

# Ready for the Classroom, Part I

Survey of Beginning Teachers

November 2016



**Oregon Association of Colleges for Teacher Education**  
<http://oacte.org>

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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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*Science on a Sphere - Smithsonian Natural History.*

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## Executive Summary

*Equitable* and *socially just* education is predicated on rigorous, progressive teacher preparation. Beginning teachers can foster social justice in their classrooms if they are proficient in a broad collection of learner-centered teaching-and-learning skills and professional habits to ensure all their students build a rich depth of knowledge and problem-solving abilities across subjects.

Each public and independent postsecondary institution that prepares Oregon teachers is unique in identity. Collaboratively, the leaders of Oregon's teacher preparation programs have asked: how can we assure that teacher preparation programs provide Oregon's youth and their families what they need to succeed?

The expectations of teacher performance—for beginning and veteran teachers alike—are drawn from a body of research that links student outcomes to teacher attributes and practices. In 2011, the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) published the Model Core Teaching Standards. By 2013, within two years of

the Standards' publication, the Oregon Association of Colleges for Teacher Education (OACTE) launched an initiative to integrate the Standards and the principles underlying them into the state's teacher preparation programs.

This study is designed to provide program leaders with actionable data to improve teacher preparation by focusing on specific indicators of effective teaching in each of four domains outlined in the InTASC Model Core Teaching Standards: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. This project is among the first efforts of its kind to apply the InTASC Model Core Teaching Standards to improve teacher preparation holistically for students statewide.

### **Procedures**

To link early teaching experiences to pre-service preparation, leaders of OACTE conducted a survey of first and second year teachers and their supervisors. Survey instruments were pilot tested and baseline data collected from teachers and administrators in spring and summer 2014. The major findings were the basis of

continued instrument and procedural developments.

In spring 2016, teachers were invited to complete the survey if their first regular teaching contract in an Oregon public school began in 2014 or 2015, and if they completed their educator training at one of Oregon's 19 public and independent postsecondary institutions. The survey was administered in three stages: First in conjunction with the Oregon Mentor Program, then by direct mail and e-mail contact, then by telephone.

### **Respondent Characteristics**

In sum, 370 teachers from 99 school districts in all corners of the state completed the OACTE beginning teacher survey. Every postsecondary institution that provides teacher preparation in Oregon was represented in the sample. Two-thirds (65 percent) of teachers in the sample completed their educator preparation in 2014 or 2015. Half (50 percent) of Oregon's 197 school districts were represented among respondents.

Nearly all (91 percent) respondents were full-time classroom teachers, and most (81 percent) were in their first full-time teaching position at the time of the survey. Class sizes for beginning teachers ranged from two students to 60, with an average of 24 students.

While a third (34 percent) of beginning teachers were age 25 or younger, a full quarter (27 percent) were between age 26 and 30 at the time of the survey. Nearly three-quarters (72 percent) of respondents were women. The vast majority (90 percent) of respondents identified as white, while ten percent identified as a teachers of color.

### **Teacher Preparation**

The InTASC Model Core Teaching Standards describe the skills, techniques, habits, and beliefs that effective teachers exhibit in their work. The ten Standards are grouped into four general categories: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. Teachers were asked to reflect on their experiences in their first months on the job and rate how well prepared they were to perform 23 specific teaching practices.

*Learner and Learning Standards* Skilled teachers are able to set the scene and provide the scaffolding for the range of learners and create an authentic learning experience responsive to students' identities, experiences, and communities. Compared to the other five survey items measuring preparation for the Learner and Learning Standards, teachers thought they were, on average, best prepared to provide students with equitable opportunities to learn by treating them differently. Among

all 23 of the InTASC Model Core Teaching Standards, on average, teachers thought they were least well-prepared to build relationships with students outside of class time. The scale developed to measure teacher preparation for the Learner and Learning Standards had an overall combined average that was lower than the other three scales developed to measure each of the categories of Standards.

*Content Knowledge Standards* Teachers must be well-grounded in their disciplines, and able to help learners understand, integrate, apply, and evaluate knowledge and skills. Of the five indicators to measure teachers' preparation for the expectations of the Content Knowledge Standards, they were, on average, best prepared to design student activities that require they work together to solve problems. Teachers did not think they were as well prepared to assist students in analyzing disciplinary concepts from multiple perspectives.

*Instructional Practice Standards* Effective teachers are proficient with and comfortable using a range of techniques that hold students' attention, mark progress, and help them to take responsibility for their own learning. On average, teachers were most well-prepared to use the Common Core Standards in planning instruction, among the six indicators measuring preparation for skills

necessary to fulfill the Instructional Practice Standards. Teachers did not think they were as well prepared to use assessments in helping students to monitor their own progress.

#### *Professional Responsibility Standards*

Habits of critically reflective practice and learning, and skills in intercultural communication and collaboration, enable teachers to navigate their schools and communities adroitly and to enrich their own practice. Of all 23 indicators developed to estimate preparation for the skills necessary to fulfill the expectations of the InTASC Model Core Teaching Standards, beginning teachers thought they were, on average, best prepared to reflect on and evaluate their own teaching—an essential habit in the first years on the job. Teachers did not think they were as well prepared to develop connections to community resources, among the six survey items measuring preparation to perform the expectations set forth by the Professional Responsibility Standards. Together the six indicators of Professional Responsibility exhibited the highest overall combined average among the four scales developed to measure preparation for the teaching Standards.

#### **Early Support**

Prior studies have indicated that employment retention of beginning teachers is associated with the mentoring

and support they receive on the job. Beginning teachers' supervisors observed their classrooms to provide support an average of five times during the academic year, though more than a third (38 percent) of teachers reported three or fewer classroom observations of at least 10 to 15 minutes by a supervisor.

Most beginning teachers were formally assigned a mentor, instructional coach, or other specific individual to support their early development. On average, beginning teachers found that working directly with other teachers was more helpful than other activities, such as an induction program or beginning teacher orientation.

### **Satisfaction and Retention**

Most beginning teachers were satisfied with their educator preparation program on all measures. Beginning teachers, overall, thought they had been well prepared, and nearly all of them planned to continue in the teaching profession. Similarly, more than three-quarters (72 percent) of teachers participating in the Oregon Mentor Program thought their teacher education program prepared them "quite well" or "very well" for the classroom.

The vast majority of beginning teachers intended to continue in their jobs long term. A substantial share (72 percent)

planned to continue teaching as long as they are able, while an additional 10 percent anticipated they would continue teaching until they are promoted into administration or another position in education.

### **Conclusions**

The results suggest that most beginning teachers in Oregon who responded to the survey believe they entered their classrooms with a foundation to develop many essential skills and habits to support all students. Overall, most teachers were satisfied with their pre-service preparation program, and satisfied enough with their career choice to continue in the profession indefinitely.

Themes of equity arose through several dimensions. Teachers who bear the burden of ensuring their classrooms embody social justice must learn to work across racial identities so that teachers' own experiences and backgrounds enable them to support the success of all learners. Skill building in this domain will be increasingly important for beginning teachers as Oregon's population continues to diversify.

Oregon's teachers must begin their professions ready to forge a classroom undergirded by social justice and expectations of excellence for all participants.

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*Equitable* and *socially just* education is predicated on rigorous, progressive teacher preparation. The racial tensions that have blistered so many U.S. communities in recent years are the manifestation of generational inequality in classrooms, workplaces, neighborhoods, and public spaces. Teachers play an urgent role in dismantling institutionalized habits that have sustained unjust conditions that may confront families of all racial and cultural backgrounds. Beginning teachers can be successful in this capacity if they enter the

workforce proficient in a broad collection of learner-centered teaching-and-learning skills and professional habits that will ensure all their students build a rich depth of knowledge and problem-solving abilities across subjects.

Are Oregon teachers ready for this job?

The purpose of this study is to guide teacher preparation programs in assuring that all students receive an education that propels them to succeed throughout their lives.

## Purpose

Each public and independent postsecondary institution that prepares Oregon teachers is unique in identity and independent of one another. The programs and their institutions, however, do not operate in a vacuum. Together, Oregon's teacher preparation programs must confer new teachers with skills both to practice social justice behaviors and to cultivate an environment of social justice for all learners regardless of where they live or the experiences they bring with them into the classroom.

Collaboratively, the leaders of Oregon's teacher preparation programs have asked: how can we assure that teacher

preparation programs provide Oregon's youth and their families what they need to succeed? More specifically, when new teachers begin their jobs, how grounded are they in the knowledge, skills, habits, and attitudes that will enable them to lead a classroom of learners who have experienced a wide range of personal and social challenges and opportunities, and to support a culture of achievement and social justice in their schools?

This study is one component of several to evaluate teacher preparation in Oregon. Individually, new teachers are evaluated in obtaining their licenses through the new edTPA assessment process, and on the job

by their administrators who evaluate their work performance annually. The surveys that are the foundation of this study request hindsight wisdom from new teachers and their supervisors or mentors by asking how well new teachers start boldly and gain traction when they become responsible for their own classrooms.

### Prior Knowledge

The expectations of teacher performance—for beginning and veteran teachers alike—are drawn from a body of research that links student outcomes to teacher knowledge, attitudes, and practices.

Research indicates that effective teachers:

- support a range of students who have different learning styles and hail from a wide variety of backgrounds;
- impart all learners with scholarly knowledge, skills, and practice in critical analysis overall and within specific disciplinary fields of study;
- foster active learning and measurable progress based on clear expectations so that all learners have the same opportunities to achieve rigorous learning objectives; and
- practice leadership habits such as critical reflection and collaboration to expand these skills and create long-term impact individually among students and throughout the school.

In short, effective teachers demonstrate skills, attitudes, and habits that enable their students to close the achievement gap between white students and students of color, between students from low-income families and students from financially privileged families, and among students who experience a host of social conditions that often prevent them from reaching their full potential.

In 2011, the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) published the Model Core Teaching Standards. Synthesizing the findings of a number of studies, the Standards describe performances, essential knowledge, and critical dispositions that effective teachers exhibit in four general domains: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. Subsequently, the InTASC Model Core Teaching Standards have been embedded into Oregon teacher evaluation requirements, and minimum criteria for approval of postsecondary teacher preparation programs in Oregon. The ten Standards within the four domains are multi-faceted and complex, reflecting their creative and unique manifestation by teachers who, themselves, have diverse perspectives and practices in a range of organizational and community contexts.

