



Oregon Association of Colleges for Teacher Education
Ready for the Classroom, Part 2
Survey of Supervisors of 2019 Program Graduates



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INTRODUCTION

Leaders of the Oregon Association of Colleges for Teacher Education (OACTE) – the statewide consortium of degree-granting postsecondary teacher education programs – are committed to creating an Oregon that is richer, more equitable, and more just by ensuring that all teachers are ready to make the most of our diverse classrooms. In 2013, OACTE leaders began a continuous improvement project to evaluate their programs in accordance with the most effective teaching and learning practices. This collaborative approach provides a glimpse into statewide trends in beginning teachers’ experiences and ensures that all programs can meet the same rigorous expectations with the autonomy to develop as unique programs.

The backbone of the collective evaluation is the InTASC Model Core Teaching Standards. Effective teaching practices are those that support high achievement among all learners, even those who have traditionally struggled in U.S. schools. Grounded in principles of equitable achievement, the Model Core Teaching Standards describe the performances, knowledge, and dispositions that support high achievement among all learners in a diverse classroom. In brief, the Standards set expectations for teachers to:

- establish a classroom climate and adapt their practices to support all learners, in response to each student’s unique background and learning style (**Learner and Learning** domain);
- provide learners with subject-specific depth of content, along with skills for inquiry, critical analysis, problem solving, and collaboration across subject areas with others who hold unique perspectives (**Content Knowledge** domain);
- employ a range of techniques to foster active learning and measurable progress for all learners to achieve clear, rigorous learning objectives (**Instructional Practice** domain); and
- develop learners’ professional skills, knowledge, and leadership capacity continuously, for the ongoing improvement of learners and the health of the school community (**Professional Responsibility** domain).

This study operationalizes the InTASC Model Core Teaching Standards as the OACTE Survey Instrument, asking teachers and their supervisors to reflect on their readiness to perform a range of skills teachers need from the minute they embark on their careers. **This report summarizes the results of administrators’ responses.** Teachers’ responses are summarized separately in a companion report. The surveys that are the basis of this study complement additional information about the strengths and areas for growth in teacher preparation in Oregon.

POPULATION SUMMARY

The primary population for this survey is beginning teachers and their supervisors. Beginning teachers are those who:

- completed their educator preparation degree at an OACTE program, were
- recommended for licensure in 2018-19 or 2019-2020, and who were
- working in Oregon public schools within their first contracted teaching year during the 2020-2021 academic year.

For the purposes of the Supervisor Survey, teachers were organized into two cohorts: those who graduated in 2019 (Cohort 1) and those who graduated in 2020 (Cohort 2). **This report details findings**

from supervisors of teachers in Cohort 1 (teachers who graduated in 2019). A separate report will share findings for Cohort 2 (teachers who graduated in 2020).

Data Collection

Data collection for the Supervisor Survey began in spring 2021 and continued through summer, employing multiple outreach and recruitment modes. First, an invitation email was distributed in early May, notifying supervisors of the survey’s intent and inviting them to participate. Each email notified the supervisor of the teacher(s) in their school who met the aforementioned “beginning teacher” criteria for this study. Supervisors who had multiple qualifying teachers were asked to take the survey multiple times, responding once for each qualifying teacher. As a thank you, all supervisors who completed the survey were offered a \$5.00 gift card(s) to Amazon.com.

Overall, 14.1% (N = 89 of 633) of all invited survey participants completed the survey, and almost half of administrators were sent more than one survey invitation (44.2%). Among the 89 respondents, 16 (17.9%) provided feedback on more than one teacher. Respondents supported beginning teachers in 38 districts. The highest percentage of responses are from supervisors working with teachers in Portland Public Schools (11.4%).

