Ready for the Classroom, Part II

Survey of PK-12 Supervisors and Mentors

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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Socially responsible teaching-and-learning can begin the process of unraveling the artifacts of persistent miscommunications and unfounded assumptions that underly most long-standing social injustices. Are Oregon teachers ready for this job? This study is to evaluate how well beginning teachers in Oregon begin their first teaching jobs prepared to perform the skills and habits of effective teaching and learning, and promote high achievement among all their students.

In 2011, the Interstate Teacher Assessment and Support Consortium (InTASC), a body of the Council of Chief State School Officers (CCSSO), outlined the Model Core Teaching Standards synthesizing current scholarship on teaching and learning to describe the performances, essential knowledge, and critical dispositions exhibited by effective teachers.

These formally established 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. 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 in 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.

Procedures

The surveys that are the foundation of this study were designed to measure beginning teachers' preparation to perform a variety of activities associated with effective teaching described by the Standards. Data were obtained from a survey of beginning teachers and their supervisors or mentors. This report summarizes supervisor and mentor responses.

Supervisors and mentors were asked to reflect on specific beginning teachers' experiences in their first months on the job and rate how well prepared they were to perform 23 specific teaching practices. The survey generated responses from 116 supervisors and mentors who provided feedback on 135 beginning teachers in 51 school districts.

Beginning Teacher Preparation

The InTASC Model Core Teaching Standards describe the skills, techniques, habits, and beliefs that effective teachers exhibit in their work serving all learners. The ten Standards are grouped into four general categories: *Learner and Learning, Content Knowledge, Instructional Practice,* and *Professional Responsibility*.

Learner and Learning Standards The InTASC Model Core Teaching Standards in the Learner and Learning category describe expectations for teachers to create a learning environment conducive for all learners to get the most out of their formal education, and to provide individualized instruction to meet the needs of each child as a whole and complex person. Among the indicators developed to estimate beginning teachers' preparation for the skills and habits within the Learner and Learning Standards, supervisors thought teachers were best prepared, on average, to design and

implement developmentally appropriate learning experiences. Supervisors thought teachers were not as well prepared to incorporate language development to make content accessible to English Language Learners.

Content Knowledge Standards The InTASC Standards categorized as Content Knowledge outline expectations for teachers to connect disciplinary content to the learning and problem solving skills that span the spectrum, such as critical thinking, creativity, or collaboration. On average, supervisors thought teachers were best prepared to design activities in which students practice the correct academic terminology, compared to the other indicators measuring preparation to perform skills required by the Content Knowledge category. Among the five indicators of preparation for the Content Knowledge Standards, supervisors did not think teachers were as well prepared to assist students in analyzing key concepts from multiple perspectives.

Instructional Practice Standards The science of teaching and learning provides the background context for all of the teaching Standards, in particular those that describe the array of skills effective teachers use to engage students from all backgrounds, establish clear expectations, and measure learners' growth. Among the six indicators to measure teachers'

preparation for the expectations to perform skills outlined in the Instructional Practice category of Standards, supervisors thought teachers were, on average, best prepared to use the Common Core Standards as a planning tool. In contrast, supervisors did not think beginning teachers were as well prepared either to design and apply standards-based assessments, or to use them as an engagement tool.

Professional Responsibility Standards
Effective teachers' investment in their relationship with their profession improves their own skills and knowledge, and synthesizes the context of their work to focus classroom, school, family, and community on learner development. Among all 23 survey items measuring beginning educators' preparation for effective teaching practices, supervisors thought their mentees were, on average, best prepared to demonstrate respect for learners and their families—even when they are not present. Supervisors thought teachers were not as well-prepared to develop connections to community resources, among all 23 indicators of effective teaching.

Overall, supervisors and mentors thought the beginning teachers they worked with were well prepared for their jobs. Two-thirds (67 percent) of supervisors and mentors were very satisfied with the overall performance of the beginning teacher(s) they reviewed, and nearly all (85 percent) of them would recommend hiring the teacher if they had the opportunity to make a new decision.

Future Classrooms

When asked to describe the emerging phenomena or conditions that beginning teachers will need to be prepared for in the future, many articulated priorities that have already been set by leadership in Oregon's teacher preparation programs: racial, social, economic, and academic diversity and equity in the classroom; planning, standards, and assessment; classroom management; integrating technology; active learning techniques; communicating with families; and collaboration and reflection. Teachers and supervisors alike have expressed the need to be prepared to work with students experiencing deep poverty or trauma, and those who experience behavioral challenges, among other attributes that require differentiated instruction and classroom management.

A number of supervisors and mentors identified tangible projects or activities that would help prime teachers for these and other future challenges, as well as improve the relationships between the postsecondary programs and Oregon's PK-12 schools. A few supervisors cited specific information they wished to have

about the teacher education programs. Some supervisors or mentors cited mentoring as a focal point for collaboration. Some suggestions for joint coordination of programs will take time to evaluate, negotiate, and implement.

Discussion

Supervisors and mentors who responded to this survey suggest that most of the teachers they worked with entered the classroom ready to teach, and ready to learn. An ongoing challenge in the continuous improvement of teacher education programs will be preparing teachers with the agility to adapt a depth and range of skills so that every classroom is equitable and inclusive of all learners. Equity in academically, economically, racially, and culturally integrated classrooms means more than differentiating instruction, assessments, and classroom management.

Results of the analysis suggest a few new ideas for small activities and broader-scale initiatives. Opportunities include working collaboratively with mentors in the field to generate new ideas for leveraging the scarce resources to support beginning teachers, conducting a needs assessment to determine whether and how to integrate social work into teaching and learning, or documenting partnership activities with PK-12 schools.

Oregon's teachers are the connection between schools and the lives of their students. Ongoing reflection and partnerships with school administrators, teacher mentors, and internally across teacher preparation institutions will position OACTE leaders to ensure their programs are responsive to evolving community conditions as they emerge in Oregon's classrooms.

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Recently erupting social unrest is the manifestation of smoldering conditions that sustain racial, academic, economic, and other inequalities. Socially responsible teaching-and-learning can begin the process of unraveling the artifacts of persistent miscommunications and unfounded assumptions that underly most long-standing social injustices. Positioned between students and their formal learning experiences, teachers must come to their work empowered by a repository of skills and habits to foster success for all learners.

Are Oregon teachers ready for this job? This study is to guide leaders of Oregon's educator preparation programs in their efforts to ensure students from all backgrounds have an education that enables them to succeed throughout their lives.

Purpose

Oregon's 19 public and independent postsecondary institutions that prepare teachers have a mandate to ensure that Oregon's youngest learners are well-served by their programs' graduates. New teachers must embark on their first positions prepared to support a wide range of learners who present an array of personal experiences that influence their education, and subsequently, their available choices and opportunities later in life. Teachers are charged to meet each students' unique needs in a way that fosters high level learning and active engagement by the class as a whole. Leaders of the Oregon Association of Colleges for Teacher Education (OACTE) have joined hands to reflect on how well prepared beginning teachers are to tap these differences across students and to improve learning for all their students.

