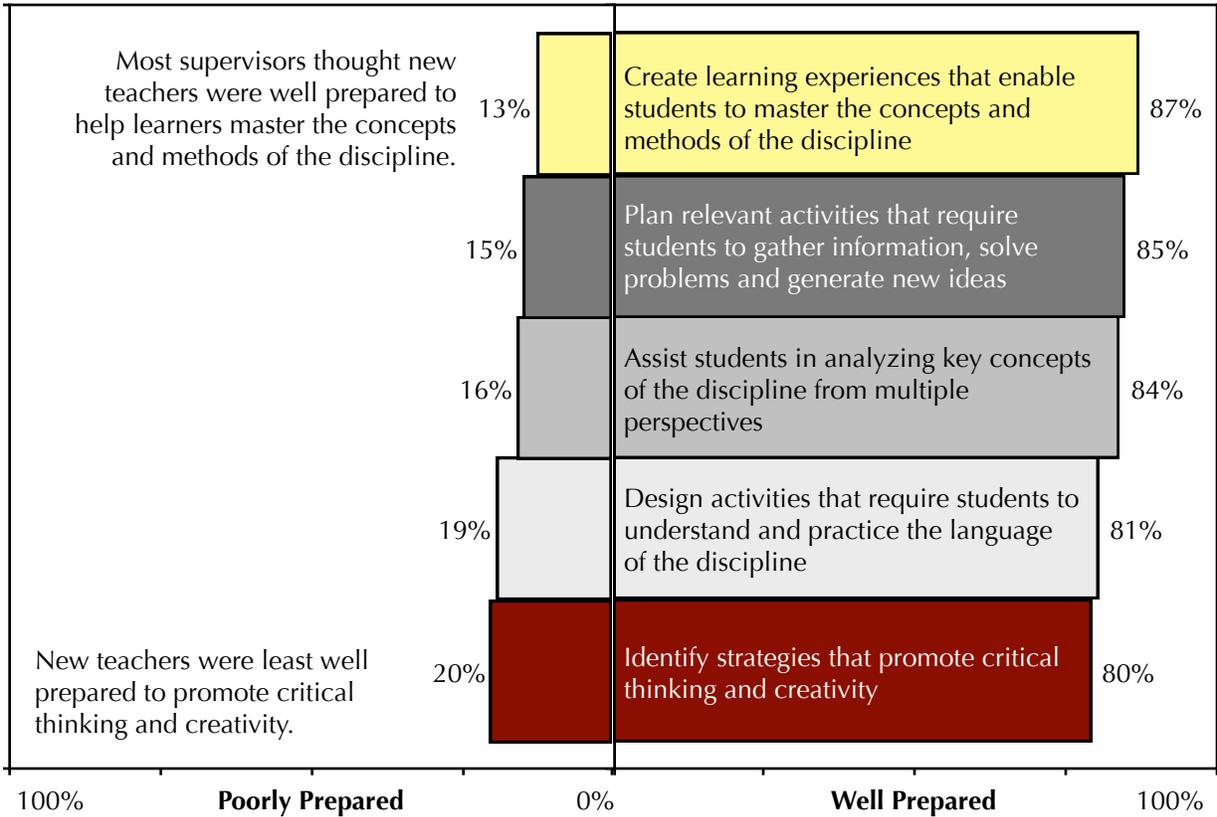
Content Knowledge Scale Means



The overall average for the Content Knowledge scale was the second lowest among all four of the scales measuring the InTASC categories, suggesting that new teachers may not have been as well prepared to perform Content Knowledge expectations as the Learner and Learning or the Professional Responsibility expectations.

### Content Knowledge Standards

Percent of Administrators who thought New Teachers were Well or Poorly Prepared



## Instructional Practice Standards

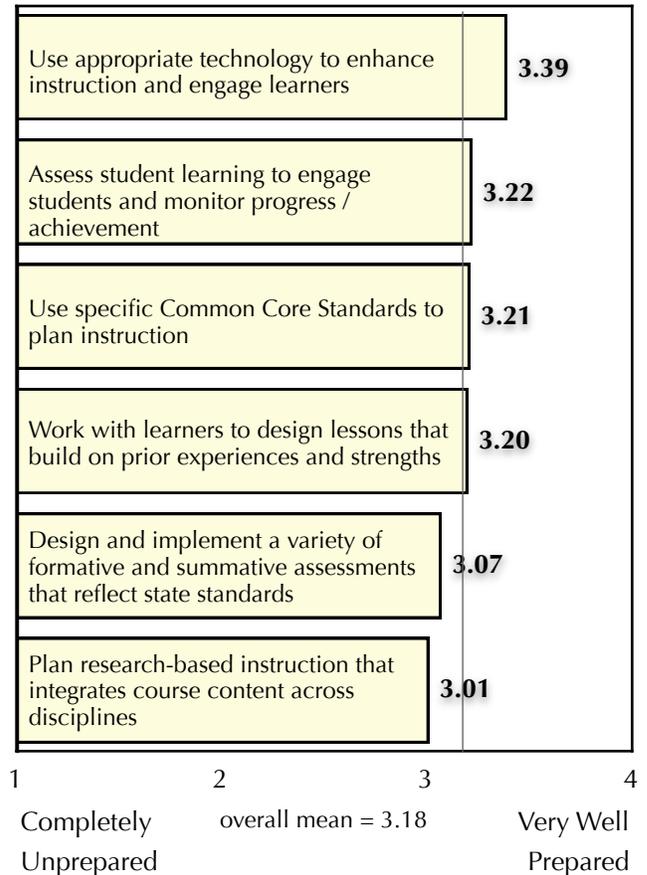
The Standards included in the Instructional Practice category describe the expectations for teachers to integrate assessment, planning, and instructional strategies into their teaching. Six items were developed to measure the Instructional Practice Standards.