School District Supervisor Works In	% of Sample	School District Supervisor Works In, Continued	% of Sample, Continued
Portland Public Schools	11.4%	Cascade School District	1.1%
Beaverton School District	9.1%	Central Curry School District	1.1%
Salem-Keizer School District	6.8%	Corbett School District	1.1%
North Clackamas School District	5.7%	Crook County School District	1.1%
Private School/ Other	5.7%	Culver School District	1.1%
Springfield School District	4.5%	Eagle Point School District	1.1%
Centennial School District	3.4%	Gladstone School District	1.1%
Central School District	3.4%	Medford School District	1.1%
Lebanon Community Schools	3.4%	Molalla River School District	1.1%
Redmond School District	3.4%	North Lake School District	1.1%
Sweet Home School District	3.4%	Philomath School District	1.1%
Corvallis School District	2.3%	Pleasant Hill School District	1.1%
Dayton School District	2.3%	Reynolds School District	1.1%
Gresham-Barlow School District	2.3%	Roseburg School District	1.1%
Hood River County School District	2.3%	Seaside School District	1.1%
Oregon City School District	2.3%	Sherwood School District	1.1%
Parkrose School District	2.3%	Silver Falls School District	1.1%
South Umpqua School District	2.3%	Siuslaw School District	1.1%
Woodburn School District	2.3%	Tigard-Tualatin School District	1.1%

Table 1. District supervisors worked in during the 2020-2021 school year

Nearly all respondents indicated they were a principal (98.9%). The few respondents who held other positions included assistant or vice principal. Most respondents have worked with the teacher for one to two years (86.2%). A majority of supervisors (83.1%) would hire the teacher again.

Almost all supervisors have been working with the teacher for at least 5 months, if not longer.



Figure 1. Length of time respondents have been working with teacher

Most supervisors would definitively recommend this teacher if asked to make a recommendation or hire them for the first time.

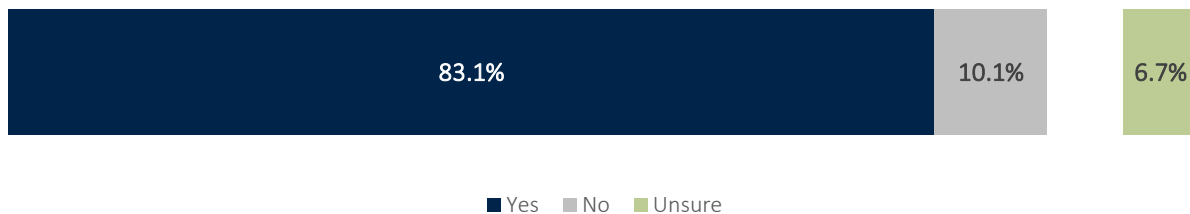


Figure 2. Likelihood of recommending teacher or hiring for first time

A handful of respondents (N = 20) explained their rating for why they would or would not rehire or recommend the teacher, often stating how “great” or “excellent” they found the teacher to be.

FINDINGS: BEGINNING TEACHER PREPARATION

The survey asked administrators to reflect on teachers’ skills and habits when they first began their jobs and through the early developmental phase to gauge how well their pre-service training programs prepared them to lead their own classrooms. The survey is not designed to be a performance evaluation tool. Rather, by asking administrators to rate how well prepared for specific practices teachers were when they first began their jobs, the results of the survey are a reflection of Oregon’s teacher preparation programs.

Administrators rated on a scale of one to ten teachers’ pre-service preparation for each of 28 indicators of effective teaching and learning. One (1) meant the administrator thought the teacher began teaching without any preparation for a specific skill. Ten (10) meant the administrator thought the teacher started the job with the skill of an expert and had little room for improvement. While each of the 28 items on the survey are common practices that all teachers should expect to perform regardless of where they work, supervisors may not have had the opportunity to observe or assist teachers with all of them. The response scale included an option for supervisors to indicate they did not know or otherwise had no basis on which to make a performance-based rating on the OACTE School Administrator Survey.

LEARNER AND LEARNING

Among the six items measuring the Learner and Learning domain, supervisors thought teachers, on average, were most prepared to provide students equitable opportunities to learn by treating them as individuals (average = 8.2) than other teaching practices to deliver developmentally appropriate learning experiences (mean = 8.0). They felt teachers were fairly well prepared to maintain discipline (7.9).