By 2013, within two years of the Standards' publication, the Oregon Association of Colleges for Teacher Education (OACTE) launched an initiative to incorporate the Standards and the social justice principles underlying them into the state's teacher preparation programs. Education leaders committed to developing a common set of metrics and a statewide process that would provide both a wide view and enable them to drill down and steward progress toward the goals at their own institution.

This study is designed to provide program leaders with actionable data to improve teacher preparation by focusing on specific indicators of effectiveness in each of the four domains. Results will generate information for education leaders to guide

curricular, procedural, and other changes specific to their programs. As each program evolves through these continuous improvement processes, new teachers will become ever more deft in assisting learners to excel in diverse classrooms throughout the state.

This project is among the first efforts of its kind to apply the InTASC Model Core Teaching Standards to improve teacher preparation holistically for students statewide. The project is of national significance, and results of the survey of beginning teachers will contribute to the greater body of knowledge about preparing new teachers with the skills necessary to ensure all their students succeed.

## Procedures

This study is to determine the extent to which beginning teachers in Oregon entered the workforce prepared to fulfill the expectations set forth in the InTASC Model Core Teaching Standards, as a result of their pre-service teacher preparation experience. Data for this study are drawn from a survey of beginning teachers and from the mentors or supervisors of

beginning teachers. This report discusses the results of the beginning teacher survey.

### Study Development

To link early teaching experiences to pre-service preparation, leaders of OACTE conducted a survey of first and second year teachers and their supervisors. The surveys for each population were designed

in parallel, asking teachers how well-prepared they felt for specific job activities. In turn, mentors and supervisors were asked to assess how well-prepared they thought teachers were for the same activities, based on their interactions with specific teachers. The findings of the supervisor survey are discussed in a separate report.

Survey instruments were pilot tested and baseline data collected from teachers and administrators in spring and summer 2014. Findings indicated that by most measures, both teachers and their supervisors thought that new teachers were prepared for their first teaching jobs. Teachers' and supervisors' opinions diverged on which measures they believed they were best or less well-prepared. Survey participants were not paired for the analysis, and the response rate was low, especially among supervisors.

The major findings from the 2014 survey were the basis of instrument and procedural developments. The original four-point scale to measure preparation for specific teaching skills and habits was expanded to an eight-point scale for greater precision and to create a more normally distributed metric. A partnership was entered into with the Oregon Mentor Program to improve the teacher response rate. In the meantime, the accuracy and completeness of teacher contact

information improved substantially due to infrastructure and staff developments at the Teacher Standards and Practices Commission (TSPC).

### **Data Collection and Sample**

The present teacher survey was administered in three stages. First, in spring 2016, when the Oregon Mentor Program distributed its annual program evaluation survey to beginning teachers the survey concluded with a link to continue to the OACTE survey of beginning teachers. This phase of data collection was administered anonymously. Next, a postcard with a QR (quick response) code and URL (universal resource locator) to the survey was distributed to beginning teachers who were not enrolled in the Oregon Mentor Program, followed by an e-mail with a personalized hot link to the survey. Finally, beginning teachers who had not completed the survey online were contacted by telephone to complete the survey. Statistical testing indicated that responses differed according to the method teachers used to complete the survey.

As a thank you, teachers who completed the survey were offered a \$5.00 e-gift card to Powell's Books Online. When data collection from all sources concluded, one

teacher was selected at random to receive an additional \$50.00 e-gift card.

Teachers were invited to complete the survey if their first regular teaching contract in an Oregon public school began in 2014 or 2015, and if they completed their educator training at one of Oregon's 19 public and independent postsecondary institutions. A number of first and second year teachers completed their education prior to 2014 and may have been working as substitutes or in other education positions. Many beginning teachers completed their licensure education in the 2000s or 1990s or even earlier, including one in 1966. Teachers who completed their educator preparation prior 2012 did not receive a personalized survey invitation because the InTASC Model Core Teaching Standards were published in 2011; integration of the Standards into the curriculum began shortly thereafter.

Teachers who did not receive an invitation to complete the survey may have accessed the survey through their own initiative. Responses from teachers who completed their educator preparation prior to 2012 were retained in the analysis. While curriculum and faculty changes in teacher preparation programs since 2011 might result in teachers whose experiences were different than the experiences of more recent graduates, feedback was accepted from all teachers who took the steps required and time to complete the survey. The research upon which the Standards are based has been unfolding for many years and some individual faculty or program leaders may have begun to integrate their principles into the curriculum in advance of their publication by InTASC. Additionally, even recent changes may not yet be well implanted and diffused into in curriculum and instructional practice.

## Respondent Characteristics

In sum, 370 teachers from 99 school districts in all corners of the state completed the OACTE beginning teacher survey. Though all respondents were in their first two years on the job, they

encompassed a swath of degree types and licenses, student levels, class sizes, and personal background characteristics.

Oregon Teachers who Completed Licensure Requirements in 2013-14 or 2014-15				
	Completed Teacher Licensure		Employed as Teachers in Oregon	
	number	percent	number	percent
Concordia University	315	11.53%	170	9.92%
Corban University	72	2.63%	33	1.93%
Eastern Oregon University	175	6.40%	107	6.25%
George Fox University	189	6.92%	130	7.59%
Lewis & Clark College	146	5.34%	111	6.48%
Linfield College	55	2.01%	29	1.69%
Marylhurst University	30	1.10%	11	0.64%
Multnomah University	25	0.91%	8	0.47%
Northwest Christian University	35	1.28%	20	1.17%
Oregon State University	247	9.04%	163	9.52%
Pacific University	124	4.54%	83	4.85%
Portland State University	350	12.81%	245	14.30%
Southern Oregon University	182	6.66%	139	8.11%
University of Oregon	275	10.06%	162	9.46%
University of Phoenix	17	0.62%	8	0.47%
University of Portland	185	6.77%	71	4.14%
Warner Pacific College	30	1.10%	11	0.64%
Western Oregon University	233	8.53%	170	9.92%
Willamette University	48	1.76%	42	2.45%
<b>Total</b>	<b>2,733</b>	<b>100.00%</b>	<b>1,713</b>	<b>100.00%</b>

### Licensure Preparation

Of the 370 survey respondents, every postsecondary institution that provides teacher education in Oregon was represented in the sample. Teachers who completed their licensure education at University of Oregon and at Western Oregon University made up the greatest share of respondents, together comprising almost a quarter (24 percent) of the sample.

Two-thirds (65 percent) of teachers in the sample completed their educator preparation in 2014 or 2015. A handful

completed their educator preparation prior to 2012 (five percent), while a few (one percent) respondents had not yet completed their preparation program.

Graduation Year		
	number	percent
prior to 2012	20	5.41%
2012	33	8.92%
2013	73	19.73%
2014	114	30.81%
2015	126	34.05%
2016 or in progress	4	1.08%
<b>Total</b>	<b>370</b>	<b>100.00%</b>

Reflecting the public and independent nonprofit teacher preparation programs available in Oregon, more than two-thirds

Survey Response by Institution		
	number	percent
Concordia University - Oregon	30	8.11%
Corban University	9	2.43%
Eastern Oregon University	29	7.84%
George Fox University	36	9.73%
Lewis and Clark College	17	4.59%
Linfield College	8	2.16%
Marylhurst University	2	0.54%
Multnomah University	1	0.27%
Northwest Christian University	6	1.62%
Oregon State University	39	10.54%
Pacific University	18	4.86%
Portland State University	37	10.00%
Southern Oregon University	20	5.41%
University of Oregon	44	11.89%
University of Phoenix- Oregon	3	0.81%
University of Portland	13	3.51%
Warner Pacific College	4	1.08%
Western Oregon University	45	12.16%
Willamette University	9	2.43%
<b>Total</b>	<b>370</b>	<b>100.00%</b>

(70 percent) of respondents earned a graduate level degree in completing their initial teacher licensure requirements. Most of the remaining third (29 percent) completed an undergraduate degree. Other degrees included an added endorsement, adult licensure, and an emergency license.

### Teaching Position

Half (50 percent) of Oregon’s 197 school districts were represented among respondents from Amity to Yamhill-Carlton, stretching through Ontario and Rogue River in between. Teachers from North Clackamas turned out in the greatest

numbers, followed by Greater Albany, Salem-Keizer, and Reynolds. Together, teachers from these districts accounted for nearly a fifth (19 percent) of the sample. Eighty-two respondents—nearly a quarter (22 percent) of the sample—from 22 school districts indicated they worked for a district that participated in the Oregon Mentor Program.

Nearly all (91 percent) respondents were full-time classroom teachers. Half (53 percent) of teachers taught elementary, while a quarter of respondents led middle level (24 percent) or high school (26 percent) classrooms at the time of the survey. Twelve teachers indicated they were teaching at a grade level that their license did not authorize.

A substantial share (81 percent) of respondents were in their first full-time teaching position at the time of the survey. Half (49 percent) of the respondents had been employed as a contracted teacher for between five months and one year, while just one percent had been employed for less than five months.

Class sizes for beginning teachers ranged from two students to 60, with an average of 24 students.<sup>1</sup> Most teachers (66 percent) led a self-contained classroom, indicative of the ratio of teachers in early

<sup>1</sup> Three outliers were removed from this computation.

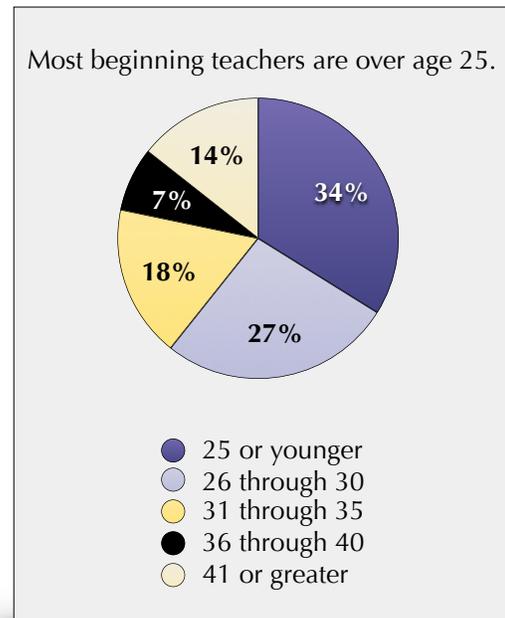
childhood and elementary classes (60 percent). Nearly all (90 percent) of respondents had been assigned to teach in the area of their endorsement(s), though a few (five percent) were assigned some classes outside of their endorsement and still others (five percent) did not teach any in an area their license endorsed.