This study is to evaluate how well beginning teachers in Oregon begin their first contracted teaching jobs, prepared to perform the skills and habits of effective teaching and learning and promote high achievement among all students. 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), a body of the Council of Chief State School Officers (CCSSO), outlined the Model Core Teaching Standards. The Standards synthesize current scholarship on teaching and learning to describe the performances, essential knowledge, and critical dispositions exhibited by effective teachers. Based on a large body of rigorous research, Oregon policy makers have embedded the Standards into teacher evaluation criteria, and approval criteria for teacher preparation programs. In 2013, leaders at Oregon Association of Colleges for Teacher Education proactively began the process of embedding and measuring the principles of the Standards into teacher preparation statewide to ensure teachers learn habits and skills that enable them to meet the needs of a diverse array of learners.

These formally established 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. 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.

The ten InTASC Model Core Teaching Standards are multifaceted and overlapping. Drafted as concepts that apply to many situations rather than an ingredient list of discrete behaviors, each of the Standards can manifest as a variety of observed phenomena. The Standards are grouped into four, more general categories: *Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*. The surveys that are the foundation of this study were designed to measure beginning teachers' preparation to perform a variety of activities associated with effective teaching described by the Standards. Beginning teachers and their supervisors or mentors were asked how well prepared they thought they were for specific expectations described by the teaching Standards. This report focuses on feedback provided by supervisors and mentors.

Results are intended to provide leaders in Oregon teacher preparation with an overall estimate of the strengths that Oregon's most recent beginning teachers developed through their pre-service preparation experiences, as well as weaknesses that have emerged. Leaders of individual educator preparation programs will be provided with information they can use as a foil to reflect on curricular, procedural, or administrative issues and make decisions to evolve their programs.

While eliciting feedback from beginning teachers and their supervisors is typically a routine practice required by education accreditors, the statewide, collaborative effort is innovative. This multi-institutional evaluation process that is tied to the InTASC Model Core Teaching Standards has the potential to examine outcomes among individual institutions as well as across the state as a whole.

Procedures

This study is to determine the extent to which beginning teachers are prepared to fulfill the expectations set forth by the InTASC Model Core Teaching Standards. Data were obtained from a survey of beginning teachers and their supervisors or mentors. This report summarizes supervisor and mentor responses. Results from beginning teachers are summarized in a different report.

Instrument Development

In 2014, the OACTE Alumni and Employer Survey Advisory Team developed a multi-item scale including indicators of specific skills and habits required to fulfill the expectations set forth in the InTASC Model Core Teaching Standards. Later that spring an online survey of beginning teachers and their administrators was conducted to collect baseline data estimating the extent of beginning teachers' pre-service preparation, and to test the validity of the survey instrument. Results indicated that beginning teachers were better prepared for some skills and habits than others. Teachers' and administrators' perspectives differed on which items beginning teachers were more or less well-prepared. The survey instrument was revised to clarify wording of some items, and to adjust the scale to yield more granular and more normally distributed results.

Data Collection

A legacy of inadequate contact information for teachers' supervisors set the stage to test different processes for administering the survey. Survey participants were generated from two sources. First, the survey of beginning teachers conducted in the spring asked respondents to refer survey administrators to a trusted mentor, senior educator, or supervisor who supported their early development as teachers. Second, Oregon Department of Education (ODE) provided the names of building administrators for beginning teachers, from which a sample of 366 supervisors were selected at random. A small sample was used to test the efficacy of the process without risking unnecessary resources.

After the conclusion of the 2015-16 school year, a postcard announcing the survey was mailed to the sample of administrators provided by ODE. The postcard arrived after the last official day teachers were scheduled to be on campus for the academic year, and prior to the start of the annual early summer conference sponsored by the Confederation of Oregon School Administrators. On the day postcards were scheduled to begin arriving, supervisors were e-mailed a survey invitation, including a personalized hot link to complete it online. Mentors and supervisors who were referred directly by teachers to provide feedback about their pre-service preparation did not receive an advance post card.

Supervisors and mentors may have worked with more than one beginning teacher during 2015-16, some with as many as seven on record. To avoid overwhelming supervisors, the survey asked individual respondents for feedback regarding a maximum of two beginning teachers. Lengthy surveys can discourage respondents from completing them to the end, and from agreeing to participate in future studies.

As a thank you, respondents received a $5.00 e-gift card to Powell's Books Online, and one supervisor or mentor was selected at random to receive an additional $50.00 e-gift card.

Respondents' Characteristics

The survey generated responses from 116 supervisors and mentors who provided feedback on 135 beginning teachers in 51 school districts. Supervisors from Beaverton, to Crook County, to Woodburn shared their thoughts about the preparation of teachers from 18 of Oregon's 19 institutions that provide educator preparation. Multnomah University, home to one of the smallest teacher preparation programs in the state, was not represented among the results.

Three-quarters of respondents (74 percent) identified as building principals. Fourteen percent identified as a mentor, instructional coach, or teacher on special assignment (TOSA), with most of those identifying specifically as a mentor.

Response by Institution of Teacher		
	Frequency	Percent
Concordia University - Oregon	14	10.37%
Corban University	2	1.48%
Eastern Oregon University	7	5.19%
George Fox University	19	14.07%
Lewis and Clark College	5	3.70%
Linfield College	4	2.96%
Marylhurst University	2	1.48%
Northwest Christian University	1	0.74%
Oregon State University	8	5.93%
Pacific University	8	5.93%
Portland State University	19	14.07%
Southern Oregon University	6	4.44%
University of Oregon	6	4.44%
University of Phoenix- Oregon	2	1.48%
University of Portland	12	8.89%
Warner Pacific College	2	1.48%
Western Oregon University	15	11.11%
Willamette University	3	2.22%
Total	**135**	**100.00%**

Beginning Teacher Preparation

The InTASC Model Core Teaching Standards describe the skills, techniques, habits, and beliefs that effective teachers exhibit in their work serving all learners. 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 supervisors and mentors thought that Oregon's beginning teachers 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 survey item is constructed using descriptive, concrete words instead of professional jargon or abstract terms, though not all items adhere

strictly to this guideline. The phrasing of the 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.

Supervisors and mentors were asked to reflect on specific beginning teachers' experiences in their first months on the job 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 supervisor believed the teacher began her or his career with expert level skill.

"Beginning teachers need increased time in the field, to prepare future educators better to be successful members of a school community, not solely an effective teacher in a classroom."

Learner and Learning Standards

All students are different, with unique strengths, challenges, and experiences that influence their learning styles, communication patterns, motivations, interests, and information processing and retention. The InTASC Model Core Teaching Standards in the Learner and Learning category describe expectations for teachers to create a learning environment conducive for all learners to get the most out of their formal education, and to provide individualized instruction to meet the needs of each child as a whole and complex person.

Among the six items developed to estimate beginning teachers' preparation for the skills and habits within the Learner and Learning Standards, supervisors thought teachers were best prepared, on average, to design and implement developmentally appropriate learning experiences. Supervisors thought teachers were not as well prepared to incorporate language development to make content accessible to English Language Learners.