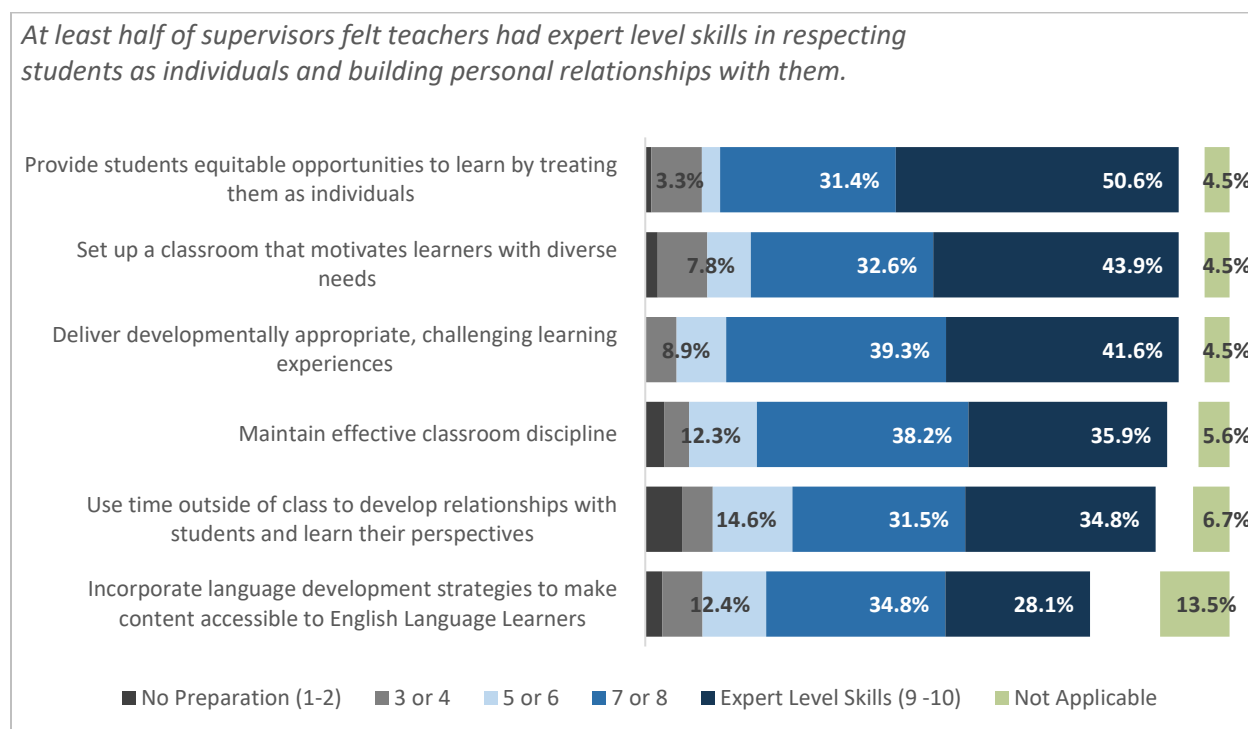


Figure 3. Distribution of ratings for preparation to perform core teaching standards focused on learners and learning, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

Statements about Learners and Learning	Mean Rating
<i>Provide students equitable opportunities to learn by treating them as individuals</i>	8.2
<i>Deliver developmentally appropriate, challenging learning experiences</i>	8.0
<i>Maintain effective classroom discipline</i>	7.9
<i>Set up a classroom that motivates learners with diverse needs</i>	7.8
<i>Incorporate language development strategies to make content accessible to English Language Learners</i>	7.8
<i>Use time outside of class to develop relationships with students and learn their perspectives</i>	7.6

Table 2. Mean rating for preparation to perform core teaching standards focused on learners and learning, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

CONTENT KNOWLEDGE

Along the continuum of teachers' preparation for each item in the Content Knowledge domain, supervisors, on average, thought teachers were fairly well prepared to help learners practice correct language use (mean = 7.7), to develop learning activities that require collaborative problem solving (mean = 7.5), and critically examining important concepts from different perspectives (mean = 7.5).

About a quarter of supervisors felt teachers had expert level skills in all five areas related to content knowledge.