### Demographics

A third (34 percent) of beginning teachers were age 25 or younger, and a full quarter (27 percent) were between age 26 and 30 at the time of the survey. Well more than a third (39 percent) of respondents were over age 30.

More than three-quarters (72 percent) of respondents were women, reflective of the total pool of beginning teachers who completed their education at an OACTE program in 2013-14 or 2014-15. The vast

majority (90 percent) of respondents identified as white. Ten percent identified as a person of color or multiracial, slightly less than the 12 percent of all beginning teachers from Oregon institutions who identified as a person of color.



## New Teacher Preparation

The InTASC Model Core Teaching Standards describe the skills, techniques, habits, and beliefs that effective teachers exhibit when their work raises the achievement of all their students. While general constructs of effective teaching can be defined and categorized, there is no

single right way to teach. Thus, the ten teaching Standards are complex, and there are numerous indicators that a teacher may perform any given standard well. The ten Standards are grouped into four general categories: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*,

and *Professional Responsibility*. To estimate the extent that beginning teachers in Oregon thought they began their first teaching positions prepared with the skills and habits to support all learners in accordance with each of the Standards, the Survey Advisory Team identified five to six indicators of effective teaching practice for each of the four categories. Each Standard is measured by at least one indicator; most are measured by two or more. To the extent possible, each indicator is constructed using descriptive, concrete words instead of professional jargon or abstract terms, though not all

and rate how well prepared they were to perform 23 specific teaching practices. Using an eight-point scale, a rating of one indicated a teacher had absolutely no preparation, while an eight indicated a teacher believed she or he began a career with expert level skill. No 'not applicable' option was provided. The InTASC Model Core Teaching Standards apply to all teachers, regardless of whether or not all of the expectations were well-embedded into the pre-service preparation curriculum. Because new curriculum takes time to develop and to infuse through many layers of academic degree

*"I don't care how cliché it sounds, teachers are helping our young people become the next generation of leaders and global citizens."*

indicators adhere strictly to this guideline. The phrasing of the survey items will evolve with future administration of the survey for improved accuracy, utility in program development, and in response to new knowledge about teaching and learning.

Teachers were asked to reflect on their experiences in their first months on the job

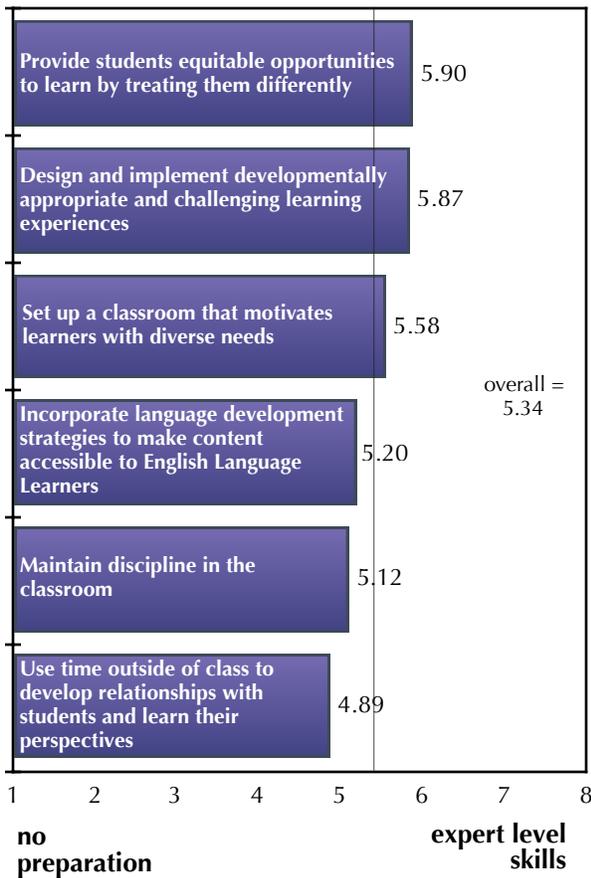
programs, not all beginning teachers who responded to the survey may have had the same pre-service exposure to the same depth or range of skills required to fulfill the principals behind each of the Standards. This lag period is one important reason why this study is a crucial tool for continuous program development.

## Learner and Learning Standards

Learners' academic performance and achievement is influenced by a number of interrelated individual, family, and social attributes. Skilled teachers are able to set the scene and provide the scaffolding for the range of learners to create an authentic learning experience that is responsive to students' identities, experiences, and communities.

Among the six survey items measuring preparation for the Learner and Learning Standards, teachers thought they were, on average, best prepared to provide students with equitable opportunities to learn by treating them differently.

Learner and Learning Scale Means



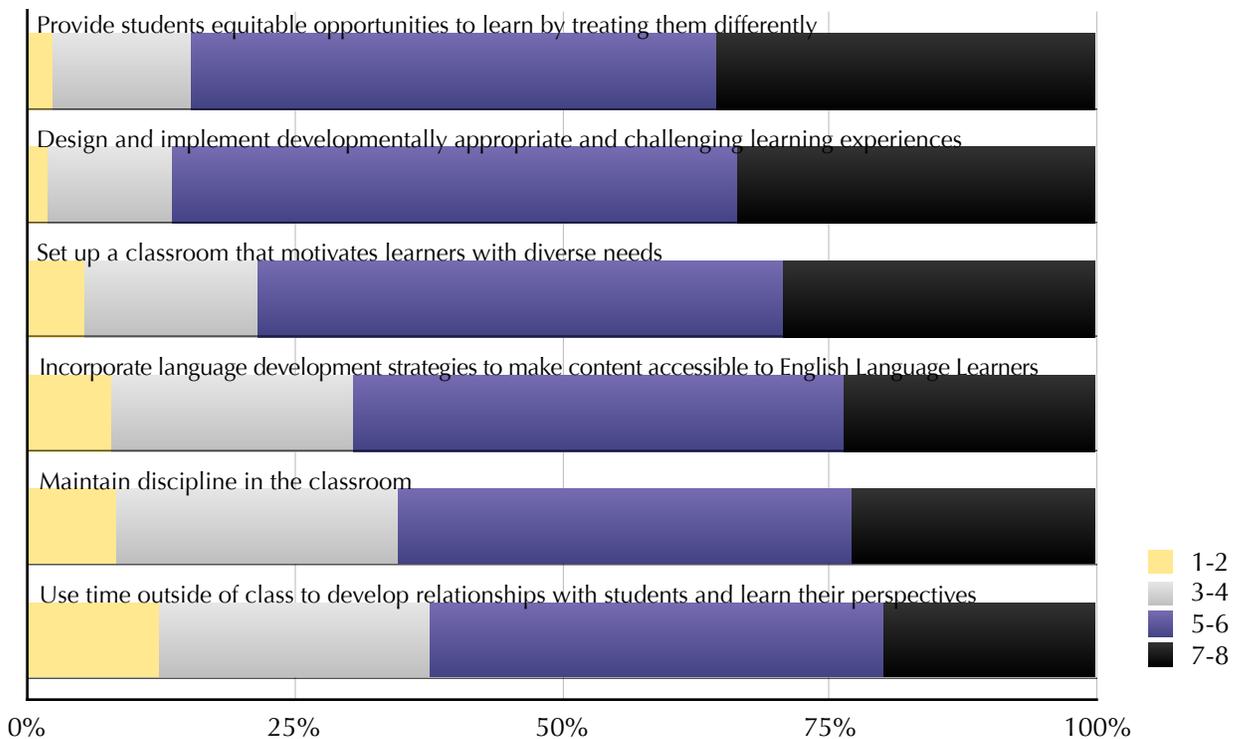
*"I wish I had been prepared for students that have uninvolved parents. I was unprepared for teaching kids whose parents are in jail or are involved in gangs or are otherwise unwilling or unable to be involved with their children's education. . . . I know these children need the support more than anyone else."*

Relative to all 23 indicators of effective teaching to measure preparation for the InTASC Model Core Teaching Standards, on average, teachers thought they were least well-prepared to build relationships with students outside of class time. Including this item in the survey instrument was not without pause, though feedback provided by school administrators suggested that this 'something more' was a key to teacher success in the classroom.

The scale developed to measure teacher preparation for the Learner and Learning Standards had an overall combined average that was lower than the other three scales developed to measure each of the categories of Standards.

*"I felt fairly prepared to work with middle-class students, but I currently work with language learners who live in poverty. My program did not prepare me well for diverse populations."*

**Learner and Learning Response by Level of Preparation**



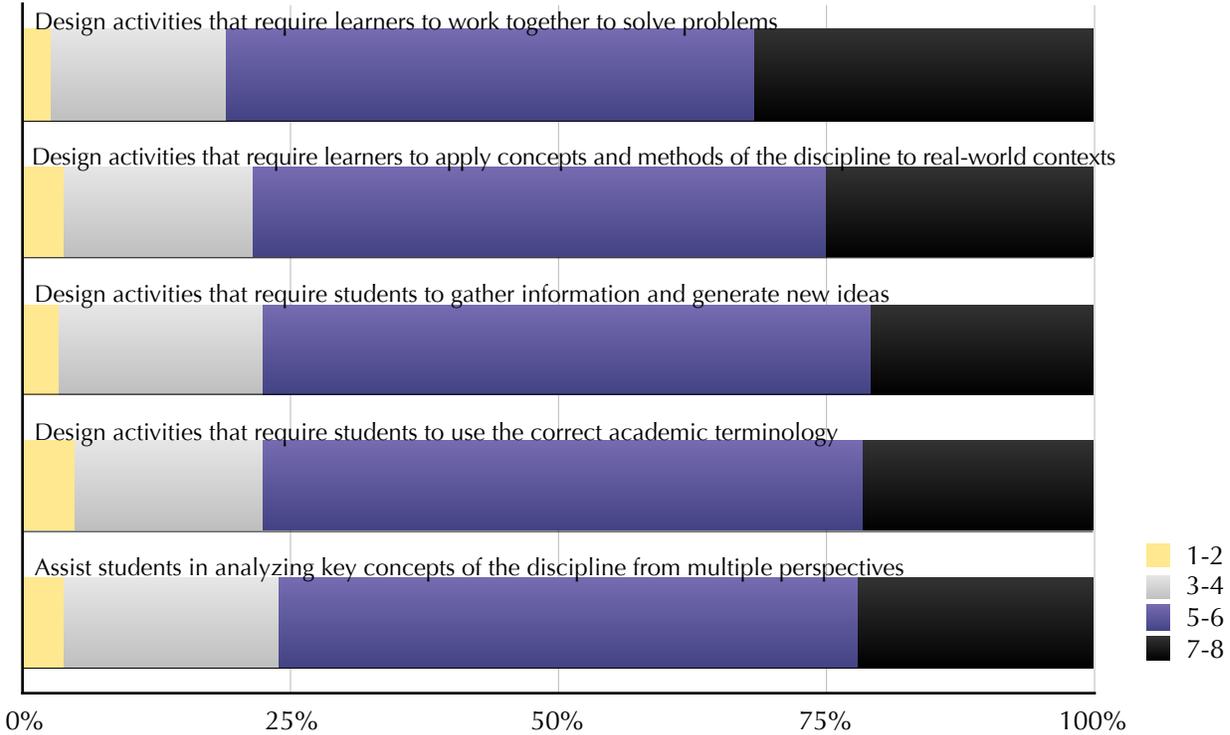
On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on learners and learning?