Administrators thought, on average, new teachers were best prepared to use technology to enhance instruction and engage learners. Conversely, new teachers were least well prepared to plan research-based instruction that integrates course content across disciplines.

More than 90 percent of administrators thought new teachers were well prepared (rated three or four) to use appropriate technology to enhance instruction and engage learners and to use specific Common Core State Standards to plan instruction.

Among all 22 items across all four scales to measure teacher preparation for the InTASC Standards, the fewest administrators indicated the teacher they were reflecting on was well prepared to plan research-based instruction that integrates course content across disciplines, with more than one in four (23 percent) providing a rating of one or two. Nearly as many (21 percent) indicated new teachers were not well prepared to design and implement a variety of formative and summative assessments that reflect state standards.

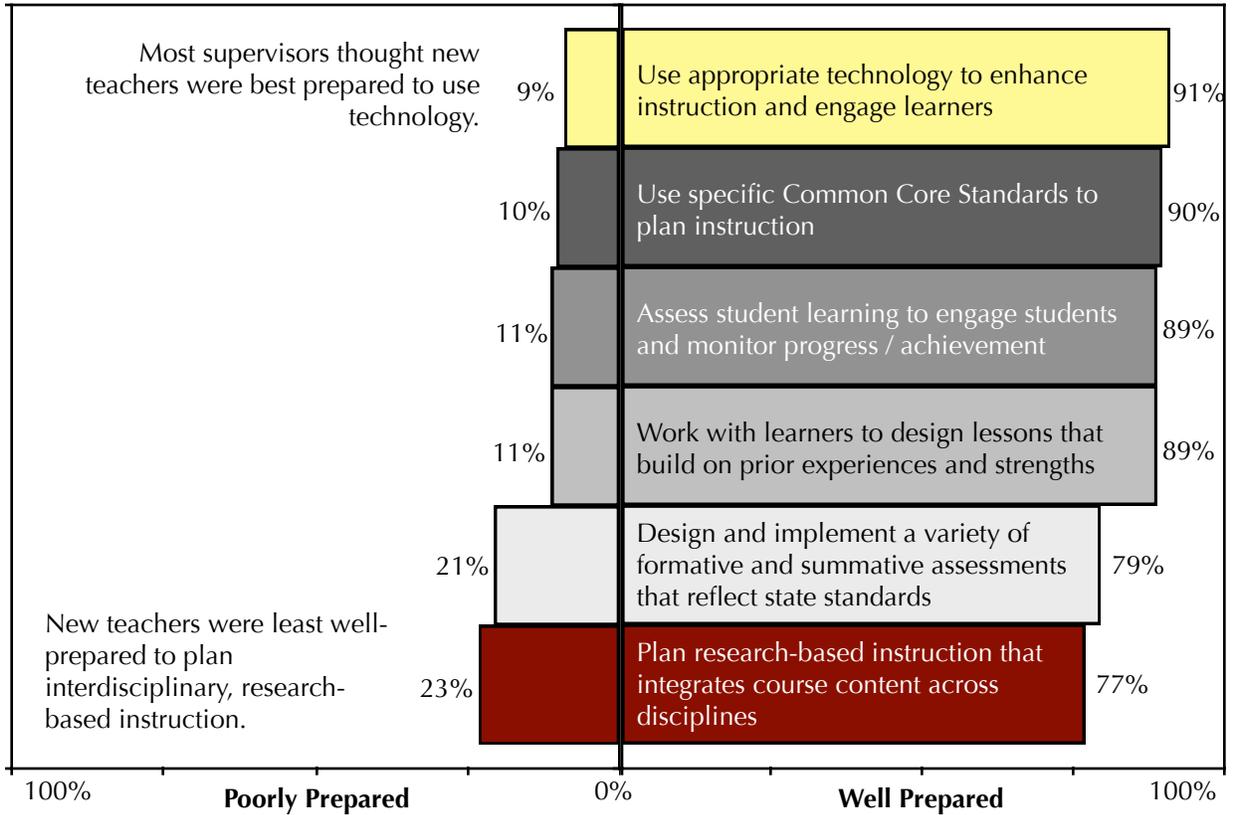
Instructional Practice Scale Means



While almost all administrators thought new teachers were well prepared to perform four of the six expectations of the Instructional Practice Standards, the overall scale mean was lower than the other three scales to measure preparation for the InTASC Standards. Teachers may not have been quite as well prepared for these expectations in relation to those measured by the other categories of Standards.