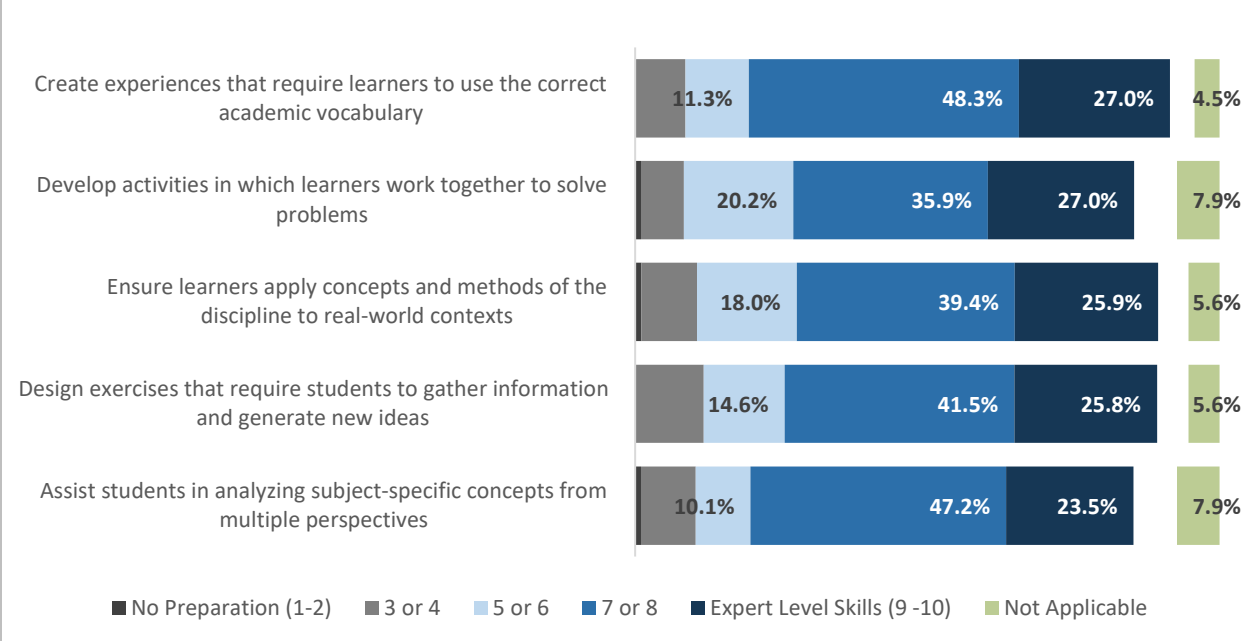


Figure 4. Distribution of ratings for preparation to perform core teaching standards focused on content knowledge, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

Statements about Content Knowledge	Mean Rating
Create experiences that require learners to use the correct academic vocabulary	7.7
Develop activities in which learners work together to solve problems	7.5
Assist students in analyzing subject-specific concepts from multiple perspectives	7.5
Ensure learners apply concepts and methods of the discipline to real-world contexts	7.4
Design exercises that require students to gather information and generate new ideas	7.3

Table 3. Mean rating for preparation to perform core teaching standards focused on content knowledge, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

INSTRUCTIONAL PRACTICE

Among supervisors’ average estimates of teachers’ readiness for each of the six items measuring the Instructional Practice domain, they thought teachers were best prepared to use technology to enhance instruction (mean = 8.3). To a somewhat lesser extent, they also felt teachers were well prepared to plan instruction using the Common Core Standards (mean = 8.0) and conduct a variety of standards-based assessments (mean = 7.6).

At least a quarter of supervisors felt their teachers had expert level skills using technology to enhance instruction, planning instruction with CCS, and conduct standards-based assessments.