> *"Stronger emphasis on classroom management is key."*

Learner and Learning Scale Means

Item	Mean
Design and implement developmentally appropriate and challenging learning experiences	5.86
Set up a classroom that engages and motivates learners with diverse needs	5.85
Provide students equitable opportunities to learn by treating them differently	5.79
Use time outside of class to develop relationships with students and learn their perspectives	5.78
Maintain discipline in the classroom	5.56
Incorporate language development strategies to make content accessible to English Language Learners	5.34

overall = 5.70

1　2　3　4　5　6　7　8
no preparation — **expert level skills**

Open-ended feedback highlights supervisors' concerns for teachers to be prepared with a range of techniques in managing classrooms and differentiating instruction for diverse learners, including students with mental and behavioral health challenges, students of color, and students who learned a language other than English from their families before they started school. A number of supervisors drew attention to the need for both expectations for and skills in relationship building, including one who cited teachers' hobbies as a strength that helps them connect with their students.

> *". . . everything we do is based on relationships . . ."*

Learner and Learning Response by Level of Preparation

Design and implement developmentally appropriate and challenging learning experiences

Set up a classroom that engages and motivates learners with diverse needs

Provide students equitable opportunities to learn by treating them differently

Use time outside of class to develop relationships with students and learn their perspectives

Maintain discipline in the classroom

Incorporate language development strategies to make content accessible to English Language Learners

Legend:
- 1-2
- 3-4
- 5-6
- 7-8

0%   25%   50%   75%   100%

On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning expert level skills, to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on learners and learning?
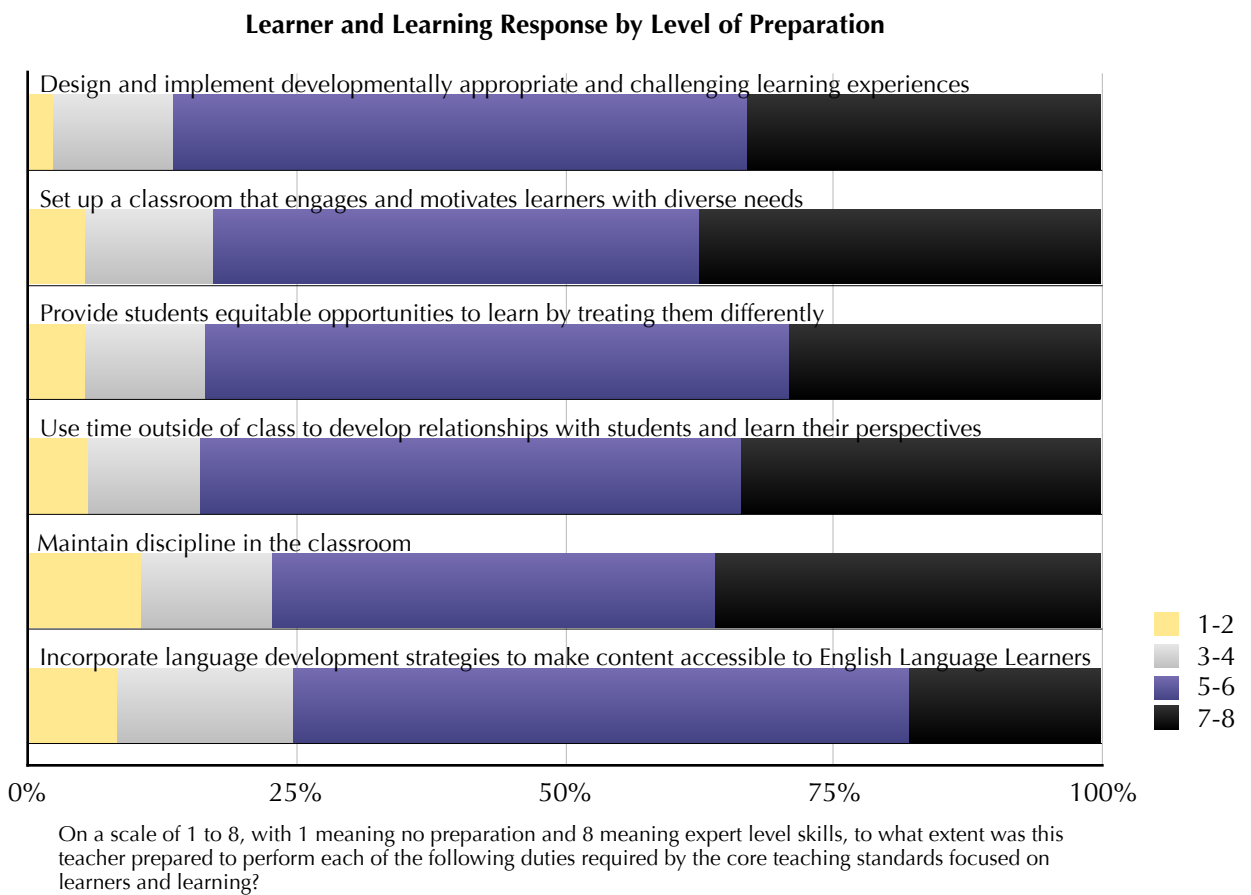
Content Knowledge Standards

Teaching specific academic disciplines require more than a depth of knowledge in a subject area. Different disciplines are more or less suitable to different types of pedagogical techniques, and some skills cross all disciplinary fields. The InTASC Standards categorized as Content Knowledge outline expectations for teachers to connect course content to the learning and problem solving skills that span the spectrum, such as critical thinking, creativity, or collaboration.

On average, supervisors thought teachers were best prepare to design activities in which students practice the correct academic terminology, compared to the other items measuring preparation to perform skills required by the Content Knowledge category. Among the five items to measure preparation for the expectations set forth by the Content Knowledge Standards, supervisors did not think teachers were as well prepared to assist students in analyzing key concepts from multiple perspectives.

Content Knowledge Scale Means

Design activities that require students to use the correct academic terminology	5.78
Design activities that require learners to work together to solve problems	5.66
Design activities that require leaners to apply concepts and methods of the discipline to real-world contexts	5.62 overall = 5.62
Design activities that require students to gather information and generate new ideas	5.57
Assist students in analyzing key concepts of the discipline from multiple perspectives	5.49

1   2   3   4   5   6   7   8

no preparation   **expert level skills**

> *"Teach kids to think and write out their findings and thoughts, and then present their learning. Don't be afraid to let kids talk and teach."*

The Content Knowledge scale had the least variation among the four scales to measure the different categories of the InTASC Standards, with the mean difference between these two items less than a third of a point on an eight-point scale.

> *"Balance foundational skills with open-ended, project-based learning."*

Supervisors and mentors echoed many of these expectations in open-ended feedback. Several mentioned a need for beginning teachers to facilitate critical thinking, active student learning, and inquiry-based and contextually relevant projects. Several commented that reading spans all subjects, and that literacy instruction is a skill that teachers need to be able to integrate across all disciplines.