### Instructional Practice Standards

Percent of Administrators who thought New Teachers were Well or Poorly Prepared



## Professional Responsibility Standards

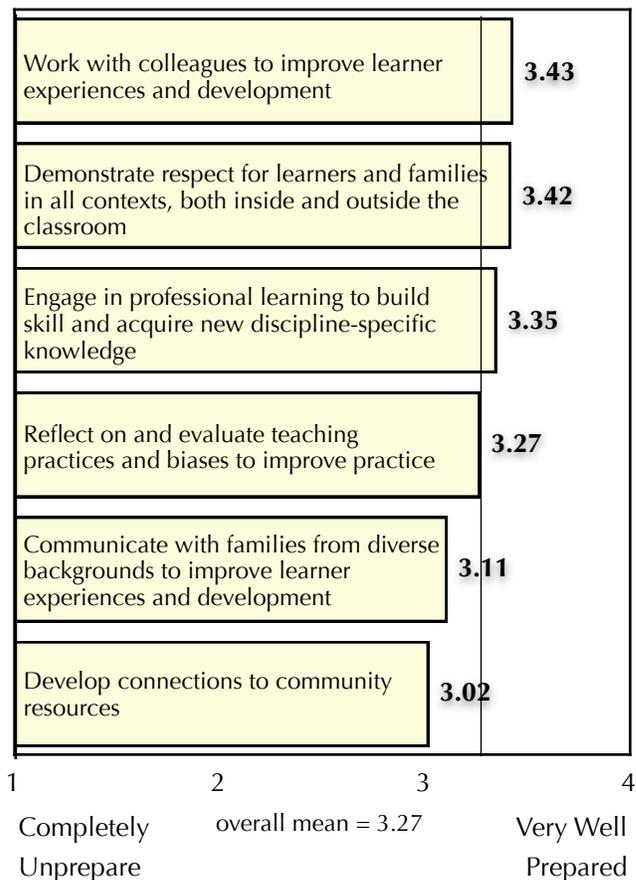
The Professional Responsibility category of Standards describe expectations of teachers for continuous improvement, including collaboration and leadership development. Six items were developed to measure the Professional Responsibility Standards.

Responses from administrators indicated that, on average, new teachers were best prepared to work with colleagues to improve learner experiences and development, the highest-rated item among all 22 measures of preparation for the teaching Standards. On average, administrators rated new teachers the second best prepared, among all 22 items, to demonstrate respect for learners and families in all contexts, both inside and outside the classroom. Nearly all administrators thought the new teacher they were reflecting upon was well prepared (rated three or four) to perform these two expectations of their Professional Responsibility.

A fifth (21 percent) of administrators thought their teacher was not well prepared (rated one or two) to develop connections to community resources, the second-lowest rated item among all 22 measures of teacher preparation for the InTASC Model Core Teaching Standards. Nearly as many (20 percent) thought the teacher was not well prepared to communicate with families from diverse

backgrounds to improve learner experiences and development.