*"It would have been nice to have had some fore-knowledge of how other teachers handle setting up those first few weeks of school to set a tone for respect and high expectations, and how to best handle students who refuse to work or give you attitude when asked to do something."*



*"The most important part of my program was learning that young students CAN think critically when supported appropriately."*

**Content Knowledge Response by Level of Preparation**



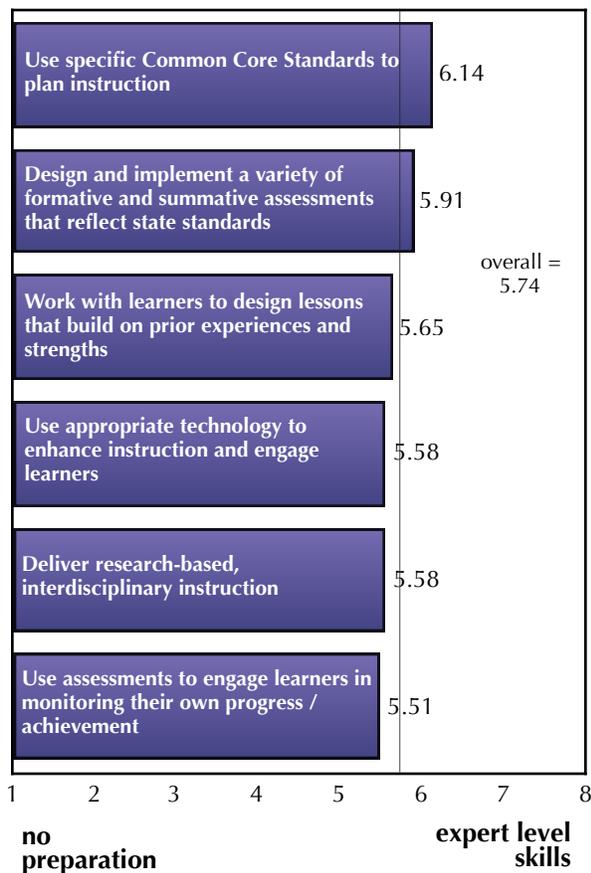
On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on content knowledge?

## Instructional Practice Standards

In addition to disciplinary content, pedagogy is its own science. Effective teachers are proficient with, and comfortable using, a range of techniques that hold students' attention, mark progress, and help them to take responsibility for their own learning.

*"I had no idea how many extra hours a week it would take to properly plan lessons and activities and to assess student work."*

**Instructional Practice Scale Means**

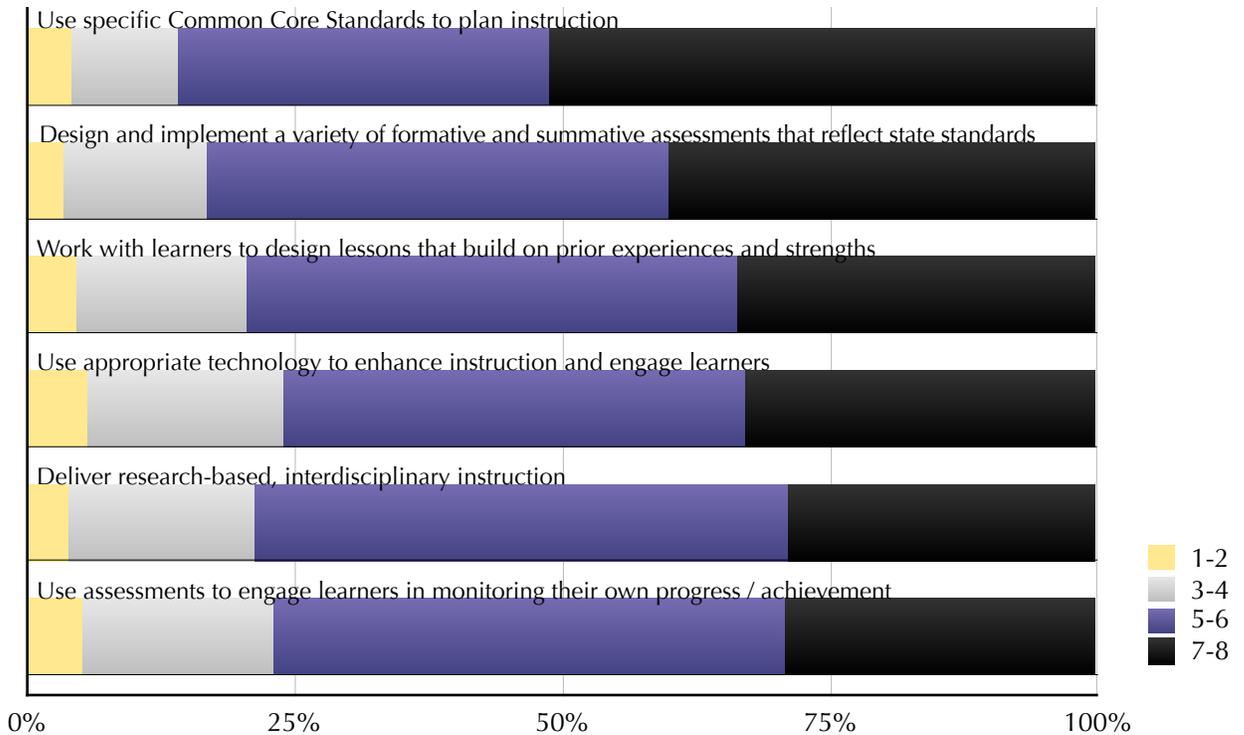


On average, teachers were most well-prepared to use the Common Core Standards in planning instruction, among the six indicators measuring preparation for skills necessary to fulfill the Instructional Practice Standards.

On the other hand, teachers thought they were not as well prepared to use assessments in helping students to monitor their own progress.

*"On the whole, my program focused on curriculum development and state standards. This is a small part of what I do on a daily basis, as my instruction is rooted in the daily experiences of my students. . . . I think my program has very positive intentions, but I largely struggled with building skills . . ."*

### Instructional Practice Response by Level of Preparation



On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on instructional practice?

*“Modern-day lesson planning almost always involves a specific curriculum. This means that you must take the core planning material and make it your own. . . I would have benefited more by planning and teaching numerous 5-10 minute lessons, rather than planning and teaching a couple 30-50 minute lessons.”*

*“I had an inspiring and enlightening content pedagogy teacher. Great assessment instruction. I also got exposure to many different ways to incorporate technology into the classroom.”*

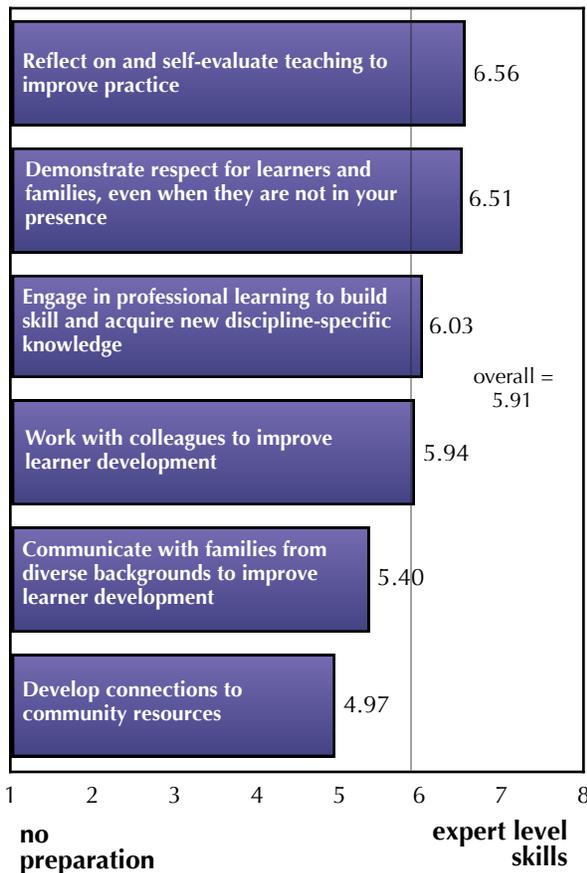
## Professional Responsibility Standards

Teaching and learning is also influenced by interpersonal working relationships, organizational dynamics, and teachers' relationship to their craft. Habits of critically reflective practice and learning, and skills in intercultural communication and collaboration enable teachers to navigate their schools and communities adroitly and to enrich their own practice.

the expectations of the InTASC Model Core Teaching Standards, beginning teachers thought they were best prepared to reflect on and evaluate their own teaching, an essential habit in the first years on the job.