> *"Give them a ton of engagement strategies, model and practice them over and over so they feel comfortable using them from day one."*

Content Knowledge Response by Level of Preparation

Design activities that require students to use the correct academic terminology

Design activities that require learners to work together to solve problems

Design activities that require leaners to apply concepts and methods of the discipline to real-world contexts

Design activities that require students to gather information and generate new ideas

Assist students in analyzing key concepts of the discipline from multiple perspectives

Legend:
- 1-2
- 3-4
- 5-6
- 7-8

0%   25%   50%   75%   100%

On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning expert level skills, to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on content knowledge?

Instructional Practice Standards

The science of teaching and learning provides the foundation for all of the teaching Standards, in particular those that describe the array of skills effective teachers use to engage students from all backgrounds, establish clear expectations, and measure learners' growth.

Instructional Practice Scale Means

Item	Mean
Use specific Common Core Standards to plan instruction	5.91
Use appropriate technology to enhance instruction and engage learners	5.78
Work with learners to design lessons that build on prior experiences and strengths	5.57
Deliver research-based, interdisciplinary instruction	5.47
Design and implement a variety of formative and summative assessments that reflect state standards	5.43
Use assessments to engage learners in monitoring their own progress / achievement	5.43

overall = 5.60

1   2   3   4   5   6   7   8

no preparation   **expert level skills**

"Focus on the standards, but focus more on each child as a whole."

Among the six indicators to measure teachers' preparation for the expectations to perform skills outlined in the Instructional Practice category of Standards, supervisors thought teachers were, on average, best prepared to use the Common Core Standards as a planning tool. In contrast, supervisors thought beginning teachers were not as well prepared either to design and apply standards-based assessments, or to use them as an engagement tool.

The overall combined mean, for the six items measuring preparation for the skills and habits outlined by the Instructional Practice Standards, was lower than that of the other categories of InTASC Standards.

"The teacher really struggled with backwards planning, and creating systems to deal with grading and organization."

A number of supervisors and mentors indicated beginning teachers often need help with collecting and using student data and integrating standards, planning, and assessments. One supervisor indicated there is a need for teachers to be able to develop assessments and rubrics in a post-textbook classroom, and another connected effective planning with

successful classroom management. Some supervisors indicated specific techniques and tools would be useful for beginning teachers, such as whole brain teaching, AVID (Advancement Via Individual Determination), SWIFT (Schoolwide Integrated Framework for Transformation), Dweck's mindset application, Baker's BERC/STAR, and William's formative assessment. Technology drew special attention, with a request for beginning teachers to be able to apply one-to-one technologies in lesson planning, as well as to use technology as a tool for differentiating instruction and supporting student-driven learning.

Instructional Practice Response by Level of Preparation

Use specific Common Core Standards to plan instruction

Use appropriate technology to enhance instruction and engage learners

Work with learners to design lessons that build on prior experiences and strengths

Deliver research-based, interdisciplinary instruction

Design and implement a variety of formative and summative assessments that reflect state standards

Use assessments to engage learners in monitoring their own progress / achievement

Legend:
- 1-2
- 3-4
- 5-6
- 7-8

0%   25%   50%   75%   100%

On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning expert level skills, to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on instructional practice?

"Having tools for managing technology and using it effectively in lesson planning would be helpful. Many of us who have been teaching a long time do not have this kind of expertise."

Professional Responsibility Standards

Teaching is a profession, not a mere job that can be standardized into discrete component parts and put onto an assembly line. Effective teachers' investment in their relationship with their profession improves their own skills and knowledge, and synthesizes the context of their work to focus classroom, school, family, and community on learner development.

Professional Responsibility Scale Means

Item	Mean
Demonstrate respect for learners and families, even when they are not in the teacher's presence	6.22
Engage in professional learning to build skill and acquire new discipline-specific knowledge	6.17
Work with colleagues to improve learner development	6.04
Reflect on and self-evaluate teaching to improve practice	5.95
Communicate with families from diverse backgrounds to improve learner development	5.53
Develop connections to community resources	5.23

overall = 5.86

scale: 1 2 3 4 5 6 7 8

no preparation — **expert level skills**

Among all of the indicators of effective teaching practices across all four categories of the InTASC Standards, supervisors thought their mentees were, on average, best prepared to demonstrate respect for learners and their families, even when they are not present. Supervisors thought teachers less well-prepared to develop connections to community resources, among all 23 items measuring preparation to to perform the skills of effective teaching.
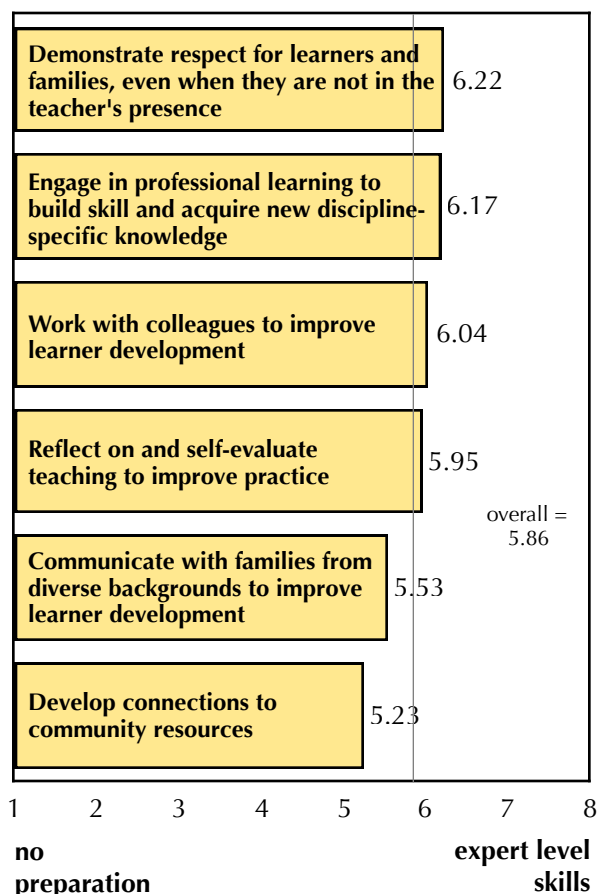
> *"As a new classroom teacher, this individual was reflective in practice and searched for strategies to improve teaching."*
>
> *"This teacher was cautious about asking for help and hesitant to admit not knowing something."*