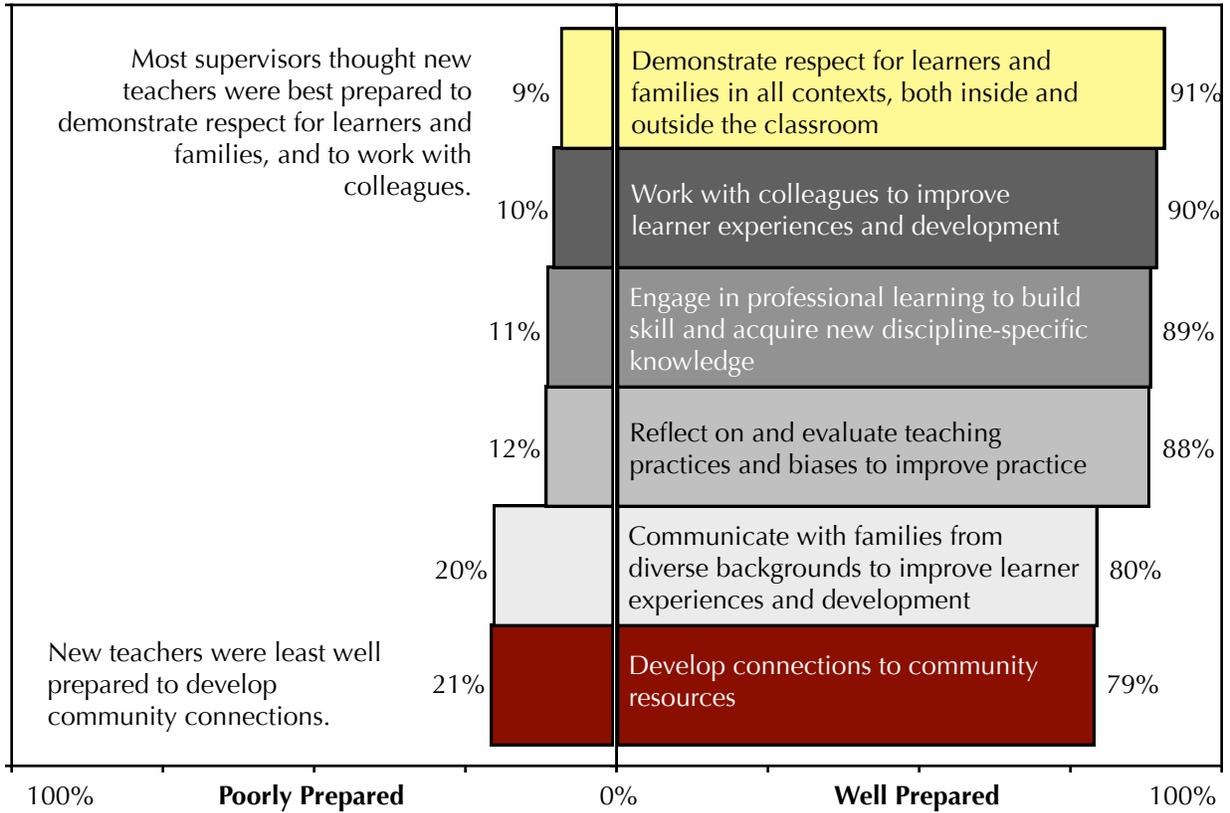
**Professional Responsibility Scale Means**



Overall, administrators thought new teachers were the second most well-prepared for the expectations in the Professional Responsibility category, with the two highest ranked items, and the second lowest ranked item of all 22.

### Professional Responsibility Standards

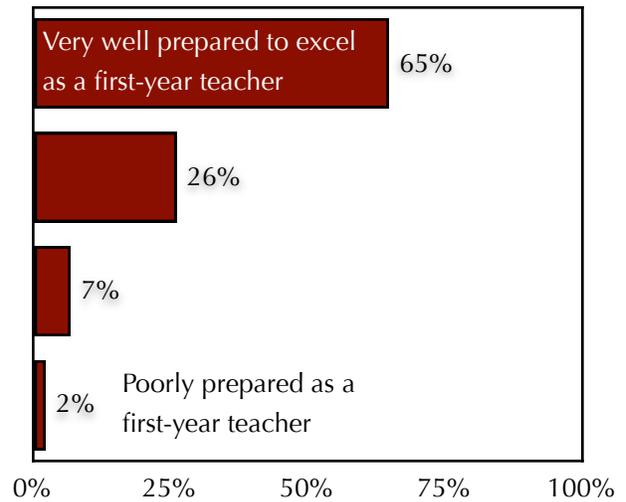
Percent of Administrators who thought New Teachers were Well or Poorly Prepared



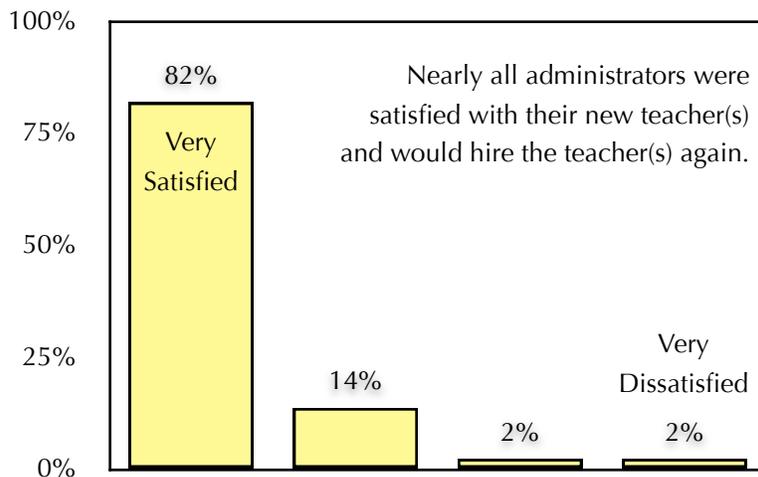
## Overall Teacher Preparation and Satisfaction

Most administrators (90 percent) thought the teacher upon whom they were reflecting was well prepared (rated three or four on a four-point scale) to succeed as a first-year teacher. Similarly, nearly all administrators were satisfied with the new teacher (95 percent), and would hire the teacher again (94 percent).

### Overall New Teacher Preparation



### Administrators' Overall Satisfaction with New Teachers



## Partnerships and Support

Administrators were asked about the type of support their district provides to new teachers and their formal partnerships with postsecondary colleges of education.