*"I wish I had learned more about the dynamics of the impact of the families of the children and how that affects the classroom."*

Professional Responsibility Scale Means



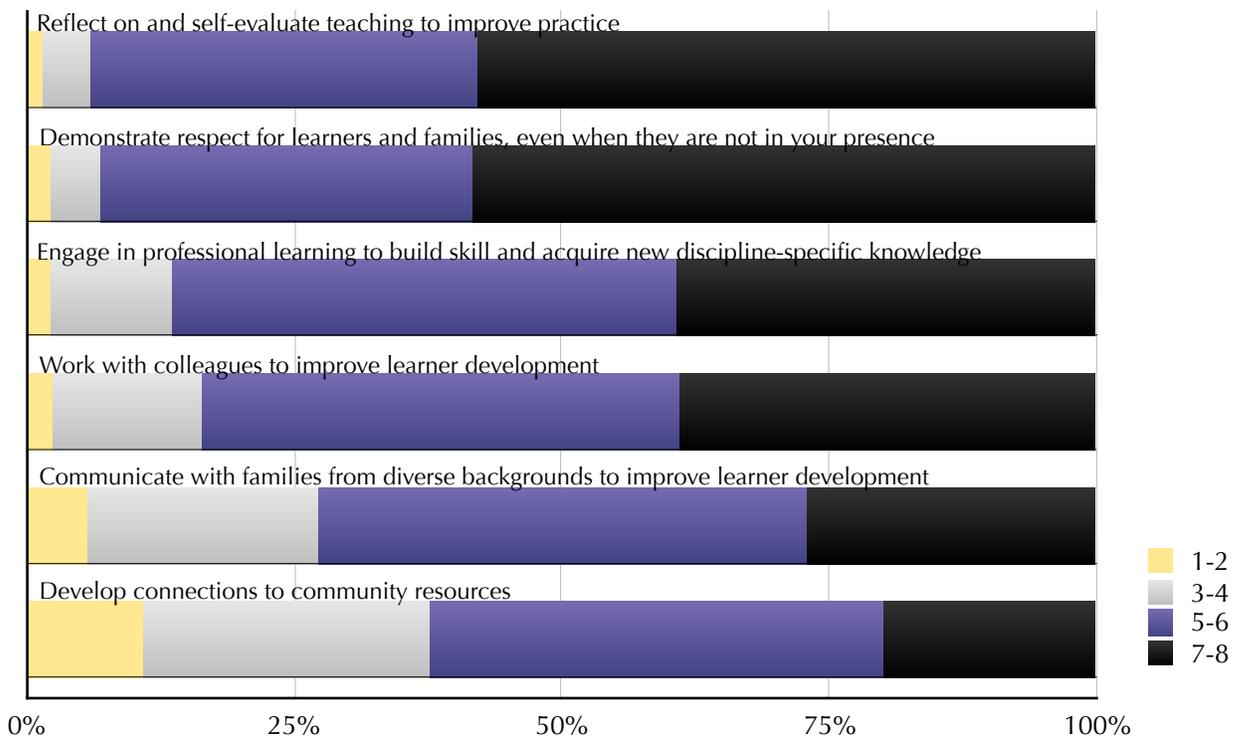
Of all 23 indicators of teachers' preparation for the skills necessary to fulfill

Conversely, teachers, on average, did not think they were as well prepared to develop connections to community resources—among the six indicators measuring preparation to perform the expectations set forth by the Professional Responsibility Standards.

Together the six indicators of Professional Responsibility exhibited the highest overall average, compared to the other scales developed to measure preparation for each of the four categories of teaching Standards. The Professional Responsibility scale also exhibited the greatest internal variation across all indicators, with a full point-and-a-half difference between the lowest and highest rated items, representing a 20 percent difference on an eight-point scale.

*"I wish I'd learned more about how to build relationships with other teachers as well as the community at large. I wish folks would have taught me how to build a case for the positive changes I'm trying to introduce within my district."*

**Professional Responsibility Response by Level of Preparation**



On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on professional responsibility?

*"I wish I learned more about the actual school system. Who pays for what? How do you get resources for your classroom? How do you advocate for your students? How do you organize a field trip? Or fund raiser? Who has the most power? Who has the least power?"*



Administrators of the Oregon Mentor Program shared results from the 2016 evaluation survey to complement OACTE's independent survey of beginning teachers. A number of the questions on the OMP survey overlap with similar questions asked by OACTE. A few of the questions on the OMP survey are more specific than those asked by OACTE, which has been calibrated to gauge pre-service preparation for a broader range of practices, knowledge, and dispositions without creating an onerous survey instrument.

In total, 868 beginning teachers from OACTE institutions answered the questions about their teacher preparation program on the OMP evaluation survey. The OMP evaluation survey is a requirement for all program participants. The survey is administered directly by site coordinators who monitor teacher response rates and can coordinate set-aside time for teachers to complete the survey. Similar to those who responded to the OACTE beginning teacher survey, many OMP teachers completed their teacher education several

years ago, including one as far back as 1989. Others had not yet completed their educator preparation program at the time of the survey in spring 2016.

Teachers were asked to rate how well their educator preparation program prepared them for specific knowledge or skills they would need on the job. Items were scored on a four-point descriptive scale between 'not at all' and 'very well.'

On average, OMP teachers thought their educator preparation program prepared them 'quite well' to develop lesson and long-term plans, to develop a range of teaching strategies, to create an equitable classroom, and with knowledge of formative assessments.

In contrast, OMP teachers thought their educator preparation program prepared them 'somewhat' to teach talented and gifted students, to deal with job-related stress, and to prepare for meetings and conferences.

## Early Support

Prior studies have indicated that beginning teachers' retention in the profession is associated with the mentoring and support

they receive on the job. To estimate the quantity and quality of support beginning teachers received in their first two years,

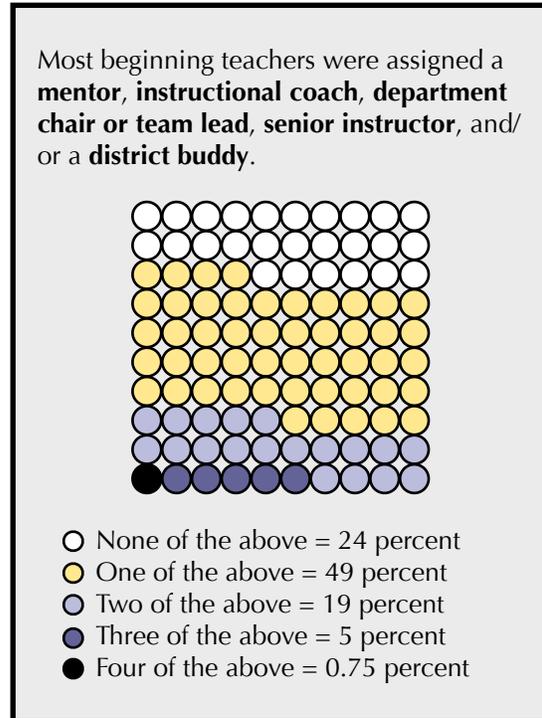
participants were asked the type of mentoring they received, if any, and the value of specific activities in their development as teachers. These questions were asked only of teachers who were from districts that were not enrolled in the Oregon Mentor Program (OMP). The type and usefulness of mentoring support provided to beginning teachers in OMP is measured and monitored annually and is not discussed in this report.

Classroom observations by a supervisor or other experienced educator can be an important source of information for beginning teachers to improve their practice. Beginning teachers' supervisors observed their classrooms an average of five times during the academic year, though a more than a third (38 percent) of teachers reported three or fewer classroom observations of at least 10 to 15 minutes by a supervisor.

Formally Assigned Mentor, Instructional Coach, or Other	
Mentor	58%
Instructional Coach	21%
Department Chair or Team Lead	17%
Senior Instructor	6%
School District Buddy	5%
None of the Above	24%

*N = 266  
Does not include teachers in districts that participate in the Oregon Mentor Program.*

Most beginning teachers were formally assigned a mentor, instructional coach, or other specific individual to support their early development. A quarter (25 percent) of teachers indicated they had more than one individual assigned to provide guidance. Conversely, another quarter (24 percent) of respondents reported they were not assigned to work with any of the individuals listed by position, though some had access to other sources of support. Among teachers who indicated they were not formally assigned either a mentor, instructional coach, department chair, senior instructor, or district buddy, two-thirds (66 percent) had the benefit of informal mentoring.



*N = 266  
Does not include teachers in districts that participate in Oregon Mentor Program.*

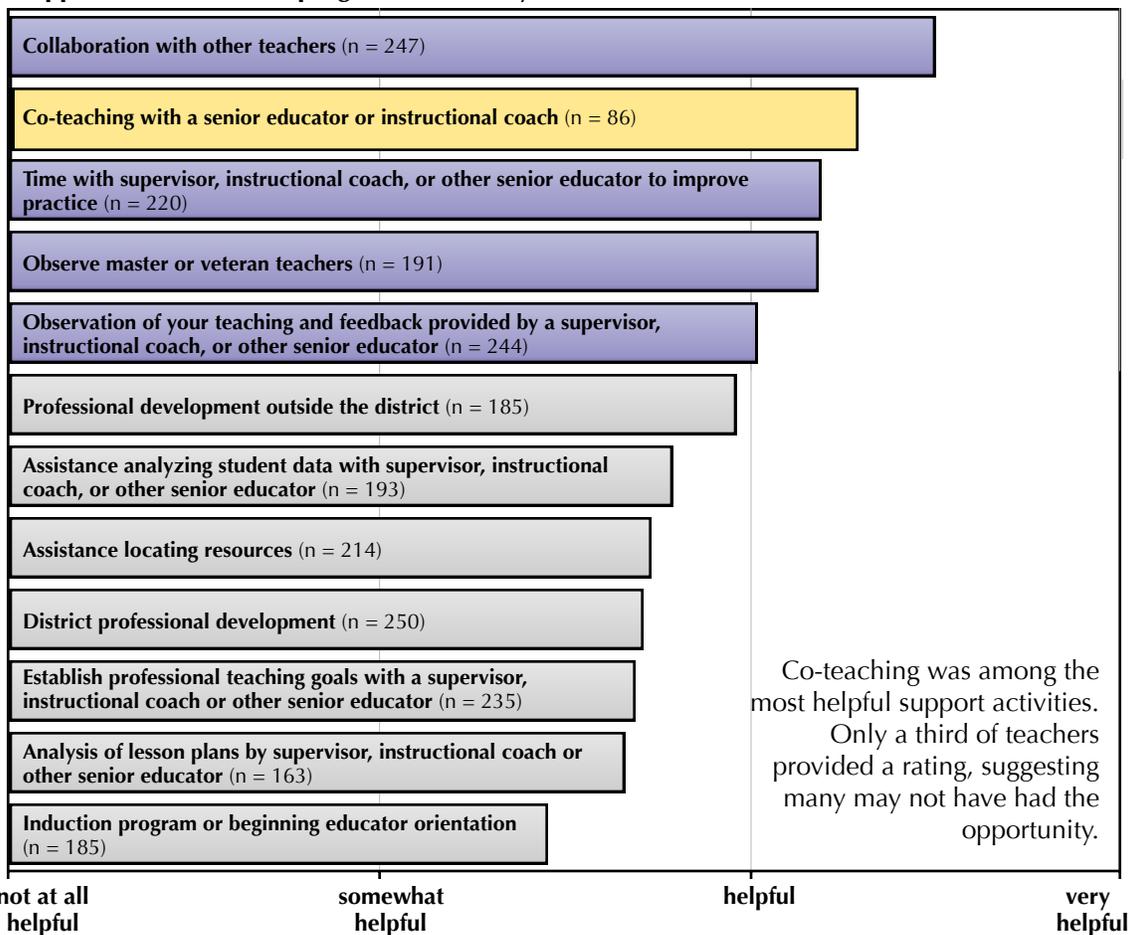
Mentoring, professional development, and other activities to improve practice can take many forms. Some activities may be more helpful to beginning teachers than others. On average, beginning teachers found that collaborating with other teachers was more helpful than other activities. Many teachers also found co-teaching was helpful, though the number of teachers who responded 'N/A' was very

high. While it can be difficult to infer with any certainty the meaning of an activity that is not applicable, many teachers simply may not have had the opportunity.