The overall combined average of the six items measuring preparation for the skills outlined by the Professional Responsibility scale, was higher than that of the other scales measuring the other categories of Standards. With a whole point mean difference between the highest and lowest rated items, the scale measuring teachers' preparation for the expectations of Professional Responsibility exhibits greater internal variation than the other categories of scales.
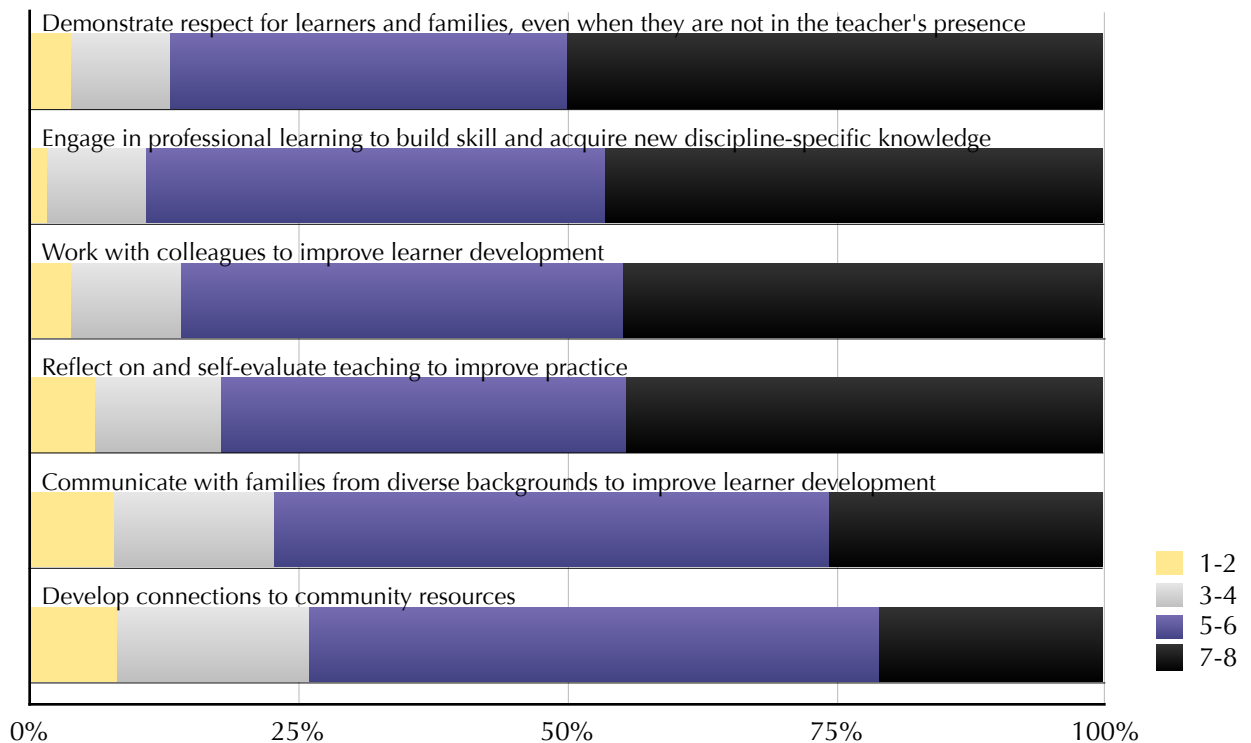
Qualitatively, many supervisors and mentors echoed these findings: Teachers

need to be prepared with specific techniques and strategies to build relationships with students, families, and co-workers. While a number discussed preparing new teachers to collaborate with, and to take feedback from other teachers, one respondent remarked that beginning teachers need to be able to jump in without having to rely on their team for everything. Some noted that beginning teachers need to have skills specifically to help manage their work load and to prevent burnout. One supervisor worked with a teacher who lacked professional demeanor.

> *"Teachers still need to be able to talk face-to-face with parents. . . Technology has a place, but customer service and handwritten communication still has a valid place."*

Professional Responsibility Response by Level of Preparation

Demonstrate respect for learners and families, even when they are not in the teacher's presence

Engage in professional learning to build skill and acquire new discipline-specific knowledge

Work with colleagues to improve learner development

Reflect on and self-evaluate teaching to improve practice

Communicate with families from diverse backgrounds to improve learner development

Develop connections to community resources

Legend: 1-2, 3-4, 5-6, 7-8

0%   25%   50%   75%   100%

On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning expert level skills, to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on professional responsibility?

Overall Preparation and Satisfaction

Overall, supervisors and mentors thought the beginning teachers they worked with were well prepared for their jobs. Two-thirds (67 percent) of supervisors and mentors were very satisfied with the overall performance of the beginning teacher(s) they reviewed, and nearly all (85 percent) of them would recommend hiring the teacher if they had the opportunity to make a new decision.

Some supervisors attributed beginning teachers' success to attributes unrelated to their teacher preparation, such as intrinsic motivation, relevant background experiences, or a supportive school environment. One supervisor highlighted a teacher who had a strong start thanks to university supervision and still needed additional professional development from the district for some specific classroom

challenges. Of note, some supervisors indicated that beginning teachers can have difficulty moving from theory to practice, or even applying experiences from student teaching placements that were different from their current position, even when the skills are relevant.

Nearly all supervisors or mentors would recommend hiring the teacher again.

unsure

no 3%

12% **yes**

85%
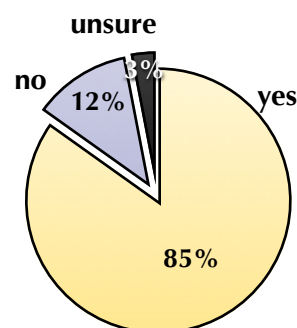
"I see a seed of greatness, and would expect this teacher to be one of our top teachers in our building within the next three years."

"Programs need to be comfortable counseling those who are unsuccessful through improvement or out of the program."

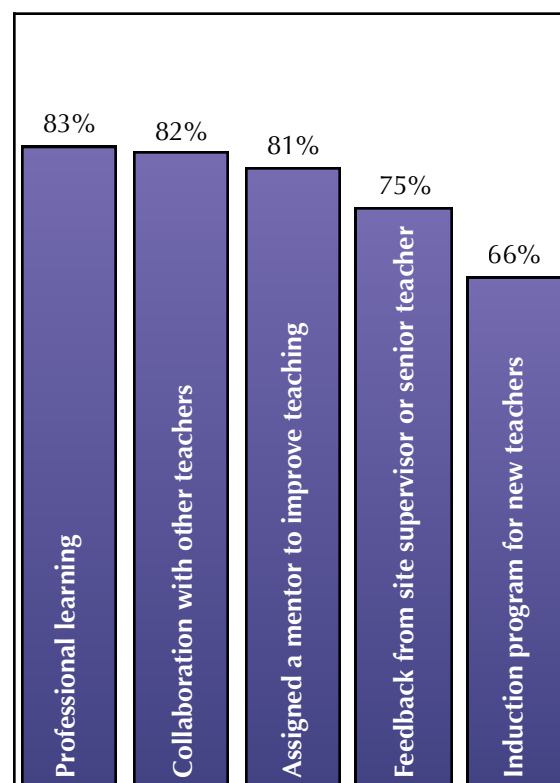| On a scale of one to four, overall, how well prepared was the teacher to perform his or her job effectively?	number	percent
1 - Poorly prepared as a first-year teacher	8	6.06%
2	13	9.85%
3	54	40.91%
4 - Very well-prepared to excel as a first-year teacher	57	43.18%
Total	**132**	**100.00%**

How satisfied are you with the teacher's overall performance?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

Overall Preparation

Early Support

Beginning teachers' success and retention in the profession is often dependent upon the nurturing and support they receive in the first three years on the job—over and above the skills and attitudes they bring from their pre-service education. Supervisors and mentors were asked about the types of support provided to beginning teachers by their district.

Four out of five school districts provide their beginning teachers with professional learning, collaboration with other teachers, and/or assign them a mentor to improve their practice. Two-thirds of districts have an induction program.