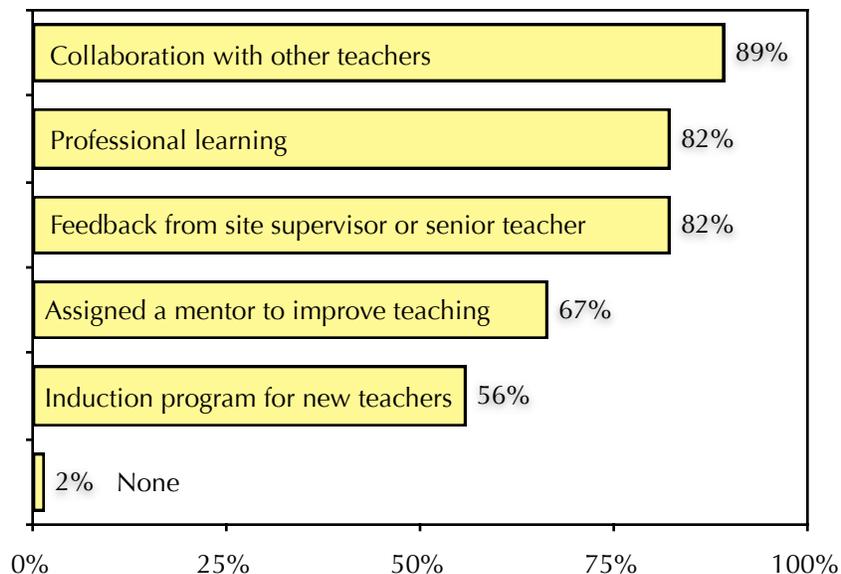
### New Teacher Support

All but one administrator surveyed indicated their district provides some type of support to help new teachers succeed. The vast majority (89 percent) indicated their district supports collaboration between new teachers and other teachers. Two-thirds (67 percent) of administrators indicated their district assigns mentors to new teachers, and over half (56 percent) of districts have an induction program, two types of programs that can make a meaningful difference in new teacher

success and retention. Other types of support for new teachers included regular instructional coaching, professional learning community groups, and weekly professional development sessions for all school staff.

Administrators were asked what kind of assistance they would like from Oregon's educator preparation institutions in ensuring new teachers have adequate support. Administrators offered many suggestions, including specific topics or areas for assistance such as mentoring, classroom assistance, data and assessment, working with diverse populations, practical application of theory, working with other educators and para-educators, Common Core State Standards, families, and coordinating student teacher placements.

**District Support for New Teacher Success**



## PK-12/Postsecondary Partnerships

Twenty-three administrators (40 percent) reported their school was in a formal partnership with one or more of Oregon’s educator preparation institutions. While school/university partnerships may have served more than one purpose, two-thirds (65 percent) of the existing partnerships were for clustering the partner program’s student teachers at the same school site.

Administrators indicated that other purposes for their school’s partnership included receiving practicum students for as many as three years, and that their teachers received additional pay for hosting a student teacher.

Administrators whose schools had not entered into a partnership with any of Oregon’s teacher preparation programs specified that the decision to enter into formal partnerships is not within their purview, or simply that no one had approached them. Other administrators expressed that the additional time and effort was a burden, that they had limited capacity at the school, and that the school’s location deters prospective partners.

A number of administrators, however, cited reasons why partnering with a teacher preparation institution might be beneficial. Several suggested improvements in student teacher placements, including better communication and clearer expectations in advance of placements, more bilingual

Purpose of School/University Partnerships		
	Frequency	Percent
Clustering of student teachers from partner’s program at the school site	15	65%
Partner provides coaching for mentors or classroom supervising teachers	12	52%
Partner provides professional development activities	9	39%

Among administrators whose schools were in partnership with one or more teacher preparation programs, three thought their school was not getting what it needed from the partnership. Two specifically cited a need for more bilingual teachers. Another requested better qualified student teachers, while still another administrator recommended greater skill in research-based practices, a sentiment reflected in administrators’ observations of the Instructional Practice expectations.

student teachers, and simply being able to host more student teachers. Other reasons partnering with teacher preparation institutions might be beneficial for PK-12 schools included maintaining current practice, direct support for teachers, and better coordination regarding hiring expectations.

## Future Preparation

Administrators were asked what they believed Oregon's teacher preparation programs should be preparing for in the future. Many administrators expressed the importance of working with standards, specifically the Common Core State Standards and the Smarter Balanced Assessments. Some cited the need to integrate these Standards into all content areas and for all populations. Others discussed using Standards in planning, understanding and using assessments, and developing rubrics, as well as using data and assessments for instructional feedback and decision making.

There was also a great deal of emphasis on working with diverse populations and the need for culturally responsive instruction. Some expressed a need for culturally responsive instruction, and equitable instruction based on any number of conditions that students experience. In particular, some administrators drew attention to the need to support multilingual students and students with disabilities.

Other areas that Oregon's teacher preparation programs should be preparing for include classroom management, technology, language and literacy, specific teaching techniques, learner engagement, and pre-service training such as student teaching programs. In addition, administrators cited the impact of poverty, working with external programs, and collaboration.