On average, induction programs or beginning educator orientation was not rated as helpful as other professional development activities.

### Helpfulness of Mentoring and Professional Development Activities

**On average, working directly with other teachers was more helpful than other types of support, such as formal programs offered by the district.**



Co-teaching was among the most helpful support activities. Only a third of teachers provided a rating, suggesting many may not have had the opportunity.

*Does not include teachers in districts that participate in the Oregon Mentor Program.*

## Satisfaction and Retention

To create a more comprehensive understanding of how well Oregon’s educator preparation programs achieve their mission, beginning teachers were asked how satisfied they were with nine aspects of their pre-service education, as well as their profession overall.

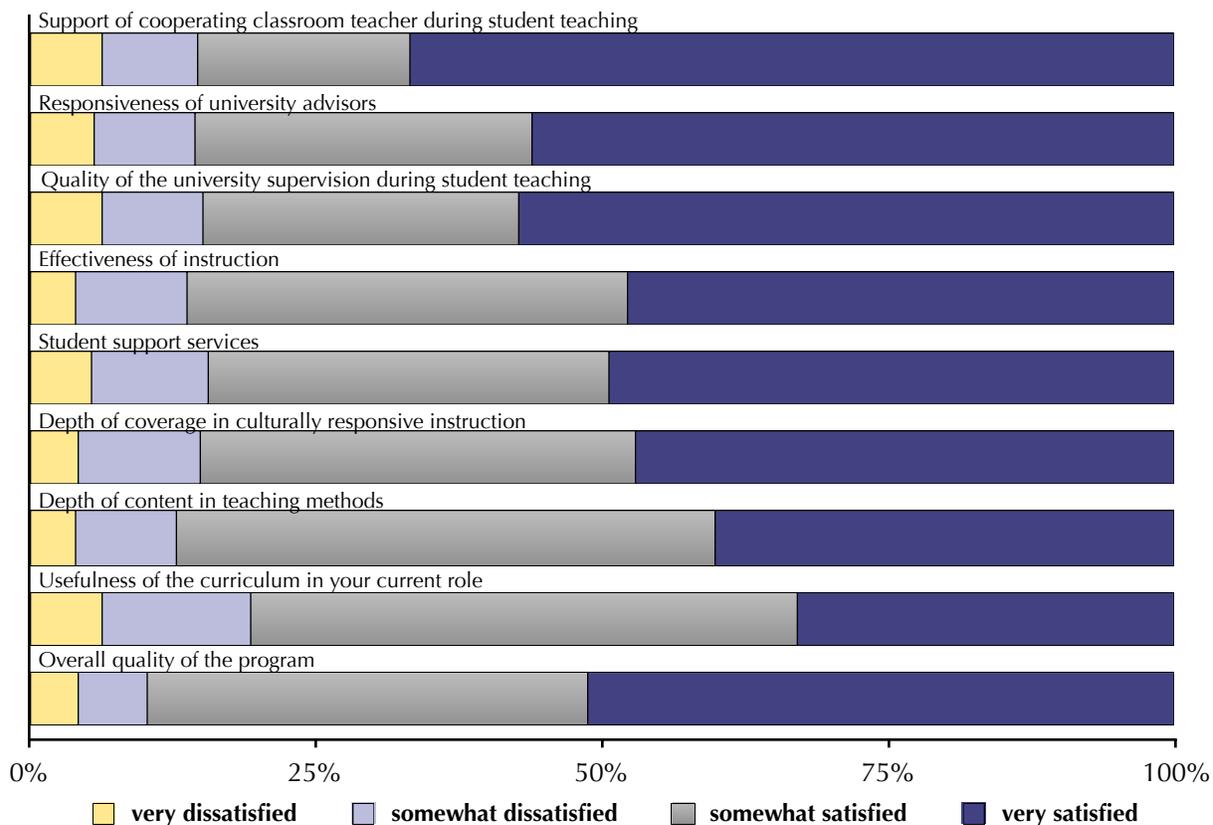
*“I work at an alternative school in a rural district . . . I feel much of the success and confidence that I currently have come as a direct result from my teacher preparation program.”*

### Satisfaction with Teacher Preparation

Most beginning teachers were satisfied with their educator preparation program

on all measures. In fact, at least half of responding teachers were very satisfied with their program on four of the nine

**Beginning teachers were very satisfied with their teacher preparation program.**



program attributes examined, including overall quality of the program. Teachers were more satisfied with the relationship-based program attributes than the technical and content attributes. Fully two-thirds (67 percent) of teachers were very satisfied with the support of their cooperating classroom teacher during their student teaching. In contrast, just a third (33 percent) of respondents were very satisfied with the usefulness of the curriculum in their current role.

*“The most important part of my teacher preparation program was my spouse.”*

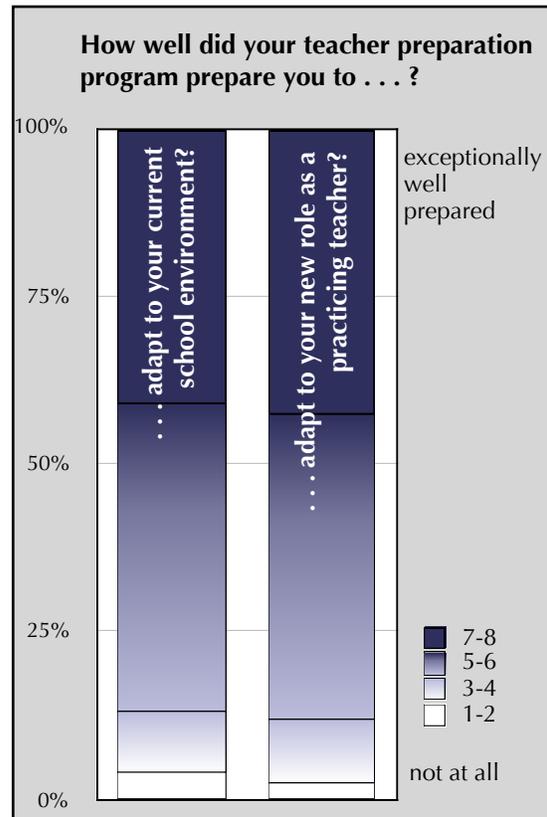
### Overall Preparation and Retention

Beginning teachers thought they had been well prepared, and nearly all of them planned to continue in the teaching profession. When asked to specify how well prepared they were overall, more than a third of teachers provided a rating of seven or higher on an eight-point scale.

*“I had supportive, knowledgeable and experienced veteran teacher as my mentor teacher . . . The courses I took were OK but my last mentor was the best part of the entire program.”*

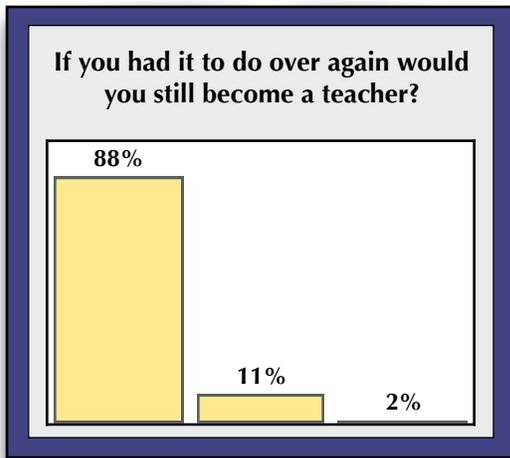
Similarly, nearly three-quarters (72 percent) of teachers participating in the Oregon Mentor Program thought their

teacher education program prepared them “quite well” or “very well” for the classroom.



The vast majority of beginning teachers intended to continue in their jobs long term. A substantial share (72 percent) planned to continue teaching as long as they are able, while an additional 10 percent anticipated teaching until they are promoted into administration or another position in education. Of all respondents, just two definitely planned to leave their profession as soon as possible.

*“The RIGOR – they had us bleeding out of our eyeballs . . . , but that is what prepared me for the rigors of teaching.”*



*"I am exhausted; I cry after work due to the challenges I face. The population I work with has issues of poverty and the complications that come with it."*

*"Teaching is the most noble profession on earth. I look forward to going to work every single day."*

*"The social stigma that surrounds teachers is that we are lazy and can't do a 'real' job. I've been called a glorified babysitter . . . Defending my profession ALL THE TIME is emotionally exhausting."*

Given the opportunity to start over, nine out of ten respondents would still choose to become teachers, even after several months to a year or more on the job.

## Conclusions

The results suggest that most beginning teachers in Oregon who responded to the survey believe they entered their classrooms with a foundation to develop many essential skills and habits to support all students.

Notably, among all the expectations of beginning teachers, respondents to this survey were, on average, best prepared to reflect and self-evaluate their teaching so they could improve their practice. This habit may be the most important of all expectations early in a teaching career

when gains in skills are most essential. Teachers thought they were the least well-prepared for two activities that are externally focused: finding time outside of class to build relationships with students, and making connections out in the community.

Teachers' open-ended remarks echoed those expressed in numbers. Teachers wished for better instruction on classroom management, skill building in supporting students with specific challenges or background experiences, assessing

learning, additional pre-service classroom teaching, guidance in workload management, and more mentoring.

Overall, most teachers were satisfied with their pre-service preparation program, and satisfied enough with their career choice to continue in the profession indefinitely.

### **Reconciling with Equity**

Themes of equity arose through several dimensions. Oregon's beginning teachers, on average, felt prepared to differentiate their teaching practice to provide students in their classrooms equitable learning opportunities. In parallel with this finding, many teachers in the Oregon Mentor Program also indicated they thought their teacher preparation program prepared them quite well to create equitable classrooms.