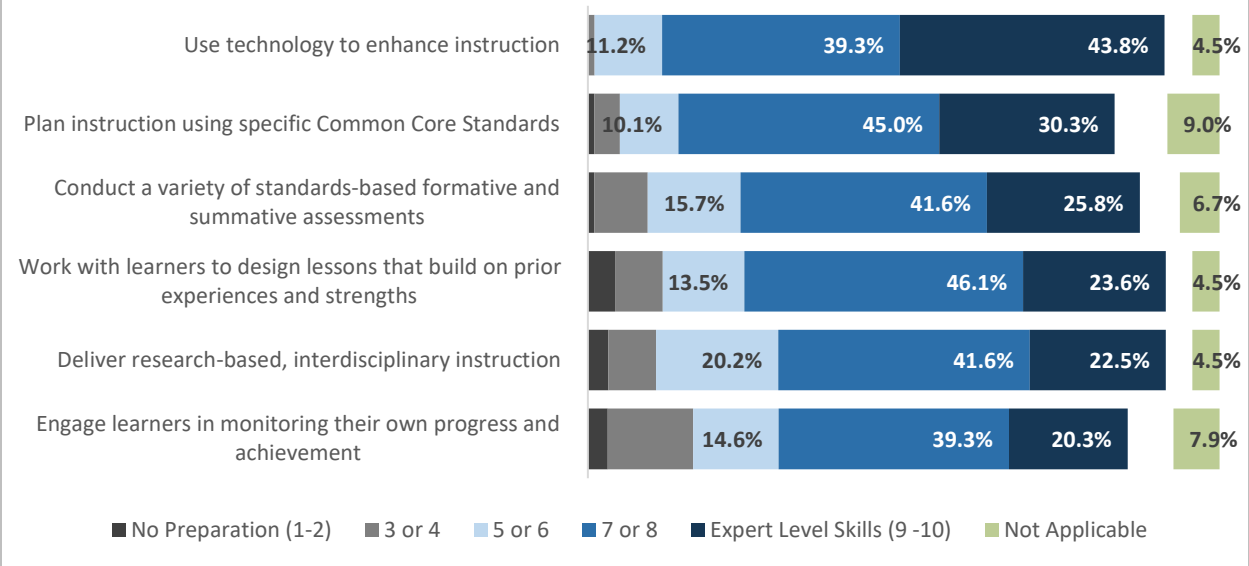


Figure 5. Distribution of ratings for preparation to perform core teaching standards focused on instructional practice, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

Statements about Instructional Practice	Mean Rating
<i>Use technology to enhance instruction</i>	8.3
<i>Plan instruction using specific Common Core Standards</i>	8.0
<i>Conduct a variety of standards-based formative and summative assessments</i>	7.6
<i>Work with learners to design lessons that build on prior experiences and strengths</i>	7.3
<i>Deliver research-based, interdisciplinary instruction</i>	7.2
<i>Engage learners in monitoring their own progress and achievement</i>	7.1

Table 4. Mean rating for preparation to perform core teaching standards focused on instructional practice, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

PROFESSIONAL RESPONSIBILITY

On average, of the 11 items measuring teachers’ preparation for the Professional Responsibility domain supervisors thought teachers were best prepared to demonstrate respect for learners and their families, regardless of whether the families were standing in front of them (mean = 8.2). They also felt teachers were reasonably well prepared to work with their colleagues to improve learner development (8.0).

About one-third of supervisors felt their teachers had expert level skills in seven categories around professional responsibilities, with over half feeling they were prepared to respect families.