A few administrators raised additional concerns, including testing, both the new testing required of student teachers as well as an incoming generation of teachers who grew up during a high stakes testing environment. Other concerns included special education compliance and concern that postsecondary faculty spend adequate time in PK-12 classrooms. Some of these thoughts may warrant additional exploration.

## Conclusions

Overall, the reflections of administrators suggest that Oregon's teacher preparation institutions are providing new teachers with a solid foundation to support Oregon's learners. Evaluated on a four-point scale, the average score of every item to measure preparation for the InTASC Model Core Teaching Standards fell between three and four. For six of the 22 items, at least 90 percent of administrators thought their new teacher was well prepared. While programs are preparing new teachers well in most areas, there is room for improvement.

In general, new teachers were not quite as well prepared for the Instructional Practice and Content Knowledge areas as they were for the Learner and Learning and Professional Responsibility focus areas. Open-ended comments may explain how to bolster teachers' preparation for these aspects of their jobs. Administrators requested that teachers have more opportunities to apply and make tangible the theories taught in the university

classroom. Other suggestions around student teacher placements imply that stronger relationships and communication with host schools could help clarify expectations and provide more, higher quality pre-service classroom experience for new teachers.

Increasing the emphasis on coordinated practicum experiences will require greater collaboration between Oregon's teacher preparation institutions and its PK-12 schools. With far more PK-12 schools than teacher preparation institutions, it should come as no surprise that a number of respondents have never been asked about their interest in forming a partnership with a college or university. Given that there was one concern about the school's location, it may be useful for leaders at OACTE to identify current PK-12/Postsecondary partnerships throughout the state to ensure that administrators from schools that might be overlooked have an opportunity to discuss how partnering might be mutually beneficial.

More specific concerns raised by administrators concentrate on using assessments and standards, and on the increasing need to support multilingual /

multicultural learners and teachers. Evidence from administrators suggests that Oregon's teacher preparation programs are already supporting teacher development in these areas. Nearly all administrators thought their new teachers were prepared to provide students equitable opportunities to learn, to demonstrate respect for learners and families, and to use the Common Core Standards for lesson planning. Teachers could be better prepared, however, for the challenges of language development, communicating with families, and designing appropriate assessments that are aligned with state standards.

These issues raised by school administrators reflect the way teachers and administrators experience ongoing social, economic, and political changes in Oregon. The standards and priorities will continually evolve. Demographic and economic shifts will continue into the foreseeable future. The observations and opinions shared by school administrators will assist OACTE in ensuring that all new teachers are ready to support all of Oregon's students amidst these challenges.

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# Appendix

## Summary Data Tables

Survey Population and Response Rate						
Institution	Total 2011-12 & 2012-13 Alumni	Percent of all Oregon Alumni	Teachers in Survey Population	Percent of Survey Population	New Teachers Reviewed by Survey Respondents	Percent of Responses
Concordia University - Oregon	302	9.23%	99	7.39%	5	5.32%
Corban University	75	2.29%	21	1.57%	1	1.06%
Eastern Oregon University*	179	5.47%	74	5.53%	8	8.51%
George Fox University	268	8.19%	94	7.02%	3	3.19%
Lewis and Clark College*	208	6.36%	94	7.02%	6	6.38%
Linfield College	58	1.77%	15	1.12%	2	2.13%
Marylhurst University	52	1.59%	16	1.19%	1	1.06%
Multnomah University	37	1.13%	7	0.52%	0	0.00%
Northwest Christian University	46	1.41%	19	1.42%	1	1.06%
Oregon State University*	242	7.39%	111	8.29%	9	9.57%
Pacific University	196	5.99%	87	6.50%	9	9.57%
Portland State University*	415	12.68%	215	16.06%	12	12.77%
Southern Oregon University*	198	6.05%	106	7.92%	7	7.45%
University of Oregon*	223	6.81%	83	6.20%	7	7.45%
University of Phoenix - Oregon	47	1.44%	23	1.72%	3	3.19%
University of Portland	159	4.86%	36	2.69%	3	3.19%
Warner Pacific College	69	2.11%	8	0.60%	0	0.00%
Western Oregon University	341	10.42%	150	11.20%	11	11.70%
Willamette University	158	4.83%	81	6.05%	6	6.38%
<b>Total</b>	<b>3273</b>	<b>100.00%</b>	<b>1339</b>	<b>100.00%</b>	<b>94</b>	<b>100.00%</b>

\* Indicates at least one respondent reviewed more than one alumnus from the institution. The 94 responses were submitted by 58 individual administrators.