However, the overall combined mean of the Learner and Learning scale—where principles of equity are articulated directly—was lower than the scales developed to measure the other three categories of InTASC Model Core Teaching Standards. Moreover, teachers were not as well prepared to take time outside of class to get to know their students, compared to all other indicators of effective teaching. Spending time outside the classroom to develop relationships and to learn students' perspectives is often helpful to

fulfill well any of the InTASC Model Core Teaching Standards. Some opportunities to adapt to students' unique values and identities may be left untapped.

A grain of salt is warranted in this discussion of equity and differentiation. This survey item and the scale that underlies it is just one among two dozen indicators of effective teaching. The question was included in the survey for the first time in 2016. Whether to retain or to rephrase this indicator of teacher habits is yet to be determined. Further testing and consideration of its utility is necessary first.

Teachers who bear the burden of ensuring their classrooms embody social justice must learn to work across racial identities so that teachers' own experiences and backgrounds enable them to support the success of all learners. Recent research suggests that learners' perceptions of teachers of color is more favorable than white teachers on a range of practices, such as student motivation, integrating the curriculum, and using several techniques to communicate content. White teachers, especially, require heightened sensitivity to the experiences of their students, as well as students' perceptions of their teaching-and-learning relationship. Skill building in this domain will become increasingly important for beginning teachers as Oregon's population continues to diversify.

## Limitations

The experimental survey administration process limits the generalizability of these results. Respondents who came to the survey through the Oregon Mentor Program may have experienced survey fatigue due to the framing and sequencing of the OACTE survey immediately following the Mentor Program evaluation survey. In addition, many responses submitted by teachers who completed the survey by telephone were more positive than those submitted by those who participated through the Oregon Mentor Program or in response to a mail or e-mail request, a pattern not detected in the 2014 survey. Future surveys of beginning teachers will test the replicability of results.

OACTE's effort to evaluate the preparation of beginning teachers statewide is itself a developmental process. Improved measures on a recalibrated instrument, and new partnerships have generated new data with finer granularity to facilitate program development at the institutional level. Continuous improvement in teacher preparation is, in turn, felt in classrooms at all levels.

Oregon's teachers must begin their professions ready to forge a classroom undergirded by social justice and expectations of excellence for all participants. Developing the knowledge, skills, and habits to raise the achievement of all learners begins during teacher training and continues for a career.

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## Appendix

### Summary Data Tables

#### Summary Data Tables: Respondent Preparation and Current Position

	Response Method by Institution						Total
	Mentor Program		Postcard/E-mail		Telephone		
	number	percent	number	percent	number	percent	
Concordia University	8	26.67%	9	30.00%	13	43.33%	30
Corban University	6	66.67%	2	22.22%	1	11.11%	9
Eastern Oregon University	1	3.45%	13	44.83%	15	51.72%	29
George Fox University	7	19.44%	23	63.89%	6	16.67%	36
Lewis & Clark College	4	23.53%	3	17.65%	10	58.82%	17
Linfield College	0	0.00%	5	62.50%	3	37.50%	8
Marylhurst University	1	50.00%	1	50.00%	0	0.00%	2
Multnomah University	0	0.00%	1	100.00%	0	0.00%	1
Northwest Christian University	0	0.00%	2	33.33%	4	66.67%	6
Oregon State University	4	10.26%	19	48.72%	16	41.03%	39
Pacific University	4	22.22%	9	50.00%	5	27.78%	18
Portland State University	13	35.14%	16	43.24%	8	21.62%	37
Southern Oregon University	9	45.00%	8	40.00%	3	15.00%	20
University of Oregon	6	13.64%	17	38.64%	21	47.73%	44
University of Phoenix	1	33.33%	1	33.33%	1	33.33%	3
University of Portland	2	15.38%	6	46.15%	5	38.46%	13
Warner Pacific College	0	0.00%	3	75.00%	1	25.00%	4
Western Oregon University	18	40.00%	18	40.00%	9	20.00%	45
Willamette University	1	11.11%	3	33.33%	5	55.56%	9
<b>Total</b>	<b>85</b>	<b>22.97%</b>	<b>159</b>	<b>42.97%</b>	<b>126</b>	<b>34.05%</b>	<b>370</b>

*InTASC Model Core Teaching Standards: Learners and Learning*

On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on learners and learning?

Learners and Learning Design and implement developmentally appropriate and challenging learning experiences			
	number	percent	
1	1	0.27%	
2	6	1.62%	
3	15	4.05%	
4	28	7.57%	
5	68	18.38%	
6	127	34.32%	
7	101	27.30%	
8	24	6.49%	
<b>Total</b>	<b>370</b>	<b>100.00%</b>	

Learners and Learning Incorporate language development strategies to make content accessible to English Language Learners			
	number	percent	
1	8	2.17%	
2	21	5.69%	
3	36	9.76%	
4	47	12.74%	
5	80	21.68%	
6	89	24.12%	
7	66	17.89%	
8	22	5.96%	
<b>Total</b>	<b>369</b>	<b>100.00%</b>	

Learners and Learning Provide students equitable opportunities to learn by treating them differently			
	number	percent	
1	2	0.54%	
2	7	1.89%	
3	17	4.59%	
4	30	8.11%	
5	58	15.68%	
6	124	33.51%	
7	94	25.41%	
8	38	10.27%	
<b>Total</b>	<b>370</b>	<b>100.00%</b>	

Learners and Learning Maintain discipline in the classroom			
	number	percent	
1	8	2.17%	
2	23	6.23%	
3	43	11.65%	
4	54	14.63%	
5	65	17.62%	
6	91	24.66%	
7	62	16.80%	
8	23	6.23%	
<b>Total</b>	<b>369</b>	<b>100.00%</b>	

Learners and Learning Set up a classroom that motivates learners with diverse needs			
	number	percent	
1	5	1.35%	
2	15	4.05%	
3	25	6.76%	
4	34	9.19%	
5	63	17.03%	
6	119	32.16%	
7	84	22.70%	
8	25	6.76%	
<b>Total</b>	<b>370</b>	<b>100.00%</b>	

Learners and Learning Use time outside of class to develop relationships with students and learn their perspectives			
	number	percent	
1	17	4.59%	
2	28	7.57%	
3	45	12.16%	
4	49	13.24%	
5	86	23.24%	
6	71	19.19%	
7	43	11.62%	
8	31	8.38%	
<b>Total</b>	<b>370</b>	<b>100.00%</b>	

*InTASC Model Core Teaching Standards: Content Knowledge*

On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on content knowledge?

Content Knowledge Design activities that require learners to apply concepts and methods of the discipline to real-world contexts		
	number	percent
1	4	1.10%
2	10	2.75%
3	22	6.04%
4	42	11.54%
5	81	22.25%
6	114	31.32%
7	74	20.33%
8	17	4.67%
<b>Total</b>	<b>364</b>	<b>100.00%</b>

Content Knowledge Design activities that require students to use the correct academic terminology		
	number	percent
1	6	1.65%
2	11	3.02%
3	21	5.77%
4	43	11.81%
5	96	26.37%
6	108	29.67%
7	56	15.38%
8	23	6.32%
<b>Total</b>	<b>364</b>	<b>100.00%</b>

Content Knowledge Assist students in analyzing key concepts of the discipline from multiple perspectives		
	number	percent
1	7	1.92%
2	7	1.92%
3	24	6.59%
4	49	13.46%
5	94	25.82%
6	103	28.30%
7	61	16.76%
8	19	5.22%
<b>Total</b>	<b>364</b>	<b>100.00%</b>

Content Knowledge Design activities that require students to gather information and generate new ideas		
	number	percent
1	4	1.10%
2	8	2.20%
3	28	7.69%
4	41	11.26%
5	86	23.63%
6	121	33.24%
7	53	14.56%
8	23	6.32%
<b>Total</b>	<b>364</b>	<b>100.00%</b>

Content Knowledge Design activities that require learners to work together to solve problems		
	number	percent
1	2	0.55%
2	7	1.92%
3	19	5.22%
4	41	11.26%
5	75	20.60%
6	104	28.57%
7	86	23.63%
8	30	8.24%
<b>Total</b>	<b>364</b>	<b>100.00%</b>

*InTASC Model Core Teaching Standards: Instructional Practice*

On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on instructional practice?

Instructional Practice Design and implement a variety of formative and summative assessments that reflect state standards		
	number	percent
1	2	0.55%
2	10	2.77%
3	16	4.43%
4	32	8.86%
5	55	15.24%
6	101	27.98%
7	105	29.09%
8	40	11.08%
<b>Total</b>	<b>361</b>	<b>100.00%</b>

Instructional Practice Use assessments to engage learners in monitoring their own progress / achievement		
	number	percent
1	7	1.94%
2	11	3.06%
3	27	7.50%
4	37	10.28%
5	72	20.00%
6	101	28.06%
7	79	21.94%
8	26	7.22%
<b>Total</b>	<b>360</b>	<b>100.00%</b>

Instructional Practice Deliver research-based, interdisciplinary instruction		
	number	percent
1	4	1.11%
2	10	2.77%
3	22	6.09%
4	40	11.08%
5	75	20.78%
6	105	29.09%
7	81	22.44%
8	24	6.65%
<b>Total</b>	<b>361</b>	<b>100.00%</b>

Instructional Practice Work with learners to design lessons that build on prior experiences and strengths		
	number	percent
1	1	0.28%
2	15	4.16%
3	20	5.54%
4	38	10.53%
5	67	18.56%
6	98	27.15%
7	101	27.98%
8	21	5.82%
<b>Total</b>	<b>361</b>	<b>100.00%</b>

Instructional Practice Use specific Common Core Standards to plan instruction		
	number	percent
1	10	2.79%
2	5	1.39%
3	15	4.18%
4	20	5.57%
5	53	14.76%
6	72	20.06%
7	108	30.08%
8	76	21.17%
<b>Total</b>	<b>359</b>	<b>100.00%</b>

Instructional Practice Use appropriate technology to enhance instruction and engage learners		
	number	percent
1	3	0.83%
2	17	4.71%
3	28	7.76%
4	38	10.53%
5	65	18.01%
6	91	25.21%
7	82	22.71%
8	37	10.25%
<b>Total</b>	<b>361</b>	<b>100.00%</b>

*InTASC Model Core Teaching Standards: Professional Responsibility*

On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning you started your job with expert level skills, how well did your teacher preparation program prepare you to perform each of the following duties required by the core teaching standards focused on professional responsibility?