83% Professional learning
82% Collaboration with other teachers
81% Assigned a mentor to improve teaching
75% Feedback from site supervisor or senior teacher
66% Induction program for new teachers

Most districts provide beginning teachers one or more types of support.

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A number of supervisors and mentors reiterated the need for all beginning teachers to work with a mentor, including one suggestion for three full years of participation, and another for support or mentor groups in small districts. As noted, not all support is in the form of a formally assigned mentor, though some supervisors suggested they worked with a teacher who was not receptive to supervision and feedback from their grade-level colleagues and other established educators in the school, or did not take advantage of resources at their disposal.

> *"Fund a mentor program for ALL new teachers that connects them with a seasoned veteran, ready to pass on their experience and knowledge."*

Drawing attention to the importance of mentoring during pre-service student teaching, some supervisors expressed concerns that cooperating teachers and mentors need to be better screened and trained, and provided with clearer structure and guidelines.

Future Classrooms

When asked to describe the emerging phenomena or conditions that beginning teachers will need to be prepared for in the future, many articulated priorities that have already been set by leadership in Oregon's teacher preparation programs: racial, social, economic, and academic diversity and equity in the classroom; planning, standards, and assessment; classroom management; integrating technology; active learning techniques; communicating with families; and collaboration and reflection. One supervisor shared thoughts about a generation of teachers that is increasingly professionally mobile, suggesting new

professional development alternatives such as cohort models, fast track subject-area endorsements, linking coursework to professional development units, and consulting to provide beginning teachers with technical assistance.

Trauma and Mental Health

Teachers and supervisors alike have expressed the need to be prepared to work with students experiencing deep poverty or trauma, and those who experience behavioral challenges, among other attributes that require differentiated instruction and classroom management. One supervisor expressed a need for

teachers to have skills to intervene in bullying or suicides. Using the term "at-risk students," another supervisor connected future classroom challenges to the state of the economy:

> *"The first generation of students from the recent depression are now entering the school system. Kinder and first grade teachers are reporting some of the most difficult cohorts they have ever worked with."*

The generation of learners who was born between 2007 and 2010 may be characterized by a substantial segment who has experienced extreme family trauma due to the global economic recession, which Oregon has still not fully recovered from among all demographic groups and employment sectors. Many students who have stable housing now may have been born into a shelter or a borrowed living room from a generous friend or relative, followed by transitional housing. Some of their older peers who may be reaching high school soon may have clearer memories of those experiences. Indeed, many teachers who have begun their jobs in Oregon's schools since that time may have lived in shelter with them. Residual trauma can affect all aspects of a person's life. Healing and recovery is an ongoing process. Several supervisors projected a need for teachers to be skilled in trauma-informed care or

practice. One teacher specifically wished for skills in social work.

Partnership Opportunities

A number of supervisors and mentors identified tangible projects or activities that would help ready teachers for these and other future challenges, as well as improve the relationships between the postsecondary programs and Oregon's PK-12 schools.

Communication A few supervisors cited specific information they wished to have about the teacher education programs, including:
- self-identified strengths, weakness, and unique attributes of each program;
- the philosophy that underpins each program, indicating the framework new teachers bring into their classrooms;
- common coursework across all educator preparation programs in which all new teachers should have some grounding.

Mentoring Some supervisors or mentors cited mentoring as a focal point for collaboration:
- work with PK-12 leadership to explore mentoring opportunities that bridge undergraduate experiences and early career;

- engage Oregon Mentor Program mentors and others who hold mentoring and support roles in regular and direct feedback.

Joint Ventures Some suggestions for joint coordination of programs will take time to evaluate, negotiate, and implement, including:
- full-year, on-site, participant observation of the first-year support and professional development provided to beginning teachers by school districts; establish lab

schools in which teachers participate with pre-service teacher candidates in regular professional development;
- co-locate higher education programs on PK-12 campuses, similar to medical schools located at hospitals.

Of all the suggestions, perhaps the most important and easiest to fulfill is simply to designate time to discuss collaboration and partnership opportunities with individual school leaders.

Discussion

Supervisors and mentors who responded to this survey suggest that most of the teachers they worked with entered the classroom ready to teach, and ready to learn. An ongoing challenge in the continuous improvement of teacher education programs will be preparing teachers with the agility to adapt a depth and range of skills so that every classroom is equitable and inclusive of all learners.

Ready to Learn

Overall, supervisors and mentors were quite satisfied with the preparation of their beginning teachers. Room for improvement spans all four categories of

the InTASC Model Core Teaching Standards. Most evident, on average, teachers were not as well-prepared to make community connections, to integrate language development to reach English Language Learners, and to develop standards-based assessments and use them as an engagement tool. Sentiments from those who worked closely with beginning teachers suggest that many were especially well-prepared for their professional responsibilities, notably critical reflection, working with their colleagues, professional learning, and acting with respect toward their students, regardless of whether or not they are in earshot. These relational and introspective habits and skills are the roots

of professional maturation and ongoing skill building. Leading classrooms with a spirit of self-evaluation and collaboration will foster improvement and innovation in teachers' technical skills that will enable them to serve all of their students more robustly.

Racial and Cultural Equity

Equity in academically, economically, racially, and culturally integrated classrooms goes beyond differentiation. Teachers can use specific strategies and skills to connect and engage with students who have learning disabilities, mental health and behavioral challenges, students whose primary language is not English, who have experienced poverty or trauma, or who have grown up in a non-dominant race or culture. However, equity is more than differentiating instruction techniques, assessments, and classroom management. Supervisors and mentors expressed the need for beginning teachers to learn how to talk about race in the classroom, how teachers' own racial identities influence their teaching, how learners' racial and cultural identities influences their educational experiences, how to work across racial identities with learners and colleagues, and just plain how to deal with racism. Moreover, some supervisors tied equity and diversity to classroom management skills, a common challenge many beginning teachers encounter.

Program and Policy

Results of the analysis suggest a few new ideas for small activities and broader-scale initiatives. Leaders of Oregon Association of Colleges for Teacher Education are encouraged to weigh the extent to which these ideas could improve educational experiences and outcomes for Oregon's learners, against the resources, time, and political will required to gain momentum.

Information OACTE could easily satisfy the information requests that arose from survey respondents. While only cited by a small number of supervisors, collecting and publishing program information to differentiate and highlight commonalities across teacher preparation programs at all 19 institutions could be helpful to anyone in a hiring or mentoring role, and even teacher candidates trying to select just the right program. Comparative information could be made available on the OACTE web site and updated annually once a template is created. To preface this type of program information, OACTE leaders

should consider distributing to school supervisors and mentors a brief summary of the results of the present survey.

Mentoring A number of supervisors or mentors requested a more robust mentoring program. A fully-funded program could support a mentor for every beginning teacher for a full three years. These types of programming and budget decisions are outside the purview of OACTE. More pragmatically, leaders at OACTE could work collaboratively with Mentor Program administrators and with mentors in the field to solicit feedback and generate new ideas for leveraging the scarce resources available to support beginning teachers.