<b>Respondents</b>	
District	Frequency
Astoria SD 1	1
Bend-La Pine Administrative SD 1	5
Bethel SD 52	1
Brookings-Harbor SD 17	1
Centennial SD 28J	1
Central SD 13J	2
Corbett SD 39	1
Douglas County SD 4	1
Eagle Point SD 9	4
Eugene SD 4J	5
Greater Albany Public SD 8J	4
Hermiston SD 8	7
Hillsboro SD 1	2
Jefferson County SD 509J	1
McMinnville SD 40	5
Medford SD 549	2
Milton-Freewater Unified SD 7	3
North Clackamas SD 12	7
Oregon Department of Education	2
Oregon Trail SD 46	1
Portland Public SD 1J	3
Redmond SD 2J	1
Salem-Keizer SD 24J	19
Sherwood SD 88J	1
Silver Falls SD 4J	1
South Umpqua SD 19	2
Springfield SD 19	2
Three Rivers SD	1
Tillamook SD 9	1
Umatilla SD 6	1
Vernonia SD 47J	1
Woodburn SD 103	5
Total	94

<b>Employer Position</b>		
Position	Frequency	Percent
Principal	47	80%
Other	6	10%
Assistant Principal	5	8%
Department Chair	1	2%
Total	59	100%

<b>School's Community Character</b>		
Institution	Frequency (Individuals)	Percent
Suburban	20	33%
Town or Rural	30	50%
Urban	10	17%
Total	60	100%

<b>How long have you worked with {TEACHER}?</b>		
	Frequency	Percent
Five months to one year	55	63%
Longer than one year	33	38%
Total	88	100%

<b>Is {TEACHER} assigned to teach in an area that she or he is licensed or endorsed?</b>		
	Frequency	Percent
Yes	85	97%
No	1	1%
Some classes, but not all	1	1%
Don't know	1	1%
Total	88	100%

## InTASC Model Core Teaching Standards

### Learner and Learning Scale Items

New Teacher Preparation for Learner and Learning Standards <b>Incorporate Language Development Strategies to Make Content Accessible to English Language Learners</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.44%
2	15	18.29%
3	33	40.24%
4 - Very Well Prepared	32	39.02%
Total	82	100.00%
Don't Know	6	

New Teacher Preparation for Learner and Learning Standards <b>Maintain Discipline in the Classroom</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	3	3.41%
2	12	13.64%
3	39	44.32%
4 - Very Well Prepared	34	38.64%
Total	88	100.00%

New Teacher Preparation for Learner and Learning Standards <b>Set up a Classroom that Engages and Motivates Learners with Diverse Needs</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.14%
2	12	13.64%
3	30	34.09%
4 - Very Well Prepared	45	51.14%
Total	88	100.00%

New Teacher Preparation for Learner and Learning Standards <b>Provide Students Equitable Opportunities to Learn by Treating them Differently</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.30%
2	7	8.05%
3	36	41.38%
4 - Very Well Prepared	42	48.28%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Learner and Learning Standards <b>Design and Implement Developmentally Appropriate and Challenging Learning Experiences</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.14%
2	8	9.09%
3	36	40.91%
4 - Very Well Prepared	43	48.86%
Total	88	100.00%

### Content Knowledge Scale Items

New Teacher Preparation for Content Knowledge Standards <b>Identify Strategies that Promote Critical Thinking and Creativity</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.27%
2	16	18.18%
3	38	43.18%
4 - Very Well Prepared	32	36.36%
Total	88	100.00%

New Teacher Preparation for Content Knowledge Standards <b>Design Activities that Require Students to Understand and Practice the Language of the Discipline</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.27%
2	15	17.05%
3	36	40.91%
4 - Very Well Prepared	35	39.77%
Total	88	100.00%

New Teacher Preparation for Content Knowledge Standards Assist Students in Analyzing Key Concepts of the Discipline from Multiple Perspectives		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	3	3.41%
2	11	12.50%
3	44	50.00%
4 - Very Well Prepared	30	34.09%
Total	88	100.00%

New Teacher Preparation for Content Knowledge Standards Plan Relevant Activities that Require Students to Gather Information, Solve Problems, and Generate New Ideas		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.15%
2	12	13.79%
3	40	45.98%
4 - Very Well Prepared	34	39.08%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Content Knowledge Standards Create Experiences that Enable Students to Master the Concepts and Methods of the Discipline		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.30%
2	9	10.34%
3	41	47.13%
4 - Very Well Prepared	35	40.23%
Total	87	100.00%
Don't Know	1	

## Instructional Practice Scale Items

New Teacher Preparation for Instructional Practice Standards <b>Plan Research-Based Instruction that Integrates Course Content Across Disciplines</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	3	3.49%
2	17	19.77%
3	42	48.84%
4 - Very Well Prepared	24	27.91%
Total	86	100.00%
Don't Know	2	

New Teacher Preparation for Instructional Practice Standards <b>Design and Implement a Variety of Formative and Summative Assessments that Reflect State Standards</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.30%
2	16	18.39%
3	43	49.43%
4 - Very Well Prepared	26	29.89%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Instructional Practice Standards <b>Work with Learners to Design Lessons that Build on Prior Experiences and Strengths</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.27%
2	8	9.09%
3	48	54.55%
4 - Very Well Prepared	30	34.09%
Total	88	100.00%