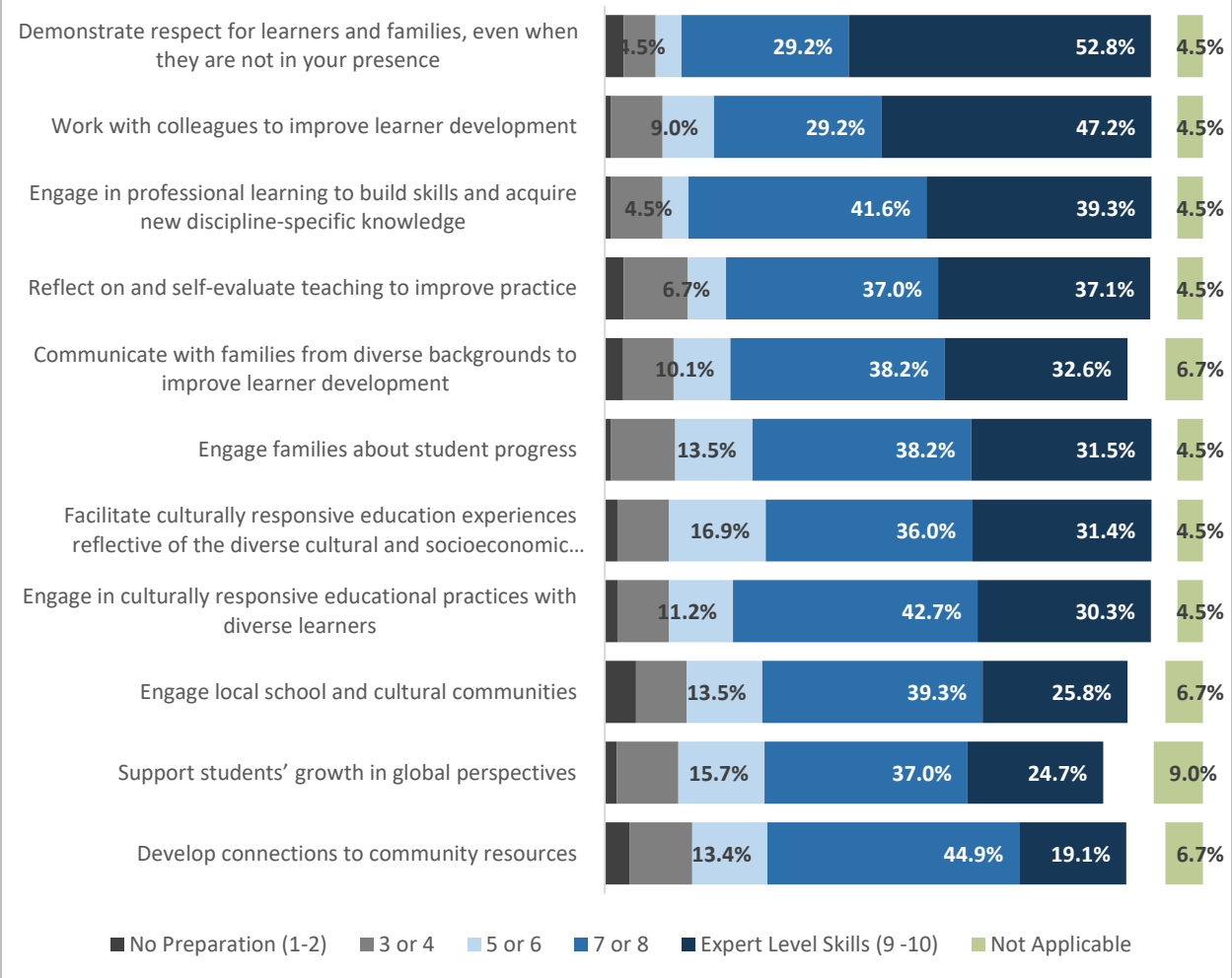


Figure 6. Distribution of ratings for preparation to perform core teaching standards focused on professional responsibility, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

Statements about Professional Responsibility	Mean Rating
<i>Demonstrate respect for learners and families, even when they are not in your presence</i>	8.2
<i>Work with colleagues to improve learner development</i>	8.0
<i>Engage in professional learning to build skills and acquire new discipline-specific knowledge</i>	7.9
<i>Reflect on and self-evaluate teaching to improve practice</i>	7.7
<i>Communicate with families from diverse backgrounds to improve learner development</i>	7.6
<i>Engage families about student progress</i>	7.5
<i>Engage in culturally responsive educational practices with diverse learners</i>	7.5
<i>Support students' growth in global perspectives</i>	7.4

Statements about Professional Responsibility	Mean Rating
<i>Facilitate culturally responsive education experiences reflective of the diverse cultural and socioeconomic communities you directly practice in</i>	7.4
<i>Engage local school and cultural communities</i>	7.2
<i>Develop connections to community resources</i>	7.0

Table 5. Mean rating for preparation to perform core teaching standards focused on professional responsibility, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

FINDINGS: OVERALL PREPARATION AND RETENTION

Retention in the profession is important for beginning teachers, as teacher effectiveness typically improves with professional experience. Strong pre-service preparation must be followed by professional development on the job.

OVERALL PREPARATION

Overall, administrators thought the beginning teachers at their schools were rather well prepared. Administrators were asked to estimate teachers’ overall preparation on similar scale of one to ten, with one meaning poorly prepared as a first-year teacher, and ten meaning teachers began their jobs exceptionally well prepared with expert level skills. More than three-quarters (77.5%) of administrators rated teachers’ overall preparation as a seven or higher on the scale of one to ten. Administrators, on average, rated teachers’ overall preparation for the job at 7.4.