Integrating Social Work Social work is clearly outside the scope of teachers' professional expectations. In the classroom daily, however, teachers have the closest view and understanding of their learners as whole and complex individuals with physical and emotional needs. Moreover, with school counselors at a distance—and typically managing quite substantial caseloads—teachers may increasingly need social work assistance or skills to be the bridge between students' homes and help. Many teachers probably already provide minor interventions and emotional support as they become alert to students' personal challenges. Developing a basic understanding of social work

principles and a few relevant skills typically associated with social work could help beginning teachers learn to interpret student behaviors more accurately, communicate more effectively with a diverse range of learners and their families, build more comprehensive knowledge of local community resources, adhere to professional boundaries while still ensuring students' needs get met, and develop skills and habits of burnout prevention activities.

OACTE, as a collaboration, is the appropriate venue to evaluate the extent that beginning teachers need skills to help them identify indicators or child/youth and family trauma, facilitate trauma-informed communication and problem solving, find and access services and resources, or manage secondary-trauma and self-care. OACTE leaders might consider conducting a formal needs assessment to determine the extent that social work skills are relevant and necessary in Oregon's classrooms, and the best vehicle to deliver them. Beginning teachers already undergo rigorous preparation in a highly specialized professional field, as do social workers. For instance, social work could be infused through a model of education in which licensed social workers are assigned to meet frequently with teams of teachers, or in-service activities presented as structured co-training and networking events through which teachers and social

workers learn from one another and have opportunities to kindle partnerships through their own initiative and creativity.

Any new programs, initiatives, teacher training, or professional learning would need to complement existing program requirements, and should enable teachers, school counselors, and social workers to work together more effectively.

Collaboration with PK-12 Schools True collaboration is characterized by equal partnerships among two or more entities that share risks, resources, decision-authority, and benefits of the relationship and its products. Effective collaboration between Oregon's teacher preparation programs and PK-12 schools is most likely found between individual postsecondary institutions and individual schools. Collaboration for collaboration's sake, however, is usually futile.

Leaders of Oregon's teacher preparation programs would benefit from documenting specific partnership activities, characterizing them as either informal interactions or true partnerships, and outlining the costs and benefits. Individually this type of activity would enable leaders to assess whether the purpose of each partnership is being fulfilled commensurate with resources expended, and whether PK-12 partners maintain agency. Across the OACTE

collaborative, this information could help program leaders to identify missed opportunities to partner with PK-12 schools, gaps in geography that omit schools in certain regions of the state from the benefits of formal partnerships, or spark ideas for greater potential in collaboration that extends statewide.

On a more personal level, individual teacher preparation program leaders or their faculty representatives could hold regular meetings with individual PK-12 school administrators in their area for annual check-ins on-site, during a regular school day; many likely do so already. Even if no new opportunities are generated by a single visit, establishing a regular, nonjudgemental, physical presence on stakeholders' turf is the seed of trust and familiarity. A clear connection between individuals across institutions can provoke a simple phone call from a school administrator to discuss emerging conditions or problems in fluid context and detail, instead of waiting for a survey such as this one and hoping administrators take time to respond reflectively. This type of familiarity across teacher preparation and PK-12 institutions may also increase supervisor participation in these surveys.

Student Teaching Several supervisors and mentors drew attention to an ongoing quandary in pre-service preparation. Some advocated for individual student

teaching experiences to reach across several schools so that beginning teachers have experience applying their skills with a wide range of students. Others advocated a single, year-long placement that begins when teachers set up a classroom for the school year, and ends when the classroom is closed for the summer. Both models exist. Both have their benefits. Neither is perfect. Mentors of beginning teachers have, undoubtedly, developed skills to support their mentees who learned their trade through either experience. Soliciting feedback from mentors may help to identify specific strategies and techniques to assist beginning teachers from either program model.

Limitations

The generalizability of these results is limited due to the small sample of administrators and mentors surveyed. The small scale effort was fruitful and yielded useful findings. Additional testing and development will afford replicable results over time.

Oregon's teachers are the connection between schools and the lives of their students. Teachers, alone, cannot shoulder the entire burden of dismantling institutionalized oppressions. They must, however, adjust their practice to the unique needs of each student and ensure that all of them enjoy the benefits of a socially just education through which they learn to think critically and creatively, communicate effectively, and collaborate with one another in pursuit of knowledge. Ongoing reflection and partnerships with school administrators, teacher mentors, and internally across teacher preparation institutions will position OACTE leaders to ensure their programs are responsive to evolving community conditions as they emerge in Oregon's classrooms.

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Appendix

Summary Data Tables

Teacher's Educator Preparation Institution		
	number	percent
Concordia University - Oregon	14	10.37%
Corban University	2	1.48%
Eastern Oregon University	7	5.19%
George Fox University	19	14.07%
Lewis and Clark College	5	3.70%
Linfield College	4	2.96%
Marylhurst University	2	1.48%
Northwest Christian University	1	0.74%
Oregon State University	8	5.93%
Pacific University	8	5.93%
Portland State University	19	14.07%
Southern Oregon University	6	4.44%
University of Oregon	6	4.44%
University of Phoenix - Oregon	2	1.48%
University of Portland	12	8.89%
Warner Pacific College	2	1.48%
Western Oregon University	15	11.11%
Willamette University	3	2.22%
Total	**135**	**100.00%**

InTASC Model Core Teaching Standards: Learners and Learning
On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning expert level skills, to what extent was this teacher prepared to perform each of the following duties required by the core teaching standards focused on learners and learning?

Learner and Learning **Design and implement developmentally appropriate and challenging learning experiences**		
	number	percent
1	1	0.74%
2	2	1.48%
3	8	5.93%
4	7	5.19%
5	26	19.26%
6	45	33.33%
7	30	22.22%
8	14	10.37%
Don't know	2	1.48%
Total	**135**	**100.00%**

Learner and Learning **Incorporate language development strategies to make content accessible to English Language Learners**		
	number	percent
1	2	1.48%
2	8	5.93%
3	5	3.70%
4	15	11.11%
5	23	17.04%
6	47	34.81%
7	14	10.37%
8	8	5.93%
Don't know	13	9.63%
Total	**135**	**100.00%**

Learner and Learning **Provide students equitable opportunities to learn by treating them differently**		
	number	percent
1	1	0.74%
2	6	4.44%
3	5	3.70%
4	10	7.41%
5	18	13.33%
6	54	40.00%
7	24	17.78%
8	15	11.11%
Don't know	2	1.48%
Total	**135**	**100.00%**

Learner and Learning **Maintain discipline in the classroom**		
	number	percent
1	5	3.70%
2	9	6.67%
3	8	5.93%
4	8	5.93%
5	23	17.04%
6	32	23.70%
7	31	22.96%
8	17	12.59%
Don't know	2	1.48%
Total	**135**	**100.00%**

Learner and Learning **Set up a classroom that engages and motivates learners with diverse needs**		
	number	percent
1	2	1.48%
2	5	3.70%
3	7	5.19%
4	9	6.67%
5	19	14.07%
6	41	30.37%
7	32	23.70%
8	18	13.33%
Don't know	2	1.48%
Total	**135**	**100.00%**