New Teacher Preparation for Instructional Practice Standards <b>Assess Student Learning to Engage Students and Monitor Progress / Achievement</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	0	0.00%
2	10	11.36%
3	49	55.68%
4 - Very Well Prepared	29	32.95%
Total	88	100.00%

New Teacher Preparation for Instructional Practice Standards <b>Use Specific Common Core State Standards to Plan Instruction</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.16%
2	8	9.30%
3	49	56.98%
4 - Very Well Prepared	28	32.56%
Total	86	100.00%
Don't Know	2	

New Teacher Preparation for Instructional Practice Standards <b>Use Appropriate Technology to Enhance Instruction and Engage Learners</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.15%
2	7	8.05%
3	36	41.38%
4 - Very Well Prepared	43	49.43%
Total	87	100.00%
Don't Know	1	

### Professional Responsibility Scale Items

New Teacher Preparation for Professional Responsibility Standards <b>Develop Connections to Community Resources</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	3	3.45%
2	15	17.24%
3	46	52.87%
4 - Very Well Prepared	23	26.44%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Professional Responsibility Standards <b>Communicate with Families from Diverse Backgrounds to Improve Learner Experiences and Development</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.19%
2	16	19.05%
3	40	47.62%
4 - Very Well Prepared	27	32.14%
Total	84	100.00%
Don't Know	4	

New Teacher Preparation for Professional Responsibility Standards <b>Reflect on and Evaluate Teaching Practices and Biases to Improve Practice</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.33%
2	8	9.30%
3	41	47.67%
4 - Very Well Prepared	35	40.70%
Total	86	100.00%
Don't Know	2	

New Teacher Preparation for Professional Responsibility Standards <b>Engage in Professional Learning to Build Skill and Acquire New Discipline-Specific Knowledge</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.14%
2	9	10.23%
3	36	40.91%
4 - Very Well Prepared	42	47.73%
Total	88	100.00%

New Teacher Preparation for Professional Responsibility Standards <b>Work with Colleagues to Improve Learner Experiences and Development</b>		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	2	2.30%
2	7	8.05%
3	30	34.48%
4 - Very Well Prepared	48	55.17%
Total	87	100.00%
Don't Know	1	

New Teacher Preparation for Professional Responsibility Standards Demonstrate Respect for Learners and Families in All Contexts, Inside and Outside the Classroom		
All Institutions		
	Frequency	Valid Percent
1 - Completely Unprepared	1	1.14%
2	7	7.95%
3	34	38.64%
4 - Very Well Prepared	46	52.27%
Total	88	100.00%

### Overall Preparation and Satisfaction

Overall, how well prepared was {TEACHER} to perform his or her job effectively?		
All Institutions		
	Frequency	Valid Percent
1 - Poorly prepared as a first-year teacher	2	2.27%
2	6	6.82%
3	23	26.14%
4 - Very well prepared to excel as a first-year teacher	57	64.77%
Total	88	100.00%

How satisfied are you with the overall performance of {TEACHER}?		
All Institutions		
	Frequency	Valid Percent
Very Dissatisfied	2	2.27%
Somewhat Dissatisfied	2	2.27%
Somewhat Satisfied	12	13.64%
Very Satisfied	72	81.82%
Total	88	100.00%

If you had to do it over again would you still hire or recommend hiring {TEACHER}?		
All Institutions		
	Frequency	Valid Percent
No	3	3.41%
Yes	83	94.32%
Unsure	2	2.27%
Total	88	100.00%

## Partnerships with Teacher Preparation Programs

<b>In what ways does your district provide support to beginning teachers to help them succeed?</b>		
	Frequency	Percent
Collaboration with other teachers	51	89%
Professional Learning	47	82%
Feedback from site supervisor or senior teacher	47	82%
Assigned a mentor to improve teaching	38	67%
Induction program for new teachers	32	56%
NA - No support for new teacher success provided	1	2%

<b>What is the purpose of the partnership(s)?</b>		
	Frequency	Percent
Clustering of student teachers from partner's program at the school site	15	65%
Partner provides coaching for mentors or classroom supervising teachers	12	52%
Partner provides professional development activities	9	39%

## **InTASC Model Core Teaching Standards**

*Learner Development:* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Learning Differences:* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*Learning Environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Content Knowledge:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*Application of Content:* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Assessment:* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*Planning for Instruction:* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Instructional Strategies:* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Professional Learning and Ethical Practice:* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Leadership and Collaboration:* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Acronyms

**AACTE:** American Association of Colleges for Teacher Education

**CAEP:** Council for the Accreditation of Educator Preparation

**CCSS:** Common Core State Standards

**CCSSO:** Council of Chief State School Officers

**ELL:** English Language Learner

**ESL:** English as a Second Language

**ESOL:** English Speakers of Other Languages

**InTASC:** Interstate Teacher Assessment and Support Consortium

**OACTE:** Oregon Association of Colleges for Teacher Education

**ODE:** Oregon Department of Education

**TSPC:** Teacher Standards and Practices Commission