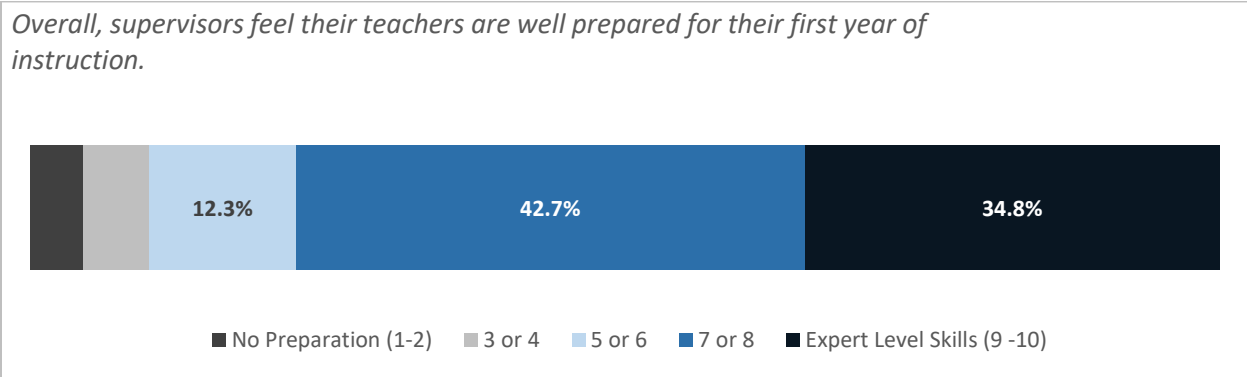


Figure 7. Distribution of ratings for overall preparation, (1, No Preparation – 10, Expert Level Skills with Little Room for Improvement)

Supervisors were encouraged to share additional thoughts about their teachers’ pre-service teacher preparation. About one-third (N = 39) provided feedback, and most was exceptionally positive. Supervisors credited these programs for giving teachers the necessary skills to begin teaching. Particular strengths include understanding standards-based instruction, organizing and involving students, and generally managing classrooms. Some teachers were further celebrated for their kindness, engaging personalities, and expertise in equity work.

When asked what educator preparation institutions can do to better support beginning teachers, about one-third of supervisors shared thoughts (N = 35). Overall, supervisors described various ways programs can help beginning teachers develop more practical, diversified training. Some expressed a desire for

enhanced mentorship or an apprenticeship option. Others wanted teachers to have more experience working with different grade levels and with students of different needs or abilities. Some described how teachers could be better prepared to instruct across different platforms.

Thinking ahead, supervisors were encouraged to share recommendations for ways teacher preparation programs can support beginning teachers to navigate the changing education climate, new innovations, and learner needs. Slightly more than half of respondents (N = 47) provided ideas centered around three key themes: increasing and deepening equity-training and culturally responsive practices, preparing teachers for distanced or hybrid instruction, and training around social emotional learning and working with high trauma students.

Finally, supervisors had the opportunity to share additional comments about the 2020-2021 school year that they may have had. Just a few teachers (N = 18) entered thoughts, and they largely acknowledged both how difficult the last year was and resiliency of their teachers.

TEACHER DEVELOPMENT

Nearly all administrators indicated their district provided opportunities to collaborate with other teachers (97.7%), professional learning (95.5%), and feedback from site supervisors or senior teachers (90.9%). To a lesser extent, administrators indicated their district provided an assigned mentor (71.6%) or an induction program (55.5%).

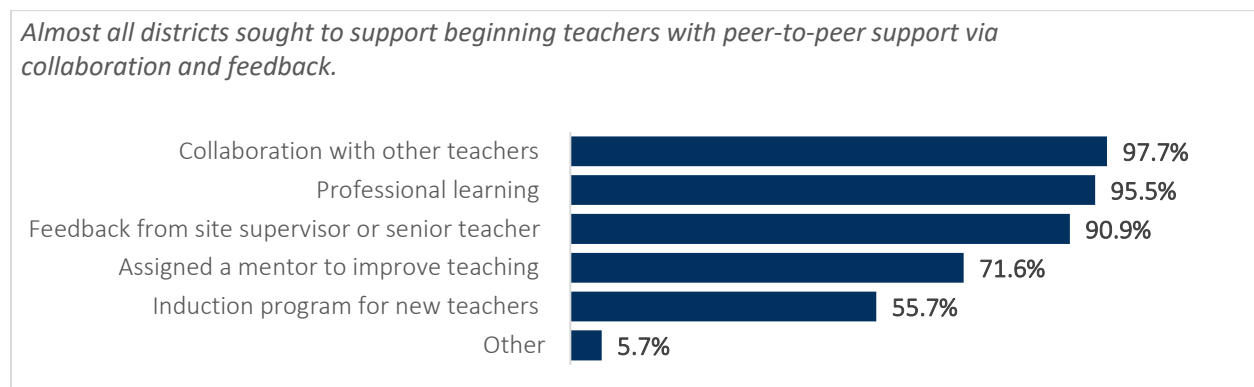


Figure 8. Frequency of ways districts provided support for teachers to help them succeed in the 2020-2021 SY

SATISFACTION

Nearly all supervisors were either somewhat satisfied (22.7%) or very satisfied (65.9%) with the overall performance of their beginning teachers.



Figure 9. Distribution of ratings for overall satisfaction