Learner and Learning **Use time outside of class to develop relationships with students and learn their perspectives**		
	number	percent
1	2	1.48%
2	5	3.70%
3	4	2.96%
4	9	6.67%
5	26	19.26%
6	37	27.41%
7	26	19.26%
8	16	11.85%
Don't know	10	7.41%
Total	**135**	**100.00%**

InTASC Model Core Teaching Standards: Content Knowledge
On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning expert level skills, to what extent was this teacher prepared 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	1	0.75%
2	4	2.99%
3	9	6.72%
4	11	8.21%
5	23	17.16%
6	48	35.82%
7	25	18.66%
8	9	6.72%
Don't know	4	2.99%
Total	**134**	**100.00%**

Content Knowledge **Design activities that require students to use the correct academic terminology**		
	number	percent
1	2	1.49%
2	2	1.49%
3	9	6.72%
4	8	5.97%
5	25	18.66%
6	40	29.85%
7	30	22.39%
8	14	10.45%
Don't know	4	2.99%
Total	**134**	**100.00%**

Content Knowledge **Assist students in analyzing key concepts of the discipline from multiple perspectives**		
	number	percent
1	2	1.49%
2	3	2.24%
3	8	5.97%
4	16	11.94%
5	32	23.88%
6	36	26.87%
7	25	18.66%
8	9	6.72%
Don't know	3	2.24%
Total	**134**	**100.00%**

Content Knowledge **Design activities that require students to gather information and generate new ideas**		
	number	percent
1	2	1.49%
2	4	2.99%
3	9	6.72%
4	9	6.72%
5	29	21.64%
6	44	32.84%
7	27	20.15%
8	8	5.97%
Don't know	2	1.49%
Total	**134**	**100.00%**

Content Knowledge **Design activities that require learners to work together to solve problems**		
	number	percent
1	2	1.49%
2	4	2.99%
3	6	4.48%
4	13	9.70%
5	25	18.66%
6	42	31.34%
7	32	23.88%
8	9	6.72%
Don't know	1	0.75%
Total	**134**	**100.00%**

InTASC Model Core Teaching Standards: Instructional Practice
On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning expert level skills, to what extent was this teacher prepared 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	5	3.76%
2	4	3.01%
3	10	7.52%
4	6	4.51%
5	33	24.81%
6	39	29.32%
7	24	18.05%
8	9	6.77%
Don't know	3	2.26%
Total	**133**	**100.00%**

Instructional Practice **Use assessments to engage learners in monitoring their own progress / achievement**		
	number	percent
1	2	1.50%
2	6	4.51%
3	8	6.02%
4	7	5.26%
5	40	30.08%
6	33	24.81%
7	23	17.29%
8	8	6.02%
Don't know	6	4.51%
Total	**133**	**100.00%**

Instructional Practice **Deliver research-based, interdisciplinary instruction**		
	number	percent
1	4	3.01%
2	3	2.26%
3	6	4.51%
4	12	9.02%
5	35	26.32%
6	34	25.56%
7	24	18.05%
8	9	6.77%
Don't know	6	4.51%
Total	**133**	**100.00%**

Instructional Practice **Work with learners to design lessons that build on prior experiences and strengths**		
	number	percent
1	2	1.50%
2	3	2.26%
3	9	6.77%
4	10	7.52%
5	30	22.56%
6	44	33.08%
7	23	17.29%
8	10	7.52%
Don't know	2	1.50%
Total	**133**	**100.00%**

Instructional Practice **Use specific Common Core standards to plan instruction**		
	number	percent
1	2	1.50%
2	1	0.75%
3	5	3.76%
4	12	9.02%
5	22	16.54%
6	37	27.82%
7	37	27.82%
8	13	9.77%
Don't know	4	3.01%
Total	**133**	**100.00%**

Instructional Practice **Use appropriate technology to enhance instruction and engage learners**		
	number	percent
1	4	3.01%
2	1	0.75%
3	3	2.26%
4	11	8.27%
5	30	22.56%
6	36	27.07%
7	34	25.56%
8	11	8.27%
Don't know	3	2.26%
Total	**133**	**100.00%**

InTASC Model Core Teaching Standards: Professional Responsibility
On a scale of 1 to 8, with 1 meaning no preparation and 8 meaning expert level skills, to what extent was this teacher prepared 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	2	1.52%
2	6	4.55%
3	6	4.55%
4	9	6.82%
5	19	14.39%
6	30	22.73%
7	33	25.00%
8	25	18.94%
Don't know	2	1.52%
Total	**132**	**100.00%**

Professional Responsibility **Engage in professional learning to build skill and acquire new discipline-specific knowledge**		
	number	percent
1	1	0.76%
2	1	0.76%
3	6	4.55%
4	6	4.55%
5	20	15.15%
6	35	26.52%
7	39	29.55%
8	21	15.91%
Don't know	3	2.27%
Total	**132**	**100.00%**

Professional Responsibility **Demonstrate respect for learners and families, even when they are not in the teacher's presence**		
	number	percent
1	1	0.76%
2	4	3.03%
3	5	3.79%
4	7	5.30%
5	17	12.88%
6	31	23.48%
7	34	25.76%
8	31	23.48%
Don't know	2	1.52%
Total	**132**	**100.00%**

Professional Responsibility **Communicate with families from diverse backgrounds to improve learner development**		
	number	percent
1	3	2.27%
2	7	5.30%
3	5	3.79%
4	14	10.61%
5	22	16.67%
6	44	33.33%
7	18	13.64%
8	15	11.36%
Don't know	4	3.03%
Total	**132**	**100.00%**

Professional Responsibility **Work with colleagues to improve learner development**		
	number	percent
1	2	1.52%
2	3	2.27%
3	6	4.55%
4	7	5.30%
5	18	13.64%
6	35	26.52%
7	39	29.55%
8	19	14.39%
Don't know	3	2.27%
Total	**132**	**100.00%**

Professional Responsibility **Develop connections to community resources**		
	number	percent
1	4	3.03%
2	6	4.55%
3	8	6.06%
4	14	10.61%
5	35	26.52%
6	31	23.48%
7	16	12.12%
8	10	7.58%
Don't know	8	6.06%
Total	**132**	**100.00%**

Summary Data Tables: Overall Preparation and Retention

Overall, how well prepared was the teacher to perform his or her job effectively?	number	percent
1 - Poorly prepared as a first-year teacher	8	6.06%
2	13	9.85%
3	54	40.91%
4 - Very well-prepared to excel as a first-year teacher	57	43.18%
Total	**132**	**100.00%**

How satisfied are you with the teacher's overall performance?	number	percent
Very dissatisfied	3	2.27%
Somewhat dissatisfied	16	12.12%
Somewhat satisfied	24	18.18%
Very satisfied	89	67.42%
Total	**132**	**100.00%**

If you had to make a new recommendation for the first time today, would you hire or recommend hiring this teacher?	number	percent
No	16	12.12%
Unsure	4	3.03%
Yes	112	84.85%
Total	**132**	**100.00%**

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