Professional Responsibility Reflect on and self-evaluate teaching to improve practice		
	number	percent
1	0	0.00%
2	5	1.41%
3	5	1.41%
4	11	3.11%
5	46	12.99%
6	82	23.16%
7	109	30.79%
8	96	27.12%
<b>Total</b>	<b>354</b>	<b>100.00%</b>

Professional Responsibility Engage in professional learning to build skill and acquire new discipline-specific knowledge		
	number	percent
1	1	0.28%
2	7	1.98%
3	11	3.11%
4	29	8.19%
5	56	15.82%
6	111	31.36%
7	88	24.86%
8	51	14.41%
<b>Total</b>	<b>354</b>	<b>100.00%</b>

Professional Responsibility Demonstrate respect for learners and families, even when they are not in your presence		
	number	percent
1	4	1.13%
2	4	1.13%
3	6	1.69%
4	10	2.82%
5	44	12.43%
6	79	22.32%
7	117	33.05%
8	90	25.42%
<b>Total</b>	<b>354</b>	<b>100.00%</b>

Professional Responsibility Communicate with families from diverse backgrounds to improve learner development		
	number	percent
1	9	2.54%
2	11	3.11%
3	29	8.19%
4	47	13.28%
5	70	19.77%
6	92	25.99%
7	65	18.36%
8	31	8.76%
<b>Total</b>	<b>354</b>	<b>100.00%</b>

Professional Responsibility Work with colleagues to improve learner development		
	number	percent
1	1	0.28%
2	8	2.26%
3	14	3.95%
4	35	9.89%
5	60	16.95%
6	98	27.68%
7	88	24.86%
8	50	14.12%
<b>Total</b>	<b>354</b>	<b>100.00%</b>

Professional Responsibility Develop connections to community resources		
	number	percent
1	12	3.39%
2	26	7.34%
3	35	9.89%
4	60	16.95%
5	68	19.21%
6	82	23.16%
7	49	13.84%
8	22	6.21%
<b>Total</b>	<b>354</b>	<b>100.00%</b>

*Summary Data Tables: Satisfaction with Teacher Preparation Program*

Satisfaction with Teacher Preparation Program Effectiveness of Instruction		
	number	percent
Very Dissatisfied	14	4.03%
Somewhat Dissatisfied	34	9.80%
Somewhat Satisfied	133	38.33%
Very Satisfied	166	47.84%
<b>Total</b>	<b>347</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Depth of Content in Teaching Methods		
	number	percent
Very Dissatisfied	14	4.03%
Somewhat Dissatisfied	31	8.93%
Somewhat Satisfied	163	46.97%
Very Satisfied	139	40.06%
<b>Total</b>	<b>347</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Depth of Coverage in Culturally Responsive Instruction		
	number	percent
Very Dissatisfied	15	4.32%
Somewhat Dissatisfied	37	10.66%
Somewhat Satisfied	132	38.04%
Very Satisfied	163	46.97%
<b>Total</b>	<b>347</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Usefulness of the Curriculum in your Current Role		
	number	percent
Very Dissatisfied	22	6.36%
Somewhat Dissatisfied	45	13.01%
Somewhat Satisfied	165	47.69%
Very Satisfied	114	32.95%
<b>Total</b>	<b>346</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Support of Cooperating Classroom Teacher during Student Teaching		
	number	percent
Very Dissatisfied	22	6.36%
Somewhat Dissatisfied	29	8.38%
Somewhat Satisfied	64	18.50%
Very Satisfied	231	66.76%
<b>Total</b>	<b>346</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Quality of University Supervision during Student Teaching		
	number	percent
Very Dissatisfied	22	6.34%
Somewhat Dissatisfied	31	8.93%
Somewhat Satisfied	95	27.38%
Very Satisfied	199	57.35%
<b>Total</b>	<b>347</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Responsiveness of University Advisors		
	number	percent
Very Dissatisfied	20	5.76%
Somewhat Dissatisfied	30	8.65%
Somewhat Satisfied	102	29.39%
Very Satisfied	195	56.20%
<b>Total</b>	<b>347</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Student Support Services (e.g., assistance with licensure and testing, special needs accommodations)		
	number	percent
Very Dissatisfied	19	5.54%
Somewhat Dissatisfied	35	10.20%
Somewhat Satisfied	120	34.99%
Very Satisfied	169	49.27%
<b>Total</b>	<b>343</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Overall Quality of the Program		
	number	percent
Very Dissatisfied	15	4.32%
Somewhat Dissatisfied	21	6.05%
Somewhat Satisfied	133	38.33%
Very Satisfied	178	51.30%
<b>Total</b>	<b>347</b>	<b>100.00%</b>

Satisfaction with Teacher Preparation Program Assistance with Activities Required to Obtain a Job		
	number	percent
Very Dissatisfied	14	4.05%
Somewhat Dissatisfied	51	14.74%
Somewhat Satisfied	114	32.95%
Very Satisfied	167	48.27%
<b>Total</b>	<b>346</b>	<b>100.00%</b>

*Summary Data Tables: District Support*

Helpfulness of activity in success as beginning teacher Time with a supervisor, instructional coach, or other senior educator to improve practice		
	number	percent
N/A	38	14.73%
Not at all Helpful	12	4.65%
Somewhat Helpful	40	15.50%
Helpful	61	23.64%
Very Helpful	107	41.47%
<b>Total</b>	<b>258</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher Induction program or beginning educator orientation		
	number	percent
N/A	73	28.29%
Not at all Helpful	36	13.95%
Somewhat Helpful	59	22.87%
Helpful	60	23.26%
Very Helpful	30	11.63%
<b>Total</b>	<b>258</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher District professional development		
	number	percent
N/A	10	3.85%
Not at all Helpful	25	9.62%
Somewhat Helpful	90	34.62%
Helpful	67	25.77%
Very Helpful	68	26.15%
<b>Total</b>	<b>260</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher <b>Professional development outside the district</b>		
	number	percent
N/A	75	28.85%
Not at all Helpful	10	3.85%
Somewhat Helpful	51	19.62%
Helpful	59	22.69%
Very Helpful	65	25.00%
<b>Total</b>	<b>260</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher <b>Establish professional teaching goals with a supervisor, instructional coach, or other senior educator</b>		
	number	percent
N/A	24	9.27%
Not at all Helpful	31	11.97%
Somewhat Helpful	74	28.57%
Helpful	67	25.87%
Very Helpful	63	24.32%
<b>Total</b>	<b>259</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher <b>Analysis of lesson plans by supervisor, instructional coach, or other senior educator</b>		
	number	percent
N/A	96	37.07%
Not at all Helpful	23	8.88%
Somewhat Helpful	47	18.15%
Helpful	55	21.24%
Very Helpful	38	14.67%
<b>Total</b>	<b>259</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher <b>Assistance analyzing student data with supervisor, instructional coach, or other senior educator</b>		
	number	percent
N/A	66	25.48%
Not at all Helpful	18	6.95%
Somewhat Helpful	54	20.85%
Helpful	71	27.41%
Very Helpful	50	19.31%
<b>Total</b>	<b>259</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher <b>Co-teaching with a senior educator or instructional coach</b>		
	number	percent
N/A	175	67.05%
Not at all Helpful	5	1.92%
Somewhat Helpful	13	4.98%
Helpful	20	7.66%
Very Helpful	48	18.39%
<b>Total</b>	<b>261</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher <b>Observe master or veteran teachers</b>		
	number	percent
N/A	67	25.97%
Not at all Helpful	6	2.33%
Somewhat Helpful	35	13.57%
Helpful	67	25.97%
Very Helpful	83	32.17%
<b>Total</b>	<b>258</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher <b>Observation of your teaching and feedback provided by a supervisor, instructional coach, or other senior educator</b>		
	number	percent
N/A	14	5.43%
Not at all Helpful	18	6.98%
Somewhat Helpful	52	20.16%
Helpful	81	31.40%
Very Helpful	93	36.05%
<b>Total</b>	<b>258</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher <b>Assistance locating resources</b>		
	number	percent
N/A	45	17.37%
Not at all Helpful	23	8.88%
Somewhat Helpful	62	23.94%
Helpful	77	29.73%
Very Helpful	52	20.08%
<b>Total</b>	<b>259</b>	<b>100.00%</b>

Helpfulness of activity in success as beginning teacher		
<b>Collaboration with other teachers</b>		
	number	percent
N/A	13	5.00%
Not at all Helpful	2	0.77%
Somewhat Helpful	29	11.15%
Helpful	60	23.08%
Very Helpful	156	60.00%
<b>Total</b>	<b>260</b>	<b>100.00%</b>

*Summary Data Tables: Overall Preparation and Retention*

<b>How well did your teacher preparation program prepare you to adapt to your current school environment?</b>		
	number	percent
1 - not at all	6	1.73%
2	8	2.31%
3	11	3.18%
4	21	6.07%
5	57	16.47%
6	101	29.19%
7	94	27.17%
8 - exceptionally well prepared	48	13.87%
<b>Total</b>	<b>346</b>	<b>100.00%</b>

<b>How well did your teacher preparation program prepare you to adapt to your new role as a practicing teacher?</b>		
	number	percent
1 - not at all	3	0.87%
2	6	1.73%
3	12	3.47%
4	21	6.07%
5	49	14.16%
6	108	31.21%
7	99	28.61%
8 - exceptionally well prepared	48	13.87%
<b>Total</b>	<b>346</b>	<b>100.00%</b>

<b>How long do you anticipate continuing to work as a PK-12 teacher?</b>		
	number	percent
As long as I am able	247	71.59%
Until I am promoted into administration or other position in education	35	10.14%
Until a more desirable job comes along	11	3.19%
Definitely plan to leave as soon as I can	2	0.58%
Undecided	28	8.12%
Other	22	6.38%
<b>Total</b>	<b>345</b>	<b>100.00%</b>

<b>If you had it to do over again would you still become a teacher?</b>		
	number	percent
Yes	292	87.95%
Unsure	36	10.84%
No	4	1.20%
<b>Total</b>	<b>332</b>	<b>100.00%</b>

## 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

**COSA:** Confederation of Oregon School Administrators

**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

**OMP:** Oregon Mentor Program

**TSPC:** Teacher Standards and Practices Commission

<http://oacte.org>

**Oregon Association of Colleges for Teacher Education**